

Victoria Junior School - 01900 606053

Newsletter

Summer Term 2026

Week 4



SATs Week

As we approach SATs week next week, I want to wish all our Year 6 pupils the very best of luck. There has been a lot of hard work undertaken in preparation and I'm sure they are ready. Thank you to everyone who has supported Year 6 in their preparation.

Please remember Year 6, arrive at school by 8.35am ready for breakfast and preparation. SATS will take place Monday to Thursday with a celebration on Friday.

GOOD LUCK TO YOU ALL!



Whitehaven Music Festival

This morning our school choirs sang in the Whitehaven Festival Infant Y1/2, Junior Y3/4 Junior Y5/6

I was so proud of the standard of singing from all our children like I always say there must be something in the Workington water that makes such good singers. They received really good reviews from the adjudicator well done everyone.





Summer Uniform

Now we have reached the summer term, and the weather is picking up, we are able to allow boys to come to school wearing black tailored shorts, alongside the rest of their uniforms, instead of their usual black trousers. If in the event that the weather is very hot, children can get changed into their PE shorts. Please note, we do not allow summer dresses; girls can continue to wear their skirts to stay cool.

We would like to reiterate that it is parents' responsibility to supply and apply sun cream to your children before school should you feel this is necessary.

Wellbeing Guide

Neurodivergent children are often drawn to technology, so early, supported experiences online are key. This guide explores how adults can model positive digital behaviour, set age-appropriate limits and create open, judgement-free conversations about online safety. It also highlights the importance of balancing screen use with offline activities to support wellbeing and development.

It also unpacks emerging challenges, including AI-generated content and the blurred lines between real and simulated interactions. With clear, practical advice on boundaries, critical thinking and safe communication, this guide helps educators and families build confidence in supporting neurodivergent children to navigate the digital world safely and responsibly.

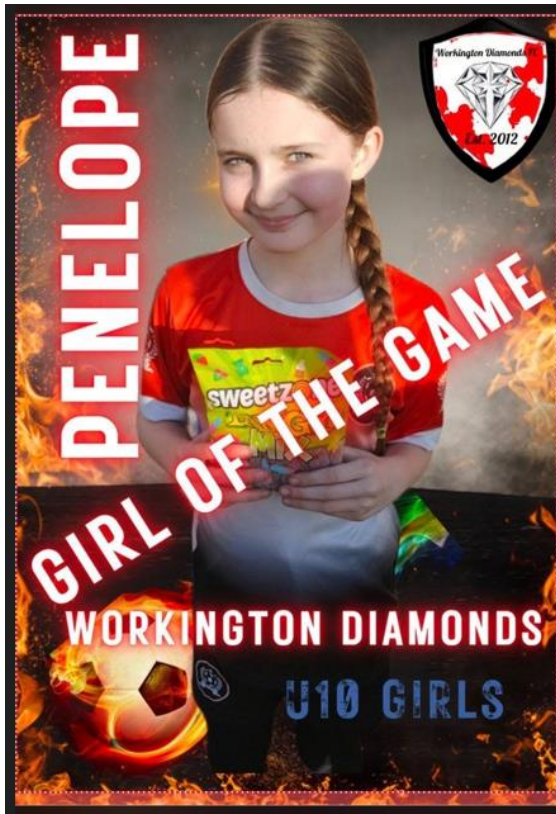
Guide at the end of the newsletter.



Pupil Achievements

Another glowing report for Penelope in Year 5, at her Diamond's 10s x Maryport 10s Football match where she got Coaches Girl of the Game again, where she said:

"I'm cooking today eh Ben" she was flying, battling busting a gut brilliant tackling.... Keep going Pea and keep cooking."



Team Bassenthwaite

Another busy week for all of Team Bassenthwaite!

Some children have been on their residential to Winmarleigh Hall this week. We engaged in lots of brilliant activities over the two days. When we arrived, we had lunch and completed three activities, the big swing, eco survivor and archery. We all worked well in our teams and supported each other when facing our fears. After our tea we had a campfire with the infant school and we enjoyed toasted marshmallows and some campfire songs. On Wednesday we had breakfast and then completed our final two activities; the vertical challenge and the eco

explorer. Again, the adults were very impressed with the bravery and team spirit throughout. The children had the best time and already can't wait to go again next year!

The children that stayed at school, also had a brilliant time with Mrs Plunkett. The children engaged in some learning around the birds in the Lake District. They talked about them, read about them and wrote some beautiful descriptions about them. Mrs Plunkett even showed them how to draw some of the lake districts birds and the children produced some fantastic pieces of art! They enjoyed independently painting some beautiful kingfishers.

A fabulous week for all of Team Bassenthwaite. Well done everyone.



Team Buttermere

Team Buttermere have had a brilliant and memorable week, starting with our

trip to Winmarleigh Hall where we took part in lots of exciting outdoor activities including the giant swing, archery, survival skills, the vertical challenge and an eco explorers session, and had a great time enjoying these with our friends. The children who stayed in school also had a lovely week, taking part in fun maths activities with Mr Hodgson and creative art with Mrs Plunkett. Towards the end of the week, we practised our spellings from last week and continued learning about unit fractions in maths. Well done everyone for your hard work and positive attitude all week.



