

Victoria Junior School - 01900 606053

Newsletter

Summer Term 2026

Week 1



We hope you all had a fantastic Easter break and are ready for the final term of the academic year!

We have another jam-packed term ahead so please do keep checking the diary dates at the end of the newsletter.



All of our Residential trips are taking place this half term. Please ensure all balances are paid by the deadlines stated on ParentPay.

### Road Safety

When collecting your child from school, please be mindful of where you park. We have been made aware of cars parking on double yellow lines and on corners, making this unsafe for

pedestrians and our pupils exiting the school. We understand it can be busy, but please park mindfully. Thank you for your understanding.

### Wellbeing Guide

Image-altering filters are now embedded across social media platforms, shaping how young people present themselves and interpret the world around them. While these tools can appear harmless, they can also contribute to unrealistic expectations, social pressure and a blurred sense of reality.

The guide explores:

- The impact of altered beauty standards and comparison culture
- Risks linked to hidden advertising and sexualised edits
- The influence of filtered content on confidence and identity

It also provides clear, practical strategies to promote media literacy, build resilience and support healthier online behaviours.

Guide at the end of the newsletter.



Every student. Every day.

### School Sports

On Tuesday morning, 8 pupils from the school went to Workington Leisure Centre to take part in the Panathlon Swimming Gala against other schools from the area. All of the kids had a great time in the pool, competing in the fun challenges. They did the school proud.



### KESWICK SCHOOL: YEAR 5 OPEN EVENING

Thursday 25th June 2026, from 5pm  
We warmly invite you to an open evening at Keswick School. Find out more and book a place here:

<https://www.keswick.cumbria.sch.uk/admissions/year-5-open-evening>

### Team Bassenthwaite

A lovely first week back for Team Bassenthwaite.

As clever writers this week, we have been focusing on using other reporting clauses to replace 'said'. We have been using the story 'Omar, the bees and me' to inspire our retell writing. This week has also enabled us to build on our use of inverted commas for direct speech that we covered a few weeks ago. Team Bassenthwaite have shown increased confidence with this.

As mathematicians we have started to focus on fractions, beginning with looking at 'wholes' and their 'parts'. We have created bar models to represent a whole and its parts and also worked on using full sentences to explain what parts make up different wholes.

As geographers we have started to look at our new focus 'rivers'. We have looked at our key vocabulary for the whole unit and matched the to their definitions. We talked about things that we already know about rivers and things that we would like to know by the end of the unit.

Well done, Team, for a fantastic first week back at school. Enjoy your weekend.

### Team Buttermere

This week has been a fantastic start to the term! In English, we began an exciting new story, Omar, the Bees and Me, and have been developing our writing skills by retelling parts of the story using inverted commas, varied reporting clauses to avoid repeating "said," and correctly placing commas after fronted adverbials. We have also continued to practise our handwriting and weekly spellings. In maths, we have been focusing on column addition and have now started moving on to column subtraction, learning how to regroup ones and tens and exchange numbers confidently. In French, we have been learning the months of the year, while in art we have been busy sewing Cumbrian flag purses and developing our cross-stitching skills. In science, we have started our new topic on plants by planting sunflower seeds, which we are excited to observe as they sprout and grow over the next few weeks. Well done everyone, keep up the great work!



### Team Crummock

Welcome back, and welcome to the Summer term. In PE this week, we have started to learn how to play cricket. Today, we were learning the basics of the game, such as how to score and basic catching and throwing. As writers this week we have been writing a retelling of Omar, the bees and me. Our grammar focus this week is on using different ways to say "said" in our reporting clauses. As designers and artists, we have been designing a flag, which represents Year 3, which we will be entering into a competition. If our design gets picked it will be turned into a real flag. As mathematicians this week, we have been using column addition to help us to add together two 3-digit numbers. As geographers, we have begun our new topic which is all about rivers. This week, we have looked at all of the key words that we will come across throughout the topic. We got some exciting news at the start of the week, as once again, we were named top attenders of the school for our attendance last half term!



