



# GREYTHORN PRIMARY

*"Engaging hearts, equipping minds, opening doors"*

Summer Term

Weekly Newsletter

18th July 2025

## DATES FOR THE DIARY

### MONDAY 21st JULY

2pm - 3.15pm

Year 1/2 Learning Showcase

### WEDNESDAY 23rd JULY

9.45am & 2pm

Year 3/4 Learning Showcase

### MONDAY 21st - FRIDAY 25th JULY

York Residential Year 6

### TUESDAY 29th JULY

Last Day of Term

6.45pm - 8.45pm Year 6 Party

### MONDAY 1st SEPTEMBER &

### TUESDAY 2nd SEPTEMBER

INSET Day - School Closed

### WEDNESDAY 3rd SEPTEMBER

First Day Back for Students

## 2025/26 TERM DATES

### Autumn Term

3 September - 17 October 2025

3 November - 19 December 2025

### Spring Term

5 January - 13 February 2026

24 February - 27 March 2026

### Summer Term

13 April - 21 May 2026

1 June - 24 July 2026

**INSET:** 1 Sept, 2 Sept, 23 Feb, 22 May, 27 July



## A MESSAGE FROM YOUR HEADTEACHER



Dear Parents and Carers,

Thank you to everyone who came along and supported the summer picnic, we hope you all had a fabulous time enjoying the sunshine! A huge thank you to FOGSA for their incredible hard work in organising such a fantastic event, and to all our wonderful parents, carers, and dedicated staff for contributing their time and effort towards running stalls, baking cakes, donating chocolate and lucky bags, and helping to set up and clear the field afterwards. Your support and generosity made the event a great success!

Best wishes

Mrs Carpenter



# SCHOOL UNIFORM

## Be Greythorn Smart! – School Uniform

As you begin to consider purchasing uniforms for your children's return in September, please keep these important reminders about Greythorn school uniform in mind:

### Uniform Update

- **From September onwards, white polo shirts or shirts are no longer part of the uniform.**

### Greythorn School Uniform

- Red polo shirt
- Red sweatshirt, jumper, or cardigan (no hoodies)
- Dark grey trousers (not leggings), dark grey skirt, or dark grey shorts (*please note: dark grey, not black*)
- Plain black shoes or trainers (*trainers must be completely black with no other coloured logos, soles, or motifs*)
- Grey or white socks, grey or red tights (*leggings and socks must not be worn as a substitute for socks or tights*)
- Base layers can be worn but must be fully covered by uniform items e.g. jumper or cardigan

### Additional Guidelines

- Children must not wear nail varnish or acrylic/gel nails to school.
- Haircuts should not be extreme. No shaved lines, patterns, fades, dyed hair, or glittery/decorative hair accessories.
- Hair accessories should be small, discreet and in plain dark colours or school colours.
- Only small stud earrings are permitted and children must be able to remove them for PE lessons.
- Smart watches are not allowed to be worn.

### PE Kit

- Children must have black plimsolls or trainers for PE
- A plain white round-neck T-shirt and plain black shorts, skorts, or joggers (*no logos or writing, except the school logo*)

**Please ensure all school uniform items, including PE kits, are clearly labelled.**

## IMPORTANT

**From September onwards, white polo shirts or shirts are no longer part of the uniform.**



## REMINDER

**Please ensure all school uniform items, including PE kits, are clearly labelled.**

# THIS WEEK'S HIGHLIGHTS



## Foundation

The children in Foundation have been busy little chefs in DT this week, creating their own colourful and delicious fruit skewers! As part of their learning about healthy food choices, they explored a variety of fruits, practised safe cutting skills, and thoughtfully selected combinations to make tasty, nutritious snacks. It's been a fun, hands-on way to learn about making healthy choices and trying new foods!



# THIS WEEK'S HIGHLIGHTS



## Year 1/2

Year 1/2 had a fantastic time at Peak Wildlife Park on Wednesday! We watched the polar bears at feeding time, fed the wallabies (and even spotted a joey tucked safely in its mummy's pouch!), saw lemurs snuggling, red pandas climbing in the trees, red squirrels hiding, and even caught a cheeky goat in the middle of a poo! There was so much to see and enjoy, and we even had time for a quick play in the playground. It was a brilliant day out, and all the children represented our school beautifully – we were all very proud of them!