Team Crummock

On Tuesday and Wednesday, Team Crummock were split into two groups. One group went to Winmarleigh Hall for our residential trip. Over the course of the two days, they took part in archery,

vertical challenge, giant swing, eco exploring, survival skills and had a camp fire. The kids all amazing and we were very proud of all of them, as they all behaved very well, and were a credit to the school. They all took part in all of the activities, some of them even pushing themselves out of their comfort zone to try something new, or scary, including new foods that they'd never tried before or even staying away from their families for the first time. For those who stayed in school, over the two days, they had lots of fun during their computing, music lessons and learning all about different birds, through reading, writing and drama. Back in school, as a full class, as geographers, we learnt all about the water cycle, drawing and labelling a diagram and writing descriptions of each stage of the cycle. As scientists this week, we have been looking at plants in greater detail, in particular their main parts and their functions.

Team Derwentwater

It has been another fantastic week in Derwentwater, with pupils showing great enthusiasm and effort across all areas of learning.

In Literacy, pupils have been planning and drafting stories. They have explored how to structure exciting narratives, develop characters and settings, and

include interesting vocabulary to engage the reader.

In Maths, our focus has been on whole and mixed fractions. Pupils have been learning how to identify, compare and convert fractions while developing their confidence in solving fraction problems.

In History, pupils explored the evidence of the Roman invasion. They examined different sources and discussed what these clues can tell us about how the Romans changed Britain.

This week in PSHE, we discussed healthy friendships. Pupils explored what makes a good friend, the importance of kindness and respect, and how to maintain positive relationships with others.

In Online Safety, pupils learned about keeping our minds healthy during free time. We discussed balancing screen time with other activities and the importance of looking after our mental wellbeing.

In PE, pupils have been developing their cricket skills. They practised batting, bowling and fielding techniques while working collaboratively in teams.

In Computing, pupils have been programming their own games. They enjoyed using coding skills to create interactive projects and debug problems within their programs.

A highlight of the week was our visit to Levels, where pupils took part in a

virtual tour around Rome and explored a range of Roman artefacts. This immersive experience brought our History topic to life and sparked lots of curiosity and discussion.

Team Coniston

As clever writers, Team Coniston have used their creativity to plan and write a story based on a picture stimulus.

Everyone worked incredibly hard to include the different skills we have been practising this year.

During our reading lessons this week, our focus text has been *Escape from Pompeii*. Everyone has used their retrieval skill and inference skills to answer questions based on the story.

We also worked on sequencing the events of the book in the correct order. As mathematicians, we explored how each part of a multiplication and division equation relates to a story. We worked hard to use our knowledge of the distributive law to solve two-part addition problems.

As scientists, we continued our topic on sound. This week, we focused on how sound travels. Team Coniston used the particle model to explain how sound energy transferred by the vibration of particles. Everyone enjoyed using a string telephone to notice how the string vibrates.

As a historian, Team Coniston have started to learn about what the Romans introduced to Britain and what their legacy was. Everyone enjoyed discussing Hadrian's wall and the Roman Empire. In French, we revised how to pronounce the sounds EU and AU. Everyone enjoyed playing different games to practice French vocabulary. In RE, we looked at how poetry is important in different religions. The children exploring different poetry that is used to express ideas.

Well done, Coniston!

Team Loweswater

This week team Loweswater have been busy planning and drafting their writing assessment in Literacy. We have been practising applying the skills we have learned so far this year in our I'm a clever writer lessons. In reading this week, we have been exploring the book 'Escape from Pompeii'. We have made predictions based on the front cover and blurb and discussed what we can infer from the text. In maths this week we have been learning about '0' being a placeholder when multiplying and dividing by 10. In RE this week we have looked at how poetry is used in different religions to express belief. On Wednesday morning, we went on a trip to Levels in Whitehaven. Here we used virtual reality to learn about the

Romans. We went in an immersive room which became a Roman house and we learned lots of facts about the Romans.



Team Ullswater

This has been a very busy week for Team Ullswater.

As writers, we are concluding our Mars unit (unfortunately) and will be writing our own final version of this, to show just how engaged and inspired we have all become since reading about 'survival on Mars'. We have really enjoyed this unit and learning about all of mankind's achievements, motivating us to think about what people in Team Ullswater could achieve in their lifetimes.

As Mathematicians, we have been applying our understanding of shapes to calculating the volume of 3D shapes using partitioning and multiplication. There have been some practical elements to our lessons, allowing children to visualise how volume can be the same as the physical shape changes and also how calculating mass is not the same as volume. We even had a

session on practising drawing 3D shapes, a very difficult task to master! As it is Attenborough's 100th birthday this week (and we very much enjoyed learning about his life) we were fortunate to watch a video all about his achievements and impact on the world. I wonder how many of the children's initial questions were answered through experiencing this and how many more were created.