### Team Derwentwater

It has been another fantastic week of learning in Derwentwater. Pupils have shown great enthusiasm and effort across all areas of the curriculum.

In Literacy, pupils have been learning about subordinating conjunctions. They have been using words such as because, when, if and although to add more detail to their sentences and explain their ideas clearly.

In Maths, we have been exploring coordinates. Pupils have been plotting points and reading coordinates on a grid, developing their understanding of position and direction.

In History, pupils have begun learning about the Romans. They have explored who the Romans were and why they are such an important part of British history.

In RE, pupils have been discussing how art is used in religion. They explored how paintings, sculptures and symbols can help people to express their beliefs and tell important religious stories.

In French, pupils have been learning how to describe people. They have practised using simple vocabulary to talk about appearance and characteristics.

In PSHE, our focus has been on discrimination. Pupils have had thoughtful discussions about fairness, respect and the importance of treating everyone equally.

In Online Safety, pupils have been learning about adverts and pop-ups. They discussed how to recognise them and how to stay safe when using the internet.

In Science, we have started our new topic on sound. Pupils explored what sound is and how it is created, sparking lots of curiosity and great questions.

### Team Coniston

A great first week in Team Coniston! As clever writers, our focus text has been *The Bear and the Piano*. This week, our focus skill has been using subordinating conjunctions. We have also all worked incredibly hard to include descriptive language and direct speech in our writing. The children have shown fantastic effort in applying these skills.

As mathematicians, we continued exploring the relationship between the 3 and 6 times tables. The children worked hard to apply divisibility rules for multiples of 3 and 6. Team Coniston also began representing counting in nines as the nine times table.

As scientists, we started our new topic: *Sound*. This week, we focused on reading, learning, and understanding key scientific vocabulary.

In French, we explored how to say what you can eat and drink. Everyone enjoyed

playing food bingo to practise new vocabulary.

As Artists, we continued experimenting with different object arrangements to create interesting compositions. This week, we created our own still-life paintings using the techniques we learned last term.

During PSHE, we discussed road safety. Everyone contributed excellent ideas about how to stay safe when near and crossing roads.

In RE, we discussed why Jerusalem is a sacred place for Christians. Everyone participated and collaborated well. Well done, Coniston!



### Team Loweswater

We have had a great start to the new term in Loweswater. In English this week we have read the book *The Bear and the Piano*. We have used this to help us write sentences with subordinate clauses. In maths this week, we have been continuing our times table work. We have learned about the link between

the 3- and 9-times tables and how to solve 7- times table facts using other known facts. In history, we have started our new topic of Romans. We learned about life in the Iron Age compared to life in Ancient Rome. In French this week we have learned how to describe other people using numbers and body parts. During our art lesson this week we explored different methods of applying paint and used these to help us paint an apple.

### Team Ullswater

We have had a great first week back; lots of catching up and sharing our Easter experiences while also starting new units in all of our subjects.

As Writers, we are focussing on Grammar and Punctuation this term, to really elevate our writing skills. We will be using a Transmission text, from a fictional Mars character, to help understand how to write more complicated sentences and use various structures.

As Mathematicians we have begun calculating with decimal fractions. We are also conducting weekly maths skills tests now, as a revision tool to ensure our mathematical skills are retained and exercised so we don't forget them.

As Geographers, we are beginning to look at Fair Trade and how this is a global scheme to ensure people are

treated fairly. This has been a really interesting topic to begin after our slave trade unit and lots of the children have a great sense of sympathy for workers' rights.

In RE we are looking at Humanism and how this is different to following a religion. Being able to discuss so many different religions has been very interesting for the children, who have asked lots of questions and began to develop more belief in their own thoughts or be more curious about others' beliefs.

As Scientists we are exploring life cycles and comparing the different stages that various mammals, amphibians, insects and birds go through from birth to maturity.

I am sure we will be working very hard in our final term and look forward to teaching and learning lots of new things in our final few topics!



Team Grasmere

A Fantastic First Week Back!

