

# PUPIL POST



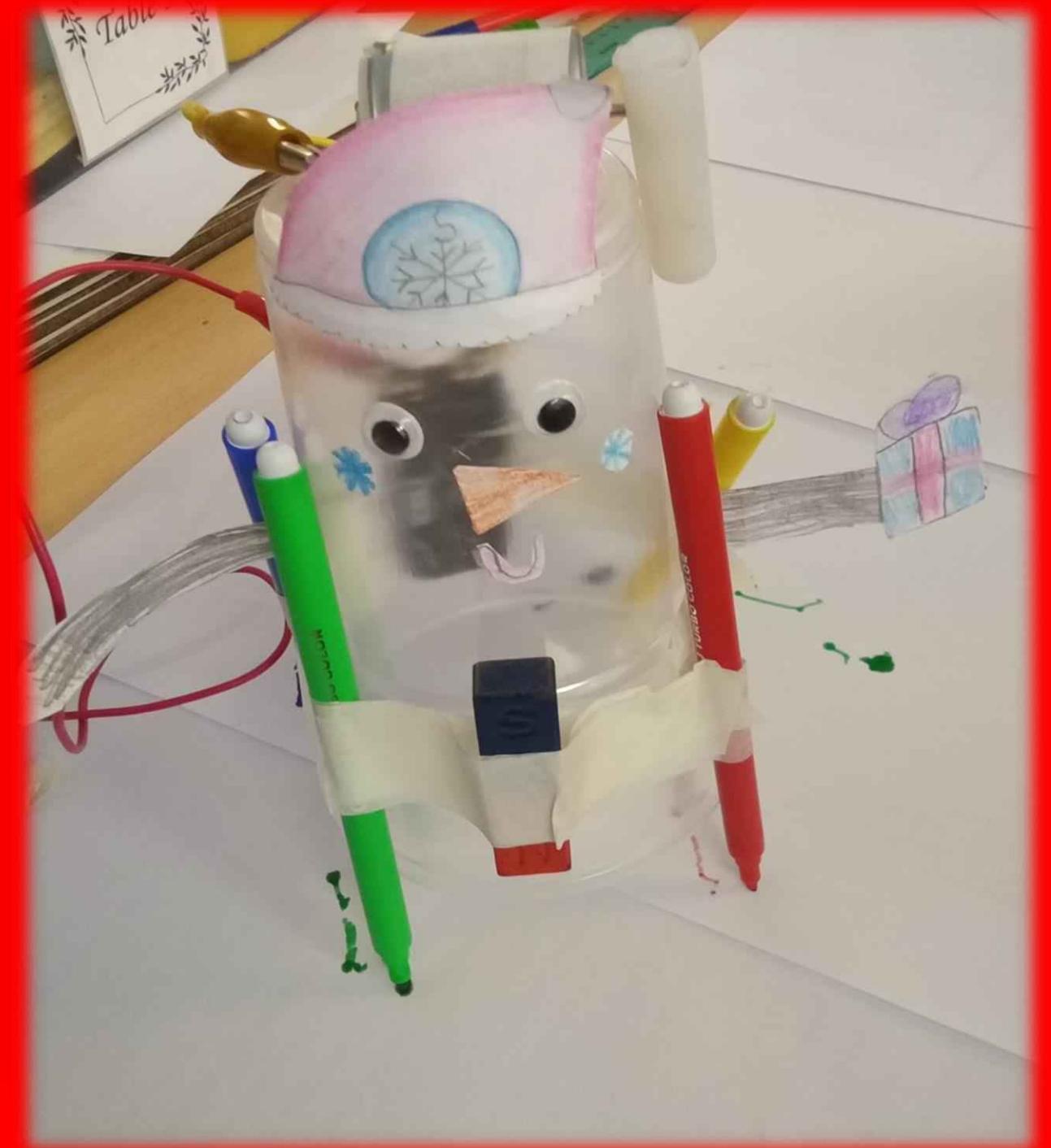
4<sup>th</sup> week of Advent Year A  
21<sup>st</sup> December 2025

