



Edison Primary School

Weekly News

9 February 2024

A message from Mrs Dokal

We have reached the half-way point of the school year with our spring half term holiday coming up next week. It has felt like a short term, however we have managed to achieve great things including coming first in a general knowledge quiz across the country! A proud moment for all of us. May I take this opportunity to thank you for making time to meet/ call the teachers for parents evening, your ongoing support and kind words are highly appreciated, I wish you all a wonderful half term break.



This week we are so proud to announce that Shay Gadher from Year 6 Einstein Class has now achieved a 1 million word count. We are also delighted that Kartik Kamble from Year 4 Carson Class has achieved a 2 million word count. Kavin Sayasudan from Year 4 Goodall Class has now reached a mammoth 5 million word count. Well done to them all.

Hot Chocolate with Mrs Dokal



Attendance Winners

Well done to Year 3, Faraday Class for being the winners for the highest attendance this week with a percentage of 98.7%.

Word Count Millionaire

We are delighted to announce our current word count millionaire readers in KS2! They are proudly wearing their brand new, golden word millionaire badges so we can all celebrate their achievements!



Class	Attendance Week 5 05.02.24-09.02.24	
YR Bell	93.8%	
YR Newton	92.0%	
Y1 Franklin	90.3%	
Y1 Watson	93.9%	
Y2 Fleming	92.2%	
Y2 Pasteur	92.7%	
Y3 Curie	92.9%	
Y3 Faraday	98.7%	1st
Y4 Carson	96.3%	2nd
Y4 Goodall	88.1%	
Y5 Armstrong	94.8%	3rd
Y5 Jemison	92.9%	
Y6 Einstein	94.1%	
Y6 Hawking	90.9%	



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School Councillor Lunch Proposals

Our School Council had a very productive meeting with Ms Dinning and Ms Rouf from Wilson Jones (our school's caterers) on Thursday. School Council had canvassed ideas from the children at Edison and spoke very articulately about ideas for new meals they would like to see on our school lunch menu, including Butter Chicken, Butter Paneer, Tacos and Garlic Bread. They had some brilliant suggestions and were very impressive! Ms Dinning and Ms Rouf are going to see if these changes can be made and will let our School Council know which (if any) they can do – we will update you when they hear back from them!

Over and Above: Focus of the Week

Using Zones to Self-Regulate

Our dedicated attention this week centered on adhering to **our four school principles: Ready, Respectful, Safe, and Kind**. The primary objective was to surpass the norm in these aspects, fostering mutual assistance in enhancing our collective commitment. At Edison, continual improvement is paramount, and our weekly focal points contribute significantly to achieving this objective. See the outstanding individuals recognised for going "Over and Above" in the newsletter, with the added privilege of enjoying hot chocolate with Mrs. Dokal.

After Half Term the Focus is 'Good Listening'

Breakfast and After School Club

Breakfast Club will run as normal from 8am and After School Club will run from 3:45pm to 5:45pm daily. Parents are able to book their child's breakfast and after school club sessions on ParentPay 48 hours in advance. Please note that the following charges apply:
Early Birds Breakfast Club - £4 per session (45 minutes)
Night Owls After School Club - £6 for one hour and £12 for two hours.

If you need to book a slot at short notice, please contact the School Office to check for availability.

Enrichment Clubs will start week commencing Monday 18 September and there will be a separate email regarding this which you will also be receiving today.

Attendance – Late Arrivals

This is a polite reminder that if your child/ren are late in the mornings, please ensure you bring them to the school office as they would need to be signed in by the adult.

We have a new electronic sign in system, the office team will assist you with this.

Please **DO NOT** drop your child/ren at the gate and allow them to come into school on their own.

Early Pick-Up Procedure

If you require to collect your child/ren early for any reason, you would be required to send an email to info@edisonprimary.org with a reason to why you are requesting an early collection, the email will be passed onto Mrs Dokal to authorise.

