

Newsletter

Summer Term 2026

Week 8



World Cup Sports Wear

In support of England playing their World Cup matches, we are allowing children to come into school wearing football kits and sports wear on these days ONLY.

The days are:

Wednesday 17th June

Tuesday 23rd June



Pupil Achievements

Workington Diamonds U10 Girls Football Team have awarded Penelope 'Girl of the Game' once again! The team have said 'Considering they were a bigger and more physical team, she

never stopped running, won her battles all over the pitch, went in for every tackle, got knocked about and still kept going. She showed fantastic determination and had an excellent game from start to finish. Well deserved!'

Well done Penelope!



Wellbeing Guide

Strong oral language skills help children feel confident, connected and ready to learn. This guide explores simple,

everyday ways that parents, carers and educators can support children's speaking, listening and understanding, from shared conversations and story time to naming feelings and building vocabulary through play and routines. It also highlights the value of working closely with nurseries, schools and early years settings, using evidence-based approaches and spotting possible language needs early. With expert insight from OxEd, the guide offers supportive advice to help children become confident communicators as they prepare for school.

Guide at the end of the newsletter.



Every student. Every day.

Team Bassenthwaite

As clever writers this week, Team Bassenthwaite have been using adverbs with the suffix 'ly' to add more detail to their retell. This week's focus story has been *Room on the Broom*. Team Bassenthwaite have really enjoyed this book and have produced some lovely, detailed retells.

As mathematicians we have been using our fraction knowledge to look at parts and wholes in different contexts.

This week we also had a fantastic clay workshop. We all created an under the sea scene. We used different tools to give different textures and used a variety of techniques to create our beautiful work.

We have also had our last class photo taken and celebrated some fabulous awards like whole school attendance, individual attendance and some people even placed in the engineering competition!

Well done Bassenthwaite.



Team Buttermere

This week, we have had another busy week of learning. In English, we have been learning how to write sentences that include two *ly* adverbs. Our writing has been inspired by the story *Room on the Broom* by Julia Donaldson. We have also been practicing our spellings and learning how to spell words where the *k* sound is spelt *ch*. In Guided Reading, we have been reading *Beatrix and Her Bunnies: The Story of Beatrix*

Potter and have been using our prediction and retrieval skills to help us understand the text. In Maths, we have been learning how to compare and order unit fractions. We have discovered that the larger the denominator, the smaller the unit fraction, and have been using inequality symbols and the vocabulary greater than and less than to compare fractions. In Geography, we have been learning about rivers, while in RE we have been exploring spirituality and music, focusing on the importance of music in Christian worship. In French, we have been learning how to say whether we like or dislike different animals using full sentences. On Wednesday morning, we enjoyed taking part in a clay workshop where we created ocean themed clay models. Well done to everyone for all of their hard work this week. Keep up the great work!



Team Crummock

As mathematicians, we have been continuing our work with fractions and this week, we have been comparing and ordering them in different ways. As writers this week, we have been using adverbs in our sentences in our retell of Room on the Broom. On Wednesday, we were lucky enough to have a visitor come to see us to help us create amazing ocean scenes out of clay. We created the ocean floor, added texture to it and then made coral, starfish, jellyfish and fish. The results were stunning! In RE this week, we have been discovering why Christians use different types of music in their worship, focussing on traditional and modern versions of the same psalm. As scientists, we have completed our topic on plants, by carrying out an experiment which would help us to see how water moves through a plant.



Team Derwentwater

We have had another fantastic week of learning in Derwentwater, with pupils working hard across the curriculum and showing great enthusiasm in all of their lessons.

In Reading, pupils have been developing their VIPERS skills, focusing on vocabulary, inference, prediction, explanation, retrieval and summarising. They have enjoyed discussing texts and using evidence to support their answers. In Literacy, we have been learning about punctuating direct speech. Pupils have practised using speech marks, commas and other punctuation accurately to make their writing clear and engaging.

Our Maths lessons have focused on time. Pupils have been reading analogue and digital clocks, converting between different units of time and solving time-related problems.

In PE, pupils have been developing their athletics skills. They have practised running, jumping and throwing techniques while working on improving their speed, coordination and stamina.

In Computing, pupils have been programming their own games. They have explored coding commands and debugging techniques to create interactive and enjoyable games.

This week in Science, pupils have been learning about food chains and the important role that producers, consumers and predators play within ecosystems.

They have also been labelling the digestive system and learning about the journey food takes through the human body.

Preparations for our summer production are well underway! Pupils have been practising songs and performances, and their confidence and enthusiasm continue to grow with each rehearsal.

In Keyboards, pupils have been revising the notes they have learned so far, helping to strengthen their musical knowledge and playing skills.

In RE, pupils have been learning about polytheism and exploring religions and belief systems that worship more than one god. They have engaged thoughtfully in discussions and comparisons between different beliefs.