Team Grasmere have made a brilliant start to the term and have been working incredibly hard across all subjects.

In Maths, the class has been developing their understanding of place value by learning how to multiply and divide numbers by 10, 100 and 1000.

In English, we have read the story The Lumberjack's Beard. The children thoroughly enjoyed the story and have written their own retellings. Our grammar focus this week has been on using inverted commas for direct speech and adding a reporting clause.

In Science, we have continued our unit on Light. This week, we explored what shadows are and carried out an investigation to discover which materials create the darkest shadows. The children then analysed their results and came up with a conclusion.

In Geography, we have started an exciting new topic on Climate Change. This week's lesson focused on understanding what climate change is and identifying its causes.

In PSHE, we discussed the topic of shop theft, considering its impact and how peer pressure can influence our choices. We also explored how our words can affect others and the importance of making positive, respectful decisions.

During our Online Safety lesson, we focused on staying healthy with technology. The children learned

practical strategies to manage screen time and reduce the impact of technology on their wellbeing. Well done Team Grasmere - a fantastic start to the term! Keep up the great work!



### Team Ennerdale

Ennerdale have hit the ground running after the Easter holidays! As writers, we have been busy learning how to describe the Malfeasance, a creature making its way towards the city. In Maths, we have been learning how to compare lengths. In Science, we started a new topic exploring vertebrates and invertebrates and how they produce their young. Wednesday brought a fantastic football session with Stuart, where pupils focused on small-sided games. In our Internet Safety lesson this week, we looked at how to view and trust different websites. On Thursday, the pupils enjoyed a brilliant PE session with Kane, starting a new topic on cricket with a focus on fielding techniques. Well done

to Izabela, Reading Heroes competition winner, and to Lilly, our Class Dojo Draw winner before Easter.



### Team Thirlmere

It's been a busy first week back for Team Thirlmere!

I am very impressed with how everyone has returned after the break ready to get going! It's going to be a jam-packed few weeks leading up to SATs and London but everyone is ready for the challenge. In English, we have been revising active and passive voice, subjunctive mood, conjunctions, determiners and definitions for the word classes (nouns, adjectives, etc.) we seem to be more confident with these concepts. We have also been going into more depth with the reading skills needed for comprehension, discussing vocabulary, inference, prediction and explanation. As a class, we discussed what we should be looking out for with different questions and how it wants us to answer the questions, how we can find clues within the question/text to guide us to our answer.

As mathematicians, we have been learning about the parts of a circle; working out the volume of cubes and cuboids and prime, square and cube numbers.

In Science, we carried out a little investigation to find out what materials transmit (allow light to pass through) the most light. We found that transparent materials let most light pass through and opaque materials let no light through.

We enjoyed music, computing and PE this week too.

Team Thirlmere received their Leavers Hoodies this week, which they were really excited about! They can now wear their hoodies for the rest of the school year.

Well done Team Thirlmere, a busy week but you've all done really well. Keep up the hard work!



### Team Windermere

Windermere have had a successful first week back after the Easter break. The

majority of pupils have come back ready to tackle revision and are getting ready for SATs in just a few weeks time.

In Maths pupils have been revising prime numbers, cube and square numbers. We also spent some time on working out the volume of shapes and on Monday we did a lot of work around the measurements of a circle. TTRS is still a very important part of our learning in Maths so I'm hopeful that pupils are motivated to continue to do this every day.

In English we have been learning about some of the trickier aspects of SPAG including active and passive voice, subjunctives and determiners. Pupils will be bringing home some of their work at the end of the week so that they have something else to revise from.

To prepare for our reading paper, we have been learning about using vocabulary, making inferences, making predictions and explaining evidence from the text. All very important skills to use as a reader. I was delighted with the number of children that scored well on the 2022 reading paper that we had a go at on Tuesday - well done everyone!

We continued with Music, PE and Computing as usual and we have been enjoying reading 'The Explorer' at the end of the day in reading time.

Another busy week in Windermere.