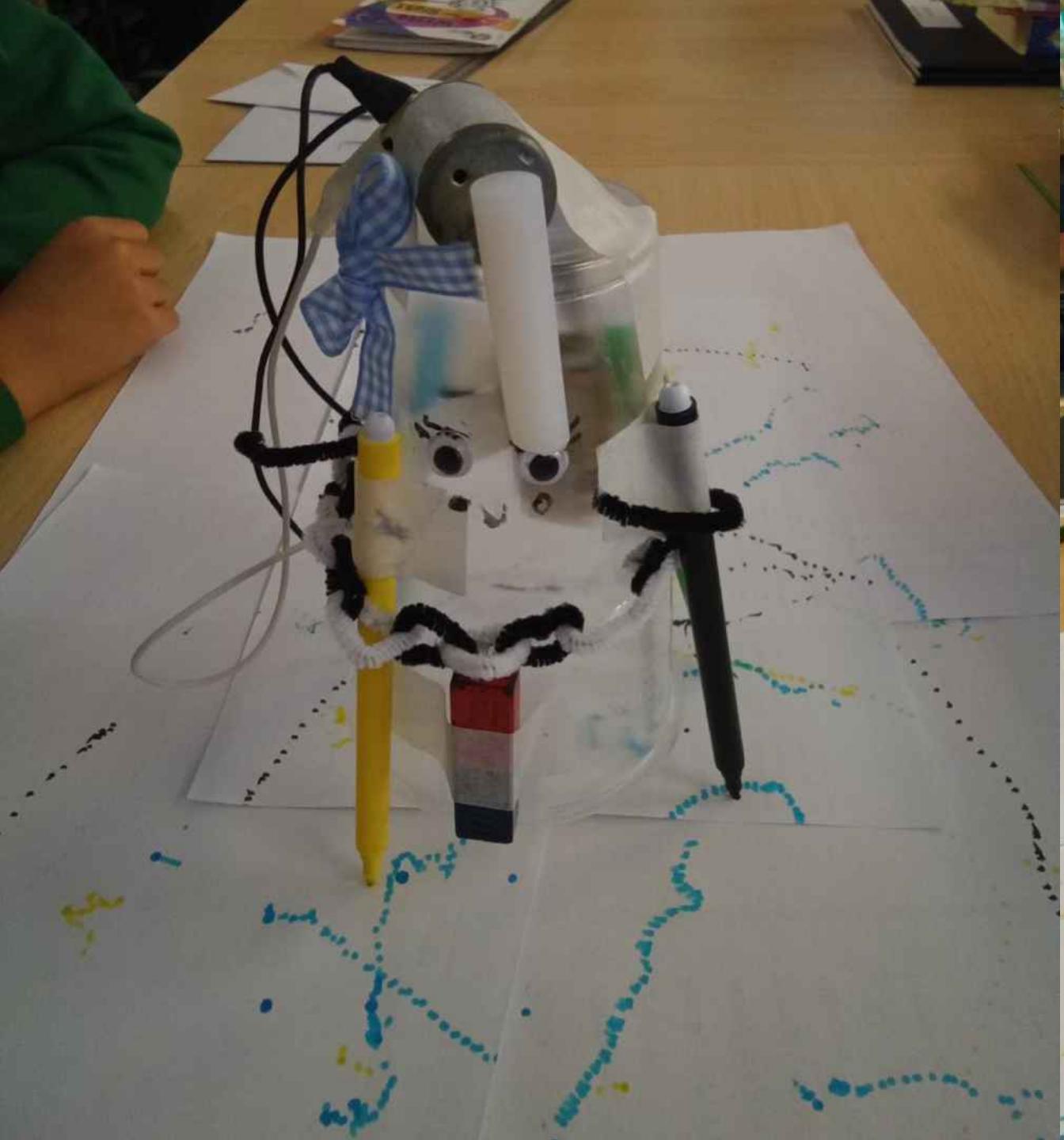


Year 4 and Year 2 working together doing some 3-D Christmas colouring.



