

8 May, 2026



Wicklewood Weekly

Our School Rules

We are always striving to support all pupils to achieve excellent behaviour in learning and play and we have high expectations for everyone. The school's relationships policy is based on positive recognition and logical consequences and has four simple rules to follow:

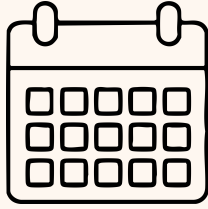
- Praise, no put-downs
- Hands, feet and objects to yourself
- Talk quietly and stay on task
- Follow instructions

While almost all behaviour at school is very good, sometimes pupils make mistakes or are still learning self-control or what is appropriate. In line with our policy, we take a restorative approach and help pupils to make better choices at all times.

Year 3 have fully embraced their history learning this week by stepping into the shoes of Roman soldiers. The children showed fantastic enthusiasm as they formed ranks and marched together, just like Roman soldiers.

It was wonderful to see their teamwork, focus and enjoyment as they brought their learning to life in such an engaging way.





Dates:

11-14 May-Year 6 SATs week (No absence will be authorised during this week)

20 May-Sports Day

22 May-Year 4 West Stow Trip

25-29 May - May Half Term

3 July-Summer Fair

Every Day Matters



It is a statutory requirement for children to attend school every day.

This week's winners are Kingfisher Class with 100%!

Pastoral

Good Luck to our Year 6 children who are taking their SATS next week. SATs are used to measure school performance and to make sure individual pupils have the support they need as they transition to secondary school. Children should not be made to feel under pressure but preparing for SATs and the tests themselves can cause some children to worry and compare themselves to others. Please click the below link for some tips for supporting your child during the test week.

<https://www.childline.org.uk/toolbox/calm-zone/>



Snacks

Thank you for your support with providing your child with a healthy snack for their morning break time. These snacks should be fruit or vegetables. Please continue to remind your child not to take food from their lunch to eat at break. Please make sure that any snacks are nut free.

as Kasim entered the cave his
 eyes would, and his body tense.
 Kasim saw a pile
 of glimmering jewels
 he picked 20 up then
 a ratha or investigating
 them away.
 Kasim saw the dragon and
 perst his lips as the
 taxed at him with
 his beady eyes
 as Kasim sprinted away
 Kasim got him and
 waved his demands
 silyly waving them
 around

Sybil, Year 2

1) $a = 40$
 $b = 40$
 $c = 40$

2) $6 \times 4 = 24$

This shape has four straight sides. It has four right angles.		Square
This shape has one right angle and two acute angles. It has three straight sides.		Triangle
This shape has five straight sides and five vertices. It has at least one obtuse angle.		Pentagon
This shape has two obtuse angles. It has two acute angles.		Parallelogram

Ella, Year 3

Thursday 7th May

o: Post tense

ell → told told

I told her I would go to school.

I told her I would eat a Hot dog

eat eat eat eat eat eat eat

school school school school school

Alba, Year 1

Tuesday, 6th May 2026

Desert Physical Features.

Sand dunes.

- A dune is a hill of sand that is built by the wind.
- Sand dunes come in many different shapes and sizes.
- You can find sand dunes in deserts and along coasts.

Mushroom Rock.

- Mushroom rocks State park is a truly truly special special place in Kansas, famous for its incredible rock formations that look like giant mushrooms.

Lottie, Year 5

Desert Physical Features

<u>Rocks</u>	<u>harkins</u>	<u>SoSoSoSo</u>	<u>SoSoSoSo</u>	<u>SoSoSoSo</u>
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The death valley valley was and sea Ocean around 2000. the death valley heat 120°F every day. the wind is so strong that the wind is full with clouds and salt so no animals can live there.

Rock formations

the death valley with winds carry the sand with it and blows at the rock and carries with the friction with heads up the rock and cracks it and work the sand with the rocks and slowly changing it

Jacob, Year 5

October 31st 2026 (Friday 27th May 26)

Halloween - Blood in the Clock Tower

The clock tower. People think clock towers are nice but I can tell you one clock tower that was not. a group of 4 children went to the clock tower. They went to the clock floor. It was dark 1 of the children said I am a bit scared. Nonsins said for the children was being a scaredy-cat look I am in the darkness suddenly a hand with claws as sharp as a dagger's grab him tightly and pulled him into the darkness his friends were in horror as they could hear screams and screams from their friend then the screams stop then his head can't see the darkness. 1 of the children shouted "you killed my friend now you will taste my friend's blood." A voice came from the darkness "I would like to see you try!" So they both prepared for battle the boy came back for battle when the boy came back the demon had disappeared and there was a note and it said I can never die! So the demon will hide in the shadows to this very day.

Isaac, Year 4



SEND

The Benefits of Exercise for Neurodivergent Children

For many children with autism and ADHD, physical activity can be a powerful tool for wellbeing, confidence, and self-regulation. Whether it's sport, dance, gymnastics, swimming, or musical theatre, movement-based activities can support both physical and emotional development while helping children discover their strengths and interests.

Every child is different, so the key is finding an activity that suits your child's personality, sensory profile, and interests. No child should be excluded from trying a sport or activity, and many organisations now offer inclusive or specialist support for children who need additional understanding or adjustments.

Why Exercise Helps Neurodivergent Children

Physical activity can support:

- Sensory regulation
- Improved concentration and focus
- Reduced anxiety and stress
- Better sleep
- Increased confidence and self-esteem
- Development of social skills
- Improved coordination, balance, and motor skills

Many children also benefit from the structure, routine, and clear rules that sports and organised activities provide.

[Find out more by signing up to the Family Action Newsletter.](#)

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".



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