

Victoria Junior School - 01900 606053

Newsletter

Summer Term 2026

Week 3



Reminder - We are CLOSED on Monday 4th May for the Bank Holiday; we hope you all have a restful long weekend.



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

Exam periods can place significant pressure on young people, affecting their confidence, focus and overall wellbeing. This guide explores supportive, realistic strategies to help pupils manage their workload, stay organised and maintain balance. From creating effective revision routines to designing calm study spaces, it offers practical ways to reduce overwhelm and build a sense of control. It also highlights the value of active study techniques, creative revision

methods and the thoughtful use of technology, including AI tools. With an emphasis on maintaining motivation and protecting mental health, the guide encourages a positive, sustainable approach to exam preparation that helps young people feel more confident and resilient.

Guide at the end of the newsletter.



Team Bassenthwaite

The end of another busy week for Team Bassenthwaite!

This week as clever writers we have been retelling the story of the 'Extraordinary Gardener'. We have been using commas in our expanded noun phrases in our writing. We discussed what a noun was first and then decided we needed at least two adjectives to describe the noun to enable us to use a comma for a list. Team Bassenthwaite have come up with some lovely expanded noun phrases and were keen to use these independently in their writing.

As mathematicians, we have continued our focus on equal and unequal parts. We have been looking at how shapes can be made up of both equal and unequal parts and used practical resources to support our learning. We cut different shapes up into different sized parts and then put them back together. We have also been using the more than and less than symbols to organise parts and wholes.

As scientists, we have started to look at plants and their parts. We have been using some of our topic specific vocabulary to explain our observations. As geographers we have started looking at rivers and how they are formed. We have been looking at the upper, middle and lower courses of rivers.

A very busy week, with some lovely weather too!

Enjoy your long weekend everyone, I hope the sun keeps shining for you all.



Team Buttermere

Team Buttermere have had a fantastic and hardworking week! In Maths, we have been developing their understanding of unit fractions as part of a whole and are growing in confidence with this concept. In reading, we have been focusing on guided reading to build comprehension skills, using *The Girl Who Planted Trees* by Caryl Hart and *Anastasia Suworova* as our focus text, which led to some thoughtful discussions. In English, we have been exploring *The Extraordinary Gardener* by Sam Boughton, inspiring creativity and engagement in our writing. In spelling, we have been learning about the prefixes mid-, in- and dis-, practising how to use and spell them correctly. In Science, we have been learning about plants and how they grow, while in Art we have continued creating our Cumbrian flag purses, showing great creativity and care. It has been a wonderful week in Team Buttermere. Well done to everyone for their effort and enthusiasm, and we are all very excited for our residential trip to Winmarleigh Hall next week!



Team Crummock

As writers this week, we have been using commas in expanded noun phrases to describe the world around Joe in our story, 'The Extraordinary Gardener'. As mathematicians this week we have completed our chapter on subtraction and have moved onto fractions. We have been looking at the relationship between the whole and its parts in a number of different settings. As geographers, we have been looking further at rivers, paying close attention to the main features of the upper, middle and lower courses of a river. We have drawn a river and then labelled the parts. As scientists this week, we have been looking at the key vocabulary that will appear in our new topic of plants. We have tried to match them with their correct definition, and then copied these up into our books. In PE this week, we have been developing our fielding skills to limit the number of runs that a batter can score.

Year 4 News!

What an amazing experience at Winmarleigh!

The children took part in a wide range of exciting activities including a sensory trail, eco explorers, and problem-solving challenges.

They showed great bravery and determination on the obstacle courses, zip wire, and vertical challenge, as well as fantastic teamwork during raft building and orienteering.

There was lots of fun and laughter during the balloon splash, and everyone enjoyed ending the day around the campfire with marshmallows

We are so proud of the children for their enthusiasm, resilience, and teamwork throughout the trip – what a fantastic adventure!

Those children who have stayed in school this week have had a very busy week.

We started the week working with Sue from Phunky Foods.

All children made Banana and Oat cookies. Later on, the children had to decide which was their favourite.

It was lovely sitting in the sun, having story time and eating our cookies.

On Tuesday, we were fortunate to work with Sue again. This time, we made a pizza each, the children picking their own toppings.

They learned about healthy ingredients, food preparation, and enjoyed creating their own delicious designs. It was great to see such enthusiasm and teamwork in the kitchen!

We hope they enjoyed their tasty creations.

Throughout the week, the children have been working with children from the other classes, working collaboratively on various pieces of work.

One activity was learning about The London Marathon. The children researched some landmarks that the runners passed.

They have also have been running round the track at school, trying to run as many miles as they could. We are still a way off running 26 miles but hopefully by the end of term they will have ran the equivalent to a marathon.