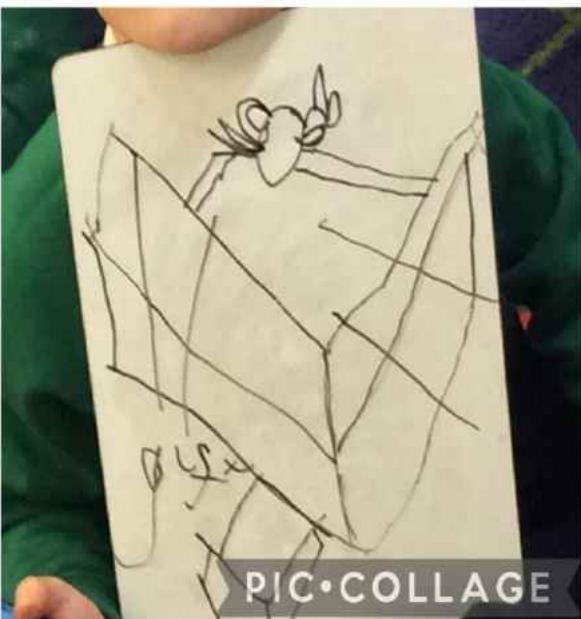
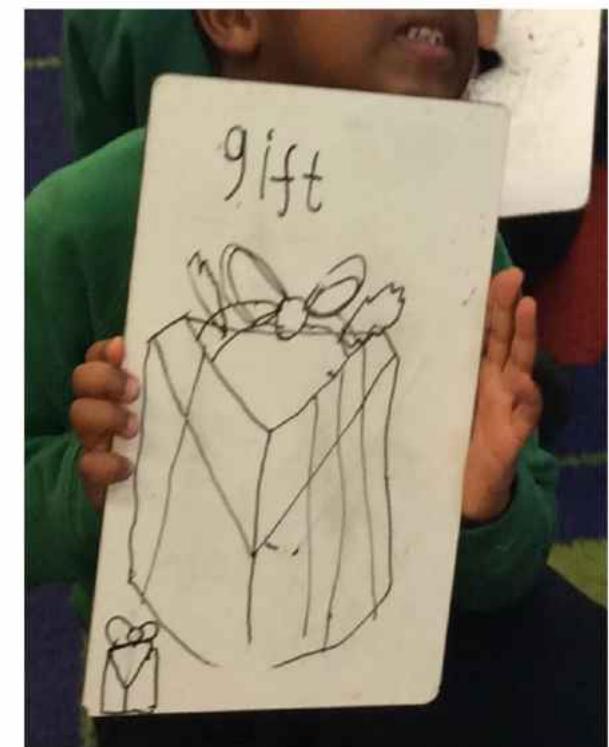
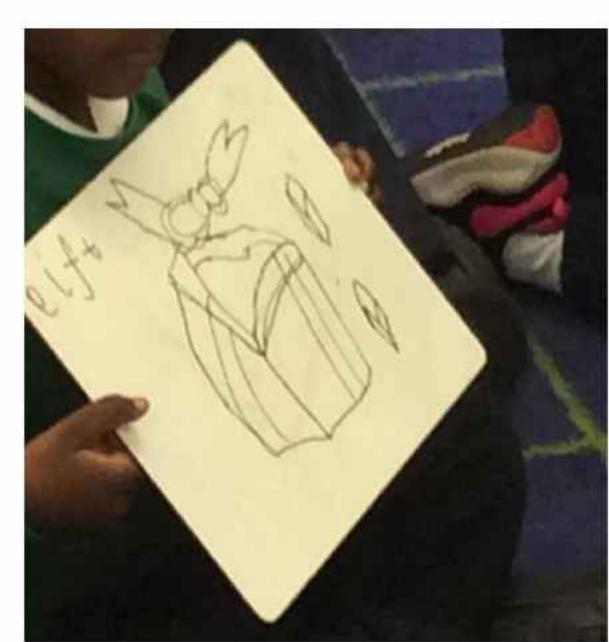
Y5 Agnesi had a fantastic time creating their Doodlers in Design Technology.





