



GREYTHORN PRIMARY

"Engaging hearts, equipping minds, opening doors"

Summer Term

Weekly Newsletter

8th May 2026

DATES FOR THE DIARY

MONDAY 11th – 14th MAY

KS2 SATS 2026

THURSDAY 21st MAY

Class Photographs

FRIDAY 22nd MAY

INSET DAY – School Closed

FRIDAY 5th JUNE

9.15am Toddler Stay & Play

**WEDNESDAY 10th & THURSDAY
11th JUNE**

Bestwood Country Park Year 1/2
(10th Oak & Willow / 11th Maple)

FRIDAY 19th JUNE

9.15am Toddler Stay & Play

FRIDAY 3rd JULY

Manor Farm Park & Woodlands –
Foundation Stage

SUNDAY 19th – 23rd JULY

Year 6 – York Residential



A MESSAGE FROM YOUR HEADTEACHER

Dear Parents and Carers,

Last week has been truly amazing for our Year 3 and 4 pupils at the Ilam Hall residential. The children had a fantastic time adventuring and exploring, from making and launching their own rockets to taking part in inspiring nature art sessions. They showed wonderful teamwork, grew in confidence and developed important independence skills throughout the experience. It was a joy to see them challenge themselves and have so much fun along the way.

As we look ahead to next week, we would like to wish all of our Year 6 pupils the very best of luck as they sit their SATs. We are incredibly proud of you all.

Mrs Carpenter

2025/26 TERM DATES

Summer Term

13 April – 21 May 2026

1 June – 24 July 2026

INSET: 22 May, 27 July



THIS WEEK'S HIGHLIGHTS

Foundation

The children have been learning about the life cycle of a butterfly, looking at the four stages: egg, caterpillar, chrysalis, and butterfly. They've enjoyed finding out how a caterpillar changes and grows before becoming a butterfly, and have shown lots of interest in the different stages.



THIS WEEK'S HIGHLIGHTS

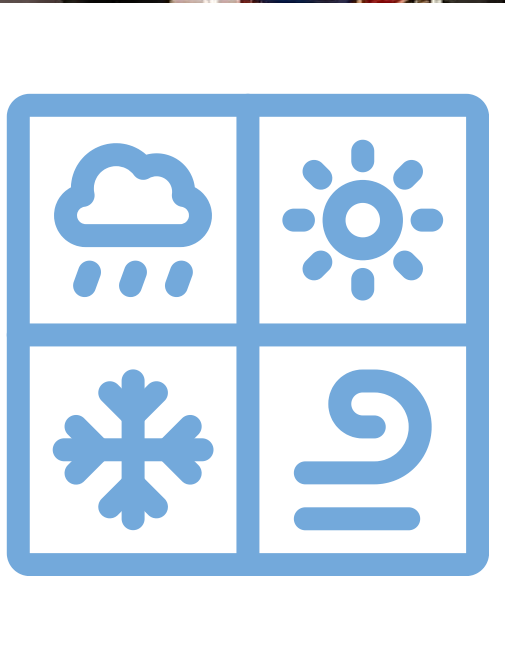
GEOGRAPHY

Year 1/2

This week in Geography, KS1 have been learning about weather patterns in the UK. They watched a weather forecast and were then very creative in planning and presenting their own weather forecast for the UK.



M	T	W
27	21	11



ILAM HALL RESIDENTIAL

Year 3/4

Wow – what an incredible time we've had! Ilam Hall 2026 has been a truly unforgettable experience and we couldn't be prouder of our children 😊☀️

Throughout the residential, they have shown resilience, kindness and respect, while embracing every challenge with growing confidence. It has been wonderful to see them step outside their comfort zones, try new activities for the first time and support one another along the way.

This experience has brought our rivers enquiry to life in such a meaningful way. The children have developed valuable skills as both geographers and scientists – from reading and orientating maps to identifying landmarks and even exploring habitats to discover invertebrates they had never encountered before.