Team Coniston

Another busy week here in Team Coniston.

As clever writers this week, we continued to focus on the text, The Enormous Crocodile and our focus skill has been using inverted commas (speech marks) in our writing .

They have all worked extremely hard to include this plus other punctuation and grammar work we have completed over the last few weeks.

Our reading lessons have involved looking at biographies , especially that of Mo Farah.

As mathematicians this week, we continued to look at mixed number fractions. We used pizzas and chocolate to help us understand.

As scientists, we continued learning about Digestion. Last week we identified the different types of teeth and this week we looked at what their role is as part of the digestion system.

This week, we explored how different liquids can change our teeth. We carried out an investigation using Coke Cola, water, vinegar and lemon juice and we will wait a couple of days to see if or what damage these liquids do to an egg shell. This representing a tooth.

In RE we learned about the Prophet Mohammed and in French we began to say our opinions about food.

As geographers, we continued to look at Cumbria and the Mediterranean. This week we compared the weather and climate and discussed why people go on holiday to these places.

In computing Team Coniston are learning to programme games.

Keep working hard Team Coniston.



Team Loweswater

This week team Loweswater have been writing a different trick from 'the Enormous Crocodile'. We practiced punctuating speech sentences correctly and using different synonyms for said. In maths this week we have continued our work on fractions. We have been learning how to compare and order fractions and find fractions of an amount. In science this week we have been learning about teeth. We used mirrors to explore the different types of teeth we have and the jobs they do. We also thought about what is good and bad for our teeth. We set up an experiment with eggs in cups of different liquids to see which one is the worst for our teeth. This linked to our PSHE lesson this week where we learned about healthy and unhealthy choices. In geography this week we used atlases and a globe to locate the Mediterranean and Cumbria.



Team Ullswater

This has been a very mixed week for Team Ullswater. We have been busy imagining a story with no words in our

English lessons and as Writers have begun to use our own experiences of nature and the countryside to build imagery into our writing.

As Mathematicians, we are recalling angle names and features and learning how to spot these in real life scenarios. Accuracy is very important during this topic so we are making sure to draw with a ruler and ensure our angles are labelled correctly.

As Geographers, we have been discussing areas we know and the reasons these may have changed over time, even predicting what they may look like in years to come.

I have sent a letter home this week regarding our new Science unit. I am sure there will be lots of questions both in school and at home but these will be valuable lessons for the children to know and be prepared for. Thank you for your support with this.

We are really enjoying our Ukulele lessons and learning even more songs each week. We have also been practising our songs and performance for the Summer Show, which we look forward to showing you all in a couple of weeks.

On Friday this week, we enjoyed a visit to Whitehaven to 'Levels' which was our second VR experience in as many weeks! Its such a wonderful way for children to learn in an alternative

manner and give them a different experience and way of engaging with their learning.

Next week is Sports Week so I can imagine we will be very active from the moment we walk into school on Monday Morning! I can't wait!



Team Grasmere

This week Team Grasmere have been very busy! In our reading lessons, we have been collaborating with partners to discuss a section of the story 'The Explorer'. We looked at some new vocabulary to discuss the meanings, then we used our inference skills to decide what clues these words could give us. In writing, we have all written our own poem with 4 verses. We focused on rhyming words and trying to include rhythm. Watch out for us reciting our poetry on dojo!

In maths, we have been learning about equivalent fractions using picture representations and number lines.

As scientists, we started our new unit this week by learning some new vocabulary all about the circulatory

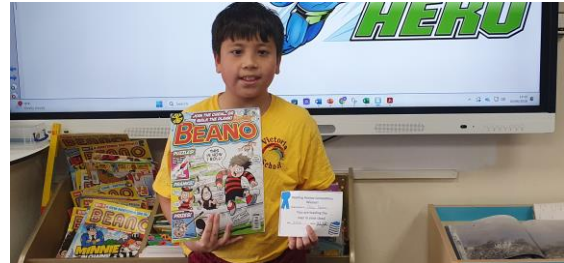
system. We found out the role of the heart, blood vessels, veins and arteries. On Tuesday afternoon, we all had a lovely afternoon creating clay tiles with ocean scenes. We used different tools and techniques to add texture, then we created sea creatures, shells and coral.



Team Ennerdale

Ennerdale have had a great week. In English, we have completed our work on *The Depth of the Lake and the Height of the Sky* by Jihyun Kim and are now planning our own versions of the story. In Maths, we have been learning how to multiply fractions by whole numbers and apply this skill to problem-solving activities. In Science, we learned about puberty in girls and the changes that happen as children grow and develop; the pupils were very sensible throughout, asked thoughtful questions and showed a mature attitude to the topic. PE with Kane saw the class head outside in the pouring rain to continue their athletics learning, and the pupils deserve great credit for their resilience and determination. On Thursday, the children had their class photograph taken, so

please look out for details coming home soon. Finally, congratulations to Daryl, our Reading Heroes Competition winner, and to Izabella, our Class Dojo Draw winner.



