

# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June What has happened in school this week?

This week has been action packed in our classrooms and some of you may have also noticed further upgrades to our buildings - Lillington is transforming before our very eyes both inside and out.

All the staff enjoy helping your children grow into their very best selves. It is important to recognise the part we all play in helping the children who attend Lillington School to continue to make the right choices. This week key stage 2 children listened to Mrs Wallace's assembly regarding the importance of respectful language and accepting how different we all are. This will be an ongoing message to all the children who attend Lillington - kindness is key.

We wish all the Year 6 children visiting Boreatton Park next week a very happy and successful leavers trip.

A reminder that Year 5 children will be experiencing their swimming taster on Thursday – full swimming kit and a towel will be required please.

Children who attend nursery on Tuesday morning are asked to bring a cardboard box in with them. We will be hosting a very special guest; author Kat Walsh will be helping us learn about her new story 'The Box'.

Have a lovely weekend.

Lillington Nursery & Primary School

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Head Teacher to Home - 23 June  
IMPORTANT NOTICES



Please read the WHIZZ notice with your children. The weekly notices contain lots of helpful tips and advice. Whizz to [page 13](#).

Don't forget to come and join the fun at the summer fete this Saturday, 12-3pm. Stalls, games, inflatables, food and drink and more.

**All lost property that has not been claimed will be donated to charity next week.**

# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June What has happened in Nursery this week?

Nursery have enjoyed listening to our new focus story 'Superworm' as well as following our own interests in provision



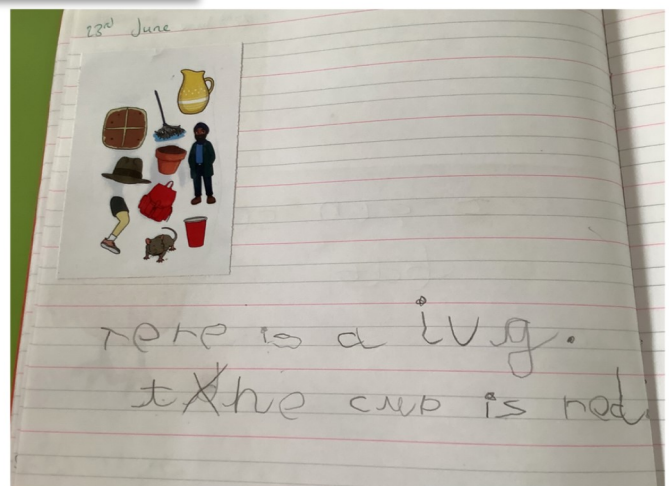
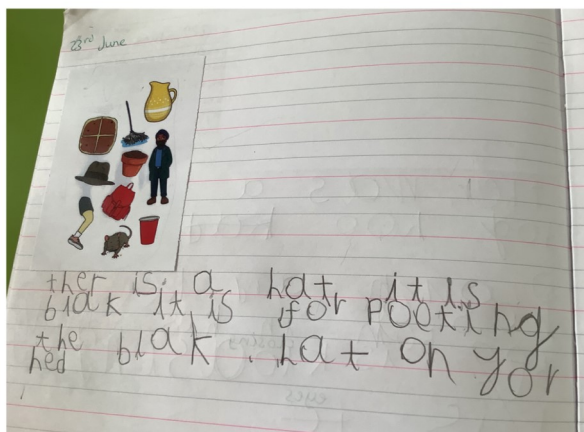
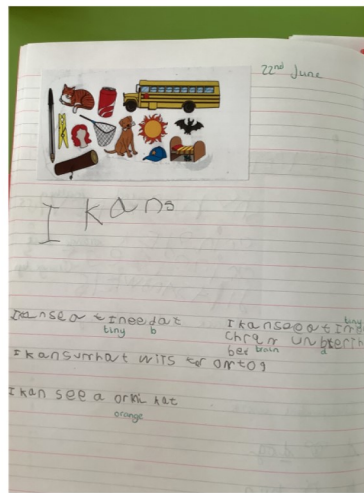
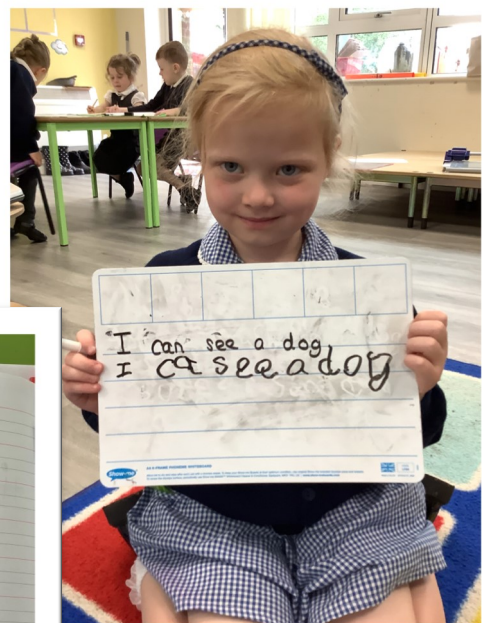


# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June What has happened in Bevan this week?

We have been working very hard on our writing skills.



# Lillington Nursery and Primary School



Head Teacher to Home - 23 June  
What has happened in Darwin this week?



Year 1 have been exploring place value in numbers to 100. We practised partitioning two digit numbers into tens and ones using dienes and representing them on place value grids and part-whole models.



PIC•COLLAGE



# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June What has happened in Peake this week?

We have been practising our throwing and catching skills in PE. We have also been practising our drawing and painting skills to make a start on our Tudor portrait. More details will be added next week.

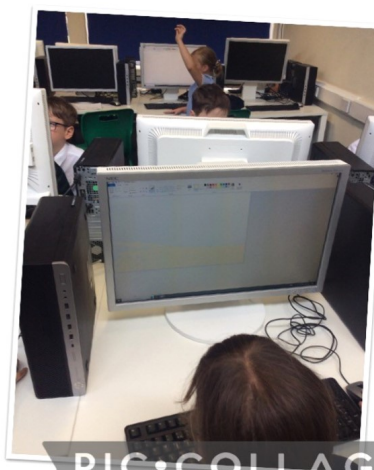
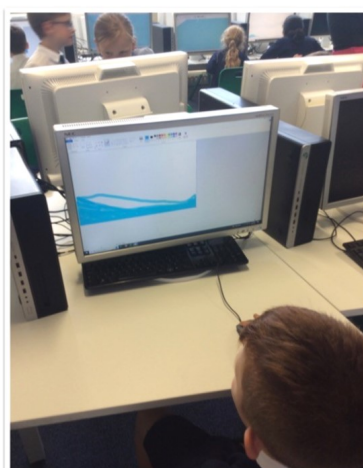
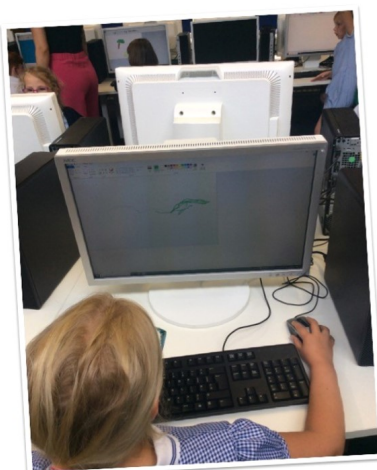
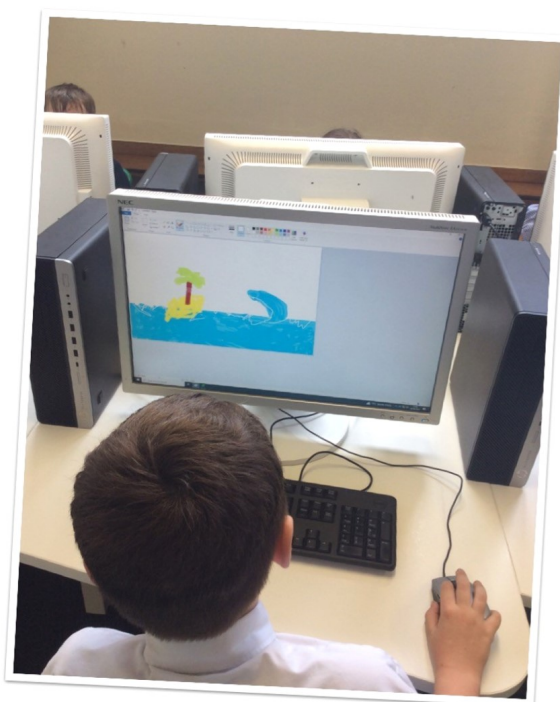


# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June What has happened in Drew this week?

We compared digital devices to traditional tools in computing. We experienced drawing with computer software to see how it compared with using a pencil and paper.



PIC•COLLAGE

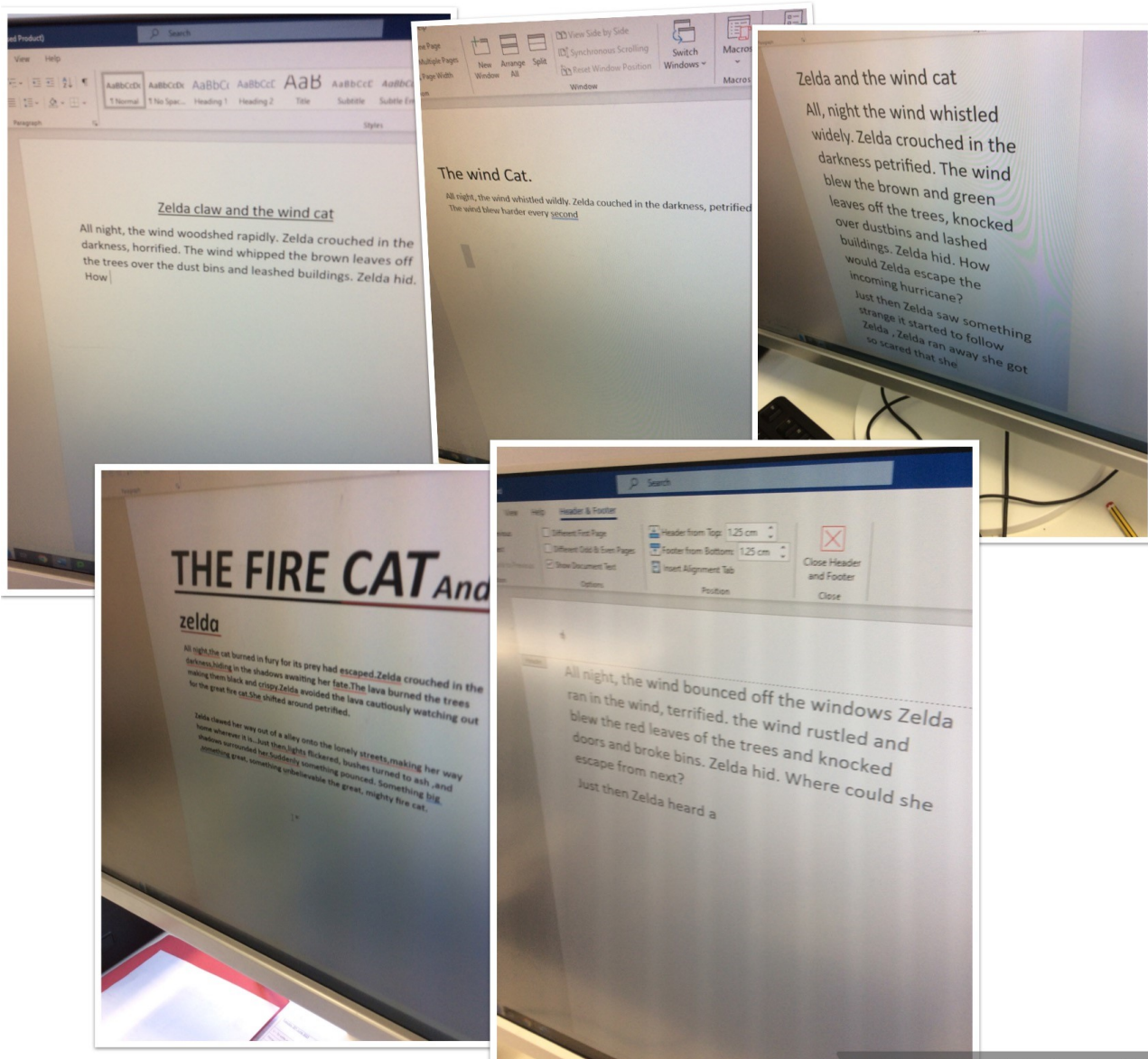


# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June What has happened in Hopper this week?

We have been writing our own versions of Zelda and the rain car. We published them in the computer suite on Friday.



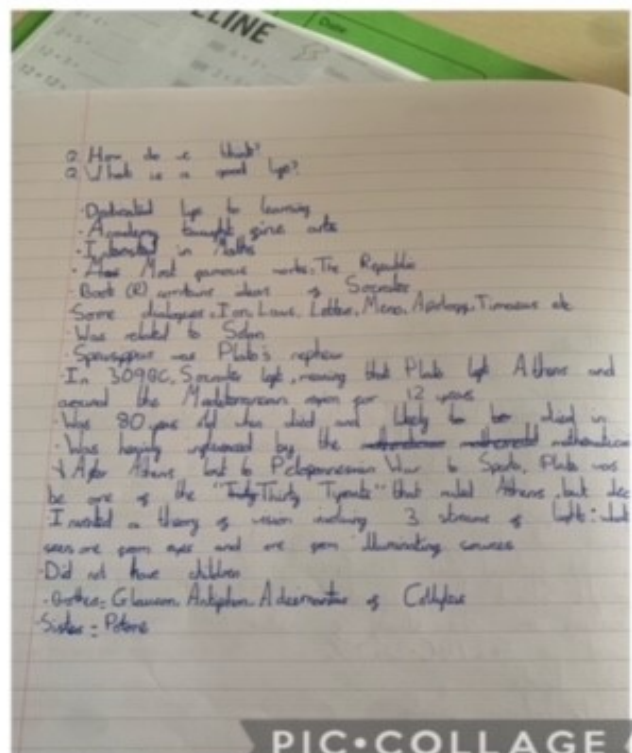
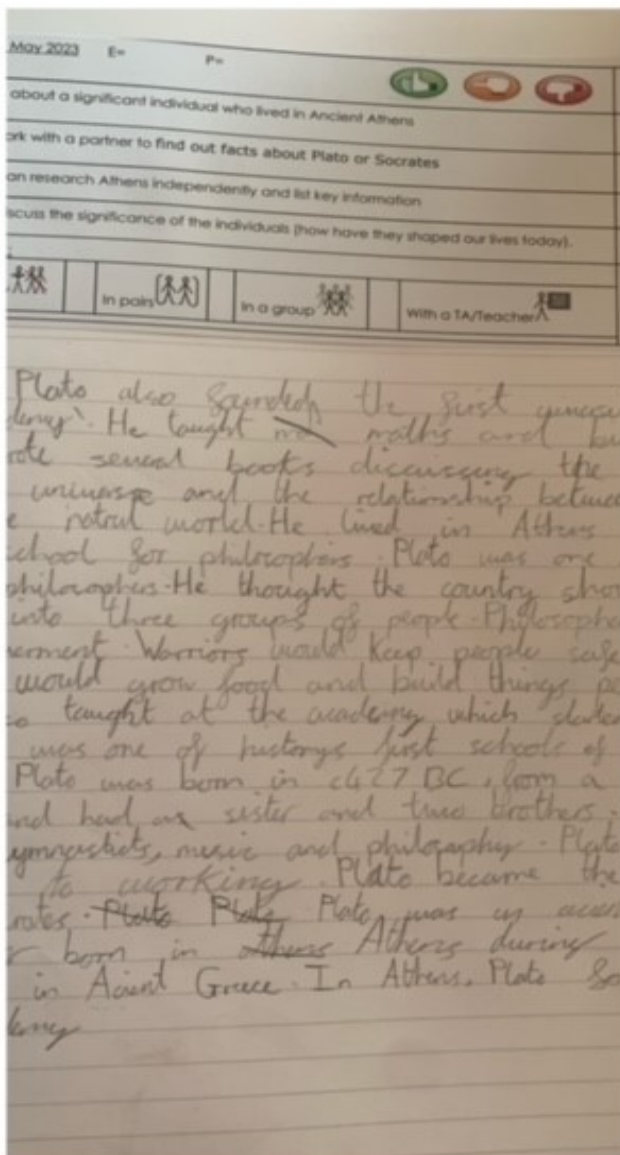


# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June What has happened in Pankhurst this week?

We have been learning about significant individuals from Ancient Greece. They have used a variety of books and the internet to complete research to find out about the lives and work of Plato and Socrates. This led to some very interesting discussions about philosophy.

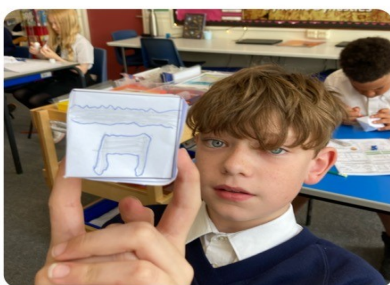
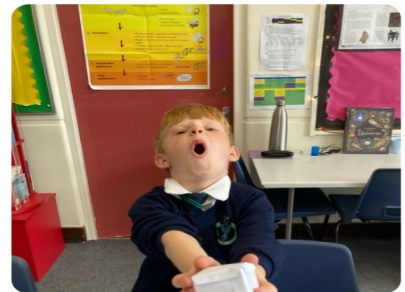
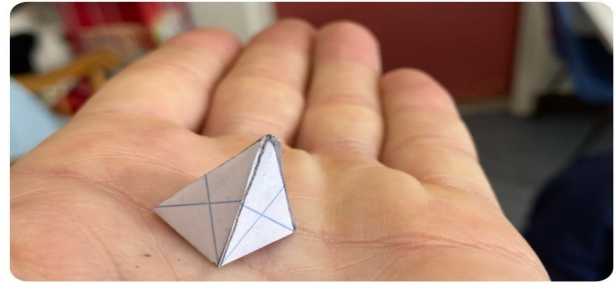


# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June What has happened in Angelou this week?

We have used our knowledge of 2D shape properties to classify, construct and design their very own 3D shapes from 2D nets. We overcame our frustrations and difficulties with a combination of determination and mathematical resilience. #Backofthenet!



PIC•COLLAGE



# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June What has happened in King this week?

We have continued with our Line, Light and Shadows art project this week. We have learnt a range of shading skills including contour lines, cross-hatching, stippling and scribbling. After learning the techniques, we practised the skills using pencil, charcoal and ink. Here are some photos of us in action!



# Lillington Nursery and Primary School



## Head Teacher to Home - 23 June

### What has happened in Forest School this week?

Week three of forest school and we have begun to lash pieces of wood together to create simple frames, hopefully we will be sending home picture frames in a couple of weeks. The children were enthusiastic about collecting materials for our collaborative weaving, showed resilience when learning to lash and are really excited to go build a rope swing over the coming weeks.





# What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

Artificial Intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other successful platforms soon.

## WHAT ARE THE RISKS?

### CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

### REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

### LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

### UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

### COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

### PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

## Advice for Parents & Carers

### CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

### CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

### FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

### TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

### RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.

## Meet Our Expert

A Certified Information Systems Security Professional (CISSP), 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 we become more aware of the risks around technology, as well as the benefits.