Most importantly, they have created lasting memories, built stronger friendships and grown in independence. We truly had the best time



Aspiration. Confidence. Creativity. Kindness. Pride. Respect. Resilience. Responsibility



ILAM HALL RESIDENTIAL



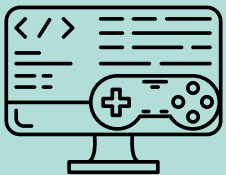
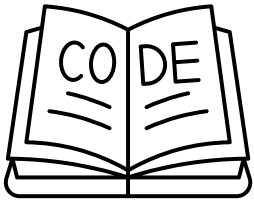
THIS WEEK'S HIGHLIGHTS

Year 5/6

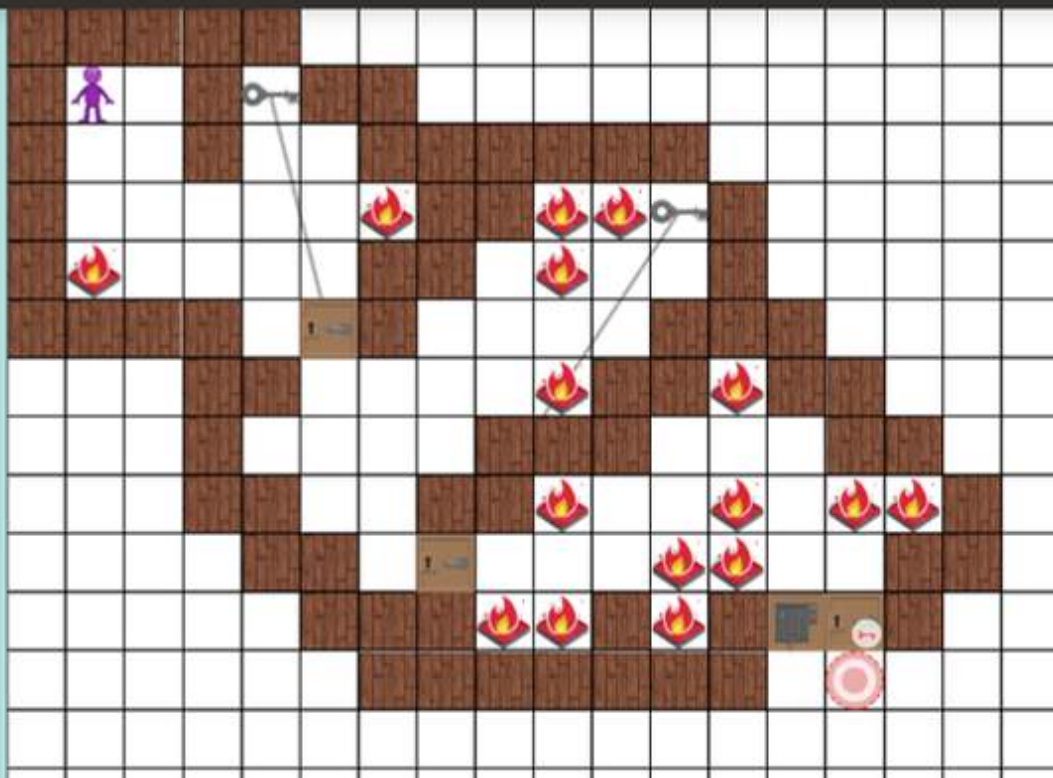
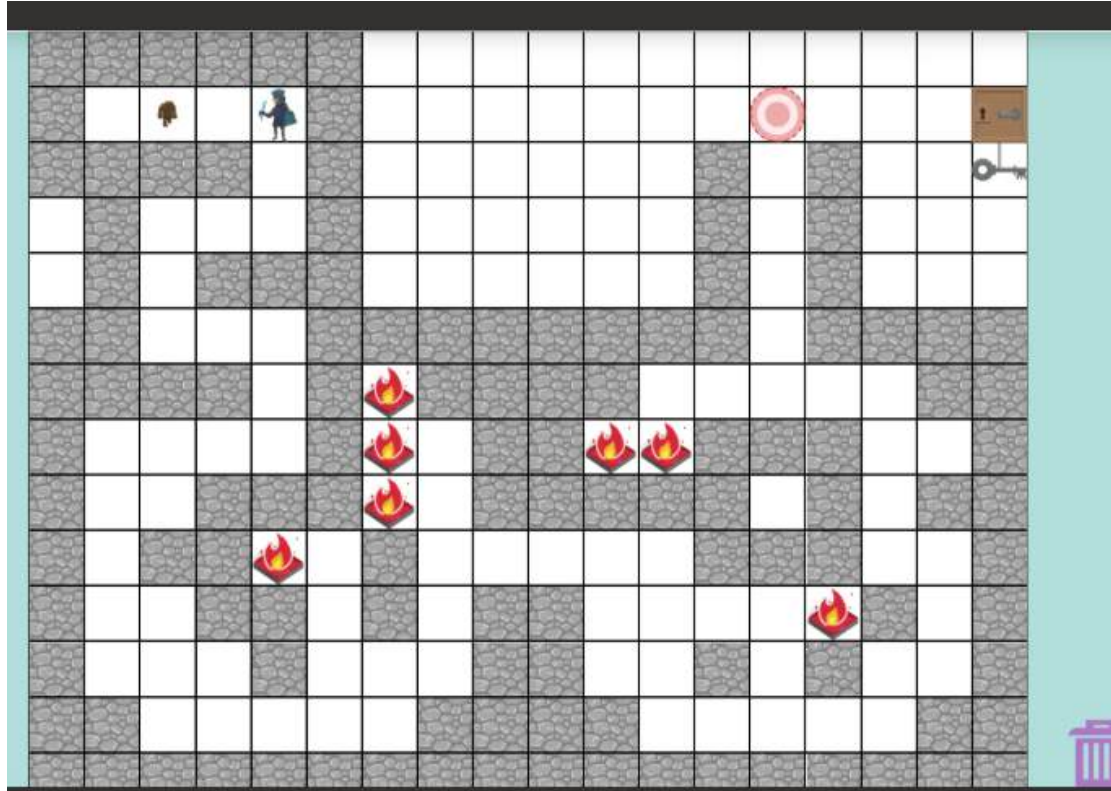
This week, Year 5/6 have been deepening their knowledge of game design. As well as creating doors that unlock, textures and hotspots to transition between different levels, they have now looked at the coding required to programme an enemy to move in different directions - including hunting the player!

