

# St. Thomas' C.E. Primary School

## Newsletter

10.11.23

### A note on worship...

#### Compassion



They shall not grow old as we that are left grow old  
Age shall not weary them, nor the years condemn.  
At the going down of the sun and in the morning  
We will remember them

Remembrance Sunday is a time to remember the service and sacrifices that have been made and continue to be made so that our freedom and way of life is protected. We remember the armed forces and their families from Britain and the Commonwealth, the emergency services and those that have lost their lives due to conflict or terrorism.



## Stars of the Week



**Austin, Faith, Pippa, Emily W., Esmee H., Liam, Landon,  
Brandon L.N., Teddy and Marnie.**

**Well done to you all!**

## Events for the Week

### Beginning

13.11.23

#### Monday

Ukulele lessons

Brass Lessons

Whole class Ukulele lessons for Emerald class

After school Rugby for years 3, 4, 5 and 6

#### Tuesday

Keyboard, strings and woodwind lessons

After school football for years 4, 5 and 6

#### Wednesday

Guitar lessons

After school multi-skills for years 1 and 2

Year 3 and 4 athletics event

#### Thursday

After school netball/basketball for years 3, 4, 5 and 6

#### Friday

## From the office...

- Please ensure that **school dinners** are ordered by midnight on **Sunday** for the following week.
- Children taking part in **after school sports** need to bring a **PE kit to school** to change into if it is not their usual PE day.

## Jewellery

There is an increasing number of children wearing jewellery for school. Children can wear a small watch and a single pair of stud ear rings all other jewellery needs to stay at home. Jewellery should be removed at home on PE Days.

Children with jewellery will be asked to remove it and take it home. We do not want precious items to get broken or lost nor do we want injuries caused by children wearing jewellery.

Thank you for your support.

### Up coming events

**Wednesday 22<sup>nd</sup> November – Emerald class visiting M6 Theatre**

**Tuesday 28<sup>th</sup> Novemeber – RNLI to visit school**

**Friday 1<sup>st</sup> Decemeber – Carols and Cake P.T.A. event after school**

**Monday 4<sup>th</sup> December – Chocolate Donation Day for the Church Christmas Fair**

**Wednesday 6<sup>th</sup> December – Year 5 Recycling project**

**Thursday 7<sup>th</sup> December – Dress Rehearsal**

**Friday 8<sup>th</sup> December – Hamper donation day and Whole school trip to the Pantomime at Middleton Arena**

**Monday 11<sup>th</sup> December – Cyber safety with Loti (Year 5 and 6)**

**Tuesday 12<sup>th</sup> December – Christams Concerts**

**Wednesday 13<sup>th</sup> December – Christmas Concerts**

**Friday 15<sup>th</sup> December – Share our work afternoon**

**Monday 18<sup>th</sup> December – Emerald Class Ukulele Concert at 10.50am**

### Wellbeing Ambassadors

On Thursday, 4 of our children represented our school at an event in Littleborough. The children joined other children from across the borough for an event promoting mental health and wellbeing. The children who went were **Matlida, Freddie P., Maisie and Paddy**. They were praised for willingness to participate and their confidence. They will continue to work on becoming wellbeing ambassadors.



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [nationalcollege.com](http://nationalcollege.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know about **MICROTRANSACTIONS**

Microtransactions (often abbreviated as "MTX") are digital purchases made within an app or game to unlock extra features or additional content such as new levels. A popular sub-set of these are loot boxes, which contain a selection (usually random) of virtual items: from character skins to game-changing equipment like better weapons. Microtransactions (and loot boxes in particular) are now widespread in apps and games, but concerns persist that they normalise gambling and can foster addictive behaviours – especially among younger players.

### WHAT ARE THE RISKS?

#### GATEWAY TO GAMBLING?

Microtransactions have been criticised for promoting gambling-adjacent behaviour in children. Research has also suggested that exposure to the loot box system could affect the likelihood of a young person suffering gambling harms later in life: children who purchased or used loot boxes in the last 12 months were found to be more likely to have gambled during the same period, as well.

#### ADDICTIVE NATURE

Microtransactions (and loot boxes especially) could lead to young people displaying compulsive behaviours. Loot boxes are designed to be addictive, and the sought-after prizes they contain are dispensed at random. This means that young gamers might not get what they want straight away, causing them to spend more money as well as additional time gaming.

#### PAYING TO WIN

In many popular games (the FIFA series being a notable example), microtransactions make it far easier to succeed – which is a concern because children can often find it difficult to keep track of their spending. Once a child starts making in-game purchases, they may continue buying to keep up with their friends and other players – sometimes without recognising the mounting real-world cost.

### EXCLUSIVE CONTENT

#### DATA COLLECTION

To allow a young person to complete microtransactions, many app and game developers collect personal data such as their name, address, email, geolocation information, photos, payment details and so on. Even if this data remains secure (which is by no means guaranteed), there's always the chance that it will be used – and possibly sold on to third parties – for marketing purposes.

#### AFFECTING DAILY ROUTINE

Online games tend to revolve around repeated loops of activity that can affect purchasing decisions and potentially influence children's spending patterns. This could lead to your child not only handing over more money but also adjusting their daily routine to match the game's schedule – potentially impacting more important elements of their day, such as homework and family time.

#### SATELLITE SPENDING

If you've linked a payment method like a debit card or a PayPal account to your child's game or app, it's wise to keep a close eye on their microtransactions to ensure they aren't racking up a large bill. Letting a child have access to your card (if they're still too young to have their own) or other means of payment could also lead to them spending beyond the apps and games they normally use.

