Fishergate Primary School

Newsletter

6/2/2026

Head teacher's note

An important safety message for you all this week:

The Monkey App is a video chat and social networking app that randomly matches strangers for a 15 second face to face video call. Once the video chat begins users have 15 seconds to decide what to do next. They can request more time to chat or end the chat and match with another person. Sexually explicit content on the app is commonplace. It has been assessed as not safe for children due to lax age verification policies, privacy concerns and persistent issues with harmful and sexual content. The UK based Safer Schools Safeguarding App released an alert calling "Monkey" extremely dangerous. There is no age verification process in place which means adults can manipulate their profiles to make themselves appear much younger. It is an app centred around the sharing of personal information and the lowering of privacy barriers. Users cannot use the app without allowing access to their camera or microphone

Dates

Tues 10th - peer review with headteacher from Westfield Primary - collecting pupil voice about play times

Weds 11th - Choir going to Young Voices

Fri 13th - Over and Above treat

Fri 13th - Break up for half term

Sat 28th Feb - OPAL Big Dig 10am - 12pm

Friends of Fishergate

Bake sale on Monday
The Year 3/4s will be selling yummy treats at 3:15pm on Monday 9th February. Items are nut-free and sold at 50p each, small change is appreciated and we have a handy card reader now too!

Lend a helping hand
If you are available on Monday the 9th before pick-up time, could you help out at the bake sale? Two fabulous parents have already volunteered, but we would love another 1-2 people to help set up and run the stall as well. These events don't take very long as items sell out quickly. Please get in touch at friendsoffishergateschool@gmail.com if you are able to help out, thanks!

Won't you join us?
Cool bar vibes, friendly faces, exciting fundraising planning - what's not to love? We'd be thrilled to see you at our next meeting on Tuesday 10th February at 6:30pm in the Novotel lobby bar (Fishergate, YO10 4FD)

Phase group updates

Early Years This week, the children have been busy drawing, designing and making their own kites in provision. This was inspired by the book Stuck by Oliver Jeffers, which we have been enjoying together. In Forest School, the children created their own journeys through the forest, using sticks to guide and direct their paths. In Maths, the focus has been on the number 7, and the children have produced some fantastic number sentences using the part–whole model.

Year 1/2 In Key Stage 1 this week, Year 1 children have been writing a letter to PC Plod to try to convince him not to arrest the aliens! Year 2 have finished writing their explanation texts about 'Climate Change' and have begun to plan their final piece of writing this term about 'The Arctic'. In Maths, Year 2 have been learning about shapes and will be moving onto money next week.

Year 3/4 In Yr 4 maths, we have been looking at calculating perimeters using efficient methods like using our times tables to multiply. Yr 3's have been working hard to use their times table knowledge to compare numbers.Any help at home to practise the times table (s) they find trickier, would be greatly appreciated. In the Yr 4 times table club, their scores out of 25 on the multiplication check (with only 6 seconds to answer each question) are improving each week so great progress has been seen since September. Look out for this week's Ramadan homework.

Year 5/6 - We have started an exciting new topic in English: writing a persuasive brochure for a time-travel holiday to Ancient Maya. Ask your child what would make them want to travel back to life in Ancient Maya! They have also performed their 'Maya Sacrifice' play scripts to each other. Very entertaining!

Bodhi Corner

Hello everyone! 🐶
This week I had a very exciting visit from my friends Rach and Nici (the big boss!) from the PAWs team. They came to see how I'm getting on and to check out all the progress I've been making.
They were really impressed with how happy I am at school and how much I love spending time with all the children. They also noticed how well I'm doing with my loose lead walking — lots of practice paying off!
Rach and Nici had some brilliant ideas too. They thought it would be pawsome to set up a Bodhi postbox, so children can write me letters or draw me pictures. They also suggested starting Bodhi Awards to celebrate kind behaviour, which I think is a fantastic idea — kindness always deserves a wagging tail!
Thanks for being such an amazing school. I feel very lucky to be part of it. 🐾✨
Love,
Bodhi 💛
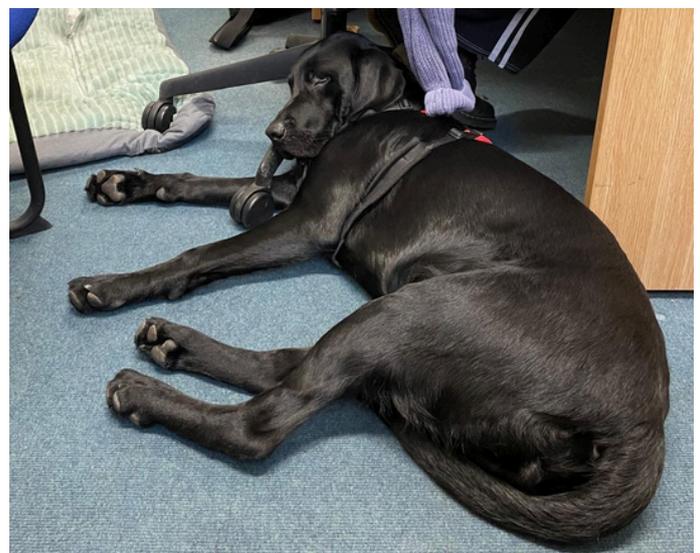
OPAL

https://www.amazon.co.uk/hz/wishlist/ls/V63GP0YM6S7P?ref_=wl_share

We have started to put an amazon wishlist together. If you would like to contribute to our exciting new playtimes then please have a look and choose something that you would like our children to have.

We will keep on adding to this wish list as we find out more about what our children will like.

We very much appreciate your support.

Sticky Question

Look out for the relaunch after half term.

10 Top Tips for Parents and Educators
SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Hi Jada

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

FAKE NEWS

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

UNDER 13

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

OSCAR'S HOMEWORK

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

MATHS

ALL THE ANSWERS

$$12+12 = 1212$$

NEWS

MATHS

Meet Our Expert

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