



Dear Parents & Carers,

Pilgrims' Cross is improving! I hope you found the Ofsted monitoring visit report encouraging (link below) last week. This week, please check out our newly-revamped website, if you have not come across it already: <https://www.pilgrimscross.co.uk/> I want to make this an even better front-facing way of communicating all we do to parents/carers and the community looking in. Please do drop me a line with any feedback you have on the new website...

As we make improvements as a school, one of the things I want to do is continue to enrich the curriculum, giving children increasingly rich extra-curricular opportunities as well as in-lesson experiences. Next year, I would like to begin to offer music lessons to those families who would like their children to learn a musical instrument.

Music is one of the biggest joys in my life! I was forced to learn violin by my mother when I was at primary school. Looking back, I am so glad that she made me do it! This gave me confidence and a foundation for enjoying music-making as I grew up. Picking up the guitar in my teenage years was something which got me through secondary school- and I still use it in my daily life nowadays, leading worship at church and school, as well as jamming with others! In my teens I got into DJing, playing House music sets in the 1990s (yes, I AM that old to have done this with vinyl!) Nowadays, going to see & experience live music are still highlights of my year.

I'd love to foster a love of music & opportunities for music-making at Pilgrims' Cross. If you can, please take 5 minutes to complete my music survey, to help us plan to offer music lessons next academic year. Here is the link to the survey: <https://forms.office.com/e/dWkFpbWmBX> or scan the QR code above...



Jim Cascarini – Headteacher

headteacher@pilgrimscross.co.uk

Vision Awards

Congratulations to all our children who received a Vision Award this week...	Love	Courage	Trust
<i>Oak</i>		Everley F-E	
<i>Willow</i>		Barney F	
<i>Sycamore</i>		Olivia K	
<i>Maple</i>		Elias J	
<i>Hazel</i>	Jake W		
<i>Lime</i>		Logan B	
<i>Chestnut</i>			Alec H
<i>Elm</i>	Ryan w	Riley S	
<i>Ash</i>		Poppy T	
<i>Beech</i>			Leo H
<i>Pine</i>	Annabelle E		
<i>Hawthorn</i>		Rebecca B Charlotte B	
<i>Aspen</i>	Junior Y		
<i>Juniper</i>		Drishti R	

What we have been learning this week...

Willow & Oak

We have had a focussed week with some changes within the classroom which the children have found very exciting. We have streamlined our small world play to focus on the children's interest of dinosaurs, we have also linked this to our construction play. Our home corner is larger and now has a front room with a chair by the fire for the children to relax in. There is also a mindful space where children can go to, to relax and read stories to the teddies in there. Our outdoor hairdressers have also been a big hit and Mr Edgington has loved getting his hair sorted!

Phonics this week we learnt the digraphs "ur", "ow", "oi" and the trigraph "ear" and we have also learnt the tricky words "my", "by" and "all".

In maths we have been learning about mass. Which object is heavier or lighter and how can we balance our scales using cubes to work out the weight of objects? We carried this on in a larger scale for Welly Wednesday, using the outdoor space and a coat hanger and buckets. It was a lot of fun!

Our story has been "The way back home" by Rachel Bright. We talked about the importance of trusting other people to help us when we are feeling lost and lonely which links to our worship, where Moses trusted God to help him part the Red Sea.

Wow, we didn't realise how busy this week has actually been!! Looking forward to another busy and exciting week next week!

Well done Oak and Willow!

Mrs CK, Mrs Treasure and Mr Edgington

Sycamore & Maple

This week the children have become authors and have written their own retelling of 'Mini Rabbit Not Lost' in the role of Mini Rabbit herself. The children made rabbit headbands and wore them to help them get into character as they wrote their stories. We were so impressed at how much the children have remembered in this learning journey. In Maths, we have started to learn how to add 2 numbers to 20. This has been very tricky but the children have really persevered with this. In Geography we have learnt about compass directions and thought about what we could see at the different compass points. Finally, we made some paper trees using the skills we have learnt in Art. These look amazing and we look forward to putting them up on display.