If collection is for medical appointment, you would need to provide proof of the appointment, and this should be provided to the office at least 24hours before the appointment.

To help the attendance of the pupils in class and ensuring that they are getting the best out of the education, early collection will not be permitted unless authorisation has been by Mrs Dokal in a reply to your email.

We thank you for your support and understanding.

Car Parking

Please remember that parking on school premises is for **STAFF ONLY**. Please support our school and its safety by parking a short way away and walking with your child. **Please** can we urge you all to continue to support the school and be aware of not blocking local residents' driveways, double parking and bus routes.



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Also please remember parking on double yellow lines is **NOT** permitted at any time. We would like to say a big thank you to all those parents that have been mindful to the local residents when parking.

Scooters and Bikes

We would like to remind you that if your child rides a scooter or bike to school, you must park it under the bike sheds, near the main school entrance. Wherever possible please keep them locked too. These should only be left here for the duration of the school day. Please **DO NOT** leave anything overnight or over the weekend as this would be left at your own risk. We appreciate your support with this

Bringing Children to School

Your child should arrive at school by **8.45am**, the school gate opens from 8.35am so you can drop your child at their year group entrance from this time onwards. Please ensure you support your child by ensuring they arrive on time and ready to learn. Any late arrivals should need to report to the main school office. If your child is going to be absent for any reason, please inform the school office by **8.30am** using our automated telephone service and choosing option 1. Lateness, at either end of the school day, is disruptive and can make the children anxious. Please make every effort to arrive at school on time to help your child have the best school experience possible. Persistent latecomers (more than three episodes) will be referred to Mrs Dokal and, if the

lateness is not then resolved, will be passed onto the Education Welfare Officer for further action.

Night Owls Collection

Our school office closes at **4.30pm**. If you are picking up your child from After School Club after this time, please use the bell at the school office entrance, and Mrs Mahal or Mrs Gill will come to meet you, and fetch your child from the club. If you have rung the bell and there is no answer, please call the school mobile: 07814 021729. This will only be necessary on the occasions that the children are taken outside to play. We appreciate your patience and support with this.



Get our latest news on Twitter: @Edison_Primary or visit our school website: www.Edisonprimary.org

Important Dates:

Tuesday 20 February – First day of Spring 2 Term
Tuesday 20 February – All Enrichment Clubs begin

Thought of the Week

Equipped with his five senses, man explores the universe around him and calls the adventure Science.
Edwin Powell Hubble



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This Term's Learning

Reception

Although this term has been a short one, it has been an eventful one.

What a busy half term we have had! The theme of this half term in Reception was 'Traditional Tales', and we have read and acted out so many different stories. We made the 3 little pigs houses, we grew beans like Jack and the Beanstalk, and we pretended to be the Big Bad Wolf and apologised to Granny and Little Red Riding Hood. But Bell and Newton really enjoyed the book Jack and the Beanstalk.

In Science, we have been looking at forces and materials. We looked at ice and we looked at different ways to melt it. We had a competition to see which method was the fastest. Placing the ice cube in hot water was the fastest way, then it was rubbing salt on it, we then used different instruments to hit the ice and the last method was rubbing the ice cube with a cloth!

We also looked at the force of cars on a ramp. We used the ramp at different heights and noticed the speed of the car.

In Maths we have been looking at knowing our numbers to 10 well, which included learning all about one more and one less, finding different

combinations of making 10 and counting using one to one correspondence. We also celebrated Number Day where we wore an item of clothing with a number on it and our teachers planned a fun Maths activity afternoon that we took part in.

We really enjoyed Children's Mental Health Week, where we learnt to explore our feelings and emotions and how to connect with others. We did lots of activities in our class to celebrate the theme of kindness and filled up our own 'kindness jars' with ideas for how to show kindness to others.



We can't wait to find out what we are learning about next term, but first we are looking forward to a restful break!