Aspiration. Confidence. Creativity. Kindness. Pride. Respect. Resilience. Responsibility



# THIS WEEK'S HIGHLIGHTS



# THIS WEEK'S HIGHLIGHTS

## Year 3/4

In Year 3/4, we have reached the end of our enquiry about the Romans. To showcase everything we've learned this term, the children have been creating impressive double-page spreads filled with facts, illustrations, and key information. They have shown real enthusiasm and curiosity throughout, and it's clear we have some fantastic young historians in our midst!



### DO ALL ROADS HAVE A PURPOSE?

What are the origins of the Roman Empire?

The Empire started in Rome, Italy where a group of people called the latins who became very rich from their trades, built Rome. It was founded in 753bc but the empire started in 27bc with Emperor Octavian.

How did the empire expand?

The empire expanded from small settlements to huge areas of land which include countries such as Greece, Spain, France, England and Egypt.

When did the Romans invade Britain?

There were 3 attempts to conquer Britain, two by Caesar, and one by Claudius. Firstly, Caesar landed but was not prepared for the british weather! Next, the britons were ready. But, they had problems in France. Finally, with Claudius as the Emperor, they won!

Who was Boudicca?

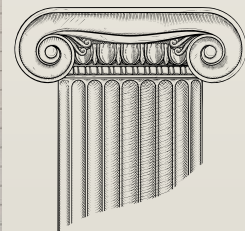
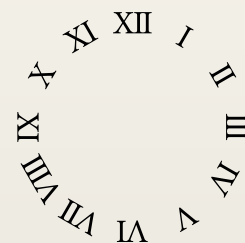
Boudicca was the queen of the Iceni bewhen the Romans invaded Britain. She was very fierce in lots of ways and was married to King Prasutagus. She killed herself by drinking poison for the Romans humiliated her in public.

What were their developments?

The Romans invented lots of things we use today. Most of them we use everyday like roads, Villas, Lush toilets and minerals. They also brought education and hygiene systems which are very useful!

What did they bring to Britain?

They bring Laws, language, cats, education, string netles and homes to Britain. The Romans invented thousands of different things and it would be very different without the empire.



Wednesday 9th July 2025

### Do all Roads have a purpose?

When was Rome founded?

Rome was actually found in 753BC. Historians believe that Rome was found because there was a tribe called the latins who became very rich for trading. And they had a huge settlement. And the Roman Empire started in 27BC.

When did the Roman Empire invade Britannia?

When Julius Caesar was the leader of the Roman Army they attempted to invade Britain twice. It failed because the first time they couldn't land due to a storm and soldiers guarding. The second time they landed perfectly but some of the soldiers had to leave due to a problem in France. And then finally Claudius was successful to invade Britannia.

Who was Boudicca?

Boudicca was the heart of the Iceni. She had long red hair, tattoos and she was fierce. She made a big impact and fought against the Romans. She poisoned herself to kill her.

What did they bring to Britain?

The Romans brought alot of things to Britain but some of the things are cats, toilets, roads, money, roman numerals and villas. They left quite alot of legacy before they left.

How did the Roman Empire expand?

The Roman Empire expanded because of their army. Their army was so powerful barely anyone could beat them. They had strong, tall men and amazing weapons.

Do all roads have a purpose?

I think all roads do have a purpose because each road might have its own reason. So I think YES they do have a purpose.



**Café on the Corner**

## Craft with us this summer!

Open as usual during school holidays  
(Closed Bank Holiday Monday)

Free craft sessions for children to enjoy with their parents and carers

9am - 12pm  
4th, 11th & 18th August

Make a day of it! **Free parking**

Lots of food and drinks options in the café including a kids meal deal and ice creams

We are opposite Boundary Road play area and a short walk from Sharphill Woods

Get in touch: [st.paulschurchconnector@outlook.com](mailto:st.paulschurchconnector@outlook.com)

Supported by:



