

Victoria Junior School - 01900 606053

Newsletter

Spring Term 2026

Week 10



U Dance

What a fantastic time our pupils had at the U-Dance event on Tuesday, they all performed absolutely brilliantly and you should all be very proud of them.

Easter Service

Easter Church Service will be held on Monday 23rd March this year, and is led by Year 4 pupils.
Tickets will come home TODAY.

Free School Meals voucher

The council (Cumberland) want to ensure every child who receives benefits-eligible Free School Meals continues to be supported over the Easter holiday 2026. The council continues to work with Wonde/e-vouchers who will provide families with e-vouchers that can be spent on food and drink in a range of supermarkets and shops. The voucher will be worth £27.60 for each eligible child/young person and covers the 8 day holiday period Monday 30th March

to Friday 10th April 2026 (excluding bank holidays).

School is working with Wonde to ensure they have the right contact details for you. It is important that the email and mobile contact details we hold are up to date. Please let us know if immediately your details have changed.

Wonde will contact you to ask which supermarket you would like to use your voucher in.

The voucher will then be sent via TEXT or EMAIL. If you do not have internet access on your mobile and are therefore unable to view the voucher you can forward the message to someone who has and they can help you redeem the voucher, or school can help by printing vouchers for you.

If you have any questions about the message that you receive from Wonde/e-voucher, or if you believe you should have received a message from Wonde/e-voucher and haven't Tuesday 24th March, please contact the school office



Easter Activities Wednesday 25th March 2026

For just £3.00 paid through ParentPay, children can sign up to take part in the following:

- Egg and Spoon Race
 - Egg Dump
 - Guess the Eggs in the Jar
- Last entries Sunday 22nd March 2026

Design an Egg/Bonnet will also be taking place, this is done at home and brought into school. Please have entries in school by Tuesday 24th March.

- Free of charge
- Raffle - £1 per ticket
- Hampers and eggs to be won!



Every student. Every day.

Wellbeing Guide

Violent clips, online 'wars', and shock-value challenges can spread rapidly across social media feeds - often appearing in front of young people who weren't actively looking for them. This guide explains how algorithms, messaging groups and viral trends can expose children to real-world violence online, sometimes normalising harmful

behaviour or encouraging risky offline actions.

It also highlights the emotional, social and legal risks linked to engaging with violent content. From anxiety and community fear to the dangers of sharing or promoting violent posts, the guide offers practical advice for parents and educators on discussing online safety, understanding the law, and helping young people respond positively and responsibly.

Guide at the end of the newsletter.



Team Bassenthwaite

This week Team Bassenthwaite have been working hard completing our end of term assessments. We can't believe we only have one more term left in year 3!

This week we have been practicing our Easter songs for our Easter service and have also enjoyed our school trip to the Lake District Wildlife Park. We got to see lots of amazing animals and enjoyed a very informative workshop linked with

our animas including humans' science focus. We also got to see the red pandas being fed!

A lovely week Team. Enjoy your weekend!



Team Buttermere

Team Buttermere have had a busy week completing their spelling, grammar and punctuation and maths assessments, and they all tried really hard. We have also been practising for our Easter church service on Wednesday morning and are looking forward to sharing it. On Thursday, we had a fantastic day at the Lake District Wildlife Park as part of our science topic, Animals Including Humans, where we learned about endoskeletons and exoskeletons, listened to an interesting talk and saw lots of animals up close. The highlight for many was the red panda feeding and talk, which everyone really enjoyed. On Friday, we celebrated Red Nose Day for Comic Relief by designing our own red noses, and the children had lots of fun getting creative.



Team Crummock

This week had been assessment week for Team Crummock, and we have tested ourselves to see how much progress we've made from September, and how to hope much knowledge we can retrieve. Outside of assessments, as historians, we have recapped on how the Stone Age people would get their food and compared this to Roman people. Last week as scientists, we looked at some important bones in our body and why we have them. We followed that up this week by looked at muscles and how they make us move. On Thursday, Team Crummock went for a trip to Lake District Wildlife Park to learn more about animals. We had a great time in the beautiful sunshine, seeing all of the animals, playing on the park and learning lots.



Team Derwentwater

It has been another busy and engaging week for our Derwentwater pupils, with lots of fantastic learning taking place across the curriculum.

In Literacy, pupils have been writing non-chronological reports. They have focused on organising their ideas clearly using headings and factual language, producing informative and well-structured pieces of writing.

In Maths, we have been learning to multiply and divide by 10 and 100. Pupils have been practising how digits move within place value columns and are becoming more confident in applying this to a range of calculations.