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Year 1

This half term, we kickstarted our learning in English based on the book 'The Enormous Turnip'. We learnt that a turnip is a root vegetable! We wrote character descriptions based on the story and also wrote fact files based on plants and another root vegetable, radish. We have focused on Set 2 and Set 3 sounds in phonics.

In Maths, the children have continued their learning with Place Value, securing number knowledge to 20 and gaining a deeper understanding of numbers through counting, sorting, representing and comparing numbers and their value. The children have been using tens frames, number lines and counters to support their learning. They have also been adding and subtracting numbers up to 20 and looking at doubling numbers. We also celebrated number day, focusing on playing maths games and colour by number.

In Science, the children have been learning all about parts of a plant. We planted our very own wildflowers and cress seeds, which have blossomed and been planted into the Edison Garden! We learnt about different leaves and identified leaves we found in the playground, and compared parts of the leaf. We then learnt that petals attract pollinators and plants have different types of roots. We finished our learning with a taste testing session of different root vegetables.

The children took part in 'Victorian Day' where they learnt about life in school during the Victorian Era. We learnt that in the Victorian Times, the class focus was school rules, arithmetic and handwriting practice. We completed a reading comprehension based on Victorian Schools and finished our day completing artwork based on the Victorian artist 'William Morris'. We paid 1p for our education, like they did in the Victorian times and arranged our classroom in rows! We had a fantastic day full of learning, fun and curiosity! We finished our term with Children's Health Week, where we took part in a webinar about how to look after our minds and how to show kindness to ourselves and others. We have focused on different mindful activities, such as yoga, belly breathing, Zones of Regulations, mindful colouring and praise notes.

Well done Year 1 for your continuous hard work! We look forward to seeing you after half term!





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Year 2

What an amazing start to 2024 for Year 2! This term Year 2 have worked hard in English writing letters as classroom resources from the book 'The day the crayons quit!' Children wrote letters from the point of view of different classroom stationary items. It was fantastic to see all their creative ideas!

In History, we looked at significant people and in particular, we focused on the life of Florence Nightingale. The children took part in a workshop related to Florence Nightingale. They were able to explore how the hospitals had changed over the years and what an important role she played in making these changes. Year 2 wrote letters to her sister explaining about her journey from England to Scutari hospital. They were able to explain her emotions whilst travelling to save the wounded soldiers.

Science has been fun and engaging this term as the children explored materials. They carried out different experiments to test different materials for their purposes. The children learnt to predict based on their prior learning, learn about variables in order to make sure the tests they carried out were fair and how they can best record the results. This was also linked with maths where children drew their own bar charts to collate and to explain what they found out from these experiments.

In maths, the children have been learning about multiplication and division. They were able to learn about equal and unequal groups and link equal parts to repeated addition. Children used their knowledge of the 2s, 5s, and 10 times tables to solve multiplication and division calculations. During Number Day, children came dressed in with numbers on their clothes and some were very imaginative and created their own number t-shirts. Children also took part in different maths games and enjoyed maths millionaire game the most. They worked together to solve maths problems.

In DT, the children designed and created a winding mechanism with a focus on recycled materials. They worked amazingly well in their Kagan groups to learn about the working mechanism of a pulley.

This term we also looked at children's mental health and discussed with them how they connect with other people. Children were amazing and gave lots of ideas how they can help each other, use kind words, kind hands and show kindness to each other. They were also able to relate to the story of the good Samaritan from previous R.E lesson and how important it is to be kind to each other. Well done Year 2 for your incredible work this half term!

Wishing everyone a restful half term from Year 2 team.





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Year 3

Our term has been full of engaging learning with our Ancient Egyptian Day where we dressed up as Pharaohs, mummies or Gods and Goddesses! As part of our celebrations, we made papyrus paper, wrote a letter in role as an Egyptian and bought and sold Egyptian relics in Maths by using our knowledge of Money. In Faraday, some of us used Purple Mash to write about how the Ancient Egyptians utilised the River Nile. We were able to insert pictures of The Nile as well as type our responses. Faraday Class have their table groups themed on Egyptian gods or goddesses and were great reading detectives to find out more about them!