## Advice for Parents & Carers

#### DO YOUR RESEARCH

It's important to have a serviceable idea of whether the games your child plays use the loot box system (even if it goes by a different name) or include the option of buying items, equipment and so forth. If so, it's crucial to help your child understand that this costs actual money, and that they shouldn't feel pressured into making any purchases.

#### CHAT ABOUT 'CHANCE'

It may help to explain to your child that many microtransactions involve an element of chance: they could pay money and *still* not get what they want in return. Emphasise that – while not usually costing much individually – these in-app and in-game purchases can soon add up. Talk to your child about how spending their money in a game or app means they have less to use in the real world.

#### (GIFT) CARDS ON THE TABLE

Investing in an in-game currency gift card can be a useful way of helping your child get to grips with budgeting. If you buy, say, a £10 V-bucks Fortnite gift card, monitor how long it takes them to spend it. When they come to you asking for more, you could make it the starting point for a conversation about how quickly that money went and how they could earn their next gift card.

#### STOP SPENDING AT SOURCE

You might decide that the wisest strategy is to remove the potential for spending money on microtransactions. If so, most games, apps and devices have options in their settings to help you manage what your child can spend – or to disable that function altogether, preventing them from buying additional items for their games or boosted functionality for certain apps.

#### WATCH FOR THE SIGNS

If you're worried that your child's passion for a particular game or app may tempt them into habitual spending on microtransactions, it's important to remember the indicators of addictive behaviour. Irritability, a lack of concentration and prioritising recreational screen time ahead of homework or mealtimes could all be signs that you need to have a conversation about a more balanced routine.

### Meet Our Expert

Carly Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech tabloid The Inquirer, Carly is now a freelance technology journalist, editor and consultant.



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#WakeUpWednesday



## Wellbeing

# The Ukraine - helping children cope with world conflict.



The five ways to wellbeing are evidence based ways of looking after your mental health. Here, we think about how they can support children during a time of heightened anxiety and fear amid world events. Children under 7 are unlikely to take on board much of what is going on, so it can be best to wait for them to bring it up. With older children and teenagers, adults have less control over where their information comes from. Ask them questions to determine what they know and correct any misconceptions. With older children, respond to questions but don't overload them with facts. Keep messages simple and offer reassurances about the distance and the minimal risk of events directly impacting them or their families. Teens might have 'what if' questions - help them reality check these 'what ifs', explore what they could do in certain situations and focus them on the things they can control.

## Weekly Round up

It has been a very busy week as everyone settles into their first week of following our curriculum. All of our curriculum plans can be found on our website. By looking at the plans, you will have a good understanding of what we teach and why we teach it.

Help with phonics and more information can be found at

<https://www.songofsounds.co.uk/page/?title=Learning+at+Home&pid=8>

Photographs of our work can be found on our Facebook page.

### Amethyst Class

The **year 1** children from both classes have been recapping sounds, whilst the **reception children** have moved onto h, b, f and l. In maths the **reception children** have been learning about 2d shapes, whilst the **year 1** children have been focusing on number lines. All of the children have continued using the book 'Surprising sharks' and next week they are basing a lot of their work on sharks.

The children have also found the time to learn some of the songs for the Christmas concert, gone to the moon in P.E., learnt about materials in science and if that wasn't enough, they have also been learning about our Parliament.

### Ruby Class

It has been a busy week for the children in Ruby class who have fitted in learning Christmas songs alongside their work. In maths the **year 2** children have been adding two-digit numbers across the tens boundary. They have moved onto fairy stories in English and using conjunctions in grammar. Their history unit this half term is all about the Industrial Revolution!

They have also found time for working on microhabitats in science, fundamental footwork in P.E and discovering the life of Mary Jones as part of their R.E. work. And finally, they have also learned about Parliament including the King's speech and Remembrance Sunday.

### **Sapphire Class**

It's been another busy week for our oldest children. In grammar the children have been focusing on active and passive voice, subject and object. **The year 6** children have been learning about equivalent fractions, adding and subtracting fractions and converting improper fractions to mixed number fractions, whilst the **year 5** children have investigated square, prime and cubed numbers, factors and multiples.

As part of our Parliament week, the children have written a report about Parliament. In addition they have also learned about British values and what they mean. Their focus in P.E. has been developing gymnastic skills whilst in R.E. they have been looking at personal values – comparing inner values to outer values and debating which are most important.

### **Mrs Robinson's Art and DT lessons**

Ruby class have started a design technology unit on wheels and axels. Opal class are looking at family life in art and this week have focused on the work of Rembrandt. Emerald class are beginning a unit of work on the Art Deco period and have been introduced to the work of Pablo Picasso. Sapphire class are looking at gears and pulleys.

### **Share My Work Afternoons**

On the last afternoon of each half term (or the previous day, if we are in church), we will be hosting a 'share my work' afternoon. Parents will be invited to come into school from 2.00pm to sit with their child and share with their child the work that has been completed that half term.

The plan is to make this a 'drop-in' style event and parents can come in at any time between 2.00pm and 2.45pm and then join us for our final assembly of the term at 2.50pm if they wish to. This will give those who have children in different classes the opportunity to visit them all.

### P.E. Days

Amethyst – Tuesday and Thursday

**Ruby - Wednesday and Friday (This has changed)**

Opal - Tuesday and Thursday

Emerald – Monday and Wednesday

Sapphire – Monday and Friday

All children wear their PE kit for school on PE days.