# Christmas fun and learning in Reception.







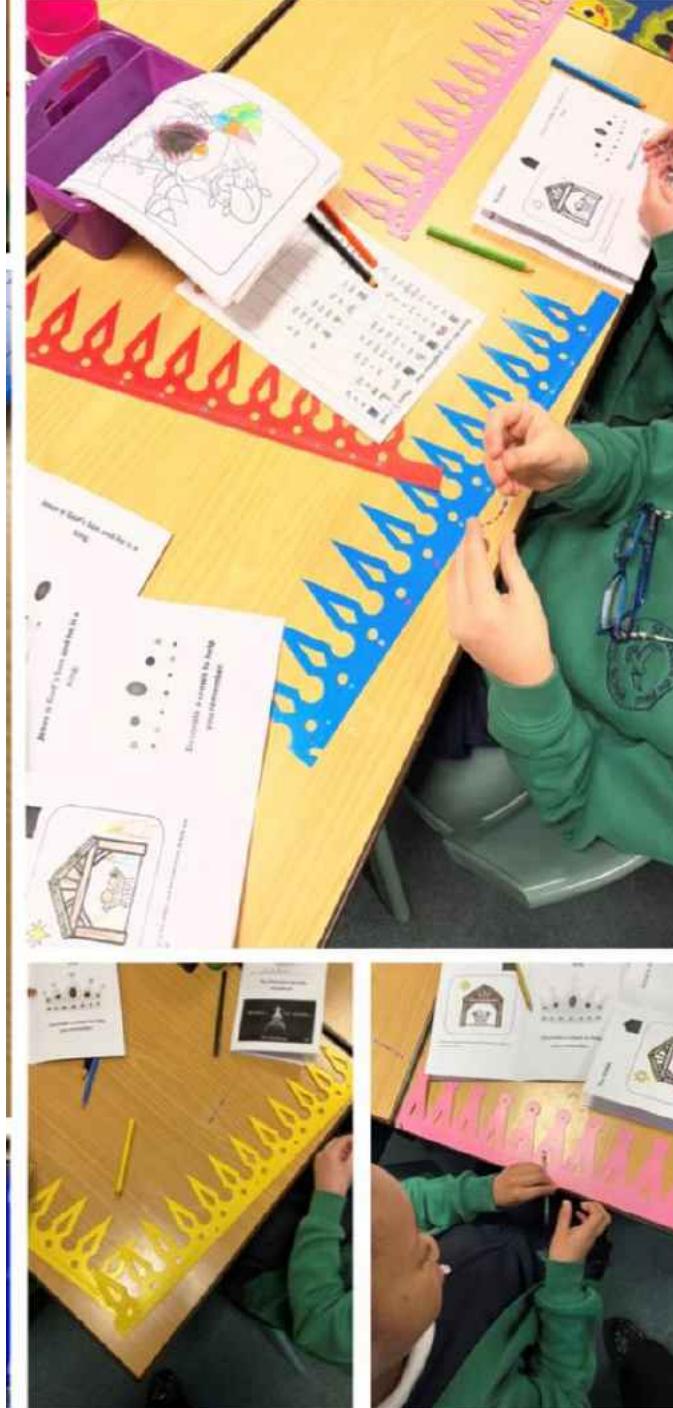
What a wonderful  
community event  
- Carols around  
the Christmas  
tree.

Thank you for  
coming everyone!





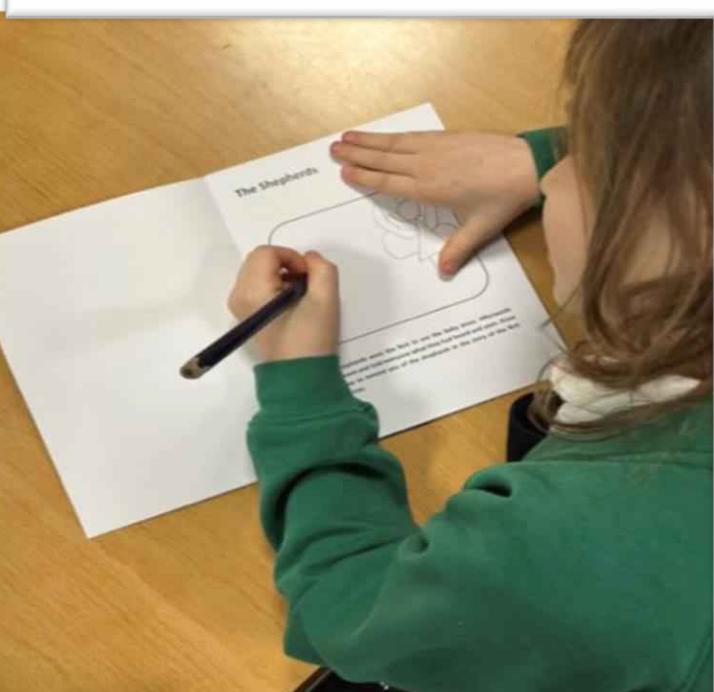
Year 2 had a wonderful time experiencing Bridge Builders' Christmas Journey.





## Questions

1. What's the best gift you have ever received?
2. What's the best gift you have ever given to someone?
3. What were the gifts the magi brought to Jesus?
4. Why did they choose those gifts?
5. Why was King Herod so angry about Jesus?
6. Who do you think we will see next?



# Year 2 BRIDGE BUILDERS



Congratulations  
to Reception  
Mozart's lucky  
winner of the  
snowflake  
competition!  
Well done!