Furthermore, in Art, we have focused on creating our own Egyptian headdresses using sketch pencils and oil pastels. They all were creative and bright! We imagined that if we were pharaohs, what would our headdress look like?

On Number Day, we enjoyed dressing up and participating in a range of stimulating Mathematic games such as code brakers and a board game using visual representations and the four number operations.

For Mental Health Week, we focused on kindness, appreciation, and self-awareness. Listening to calming music with the diffuser on, created a relaxing environment for us to learn in – we really enjoyed our learning!

Science this term has been illuminating with our learning about Light! We have investigated the use of mirrors an the different types, how shadows are formed and investigating materials that are most and least reflective.

We hope you all have a restful break, stay safe and enjoy your time. We look forward to next term's new and exciting learning.





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Year 4

The first half of the spring half-term has been full of a great many exciting educational experiences for Year 4. We have had a scintillating time reading *The Village That Vanished* and making links with history to the Benin Kingdom and Slavery. We wrote persuasive letters, diary entries, play scripts, descriptions, and poems. We also used drama to explore characters' feelings or motives.

In topic, our theme was 'Benin Kingdom' looking at Benin art, beliefs, and history of the Benin Kingdom. Additionally, we also looked at locational knowledge and explored the location of past as well as present day Benin. In art, we created Benin clay tiles based on religion and beliefs.



The highlight of this half term has been children learning about Teeth and Digestion in Science. We conducted experiments to discover the function of different types of teeth. We looked at food chains and explored predators and preys. Additionally, we looked at the human digestive system and created a 3D working model to explore the process.

We also observed the Number Day, focusing on many maths skills whilst learning maths through fun games. In maths, we have focused mainly multiplication and division. We have been exploring multiplying and dividing by 10, 100 and 1000. We have also explored different written methods to divide and multiply such as, number lines, long and short multiplication/ division.



Throughout the term, we have taken part in various workshops. Our workshops with Explore Learning were very interesting and engaging as we learned about descriptive writing and different ways to improve our writing techniques. We also learned about sequencing by exploring the different sequences you can buy fruits in a shop. A policeman also came in to speak to us about Internet safety and how important it is to be safe online. We discussed what to do if we see something unfamiliar and who we can trust in our lives.

We celebrated 'Mental Health Awareness Week' by focusing on learning how to control our emotions and to recognise non-verbal emotion cues. We also learnt different techniques teaching us how to stay calm. In Spanish, we have been looking at family relations in Spanish and writing simple sentences. We have used games, drama and singing to improve our articulation of Spanish language. Lastly, our main focus in RE has been to learn about death, greed and selfishness through Buddhist stories.

Overall, this half term has been a busy but riveting learning experience for all of us. We look forward to lots of learning through our upcoming themed topic of the Rainforests. Thanks to all the parents for your vital, continued support.





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Year 5

It's hard to believe that it's half term already! The last 5 (and a half) weeks have gone flashing by, full of new learning, getting to know each other, and science investigations!

In English, Year 5 read the tragic story of the Highwayman and Bess, bringing their learning to life with roleplays and drama lessons. They also wrote character descriptions, narratives, designed 'Wanted' posters, and best of all, their own fantastic versions of this classic poem by Alfred Noyes that would have given him a run for his money!



The children also took part in the 'Number Day' celebrations, helping raise money to support services provided by the charity NSPCC such as Speak out Stay safe and Childline, while dressing up in number shirts and having a fun-filled day of maths activities and games.

The school organised a workshop on internet safety to promote safe, responsible, and positive use of digital technology for children. In accordance with this year's theme, the workshop focused on encouraging children to talk about the online safety support that they receive: How can we stay safe in this day and age of AI?