Miss Miners and Mrs Edgington

Lime & Hazel

This week in Year 2 we have been putting our scientific skills to the test! We had the opportunity to test out the properties of some everyday objects this week and collected our findings in a table. In Music we learnt about pitch and used our new learning to play tunes on the glockenspiels! Our Geography this week was all about locating the oceans of the world which we were able to use the atlases for. In English we have been planning, writing and editing our innovative stories based loosely on *Lila and the Secret of Rain*. The children have had great fun swapping out characters and settings! In Maths we have focused on counting pence and pounds before combining the two so that we can calculate and compare. See you next week!

Miss Samuel and Miss Lavin

Chestnut & Elm

This week we have been working hard on our non-chronological reports on Antarctica. We have focussed on interesting vocabulary and have begun writing in paragraphs. In our Science lesson we have continued exploring rocks and became scientists by investigating the properties of them using vinegar, water and scratching them. During music this week, we became Vikings and loved singing the 'Dragon Ships' song. In PSHE we have been learning about choices and that different people are allowed to make different choices. We read the story 'Would you rather' and then discussed which choice they would make and why. Our week finished by making our Antarctica research centre using junk modelling and the nets of 3D-shapes. The children really enjoyed this and demonstrated their creative side; as well as problem solving skills.



Well done, Year 3!

Miss Plaw and Miss Dewsbury

Beech & Ash

Another joyful week in year 4. We have been tackling multiplication this week, using formal written methods. The children have enjoyed learning both an expanded version and single line version of this short multiplication method. We have practiced with many fluency questions but also tried to embed and challenge our understanding through problem solving and reasoning questions. In English, we have been writing a narrative from the point of view of a banana farmer going about their day, the children have tried to include fronted adverbials, subordinating and coordinating conjunctions as well as a range of vocabulary in their writing. We had an insightful geography lesson where we looked at some of the food in our lunch boxes to see where they had come from or been made, then we looked at how many food miles this would be. We had our first science lesson on states of matter, specifically focussing on solids and their characteristics. We have felt that both classes have worked particularly hard this week and other adults have even commented on this too, so thank you year 4, keep it up!

Miss Collier and Mrs Allison

Pine & Hawthorn

In Year 5 this week, we have begun our new Maths learning journey of fractions, decimals and percentages. The children have been identifying similarities and differences between tenths and hundredths as well as finding equivalent fractions and decimals. In English we have built all the components for our non-chronological report of the moon Pandora and are excited to create our two-page piece of work on Monday. Finally, the children have discussed and drawn what their interpretation of purgatory would be, with some thoughtful and creative ideas shared with each class. Well done to all the children in Year 5 for their hard work this week.