St Paul's Church, Boundary Road, NG2 7DB

# FOGSA AGM

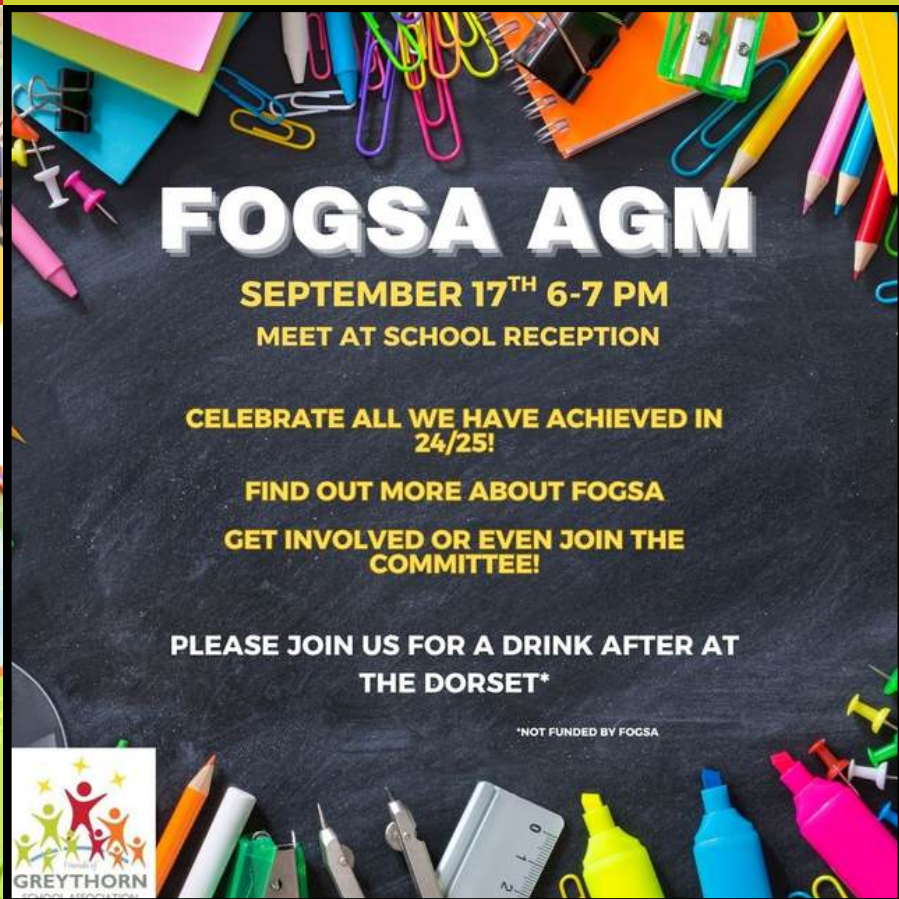
SEPTEMBER 17<sup>TH</sup> 6-7 PM  
MEET AT SCHOOL RECEPTION

CELEBRATE ALL WE HAVE ACHIEVED IN 24/25!

FIND OUT MORE ABOUT FOGSA  
GET INVOLVED OR EVEN JOIN THE COMMITTEE!

PLEASE JOIN US FOR A DRINK AFTER AT THE DORSET\*

\*NOT FUNDED BY FOGSA



# MENU SUMMER TERM 2025

## Menu

w/c  
**21 July 2025**



Please find attached our current lunch time menu.

If your child would like a school lunch they will be able to order on the day, the cost is £3.16 and needs to be paid in advance.


**My School Menu**  
Spring/Summer 2025

FOOD HYGIENE RATING: 0 1 2 3 4 5

**Week 2**  
Week commencing 28 April, 19 May, 9 June, 30 June, 21 July, 8 Sept, 29th Sept

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Main</b> Margherita pizza Soya Gluten Milk with potato balls, baked beans & sweetcorn	Quorn dipper Gluten wrap Gluten with tomato ketchup, peas & french fries	Cheesy tomato pasta Mustard Soya Gluten Milk with garlic bread Gluten Soya Milk sweetcorn & peas	Bangers & mash Gluten Sulphur Dioxide OR plant based sausage Soya Sulphur Dioxide with seasonal vegetables & gravy	MSC Fish fingers Fish with oven chips, baked beans & peas
<b>Pudding</b> Donuts Soya Milk Gluten Egg Sesame	Yoghurt pot Milk 	Ice cream tub Milk 	Vanilla sponge Gluten Egg & raspberry sauce	Fruit ice lolly

**Nottinghamshire County Council**

 Please note that the puddings on Tuesday and Wednesday this week differ from those listed on the previously published Week 2 menu.