In line with the school's focus on keeping Science and practical learning at the forefront, children conducted experiments and designed fair tests related to their Science topic, Properties and Changes of Materials. They also planted potatoes, proving they have green thumbs as evidenced by their beautifully grown harvest! In Art, we had a great time studying landscapes by the artist David Hockney. We can certainly see signs of growing future artists across both the classes.



It was also the end of swimming for Jemison class for this year, an experience that they enjoyed immensely. With Armstrong all set for their swimming lessons to begin, the children can't be more excited!

We are eagerly looking forward to Spring 2 with our Gurdwara trip around the corner, which is linked to the RE learning on Sikhism this half term. They have learnt about Sikh values and traditions, the Sikh belief in reincarnation, and interesting stories related to Sikh history, all of which helped deepen their understanding of their overarching question in RE: Are Sikh stories important today? This will be explored further in our school trip. Hope you have a lovely break.

We look forward to seeing you after half term!





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Year 6

Welcoming our Year 6 students back to school in the New Year has been a delightful experience. We take immense pride in the substantial effort they have invested in their learning, evident in the remarkable progress they've achieved. As we approach the KS2 SATs in a few weeks, our students are demonstrating a commendable reflective attitude towards their studies. A special thank you goes out to the parents who have consistently supported early drop-offs for boosters with the Year 6 teachers.

This term, our exploration has led us to the landscapes of Antarctica, where our delved into the exploits of the renowned Ernest Henry Shackleton. Engaging in projects, they've crafted entry logs, speeches, Shackleton's biography, and an page information spread on Antarctica.

The term concluded with a captivating trip Museum, featuring a 3D film about experience seamlessly tied into our cross-Antarctica in Geography and Shackleton's Journey in English. In Science, the interactive lessons on classification provided an engaging hands-on experience. Additionally, Number Day brought a series of enjoyable activities for our students.



fascinating frozen students have polar explorer, Sir various written newspaper reports, extensive double-

to the Science Antarctica. This curricular study of



Bikability sessions were a highlight, allowing the children to refine their biking skills with a strong emphasis on safety. Year 6 has also demonstrated leadership and responsibility within the school community, with students volunteering as reading buddies for Reception children and taking on roles in first aid duties and Praise bulletin announcements on the school wide Tannoy system.

Throughout the year, our weekly assemblies have centered on the theme of staying safe, encompassing discussions on physical and mental well-being both within and outside of school. We've actively observed Safer Internet Day and

Mental Health Week, with a special assembly from a child psychologist emphasising the significance of mental well-being.

As we enter the half-term break, we extend our wishes for a safe and rejuvenating pause, gearing up for the final term leading up to the SATs. We are immensely proud of our Year 6 children and look forward to their continued growth and success.

Warm regards,

The Year 6 Team



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Picture News



New Books for Royal Doll House

Queen Mary's Doll's House is 100 years old this year! To celebrate, its library has been updated with a collection of miniature books written by some of today's most famous authors. The initiative, led by Queen Camilla, has created a modern-day miniature book collection within the doll house's library. Twenty authors, including Sir Tom Stoppard, Dame Jacqueline Wilson, Sir Ben Okri, Bernardine Evaristo and Julia Donaldson, contributed to the project by each producing a 4.5cm high mini handwritten book to add to the library. The Queen has even penned one herself! The books are on display, alongside the scaled-down replica of an Edwardian-style royal residence, at Windsor Castle throughout 2024. The doll house that was gifted to Queen Mary has electricity, running water and even working lifts. All the books in the original miniature library, around 175, are real books, handwritten by leading authors of the 1920s such as A.A. Milne, Sir Arthur Conan-Doyle and Vita Sackville-West. The Queen called the library, 'the most breath-taking space in the house', adding, 'These new books highlight the incredible richness of twenty-first

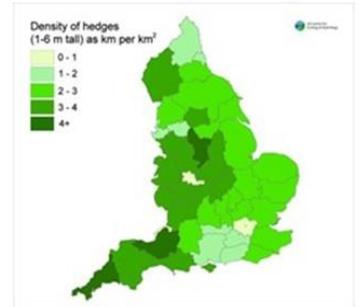


Pictured: Books from the new miniature book collection and Queen Mary's Doll's House. **Source:** Royal Collection Trust @RCT X page.

century literary talent - and demonstrate how fortunate we are to have access to so many outstanding writers, whose work brings joy, comfort, laughter, companionship and hope to us all, opening our eyes to others' experiences and reminding us that we are not alone.'