Mr Dookheran & Mr Childs

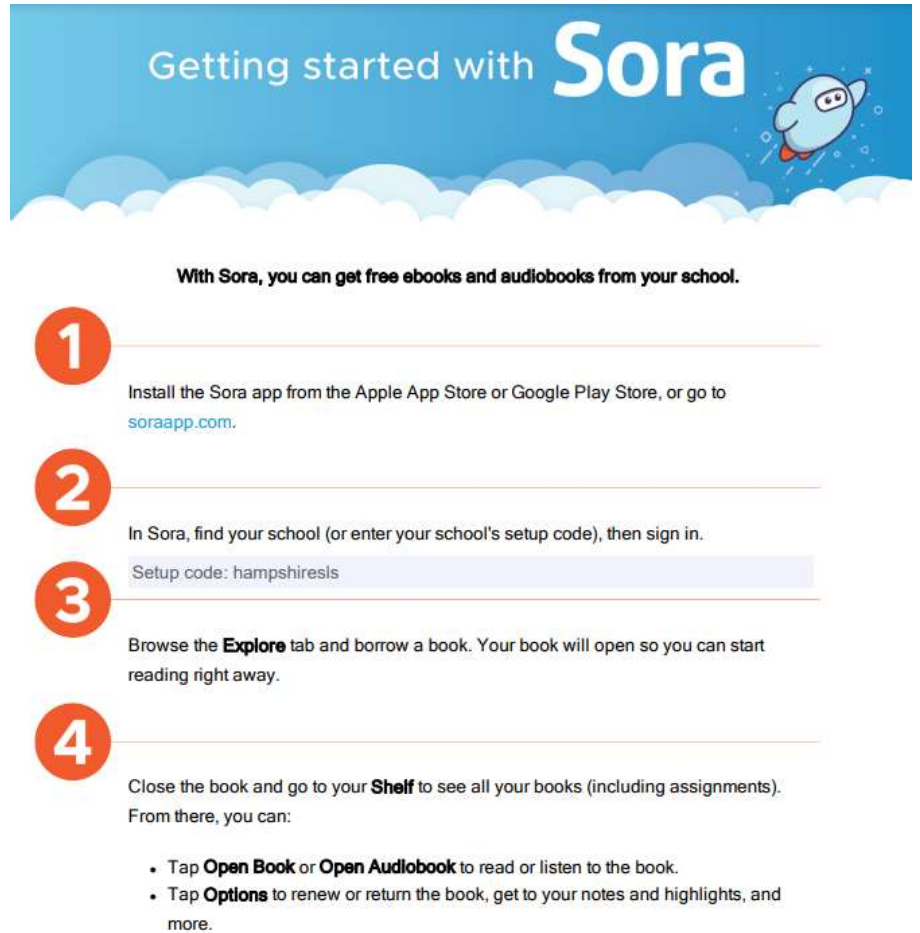
Aspen & Juniper


In art, Year 6 have been exploring the patterns, colours and symbols of Maya art. They looked closely at the work of the Mexican artist, Diego Rivera and were able to identify the Maya influences in his work. They have gone on to enjoy some experimental mark making, where they drew patterns and imagery from Mayan art. Next, they learnt about Mayan spirit companions and, inspired by this, created symbols to represent themselves - their character, personality, likes and dislikes. Next week we will share some of their finished pieces!

Mrs Cocks, Miss Howick and Mr Osmond

Sora

Log on to Sora, using the guide below...



Getting started with **Sora** 

With Sora, you can get free ebooks and audiobooks from your school.

- 1** Install the Sora app from the Apple App Store or Google Play Store, or go to soraapp.com.
- 2** In Sora, find your school (or enter your school's setup code), then sign in.
Setup code:
- 3** Browse the **Explore** tab and borrow a book. Your book will open so you can start reading right away.
- 4** Close the book and go to your **Shelf** to see all your books (including assignments). From there, you can:
 - Tap **Open Book** or **Open Audiobook** to read or listen to the book.
 - Tap **Options** to renew or return the book, get to your notes and highlights, and more.

Username: The first letter of the child's first name followed by their surname.

Example: John Smith = jsmith

Password: Pilgrims2024

Coffee & catch-up

We are re-instating the parent/carer & Headteacher coffee & catch-up mornings, on Tuesdays. If you would like to drop by for a chat, to ask anything or simply to make contact, please do. They will be from 8.40am-9.00am. Mrs Hathaway will also be there- do come along!

Ofsted report

Please click on this link below to check out the outcomes of the monitoring visit that we had from Ofsted at the end of last year.

<https://files.ofsted.gov.uk/v1/file/50266492>

SEN Learning Plans

At the recent parent/carer consultation evenings, teachers should have shared the learning plans for children on our SEN register you. If you have a comment about the learning plan do send Mrs Hutchison an e-mail to senco@pilgrimscross.co.uk and she will transfer your comments into the parent/carers' comment section on the plan.

Chit and Chat

Join us on Tuesday, February 4th for a mindfulness session hosted by RCS staff. It's a great chance to gather local information, engage in activities, and meet new friends.

Whether you're a beginner or looking to deepen your practice, you'll gain valuable insights to enhance your well-being. Enjoy complimentary tea and coffee while you relax. Don't miss this opportunity to rejuvenate your mind and connect!



Tuesday 4th
Feb , 0930-1200

LOCATION

**St Pauls Community
centre
Smannell Road, Andover,
Hampshire, United
Kingdom
SP11 6JP**

CONTACT US:

☎ 03304 004 116

✉ sarah.glsbourne@unityonline.org.uk

Bus Station, West Street, Andover
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www.unityonline.org.uk

Registered Charity no: 1061655

Class Celebrations

Here are the dates & times of the upcoming class celebrations. We've given them to you with, we hope, enough time for working parents/carers to book time out of work. Do please all come along to celebrate the learning for this half of term with your children...

Monday 10th February: 8.45am - Year 5 and 2.15pm - Year 2

Tuesday 11th February: 8.45am – Year 4 and 2.15pm - Year 1

Wednesday 12th February: 2.15pm - Year R

Thursday 13th February: 8.45am – Year 6 and 2.15pm - Year 3

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about

TIKTOK



WHAT ARE THE RISKS?