One of our  
lucky  
Reception  
O'Connor  
children  
also won the  
prize for the  
best decorated  
snowflake.

CONGRATULATIONS





Lots of fun with a pneumatic system  
in Year 3 this week!



**Watch here:**

<https://x.com/i/status/2001756310568862048>



Year 3 had an exhausting afternoon testing out their D & T project. They certainly needed lots of puff!

Watch here:

<https://x.com/i/status/2001733336373268494>



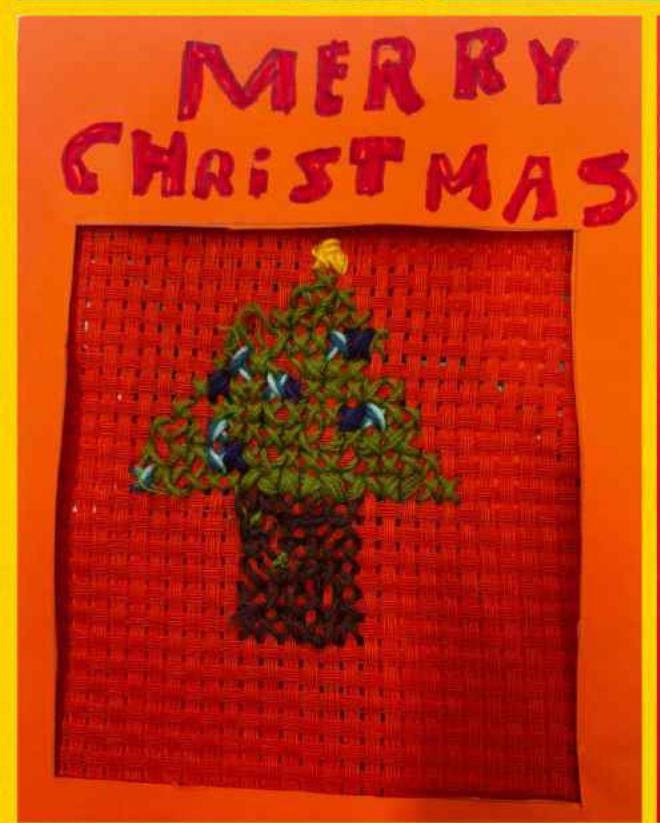


Year One  
continued the  
week with some  
Christmas crafting





Such  
fantastic  
creativity  
and patience  
from the sewing  
club to create their  
unique Christmas tree  
cards.



• PIC•COLLAGE

• PIC•COLLAGE

# Wake Up Wednesday

<https://t.co/IKN5bLCpx3>

AI-powered toys can feel lifelike, but how do they listen, learn, and influence play?

The latest [#WakeUpWednesday](#) guide explores the privacy, security, and developmental considerations – with practical tips to help set boundaries.

Download here >>

<https://vist.ly/4iu8p>

What Parents & Educators Need to Know about

## AI TOYS

This festive season, the newest toys on the shelves do not just blink or make noise; they listen. Many now come with artificial intelligence (AI), allowing them to talk, learn, and even respond to a child's emotions. These toys can be educational and engaging, but they also collect, store, and process information. This guide explains what that means for families and why it matters.

### WHAT ARE THE RISKS?

#### TOYS THAT LISTEN AND LEARN

When a toy uses AI, it collects data such as voice recordings, interactions, and background sounds. This information is sent to remote servers, where it is analysed to improve responses. Your child's voice becomes training data, which may be stored indefinitely or shared with third parties.

#### WEAK SECURITY PROTECTIONS

Some AI toys have poor password protection or open network connections. Others may have microphones or cameras that stay on, even when the toy appears to be off. This can lead to recordings being made without your knowledge, including conversations unrelated to play.

#### ARTIFICIAL VOICES, REAL INFLUENCE

For very young children, an AI companion may become one of the first voices they interact with regularly. How that voice shows humour, empathy, or authority can shape how a child learns to communicate. If the model is artificial, then part of what is learned is artificial as well.

#### PRESSURE TO KEEP ENGAGING

Some toys reward repeated use or track engagement, encouraging children to interact more. When children compare how their toys perform, it creates pressure to play more often. This increases the amount of data collected and can make learning feel like competition.

#### MARKETING THROUGH PLAY

Toys that learn a child's preferences may feed that data into future advertising. A toy that knows a child's favourite colour or hobby could help a company design more targeted marketing to that child and their family.