Historic Hedgerows

A new map has revealed that there are enough hedges in England to reach around the world ten times! The hedgerow map was created using low-flying aircraft that scanned the ground with sensors that emitted pulses of light to create 3D images, providing precise information on the quantity, length, and height of hedges below. The whole of England was scanned between 2016 and 2021 to produce the map. Scientists at the UK Centre for Ecology and Hydrology (UKCEH) announced that there was a total of 390,000km of fully grown field hedges in England. The information gathered has been used to provide the first accurate map of the hedgerow network across the country. The highest density of hedges are found in Cornwall, Somerset, and Derbyshire. Dr Richard Broughton, leader of the project said, 'The new map enables us to see where hedgerows are sparse and identify sites for targeted planting and restoration efforts, linking up habitats and improving the hedgerow network. It can also be used to estimate the potential amount of carbon that hedgerows could remove from the atmosphere and store.' Researchers believe that the map will help focus efforts to restore the country's hedges - it is estimated that there were twice as many in the 1940's. They say this is important to increase biodiversity, as



Pictured: Map of England showing hedgerow densities by area. **Source:** UK Centre for Ecology & Hydrology @UK_CEH X page.



Pictured: A view over fields in Widescombe in the Moor, England. **Source:** Carva.

hedges contain many different kinds of plants. Hedges also provide a home for many species of wildlife and aid in the fight against climate change. Furthermore, they can reduce air pollution and even improve soil quality! **Do you know any other benefits of growing more hedges? Alternatively, can you think of any drawbacks?**

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss





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Jumbo Jump

Jumbo Jump in Karachi, Pakistan, is now officially home to the largest inflatable castle in the world! The massive bouncy castle measures 1,421m² and an astounding 200 people can jump on it at once. Jumbo Castle, as it is named, is part of the popular tourist attraction that also contains other inflatables, including another smaller bouncy castle with ball pits, hoops and climbing towers, and an assault course over 30 metres long. There are also 'jaw-dropping' 12-metre-high slides and a photo booth. Karachi is the capital city of the Pakistani province of Sindh. Over 20 million people live there, and it is the largest city in Pakistan. The brightly coloured bounce house only takes ten minutes to fully inflate but it took six months to plan and design, ensuring it met safety guidelines and had record-breaking dimensions. Safer Khan, Founder of Jumbo Jump, said, 'We believe in creating moments that go beyond the ordinary and breaking the world record for the largest jumping castle at Jumbo Jump is a testament to our commitment to delivering unparalleled joy and entertainment in Pakistan. Our success is not just measured in numbers but in the smiles, laughter, and shared experiences of the communities we serve. Jumbo Jump is not just an event; it's a celebration of the extraordinary, and we look forward to continuing our journey of breaking records and creating memories that last a lifetime.'



Pictured: Jumbo Jump in Karachi, Pakistan. **Source:** Guinness World Records @GWR X page.

**Have you ever bounced or played on a bouncy castle?
Would you like to go on one this large?**

Last week's topic:

Is fashion important?



What's the point in fashion? It DOES make people look good though. But the money used could go to other things, better things ... (I am not a fan of fashion).

Daniel

No, I can wake up and be in my PJs and be beautiful, so yes, I think fashion is not important.

Hollie

I don't think fashion is important very much to me.

James

I think that fashion is not that important because everyone is perfect just the way they are.