Adults tend to associate online videos with YouTube – but among teens, TikTok is king. The app provides a stream of short clips tailored to users' interests, based on what they've already watched. Around half of British children use TikTok, and while much of the content is benign, Ofcom considers it the app where youngsters "were most likely to encounter a potential harm".

AGE-INAPPROPRIATE CONTENT

While TikTok's Following feed only displays videos from familiar creators, For You is a collection based on a user's previously watched clips. Most of these videos will probably be inoffensive, but the app could potentially show something unsuitable. If children then engage with this content, more like it will follow. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the huge number of uploads means that a small amount inevitably slips through.

BODY IMAGE AND DANGEROUS CHALLENGES

According to Ofcom, most online harms for teens are body image related for girls (promoting unhealthy eating, body shaming and so on) and dangerous stunts for boys. Both are prevalent on TikTok. One extreme example of the latter was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. This led to two families filing lawsuits against TikTok over the tragic deaths of their children.

IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase gifts for content creators. Coin bundles range from £9.99 to an eye-watering £99, while that may not sound appealing, the app still generated £7.9 billion in user spending in 2023. TikTok's policy is that under-18s can't make in-app purchases, but it's possible to bypass this with a fake birth date.

CONTACT WITH STRANGERS

With more than 1.5 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-18s (or young people using a fake date of birth) are set to public by default. This means that not only is someone's profile visible to everyone else on the app, it also suggests their videos to others and enables anyone to download or comment on them.

MISINFORMATION AND RADICALISATION

Although the short videos on TikTok tend to be more frivolous than the longer ones on YouTube, clips can still influence impressionable minds in a negative way. Not only is there plenty of dangerous misinformation on TikTok, but Ofcom reports that nearly a third of 12 to 15-year-olds use TikTok as a news source – so you should be wary of misogynistic, racist or conspiracy-themed material shaping how they see the world.

ADDICTIVE DESIGN

With its constant stream of eye-catching videos, TikTok can be addictive to young brains. In 2024, UK children spent an average of 127 minutes per day on the app; that's twice as much as in 2020. Excessive use can interfere with young people's sleep patterns – often leading to irritability – and distract them from other, healthier activities. The instantly skippable nature of bite-size videos may also impact children's ability to maintain focus.

Advice for Parents & Educators

ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account to their child's, and control settings remotely. Parents can then turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen-time limits, make accounts private and manage whether their child can send messages – and if they can, to whom. Children can't alter these settings without parental approval.

DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's good practice to discuss the potential risks. Ensure that they don't share any identifying personal information, and that they know to talk to a trusted adult if they're worried by interactions on the app. With more teens using TikTok for news, it's also worth talking about misinformation and propaganda, and how to identify it.

BLOCK IN-APP SPENDING

If a child is using an iPhone or Android device to access TikTok, you can alter their settings to prevent them from making in-app purchases. We'd recommend enabling this feature, as it can be quite easy for a young person to spend a significant amount of real money buying TikTok coins to unlock more features of the app – sometimes without even realising.

READ THE SIGNS

If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability and a lack of concentration are potential red flags, as is failing to complete homework or skipping meals. Remember, the parental controls are there for a reason, and it's never too late to introduce limits.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tam's Guide, The Evening Standard and The New Statesman.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/tiktok-2025>

Attendance

Our school attendance this year stands at 96%- above the current national average of 94.5%. Children need to be in school every day to make the best progress.

Key dates

- Year 6 *Bikeability* 3rd – 5th February
- Monday 10th February- Friday 14th February- class celebrations
- Monday 10th February: Class Celebrations (8.45am - Year 5 and 2.15pm - Year 2)
- Tuesday 11th February: Class Celebrations (8.45am – Year 4 and 2.15pm - Year 1)
- Wednesday 12th February: Class Celebrations (2.15pm - Year R)
- Thursday 13th February: Class Celebrations (8.45am – Year 6 and 2.15pm - Year 3)
- w/b Monday 16th June- Thursday 19th June-Year 6 residential, Hooke Court

Please check out our website calendar for all relevant dates:

<https://www.pilgrimscross.co.uk/calendar/?calid=1,2,3,4,5,6,7,8&pid=8&viewid=1>