Team Thirlmere

It's been a very busy and exciting week for Team Thirlmere!

We have enjoyed a variety of different activities. On Tuesday, we took part in a clay workshop, where we made clay models of the ocean. We used a variety of tools and techniques to create different textures and sections of our work.

On Thursday, we went to Levels in Whitehaven, we took part in a VR workshop. It was great fun and we enjoyed using the equipment.

We finally got round to assembling our waistcoats in DT, we used our knowledge of a whip stitch to hold our pieces of felt together. I was really impressed with the resilience and perseverance that several children presented. We are now at the stage of decorating with pockets and buttons.

In English, we have been writing a set of instructions about 'How to have the best school trip ever', pupils have been using humour in their writing with the aim of making the reader smile. Team Thirlmere have worked really hard to try and use imperative verbs and time conjunctions within their writing.

In Science, we have been learning about the heart, recapping on our learning from last week and going into more detail. We have a good understanding about the heart being a strong muscle and its function within the circulatory system.

We had our football session with Stuart on Wednesday, which we always look forward to.

We enjoyed computing with Mr Couper and PE with Reece this week too.

Well done Team Thirlmere, we had lots going on this week but we have handled the timetable changes and busy days well.



Team Windermere

Windermere have had a week of lots of different activities, not a typical week in Year 6. I've been really impressed with everyone that has immersed themselves in their learning putting in 100% effort - just what we want to see.

On Monday we finally got back to our DT work on waistcoats, pupils had to thread a needle and start bringing their materials together using a backstitch, this really isn't easy and most people managed not to get into difficulty with the needle.

In Art on Tuesday, Mr Hill came into school to lead a clay workshop. This was a brilliant opportunity for everyone to design and create a clay model based on the bed of the ocean. Children had to mould starfish, jellyfish and coral, I was delighted with the effort and concentration that pupils put into this session. We will eventually paint the models and pupils will be able to bring them home.

On Wednesday, some children took part in a live lesson with author Matt Goodfellow, who talked about his new book 'Six Weeks'.

We had a trip to levels on Thursday, it was really interesting to see all the technology that they have.

We have also had football, RE, PSHE and in English we have been writing a

set of instructions for Year 5 on 'How to have the best school trip ever'.

Another busy week in Windermere.



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

- 12th - Year 5 to Levels
- 12th - Workington Academy to visit Y6
- 15th - 19th - Sports Week
- 16th - Phunky Foods Y5
- 16th - 17th - EXCEL Sport activities
- 17th - Football Tournament Y3 and Y4
- 18th - Year 6 Blackpool trip
- 19th - Sports Day (Weather Permitting)
- 22nd - Build a Bot - Primary Electronics
- 23rd - Phunky Foods Y6
- 23rd - 24th Ian Douglas, Story Telling Workshops Y6
- 25th - Phunky Foods Y3
- 25th - Victoria's Got Talent
- 30th - Y2 Transition Day

**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

July

- 1st - Cricket competition
- 2nd - Year 5 Phunky Foods
- 3rd - Year 5/6 Girls Football tournament
- 3rd - Romeo and Juliet - Years 5 & 6 in Vulcans Park
- 8th - Summer Show at Carnegie Theatre
- 9th - End of year discos
- 10th - Enterprise Day
- 13th - Year 4 Phunky Foods
- 14th - Year 6 Prom
- 14th - Crummock class to LEVELS
- 15th - Year 6 Leavers Assembly
- 17th - Break up for Summer Ipm

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

Please place Uniform orders by the 26th June 2026 or before

**To enable us to deliver your main school uniform orders
before the last day of the summer term**

Please could you advise parents to register on the home page for a Access code
www.oneidentity.co.uk



Orders after this date will be delivered when the school reopens in September
there is the option of paying for home delivery.

We aim to deliver all home delivery orders to UK mainland addresses within 14 days between
15th August to 15th September please order before if possible

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 impacts. 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 DfE-funded NEU 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 MTU 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 validate children's responses with positive feedback. Acting out 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. Visuals 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 with their child before they start, helping them become familiar with the environment and key adults. Teachers can share relevant information with families and colleagues, so each child's needs are understood. Homeletters 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 language screens, included in the NEU programmes, to build a profile of a child's speaking and listening skills and help identify suitable support.

8 EVIDENCE-BASED SUPPORT

Practical 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 contribute to evidence generation and future policy. Parents may be asked to give consent, share feedback, or support activities at home, while educators help deliver and monitor approaches in practice. The EEF often has 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 spin-off company specialising in early language and literacy assessment and intervention. They are the delivery team for the Hullfield Early Language Intervention (HLEI) programme in reception, funded by the Department for Education for schools in England, and for MTU preschool, which supports nurseries to strengthen children's early language development through evidence-based practice.