Next week, the children will be finishing their maze game, applying all the skills they've learnt throughout the topic.

LOADING



GAME DEVELOPMENT





SPRING SUMMER MENU



Week commencing

20th April, 11th May,
1st June, 22nd June,
13th July

	Monday	Tuesday	Wednesday	Thursday	Friday
Red Option	Impossible™ 'Chicken' nuggets' Gluten Soya with potato balls, sweetcorn & tomato ketchup	Chicken bolognese OR Katerveg™ bolognese Soya with spaghetti, Gluten Mustard Soya crusty bread Gluten Sesame & vegetable sticks	Venison, Beef & Pork sausage Gluten Sulphur Dioxide OR Linda McCartney™ Sausage Gluten Soya Sulphur Dioxide with Yorkshire pudding Gluten Egg Milk mash, broccoli, peas & gravy	Bacon chop OR Southern fried Quorn fillet Gluten with oven chips, green beans & mayonnaise Egg	Fishfinger wrap Gluten Fish OR Fishless finger wrap Gluten with jacket wedges, sweetcorn & baked beans
	Available daily: Sliced bread ^{Gluten Soya} & fresh fruit				
Pudding	Ice cream tub Milk	Doughnuts Gluten Eggs Milk Sesame Soya	Chocolate cookie Gluten	Iced fairy cake Gluten Egg	Golden syrup flapjack Gluten





TODDLER STAY AND PLAY

A VERY WARM WELCOME

AWAITS YOU

AND YOUR CHILDREN

For Parents/Carers with Children (age 0 – 4 yrs) living in the local community

Come and join us for playtime, chat and refreshments



Free of Charge

Friday

9.15AM – 10.15AM

5th June

19th June



COMMUNITY NEWS



Parking

Please do not use **Hyde Park Close** to park on or for dropping off. The road does not have a pavement and it is not safe to be manoeuvring around pedestrians in such a small space. The same applies to **Uppingham Crescent** and **Regents Park Close**. Please do not park on this road or on the pavement. Pavement parking leaves very little space for school pedestrians, making it unsafe, and parked cars are also causing difficulties for vehicles trying to pass along the road.



Café on the Corner Craft Club

FREE art, craft and play sessions for children to enjoy with their parents and carers

26th May 9.30-11am: Animals

Painting-sunset background with animal silhouettes

STEM- bouncing animals

Wooden animal houses

Plus: playdough, colouring, messy play, outdoor play and more!



Lego/ train track, games and sensory box at all sessions

Get in touch: st.paulschurchconnector@outlook.com

Supported by:



St Paul's Church, Boundary Road, NG2 7DB

St Paul's Boundary Road

Messy Church

FREE!

- Arts and crafts
- Bible stories
- Singing together
- Meal included!

Lots of fun for children of all ages and their parents and carers. Come along and get creative!

Saturday 16th May

3:45pm - 5:30pm

Scan to book your FREE place >>>
or visit stpaulsboundaryroad.churchsuite.com/events/uzly0hcf

St Paul's Church, Boundary Road, NG2 7DB



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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



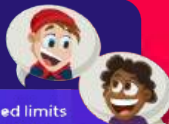
Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping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



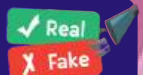
You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and 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".



#WakeUpWednesday

The National College

See full reference list on our website

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