#### PLAYTIME AS DATA TRAINING

The information collected from children helps train AI systems. Their voice, emotional responses, and behaviour shape how machines "understand" people. Play becomes part of a much larger system that influences how future technologies behave.

## Advice for Parents & Educators

### START WITH A CONVERSATION

Talk to young people. Explain that some toys learn from what they say and do. Help them understand that even friendly technology should have boundaries, and to ask questions about it. Curiosity is healthy, but that is not.

### SET LIMITS ON USE

Turn off Wi-Fi or Bluetooth when the toy is not in use. Check for updates regularly, as they can change privacy or safety settings. Most connected toys like any smart device, they should be monitored, updated, and switched off when not in use.

### MODEL DIGITAL AWARENESS

Children learn from adults. If they see you checking privacy settings, reading terms, and talking openly about online safety, they are more likely to do the same. Show them how to question technology in a healthy way.

### RESEARCH BEFORE YOU BUY

Look for toys that work offline or store data locally. Check for a privacy policy online so you can test how it behaves. Read privacy policies to understand what data is collected, where it goes, and whether it's shared with others.

### REVIEW PRIVACY SETTINGS

Find out where the data is stored and who has access to it. Some companies sell or share data with advertisers. If the toy connects through an app, check what it requests access to and limit those permissions whenever possible.

### BALANCE AI WITH REAL PLAY

All toys can be fun and creative, but they are not a replacement for real human interaction. Encourage time away from technology with activities that foster emotional and social development. Use AI toys to support learning, not define it.