Another activity inked in with the Roman history unit we are learning about. The children were identifying the armour of a Roman Soldier as well as wearing the helmet and carrying the shield.

Some children also began researching the Men's football World Cup and designing a year 4 flag.

As per usual, Year 4 have had a football session with Stuart and music with Mr Milner. They were learning how to play the glockenspiel, practising notes and building their confidence with instruments. It was wonderful to see

their enthusiasm and focus throughout the session!

On Tuesday afternoon and Wednesday morning, the children had fantastic computing lessons with Mr Couper. They explored a range of programs including Scratch, Paint, and Purple Mash, developing their creativity and computing skills.

On Wednesday, the children were developing their cooking skills once again working with Miss Stewart and making scones.

They were delicious.

It has been a busy 3 days but behaviour has been wonderful.

They have all had a go at the activities, working with new friends and producing some great pieces of work demonstrating collaboration, resilience and perseverance.

Well done.



Team Ullswater

It's been a lovely week in Team Ullswater this week, enjoying the sunshine and playing lots of team sports.

As writers, we have delved further into Mars exploration and are beginning to really imagine and sympathise with astronauts. We are using lots of scientific language in our writing and making our own names for different robots, using acronyms like a real scientist would too.

As Mathematicians, we have conquered our decimal places and multiplying by hundredths, thousandths and converting between values. We are now learning about volume and how shapes can change, but volume may not.

As Scientists, we have looked closely at the difference between bird and mammal life cycles and how they both start with an egg! Who knew there were so many similarities?

As Geographers, we have been locating countries on a world map, identifying which countries have been exploited over the years for their produce and resources while learning what we can do to help resolve this.

We have been practising for our summer concert regularly, to make sure our singing is as wonderful as ever! With our extra football and Ukulele sessions this week, it's been quite a busy one, but we always manage to make time to read in the morning. There has been some really good progress this year with reading and fluency and I've been enjoying hearing all the different

character voices the children are now confident enough to come up with.



Team Grasmere

In Maths, we have been building our confidence with fractions. We have been practising how to multiply fractions by whole numbers, as well as learning how to convert improper fractions into mixed numbers.

In English, we have been focusing on writing non-chronological reports. We explored the layout and presentation features that make these reports effective. Our writing has been based on climate change, linking closely with our Geography topic.

During our Grammar lessons, we have been learning how to use apostrophes correctly for both singular and plural possession. We have also been practising the use of pronouns to avoid repetition and improve the flow of our writing.

In Science, we carried out investigations into shadows. We explored how shadows are formed and experimented to see whether we could change their size.

In Geography, we have been learning about greenhouse gases, what they are, why they matter, and what solutions can help reduce their impact on our planet. In RE, we have been learning about the Roman Catholic Church and its beliefs and practices.

In our Online Safety session, we discussed the pressures that technology can place on individuals. Working in groups, we created short presentations to explore how these pressures arise and shared ideas on how and when to manage them effectively.

Well done Team Grasmere.



Team Ennerdale

Ennerdale have had another great week! As writers, we have now reached the point where kindness has begun to change the direction of our story, with pupils showing a growing understanding of how characters can evolve through their actions. In Maths, we have been learning how to compare lengths in centimetres and developing our understanding of money. In Science, we

explored sexual reproduction in plants, learning about the different parts of a flower and how they work together in the life cycle. Wednesday brought a fantastic football session with Stuart, where pupils focused on improving their passing skills and teamwork, and on Thursday we had a fabulous Art lesson creating explosive pieces using a range of paints, chalks and mixed media. Pupils also enjoyed a brilliant PE session with Kane, taking part in cricket with a focus on batting and fielding techniques. Well done to Freddie, our Reading Heroes competition winner and to Favour, our Class Dojo Draw winner. A reminder that there will be a York Residential 2026 meeting on Thursday 7th May at 2:30pm in the school hall. This is a great opportunity to ask any burning questions you may have about the trip and to find out everything you need to know.



Team Thirlmere

It's been another busy week for Team Thirlmere.

This week, we have been going over roman numerals, measurement, shape and how to use a protractor in maths.

Some difficult topics to get your head around, but everyone tried their best and has gained a better understanding. For SPAG revision we have been revising sentence types, tenses, apostrophes, commas and pronouns. During reading, we have gone over some other key reading skills again and looked at a variety of questions and how to answer them. We have been looking at past SATs texts and going through questions together, as well as some new texts.

Once again, I am really pleased with how everyone is approaching revision and doing their best to learn, it is really making a difference.

We enjoyed creating music on GarageBand with Mr Milner and computing with Mr Couper.

Well done Team Thirlmere, another productive week completed! Keep up the hard work!

Team Windermere

It's been a very busy week of revision and preparation for Windermere, we are approaching our final week of revision. In Maths we have been going over measurements and roman numerals, later looking at shape, we have looked specifically at reasoning paper questions, learning how we can achieve the most marks in certain questions.