**NOS**  
National  
Online  
Safety®  
#WakeUpWednesday





**FREE  
ENTRY**



*Don't forget  
to come and  
join the fun*



**JOIN US FOR OUR**

# **SUMMER FETE**



**LILLINGTON NURSERY &  
PRIMARY SCHOOL**

**SATURDAY 24TH JUNE  
MIDDAY TO 3PM**

**FUN FOR THE WHOLE FAMILY**  
**STALLS • RAFFLE • BOUNCY CASTLE**  
**GAMES • MUM & DAD RACES • FOOD**  
**WATER FIGHT ARENA**  
**INFLATABLE ASSAULT COURSE**












# Lillington Nursery and Primary School



**Head Teacher to Home - 23 June**  
 We are week 1 when we  
return on Monday 26 June

## Educaterers Lunch Menu Week 1

Coventry and Warwickshire: 13/3, 24/4, 15/5, 5/6, 26/6 and 17/7  
 Leicestershire: 13/3, 24/4, 15/5, 5/6, 26/6  
 Oxfordshire: 13/3, 24/4, 15/5, 5/6, 26/6 and 17/7

Monday			
	or		or
Pork Sausages G.S.U.		(v) Veggie Korma Curry with Wholegrain or White Rice D.	
Tuesday			
	or		or
Pasta with Peas & Bacon D.G.		(v) Veggie Breakfast Pattie in a Bun G.D.E.	
Wednesday			
	or		or
British Roast Chicken, Stuffing G.		(vg) Quorn Roast G. Optional Stuffing G.	
Thursday			
	or		or
Pasta Bolognaise G./Cheese D.		(v) Homemade Vegetable Burrito Bake D.G.	
Friday			
	or		or
Crispy Salmon Fishcake F.G.		(v) Homemade Cheese & Tomato Pizza D.G.	

### Jacket Potatoes Every Day

	or	
(v) Cheese/Beans D.		(v) Cheddar Cheese G.D.
	or	
(v) Cheese D.		British Roast Chicken G.
	or	
Tuna Mayonnaise F.E.		Tuna Mayonnaise F.E.G.
	or	
British Ham G.		(v) Cheddar Cheese D.G.

### Week 1 Dessert Menu

**Every day we offer:**  
 (v) Yoghurt, (D.) or  
 Fresh fruit as alternative dessert options

#### Monday

(v) Swirly Chocolate Mousse D.  
 (vg) Homemade Fruity Flapjack G.

#### Tuesday

(v) Homemade Crispy Cornflake Cookie G.E.

#### Wednesday

(v) Homemade Chocolate and Orange Brownie G.E.

#### Thursday

(vg) Homemade Strawberry Slice G.

#### Friday

(v) Ice Cream Tub D.  
 (v) Cheddar Cheese, Crackers and Apple Wedges G.D.

All our meals include a carbohydrate accompaniment, seasonal vegetables and/or salad. We offer a choice of fruit juice cordial, semi skimmed milk or water to drink. Some schools offer a Hydration Station instead, comprising of unlimited chilled water flavoured with fresh fruit.

**Accompaniments may vary to those shown.**

**PLEASE NOTE** some schools serve the cold option in a deli bag with vegetable sticks or salad, a dessert and a drink.

### Key

vg = vegan  
 V = vegetarian  
 D = Dairy  
 N = Coconut/Nuts  
 S = Sesame  
 E = Egg  
 G = Gluten/wheat  
 F = Fish  
 M = Mustard  
 SB = Soya  
 SU = Sulphites

our menus | Educaterers

# Lillington Nursery and Primary School



Thank you for reading our newsletter  
and taking a note of the important  
information and dates.

We look forward to seeing you all on  
**Monday 26 June.**

*Have a wonderful time at the Summer Fete  
a great deal of time and effort goes into  
organising a fun event for all. Thank you  
to all the parent and staff volunteers.*