In Music, pupils have been rehearsing for our Easter service. They have been practising their songs with enthusiasm and are beginning to sound really confident and expressive.

In Computing, pupils have been developing their programming skills. They have been learning how to create and debug simple programs, building

their understanding of algorithms and sequences.

In PE, pupils have been learning tennis skills. They have practised control, coordination and rallying, showing great teamwork and determination.

In Science, we have been exploring biodiversity. Pupils learned about the variety of living things in different habitats and then applied this knowledge by building bug hotels to support local wildlife.

In History, pupils have been learning about crime and punishment through the ages, from the Anglo-Saxon period to modern day. They have explored how laws and consequences have changed over time and discussed how this reflects society.

Team Coniston

What a fantastic week it has been in Team Coniston!

We were absolutely delighted to receive the attendance award. Well done, Team Coniston!

This week, we have been completing our assessments, and we are incredibly proud of how hard everyone has worked. Half of Team Coniston also took part in swimming this week. They demonstrated excellent perseverance and listening skills throughout their sessions.

In Science, we continued our topic Living Things and Their Habitats. We

explored ways to improve biodiversity within a habitat, and everyone enjoyed creating bug hotels to provide safe spaces for insects.

In French, we focused on learning the names of different body parts. The children worked hard to write creative sentences describing aliens. There were some fantastic ideas!

In Art, we explored how paint can be used to create different effects. The children enjoyed experimenting with a range of tools, techniques, and shades to produce their artwork.

During PSHE, we discussed how to stay safe in our local area, developing our understanding of risks and how to make sensible decisions.

In Music, we practised the songs we will be performing at the Easter service.

Team Coniston had a great time in football with Stuart, where everyone worked on improving their passing skills



Team Loweswater

This week team Loweswater have thoroughly enjoyed taking part in

swimming lessons. Everyone put great effort into practicing their skills and improving their technique. This week we have also been completing our spring assessments. We have been working hard to plan a non-chronological report for our writing assessment. On Wednesday morning we took part in a rehearsal for the Easter service. In French this week we have learned how to describe people. Following on from science week we have continued our work on our engineering designs.



Team Ullswater

Well, what a fantastic week for Team Ullswater and one which will be very rewarding. We have been completing our NFER tests this week, assessing how many more skills the children have learnt and what knowledge has been gained since Autumn. I am very pleased with their results so far and look forward to sharing these with them next week. We have been able to enjoy our PE and Football session in the sunshine this week, showing high spirits in our team games and that Summer is definitely on the way.

In French, we are learning how to say different types of weather and even explain the weather forecast. We have played lots of games and watched videos to help us with our pronunciation and conversational skills.

As Historians, we looked at artefacts from the 15th century to better understand what the Slave Auctions were like and how people could have described the conditions on the middle passage of the Trade Triangle. This is such a difficult period of history for the children to try and imagine but one that are showing great maturity with and asking lots of questions to learn more about the period and impact on our currently lives.

We have completed our competition entries for 'If I were an Engineer' this week; there have been some fantastic and very well thought out ideas so fingers crossed we will hear back soon!



Team Grasmere

Another busy week for Team Grasmere! This week, we have been working very hard as we complete our end-of-term assessments.

In Maths, we have been learning how to use the bus stop method to divide a two-digit number by a one-digit number. In English, we have been writing letters of complaint about Goldilocks from the perspective of the Three Bears, which has been lots of fun!

In Science, we have been exploring how light travels through different materials, and learning to identify whether they are opaque, translucent, or transparent.

In RE, we have been learning about the story of Pentecost and created storyboards to show this.

In Art, we have been developing our skills in upscaling artwork using a grid system.

In French, we have been learning two new phonics sounds: ch and j.

Well done Team Grasmere!



Team Ennerdale

This week in Year 5 it has been assessment week and we have been really impressed with the pupils'

approach and determined attitude throughout. We have continued thinking like engineers, considering real-world problems that need solutions as part of our entries for this year's If I Were an Engineer competition. In English, we have started a new poetry unit called Malfeasance, which is about a mysterious creature marauding its way towards a city, and the pupils enjoyed listening to the first six stanzas while identifying key features. In Maths, we have been measuring and calculating using multiplication, applying our skills to a range of problems. On Thursday in PE with Kane, the focus was on racket hold and precision striking of the ball, with great effort shown by all. We also had another brilliant ukulele session with Mr Falcon, where the pupils worked on their strumming pattern of DDDUPDUP. Well done to Lillie-Mae, last week's Reading Heroes winner, and to Mila, our Class Dojo Draw winner - fantastic achievements all round.



Team Thirlmere

It's been another busy week for Team Thirlmere.