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

April

27<sup>th</sup> - 29<sup>th</sup> - Y4 Winmarleigh Hall trip

27<sup>th</sup> - 29<sup>th</sup> - Phunky Foods Y4

May

4<sup>th</sup> - Bank holiday SCHOOL CLOSED

5<sup>th</sup> - 6<sup>th</sup> - Y3 Winmarleigh residential

11<sup>th</sup> - 14<sup>th</sup> - Y6 SATs Week

11<sup>th</sup> - Y4 trip to Vindolanda

13<sup>th</sup> - 15<sup>th</sup> - Y5 York Residential

15<sup>th</sup> - Swimming Gala

18<sup>th</sup> - 21<sup>st</sup> - Year 6 London Residential

18<sup>th</sup> - Y4 Phunky Foods

19<sup>th</sup> - Y5 Phunky Foods Parent workshop

19<sup>th</sup> - PCSO to meet Year 5 pupils

21<sup>st</sup> - Library van visit

21<sup>st</sup> - Break up for half term 3:20pm

Half Term

Friday 22<sup>nd</sup> - Friday 29<sup>th</sup> May

1<sup>st</sup> June - Return to school

2<sup>nd</sup> - Phunky Foods Y6

11<sup>th</sup> - Class Photographs

15<sup>th</sup> - 19<sup>th</sup> - Sports Week

16<sup>th</sup> - Phunky Foods Y5

17<sup>th</sup> - Tempest Photography - class photos

23<sup>rd</sup> - Phunky Foods Y6

July

1<sup>st</sup> - Cricket competition

2<sup>nd</sup> - Year 3 Phunky Foods

13<sup>th</sup> - 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](mailto: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](mailto:lado@cumbria.gov.uk)

**To speak to the Cumberland Early Help Team call**

**0300 303 3896**

Or email [early.help@cumberland.gov.uk](mailto:early.help@cumberland.gov.uk)

Self Esteem

Low Mood

Bullying

Behaviour

Toileting

Sleep



# Virtual Clinics for children aged 5-11 Years



## Emotional Health & Resilience Clinic

Ring or email to book a consultation on  
0300 304 9029  
hdft.spoc0-19cumberland@nhs.net

## School Nurse Clinic

We can help your child feel heard, build resilience, and grow with confidence if they are struggling emotionally.



We're here to help with any concerns about your child's sleep, toileting, diet, or development—supporting them to grow feeling comfortable, confident, and happy



Anger

Anxiety

Worry

Diet

Development

## **Victoria School**

### **Nursery, Infant and Junior Term Dates 2025/2026**

#### **Autumn Term 2025**

**Starts: Wednesday 3<sup>rd</sup> September 2025**

**Half Term: Monday 27<sup>th</sup> - Friday 31<sup>st</sup> October 2025**

**Ends: Friday 19<sup>th</sup> December 2025**

#### **Spring Term 2026**

**Starts: Tuesday 6<sup>th</sup> January 2026**

**Half Term: Monday 16<sup>th</sup> - Friday 20<sup>th</sup> February 2026**

**Ends: Friday 27<sup>th</sup> March 2026**

#### **Summer Term 2026**

**Starts: Monday 13<sup>th</sup> April 2026**

**Half Term: Friday 22<sup>nd</sup> May - Friday 29<sup>th</sup> May 2026**

**Ends: Friday 17<sup>th</sup> July 2026**

**Good Friday: 3<sup>rd</sup> April**

**Easter Sunday: 5<sup>th</sup> April**

**Easter Monday: 6<sup>th</sup> April**

**May bank holiday: Monday 4<sup>th</sup> 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 IMAGE-ALTERING FILTERS

## WHAT ARE THE RISKS?

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This can blur the line between reality and edited content, potentially influencing how children and young people see themselves and others.

### ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

### PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

### LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

### HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

### BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

### SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

## Advice for Parents & Educators

### START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

### REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these or difficult standards.

### CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

### PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

## Meet Our Expert

Parveen Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



#WakeUpWednesday

The National College

See full references list on our website

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