# TODDLER STAY AND PLAY

**A VERY WARM WELCOME**

AWAITS YOU

AND YOUR CHILDREN

For Parents/Carers with Children (age 0 – 4 yrs) living in the  
local community

Come and join us for playtime, chat and refreshments



**Free of Charge**

Friday

9.15AM – 10.15AM

19th September

3rd October

17th October

HALF TERM

14th November

28th November

12th December



**Please email/telephone to reserve your place**

# What Parents & Educators Need to Know about AI-ENABLED SCAMS

## WHAT ARE THE RISKS?

Artificial intelligence (AI) is quickly becoming a widely used tool, with lots of positive applications being discussed and developed. Sadly, however, as with most technology tools, there are those who will seek to use it for malicious and dishonest practices, with children and other vulnerable groups particularly at risk.

### PHISHING EMAILS: BETTER & QUICKER

Phishing scams – emails designed to trick people into handing over login details or money – are not new, and do not rely on AI; however, AI has made them far more dangerous. Criminals can now generate highly convincing emails at speed, mimicking an organisation's tone, branding and language with ease. This makes phishing attempts harder to spot, especially for young people who may not yet know what to look out for.

### ONLINE MARKETPLACE FRAUD

Online marketplaces are now a common way to buy and sell everything, from second-hand clothes to cars. Criminals are exploiting this by using AI to enhance or completely fake product photos and videos, and pressure buyers into paying deposits or full amounts upfront. These tactics are becoming more advanced, making it vital to pause, check, and verify the sale before parting with any money.

### VOICE IMPERSONATION

AI can now realistically impersonate a person's voice when given a small sample of someone's speech patterns. This is especially concerning where voice has been enabled as an alternative to password-based logins. One such example was the use of AI deepfake audio as part of a fake kidnapping scam: the criminals used an AI voice clone of a 15-year-old to convince her parents she had been kidnapped and elicit a ransom.

### EMPLOYMENT SCAMS

Using AI, criminals can create fake online profiles that seem completely real. These synthetic identities can chat with young people about fake job offers, asking for money to secure a visa or paperwork. In 2025, The Guardian reported a scam targeting young people with promises of quick cash, posing as TikTok staff.

### INFLUENCER & INVESTMENT SCAMS

AI tools now make it easy to manipulate video and audio, with technology available that can generate entirely fake content using the likeness of celebrities or influencers. Criminals are using this to create convincing videos of well-known figures promoting fake products or services, which young people can be particularly susceptible to. Cryptocurrency scams are a common tactic, luring people into investing in schemes that do not exist. Once payment is made, the criminal simply disappears with the money.

### ROMANCE SCAMS & SEXTORTION

AI chat bots can now mimic real conversations, often accompanied with realistic fake photos and videos, which makes it easier for criminals to build trust with young people – among other things, this can lead to fraud or sextortion. In 2024, the NCA's CEOP Safety Centre received 380 reports of sextortion. Alarmingly, in the first five months alone, police received an average of 117 monthly reports involving under-18s, showing how serious and targeted this threat has become.

## Advice for Parents & Educators

### THINK CRITICALLY

The key to addressing the increasing growth of AI-enabled scams is to think critically and show caution. Inform children that if something is too good to be true, then it probably is. Encourage them to stop and carefully consider what they are seeing and reading before taking any action. For example, if a social media post expresses urgency, proceed with caution; if content seems unusual, even from a known person, it may be that their account has been hacked.

### SEEK TO VERIFY

Criminals may breach an influencer's account or spread misinformation and fake content; however, their approach will generally be limited to a single account, site or service. Where possible, show children how to verify information to check its legitimacy before proceeding. Small actions, such as phoning the person who is the subject of a suspicious email, or checking content via an individual or company website or social media sites can make the difference. The greater the risk, the more effort we should expend to confirm whether the information presented is true or false.

### USE TRUSTWORTHY SITES AND SERVICES

Online marketplaces are useful when buying and selling items; however, where possible, encourage children to use reputable companies and their online shopping sites. These companies are likely to have more sophisticated cyber-security safeguards in place, underpinned by consumer legislation, enabling them to control how products and services are displayed and traded on their sites.

### REPORT IT

As the sophistication of scams increases, the likelihood of being tricked by them also increases, especially when not paying attention or acting quickly. It is important that young people know how to report incidents as they happen. Show children how to report their concerns to the social media site, Action Fraud, banks, and other individuals or organisations linked or involved. If you are unsure of the most effective reporting channel, contact Action Fraud.

### Meet Our Expert

Gary Henderson is the Director of IT at Millfield, a large independent boarding school in Somerset, as well as a member of the Digital Futures Group, Vice Chair of the ISC Digital Advisory Group and an Association of Network Managers in Education (ANME) Ambassador.

