



Crawford Village
Primary School & Nursery

THE CRAWFORD CHRONICLE

Friday 19th June 2026

Class Attendances

12 th June 2026			19 th June 2026		
C1	C2	C3	C1	C2	C3
80.9%	91.3%	91.7%	97.3%	92.7%	95.2%

School
Target
96%

A note from Class 2...

What a busy couple of weeks we have had in Class 2! We are incredibly proud of our Year 1 children, who approached their Phonics Screening Check with confidence and positivity – they were absolutely amazing.

One of our highlights was our fabulous trip to Worden Park this week. The children thoroughly enjoyed playing outdoors, exploring the beautiful gardens and spotting wildlife – including lots of very playful squirrels and some cute ducklings! It was a wonderful opportunity to make special memories together.

We have also been busy across the curriculum. In Computing, we have continued our coding journey, developing our skills and learning how to create simple programs. In History, we have been comparing homes from the past to those we live in today, noticing how much has changed over time. Our Science lessons have focused on plants, where we have been learning about the functions of different parts of the plant. In RE, we have been learning about important dates in the Muslim calendar.

We are so proud of all the children for their enthusiasm, curiosity and hard work!



Coming up @ Crawford...

Diary Dates

Mon	Lunchtime - Coding Club After School - Craft Club
Tues	Lunchtime - Well-Being Club
Wed	
Thurs	Lunchtime - Brass / Chess Club After School - Running Club
Fri	After School - After School Sports
Mon	Lunchtime - Coding Club After School - Craft Club
Tues	Lunchtime - Well-Being Club After School - Eco Club
Wed	
Thurs	Lunchtime - Brass / Chess Club After School - Running Club
Fri	After School - After School Sports

Next week:

22nd June 2026
Sports Day Practice

23rd June 2026
Y5 & Y6 Sex Education
Tennis with Mr Dow

24th June 2026
C3 at Rainford High School

25th June 2026
Reception Trip to Farmer Teds
Y5/6 Quad Kids event (am)
Pupil Parliament

26th June 2026
Dragon's Den pitches
Sports Day (pm)

Later in the half-term:

30th June 2026
Tennis with Mr Dow

1st - 3rd July 2026
Tower Wood Residential

Candy Floss

Face Painting

BBQ

CRAWFORD VILLAGE PRIMARY SCHOOL
PTA sponsored

SUMMER Fair

GAMES & Prizes

Raffle prizes

SATURDAY 20TH JUNE

Crawford Village Primary School

12-3^{PM}

Admission
£1 Adults
Children Free

Bouncy CASTLE



Award Winners



Star of the Week

C1 Avery
C2 All Year 1
C3 All Year 5/6
Y3/4 All Year 4

C1 Emily
C2 Alistair
C3 Phoebe
Y3/4 Eva



Pride Award

C1 Lyla
C2 Beatrix
C3 Alaina

C1 Lara
C2 Max
C3 Stanley



Super Writers

C1 Francesca
C2 Archie
C3 Olivia BM

C1 Avery
C2 Fred
C3 Catherine

Housepoints

1st



3rd



2nd



4th



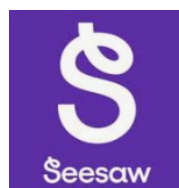
Last week:

1st Eagles
2nd Owls
3rd Ravens
4th Phoenix

Find us online



Facebook
Crawford Village
Primary School



Seesaw
Check class
activities and photos.



School webiste
crawfordvillageprimary.uk
Term dates, newsletters,
policies, events and
other information.

Dear parents and carers,

This half term, we are joining The Summer Challenge 2026; a countdown to the summer holidays with Get Set for Positive Energy, a programme from British Gas, Team GB and Paralympics GB. Across the half term, we will be taking part in a series of challenges led by Team GB and Paralympics GB athletes including sporting and wellbeing activities. They will learn about simple ways to save energy this summer by getting outdoors, staying active and making planet-friendly choices.

Bring The Summer Challenge home

Help your child swap screen time for these energy-saving outdoor challenges:

Nature Scavenger Hunt

Collect natural items like leaves, sticks and stones. Use these items to create characters and tell a story about saving energy – perhaps you'll create a leaf family who are working on switching off lights.

Garden Olympics / Paralympics

Create your own mini summer Olympic or Paralympic events in the garden or park – long jump, sprint races, or throwing competitions.

The Distance Challenge

Track how far you walk, cycle or wheel over summer. Can your family make it to an Olympic or Paralympic city? Map your progress!

Read outside

Grab a blanket, some pillows and a few snacks and head outdoors to enjoy a story.

Choosing outdoor time over screen time boosts physical activity and creativity, while reducing energy waste at home. Simply turning electronics off instead of leaving them on standby can save up to £55 a year.