Year 5  
Agnesi  
made their  
beautiful  
calendars

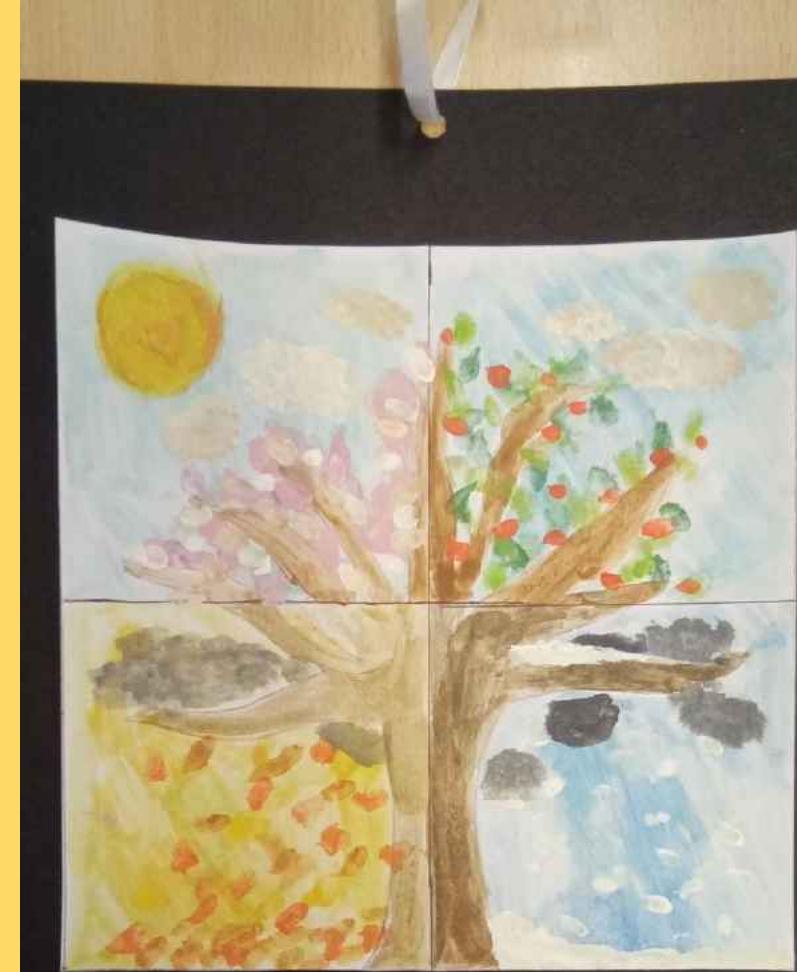




2026 JANUARY 2026						
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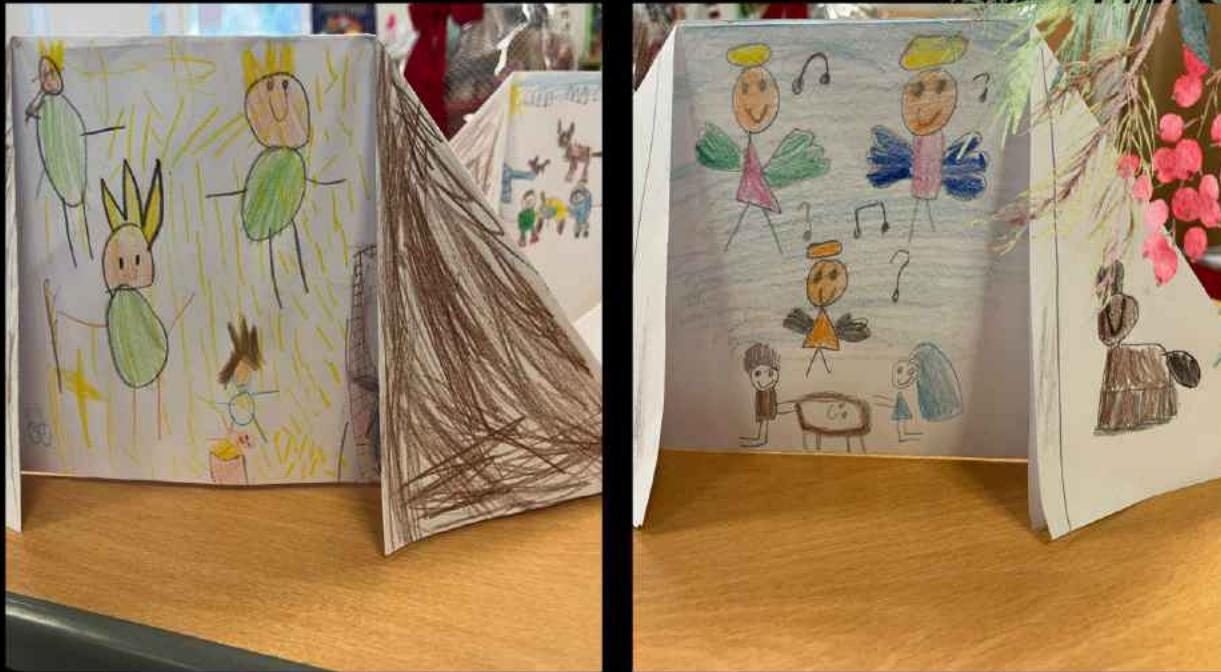
*Some fabulous Christmas cookie decorating in Year 3*

Year 4 hope you like these magnificent calendars that we made. We had lots of fun making origami animals and they are in class waiting to be brought home in the New Year.



Year One continued with some more Christmas crafts this week, making stand up paper nativities to paper plate angels.

Wishing you all a happy, healthy and safe Christmas holiday children.





JOY TO THE WORLD

*Wishing everyone in  
our school community  
and beyond a happy  
Christmas.  
We hope you have a  
peaceful, joyful  
holiday and we look  
forward to seeing you  
in January.*

**“Mary is the first and most perfect model of Jesus.”**

*St Teresa Benedicta of the Cross*

This is how Jesus Christ came to be born. His mother Mary was engaged to a man called Joseph; but before they could be married she became pregnant by the power of the Holy Spirit. Joseph was a good man and did not want to embarrass Mary so he made plans to break the engagement privately. But the angel of the Lord appeared to him in a dream and said, “Joseph, son of David, do not be afraid to take Mary home as your wife, because it is by the power of the Holy Spirit that she is going to have a son. You must name him Jesus, because he will save his people from their sins.” When Joseph woke up, he did as the angel of the Lord had told him to do and took Mary into his home as his wife.



• Hail **Mary**, full of grace, •  
the Lord is with thee. Blessed •  
art thou among women, •  
and blessed is the fruit of thy •  
womb, Jesus. Holy **Mary**, •  
Mother of God .....



**“We go to Mary as a way leading to the goal we seek - Jesus, her Son.”** St Louis de Montfort

## Term Dates

### **Spring Term 2026**

6th January 2026 - 27th March 2026

Half Term:

16th February 2026 - 20th February 2026

Inset:

5th January 2026

### **Summer Term 2026**

14th April 2026 - 17th July 2026

Half term:

25th May 2026 - 29th May 2026

Inset:

13th April 2026

21st July 2026

22nd July 2026

Occasional Day:

23rd July 2026