Crawford Village
Primary School & Nursery

THE CRAWFORD CHRONICLE

Friday 13th February 2026

Class Attendances

6th February 2026			13th February 2026		
C1 90.9%	C2 96.3%	C3 96.6%	C1 93.6%	C2 98.7%	C3 97.6%

School Target 96%

A note from Class 2...

What a packed half term it has been in Class 2! Earlier in the half-term, we read and compared two versions of The Three Little Pigs. This culminated with a classroom trial, where the children took on roles as lawyers, judge, jury and witnesses - ultimately finding Mr Wolf inncoent of all Big Bad Wolf claims! The children were amazing and showed fantastic speaking skills.

In Geography, we had weekly "visits" to Antarctica, diving into base camp and exploring the climate and wildlife. Meanwhile, in Computing, the children studied famous artistic styles and used technology to recreate them in their own way. Our Science topic on habitats and micro-habitats led to a photography hunt around the school grounds as the children captured nature and light. We also celebrated the end of this year's swimming lessons, with everyone showing brilliant perseverance and progress.

This week, the classroom has been filled with learning and creativity, from exploring how to recognise the safe use of AI as part of Internet Safety Week to learning about the Lunar New Year and Children's Mental Health Week.

We are all now looking forward to a well-earned half-term!

Coming up @ Crawford...

Mon	Half Term
Tues	Half Term
Wed	Half Term
Thurs	Half Term
Fri	Half Term
Mon	After School - Craft Club
Tues	Lunchtime - Self-love Club After school - Eco Club
Wed	
Thurs	Lunchtime - Brass / Chess Club After School - Table Tennis
Fri	Lunchtime - Micro:bit/Coding Club

Diary Dates

First week back:

23rd February 2026
School repoens 8.50am

Later in the half-term:

3rd March 2026
KS2 Orienteering
C1 Stay & Play 3.00pm

5th March 2026
World Book Day

9th March 2026
British Science Week

11th March 2026
KS1 Scavenger Hunt

12th March 2026
Mother's Day Shop
Small Schools World Cup
Football

13th March 2026
Mother's Day Afternoon Tea
3.30pm

Dear Parents

It's been another busy couple of weeks in school, with so many lovely moments to celebrate! We've had great fun perfecting our pancake flipping skills – there were certainly some impressive techniques on display (and only a few pancakes that didn't quite make the landing!). A group of our children also had the incredible opportunity to take part in the Young Voices concert – what an unforgettable experience to perform alongside so many other schools. We were immensely proud of their enthusiasm, energy and beautiful singing.

To round things off, our Valentine's Disco brought plenty of smiles, dancing and laughter – a wonderful way to celebrate friendship across the school.   A huge thank you to The PTA who organised this and of course, to our wonderful staff members who gave up their time to help.

As we finish today for half term, I'd like to thank you, as always, for your continued support. We hope you all enjoy a restful and happy break, and we look forward to welcoming everyone back refreshed and ready for the next busy half term ahead!

Wishing you all a lovely weekend.

Mrs Eaton

Mrs Eaton's Column

Star of the Week

C1 Elliott
C2 Evelyn B
C3 Olivia BM

C1 Avery
C2 Brian
C3 Young Voices Choir

Pride Award

C1 Willow
C2 Brian
C3 Laura
Y3/4 Jenson

C1 Birdie
C2 Arthur
C3 Oliver H

Super Writers

C1 Francesca
C2 Sydney
C3 Lennon

C1 Reid
C2 Evelyn R
C3 Robyn
Y3/4 Lottie

Housepoints

PHOENIX
2nd

OWLS
4th

RAVENS
1st

EAGLES
3rd

Find us on social media...

Crawford Village Primary School

@crawford_school

Don't forget to log on to your child's Seesaw account. You will find work that they do in school, photographs and videos that are not uploaded to social media and you can upload photos from home. Please ask if you are having any problems logging on and we will help if we can.

Do not forget to check out our school website! You will find details of upcoming events, term dates, important key documents and policies plus lots of information and photographs showcasing what we have been doing in school.

CHECK OUT OUR WEB SITE!

Seesaw

Yesterday, our Young Voices choir had a fantastic evening, joining thousands of other children to form the world's largest school choir. What made the night truly special was just how brilliantly our pupils rose to the occasion. From start to finish, they sang with confidence, energy and joy, filling the venue with their wonderful voices. Their focus during rehearsals really paid off! We could not be prouder of each and every one of them. A huge well done to our fantastic choir for creating memories we'll treasure for a long time. What a night!

What's Happening In The World This Week?