Lyla

Let us know what you think about this week's news?

 www.picture-news.co.uk/discuss

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Share your thoughts and read the opinions of others

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TAKEHOME



In the news this week

Pupils in England will have the choice to take a GCSE exam in British Sign Language (BSL) from 2025. BSL is a form of communication using hand gestures and other movements. Pupils, who take the subject, will learn around 1,000 different signs. Fairfield High School (pictured in this week's poster) already runs a successful extracurricular club in response to pupils' interest in learning BSL.

Things to talk about at home ...

- > Have you ever used sign language or seen it being used by others?
- > Is sign language a language you would like to learn? What do you think are some of the advantages of learning sign language?
- > Are there any other skills or subjects you believe would be useful to learn at school?

Please note any interesting thoughts or comments



Should we learn sign language at school?

Fairfield High School

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



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Inclusion Bulletin

Issue 6 February 2024

Asthma Training



On 7th of February, we offered an Asthma training for all the parents. Thank you to those who took time out of their busy schedules to come and learn more about supporting children with Asthma.

NSPCC

The NSPCC provide help and support for children and families and work closely with schools and professionals. If you would like help, advice or general information, you can access their website by clicking the link below:

<https://www.nspcc.org.uk/>



Action for Happiness

Action for Happiness brings people together and provides practical resources. We help each other learn evidence-based skills for happier living, feel a sense of belonging and commit to personal action to create more happiness, for ourselves and others. Take a look at their amazing website for lots of

happy information, advice and resources by clicking on the Happiness link below:

<https://actionforhappiness.org/>

Dates for your Diary	
January to February	SEN Pupil progress meetings (Parents and Class Teachers)
12 th February	International Epilepsy Day
29 th February	Rare Disease Day
3 rd March	World Hearing Day
18 th March	Neurodiversity Celebration Week
21 st March	Down Syndrome Day
30 th March	World Bipolar Day

Beyond Fussy Eating Online Programme

Refusing known and new foods is a normal stage of a child's development, often starting between 18 and 30 months of age and with most children growing out of it by 5 years-old. But for some children, feeding becomes a persistent and serious problem which, if ignored, can lead to serious weight loss and nutritional deficiencies. These problems can include eating a very restrictive diet made up of a small number of foods, only eating foods which are a certain colour – for example 'beige foods' like cheese and pasta, chicken nuggets, chips and white bread – or food with a certain texture, or eating very small volumes of foods. It can also involve becoming highly anxious when asked to try new foods, and showing disgust or fear when presented with new foods.

Research shows that children on the autistic spectrum and those with developmental disabilities are much more likely to experience these problems. But help is at hand! There are tried and tested methods which can help children start to make steps in the right direction and these are presented in a new Beyond Fussy Eating programme, designed for parents and carers dealing with children who are extremely selective eaters and/or

who may have little interest in food and eating. The programme will also help health, education and care staff who work with these children.



Beyond Fussy Eating consists of five modules covering: exploring feeding difficulties; mealtime strategies; learning about new foods; planning for changes; and a parent's perspective (video). It was developed by children's speech and language therapists at Your Healthcare CIC, whose expertise covers speech, language, communication and swallowing problems. Take a look at the new programme using this link:

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/parenting-courses/beyond-fussy-eating>