Thank you for supporting your child's learning.

Best wishes,
The Get Set for Positive Energy Team

The Things Family love getting outdoors in the summer. Join them by taking part in The Summer Challenge and see how much energy you could save.





SHARES
— Lancashire —

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A FUN, ACTIVE HOLIDAY CLUB FOR
PRIMARY SCHOOL CHILDREN!



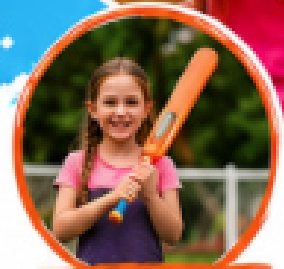
MULTI-SPORTS



FUN ACTIVITIES



TEAM GAMES



NEW FRIENDS



MONDAY 20TH JULY –
FRIDAY 31ST JULY

ST JAMES CATHOLIC PRIMARY SCHOOL,
ASHURST, WN8 6TN

WN8 6TN



MONDAY 3RD AUGUST –
FRIDAY 14TH AUGUST

COBBS BROW PRIMARY SCHOOL,
SKELMERSDALE, WN8 6SU

WN8 6SU

PRICES

SHARES SCHOOLS

£17

PER DAY

OR

£75

PER WEEK

NON SHARES SCHOOLS

£22

PER DAY

OR

£100

PER WEEK



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SUPERVISED



EXPERIENCED
& DBS CHECKED
STAFF

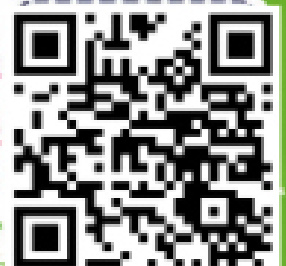


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What Parents & Educators Need to Know about SPORTS BETTING ONLINE

Sports betting online involves placing wagers on real-world sporting events through websites, apps, and linked accounts. In the UK, licensed gambling is illegal for under-18s, yet young people may still encounter betting through sports coverage, social media, gaming spaces, friends, or adult accounts. With gambling content increasingly visible online, parents and educators should help children understand the risks, financial impact, pressure, and how to make safer choices.

WHAT ARE THE RISKS?

EASY ONLINE ACCESS

Online sports betting sites and apps are widely available and can be accessed through phones, tablets, computers, and, indirectly, through social platforms. Some young people may attempt to bypass age checks using false details or someone else's account. Digital wallets, prepaid cards, and saved payment details can also make spending harder to notice, increasing the risk of discreet or impulsive betting.

PEER AND INFLUENCER PRESSURE

Social media influencers, online tipsters, and sports content creators can make betting appear fun, profitable, or part of being a committed fan. Young people may feel pressure to copy this behaviour, especially when friends talk about odds, accumulators, or predictions during matches. Gambling advertising rules aim to protect under-18s, but children can still see persuasive betting content in online spaces.

FREE BET OFFERS

Online betting platforms often use free bets, bonus credits, or "risk-free" promotions to attract users. These offers can make gambling seem safe or low commitment, but they usually include terms and conditions that young people may not understand. A free incentive can lead to real spending, repeated deposits, or the belief that gambling is easier to control than it is.

Advice for Parents & Educators

START EARLY CONVERSATIONS

Talk openly with children about how betting works, including odds, losses, advertising, and the fact that gambling companies are commercial businesses. Use examples they may recognise, such as betting adverts during football matches, influencer predictions, or online tipsters. Keep the tone calm and curious, so that children feel able to ask questions, share concerns, and discuss pressure from friends without fearing punishment.

EXPLORE ONLINE EXPOSURE

Ask which apps, websites, games, sports channels, and social media accounts children use around live sport. Betting content may appear through adverts, sponsorship, livestreams, tipster pages, or discussions with friends. Watching a match together can help you point out gambling messaging in real time and explain how it is designed to influence choices, normalise betting, and encourage spending.

Meet Our Expert

Rubus Goedert is a senior Lecturer and the Head of Events at the University Campus of Sports. He is also the President and Co-Founder of the Videogames and Sports Foundation, a charity that supports safe and inclusive gaming environments. With over 25 years of experience in sports, education, and media, Rubus is a global leader in promoting positive gaming practices for youth and families.

SET SAFER BOUNDARIES

Use device, app store, and bank settings to limit spending, block gambling transactions where possible, and require adult approval for purchases. Check payment histories for unfamiliar withdrawals, digital wallet use, or repeated small transactions. These safeguards work best alongside clear conversations, helping children understand that online payments are still real money, even when they feel quick, hidden, or invisible.

NOTICE AND SEEK SUPPORT

Look out for secrecy around devices, sudden interest in odds, requests for money, unexplained spending, mood changes, linked to sports results, or late-night phone use. Respond with support first, then gather information and seek specialist advice where needed. Organisations such as GambleAware, Youth, and the Gambling Commission provide information about gambling harms, education, blocking tools, and support routes.