In English, we have started a new unit about playscripts - we have watched Shakespeare's 'A Midsummer Night's Dream' to gain an understanding about plays. We went into the hall with Windermere and really studied the script, some of us acted out the script and we used the stage directions to help us.

As mathematicians, we have been learning about area and perimeter. We have focused on rectangles this week, really getting to grips with the formulas to help us. We drew our own shapes in our maths books and worked out the area and perimeter of each one.

We spent some time working on the 'If I were an engineer' competition - pupils have come up with the some really creative ideas to help solve some problems in the world.

On Tuesday, some pupils took part in UDance and the RoboLeague Competition - they all had a brilliant day.

In PSHE, we discussed changing our mindsets, how can we move from a fixed mindset to a growth mindset. 'I can't do it' becomes 'I can't do it YET'.

We enjoyed music with Mr Milner and PE with Reece this week too.

Well done Team Thirlmere, keep up the hard work!



Team Windermere

Windermere have been working particularly hard this week on a range of new concepts but they have also been doing lots of revision in school - including SATs club. Well done to all those that attended, anyone can join, we just need to know beforehand.

In Maths, we have been learning about Area and Perimeter, learning how to use information given in questions to find out missing information. Children are confident in finding the perimeter of a shape even if they are given one measurement and the area.

In English, pupils have been studying Shakespeare's 'A Midsummer Night's Dream'. We watched a short version of the play. We looked at the second scene when the Mechanicals are introduced, eventually, pupils will be writing their own script based on this important scene.

We have been learning the Easter songs in music ready for our service next week.

In PE we have been working on our tennis skills.

I was really pleased to see that Lainah, Maggie, Harper and Jessica took part in UDance on Tuesday - the performance was brilliant.

Another busy week in Windermere.



Do you have concerns
about a child in Cumberland?



If you are worried that a child is at risk of immediate
harm please contact:

**Cumberland Safeguarding Hub on
0333 240 1727**

Email: safeguarding.hub@cumberland.gov.uk

(PLEASE PASSWORD PROTECT THE EMAIL AND SEND THE PASSWORD
IN A FURTHER EMAIL)

**Out of working hours – contact the
Emergency Duty Team on 0300 373 2724**

**To speak to a Local Authority Designated Officer
(LADO) for advice call**

0300 303 3892
or email lado@cumbria.gov.uk

To speak to the Cumberland Early Help Team call

0300 303 3896

Or email early.help@cumberland.gov.uk

Kym Allen Safeguarding, Health and Safety Consultants Ltd.
April 2023

**Please note:
Diary dates are subject to
change - please check
back weekly for updates**

March

23rd - Easter Service at St Michaels Church
2pm (tickets on sale soon)

25th - Easter Activities

24th - 26th - Year 4 swimming

26th - Phunky Foods Year 6 parents

27th - Break up for Easter at 1pm

Easter Holidays

Monday 30th March - Friday 10th April

April

14th - Swimming gala

15th - PCSO assembly

27th - 29th - Y4 Winmarleigh Hall trip

27th - 29th - Phunky Foods Y4

May

4th - Bank holiday SCHOOL CLOSED

5th - 6th - Y3 Winmarleigh residential

11th - 14th - Y6 SATs Week

11th - Y4 trip to Vindolanda

13th - 15th - Y5 York Residential

18th - 21st - Year 6 London Residential

18th - Y4 Phunky Foods

19th - Y5 Phunky Foods Parent workshop

19th - PCSO to meet Year 5 pupils

21st - Break up for half term 3:20pm

Half Term

Friday 22nd - Friday 29th May

1st June - Return to school

Victoria School

Nursery, Infant and Junior Term Dates 2025/2026

Autumn Term 2025

Starts: Wednesday 3rd September 2025

Half Term: Monday 27th - Friday 31st October 2025

Ends: Friday 19th December 2025

Spring Term 2026

Starts: Tuesday 6th January 2026

Half Term: Monday 16th - Friday 20th February 2026

Ends: Friday 27th March 2026

Summer Term 2026

Starts: Monday 13th April 2026

Half Term: Friday 22nd May - Friday 29th May 2026

Ends: Friday 17th July 2026

Good Friday: 3rd April

Easter Sunday: 5th April

Easter Monday: 6th April

May bank holiday: Monday 4th May 2026

INSET DAYS FOR ACADEMIC YEAR 2025-2026

INSET are determined locally

Please note these may differ from Cumbria County Council term dates

What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also cause disproportionate harm for children belonging to those groups.

AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: 'What could you do if you feel unsafe?' Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost others to get support and advice, such as reportthamfulcontent.com.

ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.

Meet Our Expert

Dr Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



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