For SPAG revision we have been looking at sentence types, tenses, apostrophes and commas for clarity. During reading, we have gone over some other key reading skills and how to answer questions related to them. This week we have focused on sequencing and 3-mark questions. We also had a closer look at a section of the reading paper, working in pairs to answer questions.

I am really pleased with how everyone is approaching revision and doing their best to learn, it is really making a difference. I know that there is a lot of work that's going on at home.

We enjoyed our PE sessions and creating music on GarageBand with Mr Milner.

Windermere have been delighted to have finally enjoy some sunny weather, getting outside to play some football. Another busy week in Windermere.



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

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
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
3rd - PCSO talk
9th - PCSO to meet with Mini Police
11th - Class Photographs
15th - 19th - Sports Week
16th - Phunky Foods Y5
17th - Tempest Photography - class photos
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
14th - Year 6 Prom

**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

MANAGING EXAM STRESS

At some point in their education, most young people will encounter exam stress, which can affect their mental, emotional, and physical wellbeing. Mental health charity YoungMinds estimates that 87% of pupils experience exam-related stress. This highlights the importance of supporting young people to manage exam pressure effectively, maintain perspective, and protect their overall wellbeing during these periods.

1 PRACTISE WORKLOAD WISDOM

The build-up to exams can feel overwhelming, with competing demands on time and energy. Encourage young people to reflect on whether their workload is realistic and allows them time to rest and recharge. Support them in creating a manageable revision timetable that includes regular breaks and occasional days off. Remind them that plans can be adjusted if they feel overwhelmed, helping to reduce the pressure and prevent burnout.

2 CLEAR UP THE CLUTTER

A cluttered workspace can reduce focus and increase stress levels. Encourage young people to keep their study area tidy and organised, with clearly arranged notes and materials. A calm, dedicated space can support concentration and create a more relaxed mindset. Adding colour, mind maps, or creative elements can also make revision feel less daunting and more manageable.

3 MASTER THE MATERIALS

Revision can feel particularly stressful if young people are unsure where to begin. Help them confirm key study topics and materials, ensuring they're using accurate and relevant resources. Reducing uncertainty can help them feel more in control of their learning. Reassure them that they don't need to know everything perfectly, as building their understanding over time is what matters most.

4 GET CREATIVE WITH NOTES

Writing out detailed notes, rather than relying only on bullet points, can strengthen their understanding and retention. Encourage young people to turn these notes into flashcards for regular review and repetition. Feeling familiar with their material can boost their confidence and reduce anxiety during exams. This approach can help them feel more prepared and less likely to panic under pressure.

5 USE VISUAL MEMORY AIDS

Visual resources can make learning more effective and reduce their frustration when information feels difficult to grasp. Encourage the use of diagrams, videos, sticky notes, and colour coding to reinforce key ideas. Creating simple mnemonics can also make information easier to remember. Using a variety of methods can help prevent mental fatigue and keep revision feeling fresh and manageable.

6 BUILD A TECH TOOLKIT

Technology can be a valuable supporting tool during exam preparation when used in a balanced way. Educational websites, revision platforms, and subject-specific videos can help explain complicated topics clearly, reducing the risk of confusion or stress. Encourage young people to use these tools to support – rather than overwhelm – their learning, and to take regular breaks from their screens to protect their wellbeing.

7 KEEP REVISION ENJOYABLE

Revision is often more effective when it feels engaging and varied. Encourage young people to incorporate humour, real-life examples, or creative approaches into their learning. Mixing study methods, including light physical activity such as short walks, can also improve their mood and focus. Enjoyable revision experiences can help reduce stress and make the process feel more positive and sustainable.

8 USE ACTIVE STUDY METHODS

Active revision techniques can help young people feel more confident and in control of their learning. Strategies such as spaced repetition and active recall, including self-testing or explaining concepts aloud, can highlight both their strengths and areas for improvement. This clarity can reduce last-minute panic and support a calmer, more prepared approach to exams.

9 USE AI THOUGHTFULLY

AI tools can support revision by making learning more personalised and manageable. Young people can use them to generate practice questions, summarise information, or break down topics into simpler steps. Used carefully, these tools can reduce overwhelm and save time. Remind young people to check AI information with trusted sources to ensure its accuracy and build confidence in their understanding.

10 PRACTISE WITH ONLINE TOOLS

Online revision platforms can help young people test their knowledge and track their progress. Many offer quizzes, flashcards, and practice papers aligned with exam boards. Encourage regular self-testing – including timed activities – to build up familiarity with exam conditions. Becoming more comfortable with the format of exams can reduce anxiety and help young people approach them with greater confidence.

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of Social Enterprise UK's 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.



The National College