Next week is the Year 5 York trip, which lots of children are excited about and already planning what to pack. We have a fantastic timetable planned for those who will be in school still, with lots of creative crafts, time outdoors and team building exercises.

Have a wonderful weekend and I will see you on Monday!



Team Grasmere

In English, we have worked hard to prepare for our assessed piece of writing. We wrote non-chronological reports on climate change, which we then edited and shared with our partners. We gave

and received feedback, focusing on what we liked and how we could improve our work.

In Maths, we have been multiplying mixed numbers by integers and comparing the products using inequality symbols.

In Science, we have completed our end-of-unit assessment on light. We are now looking forward to moving on to our next topic: Animals Including Humans.

In Geography, we have been learning about Greta Thunberg and why she is associated with climate change.

In PSHE, we have been learning about legal drugs, their potential dangers, and how to make informed decisions about them.

In French, we have been learning how to give opinions about different genres of music.

Well done, Team Grasmere!



Team Ennerdale

Ennerdale have had another great week! As writers, we have now finished learning about the Malfeasance and are busy planning our own version. In Maths, we are developing our understanding of multiplying and dividing by 10, 100 and 1000. In Science, we explored asexual reproduction in plants, learning about different methods such as runners, bulbs and tubers. On Thursday we had a fabulous Art lesson using explosive art pieces to take close-up photos of different figures to create an installation piece. Pupils also enjoyed a brilliant PE session with Kane, taking part in cricket with a focus on batting and fielding techniques. Well done to Hazal, our Reading Heroes competition winner and to Elycia, our Class Dojo Draw winner.



Team Thirlmere

It's been a busy four days for Team Thirlmere, consisting of last minute revision and preparation ready for next week. We have completed a mixture of revision activities and found some time to get some fresh air and enjoy the weather.

In maths, we have been learning about different types of angles, angles in a triangle and other shapes, as well as some symmetry and further arithmetic practice. If you find time over the weekend, practice reading both analogue and digital clocks and we will go over it next week. Make sure you keep up the times table practice as this will help immensely next week.

In English, we have been going over the different terms and definitions for next week, thinking of ways to help us remember or assist us in answering questions. We have been over capital letters, speech marks and formal/informal writing too.

We enjoyed a football session in the sun with Stuart and PE on Friday with Reece.

In Science, we have completed our light topic, finding out how we can change the size and shape of shadows.

Next week is a very busy week, on Monday you will complete your first SATs paper, there is more information about this on Dojo.

You have all worked extremely hard over the last few months and I am sure that you will do yourselves and your parents proud next week. Please try to enjoy your weekend and get plenty of rest and relaxation in, ready for the week ahead. I wish you all the best of luck with your SATs.

Well done Team Thirlmere, keep up the hard work and great attitudes.



Team Windermere

Windermere have had a shortened week of last minute preparation and revision ready for SATs. We have managed to mix revision sessions with lots of opportunities to get outside and enjoy the good weather.

In English, we have been going over the basics, which are often the bits that are missing, and commonly mean that people miss out marks. Capital letters, formal and informal and speech marks are other areas of SPAG that we have been reviewing.

In Maths we have been learning about angles in a triangle, around a point and on a line. We have also looked at symmetry and arithmetic. Keep going

with times table rock stars over the weekend. It would also be useful to look at time and reading a clock over the weekend.

In Science we have been learning about light, in our lesson this week we looked at how shadows can be bigger or smaller depending on where the light source is.

We had football with Stuart Green and enjoyed PE on Friday too.

So, next week is a busy one, our first test is on Monday and there are more details about this and the rest of the tests on dojo.

Wishing all Year 6 children the very best of luck with their SATs - you have all worked incredibly hard and I know that you will do yourselves and your parents proud next week. Get a good rest over the weekend so that you are ready and refreshed for Monday.

Another busy week in Windermere.



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

May

11th - 14th - Y6 SATs Week
11th - Y4 trip to Vindolanda
13th - 15th - Y5 York Residential
15th - Swimming Gala
18th - 21st - Year 6 London Residential
18th - Y4 Phunky Foods
19th - Y5 Phunky Foods Parent workshop
19th - PCSO to meet Year 5 pupils
21st - Library van visit
21st - Break up for half term 3:20pm

Half Term

Friday 22nd - Friday 29th May

1st June - Return to school
2nd - Phunky Foods Y6
2nd - VR Sessions - Human Body
3rd - PCSO talk
3rd - VR Sessions - Human Body
8th - Build a Bot - Primary Electronics
9th - PCSO to meet with Mini Police
11th - Class Photographs
15th - 19th - Sports Week
16th - Phunky Foods Y5
17th - Tempest Photography - class photos
18th - Year 6 Blackpool trip
22nd - Build a Bot - Primary Electronics
23rd - Phunky Foods Y6
25th - Phunky Foods Y3

July

1st - Cricket competition
2nd - Year 3 Phunky Foods
3rd - Year 5/6 Girls Football tournament
8th - Summer Show at Carnegie Theatre
9th - End of year discos
13th - Year 4 Phunky Foods

**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

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

10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



See full reference list on our website



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