NORMALISING GAMBLING BEHAVIOUR

Online sports betting can make gambling feel like a routine part of watching sport. Young people may begin to see odds, predictions, and wagers on harmless entertainment rather than as financial risk. This can also blur boundaries with other gambling-like activities, including loot boxes, skins betting, or casino-style games, making later gambling feel more acceptable or familiar.

ADVERTISING AROUND SPORT

Young people can be exposed to betting through sports broadcasts, social media, brand through sports broadcasts, and content sponsorship, pitch-side advertising, and content as part of the sport. Without adult guidance, children may connect betting with excitement, loyalty, and success, rather than understanding that gambling is designed to make money from customers.

CHASING WINS AND LOSSES

A winning bet can create excitement and encourage a young person to try again, while a losing bet may lead them to place another wager to win back the money. This is known as chasing losses. Because online bets can be quick, small, and available at any time, children may not recognise how rapidly repeated decisions can become costly and emotionally harmful.

Be smart on internet

10 Top Tips for Parents and Educators BUILDING SCHOOL-READY LANGUAGE SKILLS

Oral language is fundamental to children's learning, literacy, and social and emotional development, with long-term gains. As language develops rapidly between the ages of three and six, early, evidence-based support is essential. This guide offers practical ways to help the children in your care become confident communicators, including through proven approaches such as the OfE-funded NELL programmes available to settings in England.

1 BUILD ORAL LANGUAGE

Support children to use language, not just hear it. Give them the time to talk, respond, ask questions, and share their ideas. Everyday conversations, shared activities, and reading together help children practise both speaking and listening. At nursery or school, programmes such as NELL can help build their vocabulary, storytelling, attention, and listening skills, helping children grow in confidence as communicators.

2 SUPPORT LISTENING SKILLS

Help children to listen and follow simple instructions during everyday routines. Break instructions down into short, manageable steps and check their understanding. For example, say "Please put your coat on," rather than giving them several instructions at once. Strong listening skills support learning, attention, and participation at school.

3 GROW THEIR VOCABULARY

Talk with children about the world around them, naming objects, actions, and feelings. Use a wide range of words during everyday activities such as shopping, cooking, and playing. Repeating and explaining new words help children understand and use vocabulary more confidently, supporting their comprehension and communication.

4 SHARE STORIES TOGETHER

Read storybooks together regularly and talk about characters, events, and illustrations. Ask simple questions such as "What's happening here?" and Acting out children's responses with positive feedback. Reading stories together, asking open questions, and giving children the chance to be the storyteller can all support their narrative skills and confidence.

5 NAME DIFFERENT FEELINGS

Help children learn to express themselves by talking about different feelings and naming them clearly, such as happy, sad, or angry. Visual and role play can support their understanding of this. Being able to express their feelings verbally helps children build positive relationships with adults and peers, reduces frustration, and supports their social development as they prepare for school.

6 WORK WITH SETTINGS

Strong communication between home and the nursery, school, or early years setting can help children feel more confident and supported. Parents can visit the setting to become familiar with the environment and key adults. Educators can share relevant information with families and colleagues, so each child's needs are understood. Newsletters can also help families continue language learning at home.

7 SPOT LANGUAGE NEEDS

Children develop their language and communication skills at different rates, so early conversations between home and settings are important. If parents have concerns, they should speak to their child's nursery, school, or early years setting. Educators can use tools such as LanguageScreen, included in the NELL programme, to build a profile of a child's speaking and listening skills and help identify suitable support.

8 EVIDENCE-BASED SUPPORT

Prioritise language and literacy approaches that are underpinned by robust research evidence. Evidence-based programmes help ensure children receive support that is more likely to make a meaningful difference. The Education Endowment Foundation (EEF) provides guidance on the strength of evidence behind different strategies, supporting informed decision-making and effective use of school time and resources.

9 MEET INDIVIDUAL NEEDS

Settings can use evidence-based assessment tools to understand children's language skills and identify where support may be needed. These tools support SEND referrals, and strengthen whole-setting language development, helping children receive support that reflects their individual communication needs.

10 TAKE PART IN RESEARCH

Research trials can give schools, early years settings, and families a valuable opportunity to policy, parents may be asked to give consent, share feedback, or support activities at home, while educators often have trials that settings can join, including whole-class oral language programmes designed to support children's communication development.

Meet Our Expert

OxEd is a University of Oxford spinout company specialising in early language and literacy assessment and intervention. They are the delivery team for the Nuffield Early Language Intervention (NELI) programme in reception, funded by the Department for Education in England, and for NELL research, which supports nurseries to strengthen children's early language development through evidence-based practice.



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