For this week's story, we are visiting...
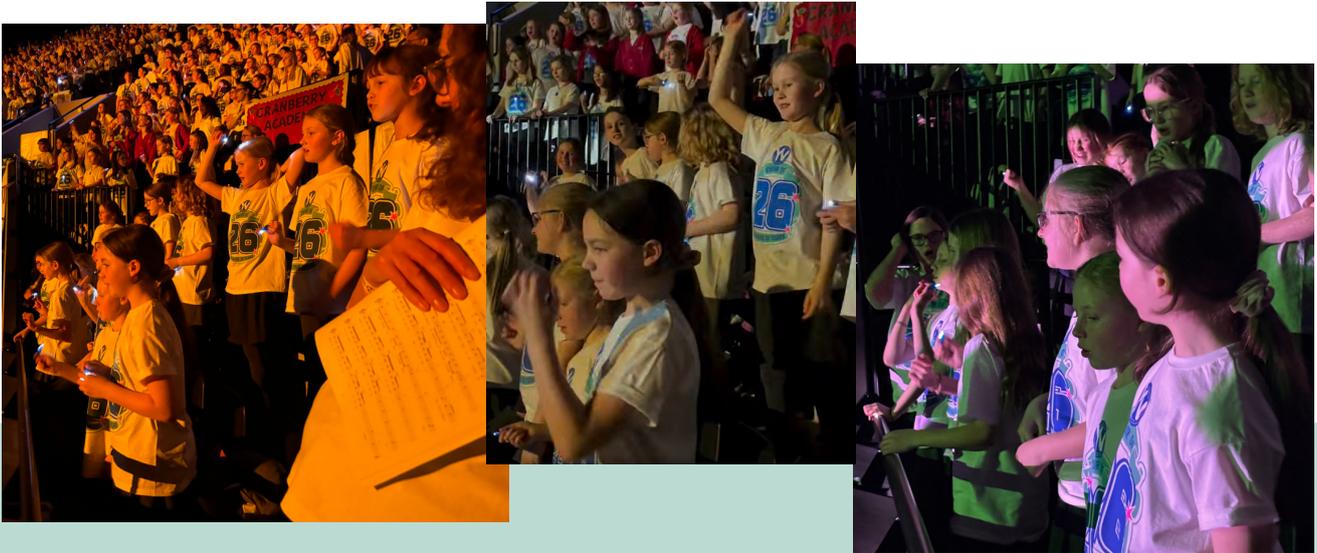
Panama

What?

On a rainforest island in Panama, scientists are studying a strange new behaviour in wild monkeys.

The island, Barro Colorado Island, is a protected research site run by the Smithsonian Tropical Research Institute. Recently, researchers have noticed something surprising - the capuchin monkeys have been seen carrying baby howler monkeys from nearby groups.

At first, scientists were worried, but noticed the babies were not being harmed, eaten or kept. Instead, the capuchins carried them for short periods before just leaving them behind.

This means their behaviour is not linked to survival, food or parenting - which makes it extremely unusual in the animal world.

Source: Eric Kruszewski, Nat Geo Image Collection

What?

Because Barro Colorado Island is isolated and animals live very close together, scientists think the geography of the island itself may be encouraging strange new behaviours to develop.

Researchers are actively observing and recording the behaviour to understand:

- Why the capuchins are doing this
- Whether the behaviour is learned or copied
- How living on a small island affects animal behaviour

Geography isn't just about maps - it's about how places shape behaviour. This case shows how an island environment can influence how animals interact, sometimes in ways never seen anywhere else on Earth.

Source: © MPI of Animal Behavior/ Brendan Barrett

CHORÓS
DANCE ACADEMY

UNLEASH CREATIVITY!
CLASSES FOR AGE 6 - 11

COMMERCIAL DANCE - 5pm
MUSICAL THEATRE - 6pm

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Poster 1: Supporting Safe Use of AI

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

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 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

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

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

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.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday · The National College

Poster 2: Fostering a Sense of Belonging

10 Top Tips for Parents and Educators
FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

1 USE EVERYDAY MOMENTS

Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

2 INVOLVE THEM IN RULE-MAKING

Inviting children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

3 VALIDATE ALL EMOTIONS

Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

4 HIGHLIGHT HIDDEN STRENGTHS

Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

5 SHOW CURIOSITY ABOUT CULTURE

Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

6 BELONGING BUDDIES

Pairing children with a peer they might not usually choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

7 AVOID LABELS AND COMPARISONS

Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

8 MAKE TIME FOR ONE-TO-ONES

Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

9 REFLECT THEIR INTERESTS

Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

10 EMPHASISE 'WE' OVER 'THEY'

Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

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See full reference list on our website

#WakeUpWednesday

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Age: 5-11 yr

VENUE:

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