A Nice Holiday Walk

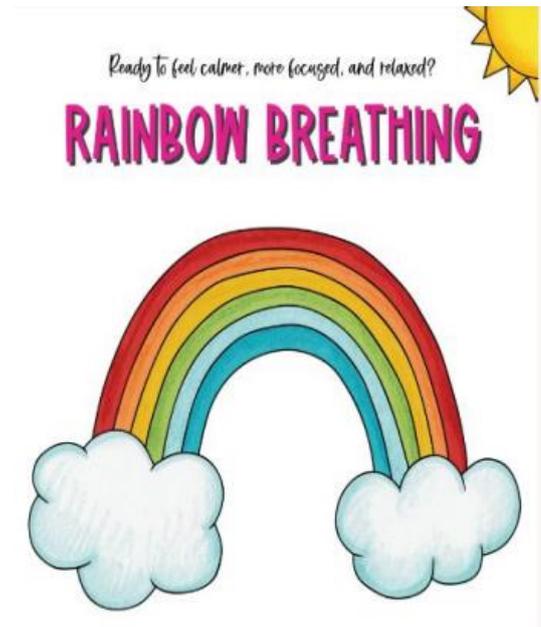


Research has shown that walking on a daily basis can help lessen symptoms associated with chronic mental illnesses such as anxiety and depression. Walking is free and you can walk everywhere without any additional equipment. Why is walking so good for anxiety?

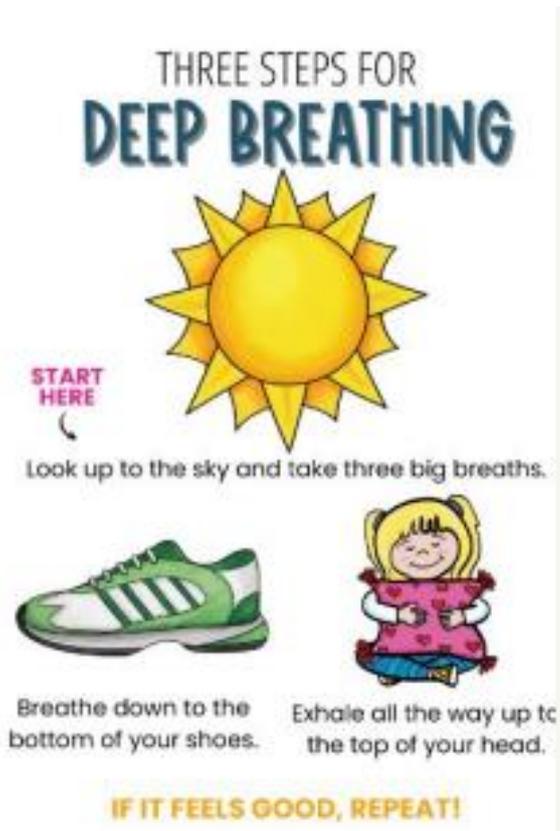
Physical activity causes changes in the brain chemicals that affect mood. Exercise increases blood flow and oxygen to the brain, triggering the release of endorphins and serotonin, the "feel good" hormones – especially if walking at a brisk pace to get your heart rate up.

Mental Health Awareness Month - February 2024: Just Breathe!

A nice way to keep children (and adults!) calm over the festive period is with guided meditation.



Trace up and around one side of the rainbow while breathing in. trace up and back down the next side of the rainbow, while breathing i and



Breathing exercises are helpful to alleviate feelings of stress, anxiety and anger.

Have a great half-term!

Best wishes,
Mrs Dev, SENDCo & Assistant Headteacher
senco@edisonprimary.org

20 is plenty!

Children who read for
20 minutes a day...



Will have a world of
imagination & creativity
opened to them



Will have better
general knowledge



Will be exposed to 1.8
million words a year



Will improve critical
thinking skills



Will improve their
communication skills



Will have a broad
vocabulary



Will have reduced
stress levels



Will learn how to
develop empathy



Will improve their test
results



What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

WHAT ARE THE RISKS?

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often illicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.

LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AIs can lead to output clearly derived from other peoples' content but without any attribution to the original source artist's work.

STIFLING CREATIVITY

One of the potential risks of children and young people continually using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

Advice for Parents & Carers

CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

ENCOURAGE HUMAN INTERACTION

Not only should children supplement any use of software like AI with additional resources such as books and reputable internet sites, but they also should remember what they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

CHECK SCHOOL RULES

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still extremely new, so many schools may not yet have a policy, however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

Meet Our Expert

Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that adults and children alike become more aware of the risks associated with technology, as well as the many benefits.



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