



St Nicolas' CE Combined School Newsletter

Living and learning together with God

Friday 8th May 2026



Fir Class show off their Blue Peter badges

During COP 30, Year 6 wrote powerful speeches about climate change. They gathered facts, polished up their powers of persuasion and raised issues inspired by their learning from David Attenborough's **Life on Our Planet**.

The children wrote to **Blue Peter** to share what they are doing to make a difference and have been awarded Blue Peter badges. Well done Year 6, we are proud of you!

House Points

Jaguars	Pumas	Lions	Tigers
204	175	180	181

Well done Jaguars and Pumas!

Jaguars' house captains Oliver and Matilda felt that they had won many times in a row, and gave the cup to Pumas.

Well done to everyone who earned a house point his week!

"Does Mrs Dobson's car run on coal?"

A Chestnut class pupil



Book Club

A big thank you to Mrs Malynn for running a lunchtime book club for Year 1 - they all loved it!



Year 3 trip to Ufton Court



Year 3 visited Ufton Court for an Ancient Egyptian workshop.

"I loved yesterday's school trip. All of it was so entertaining, especially when the man shouted at us (immersive history experience). It was good learning about the punishments and what happens to the body when it dies. The spell books games were also good, especially the poo one!" **Henry**

"I was asked to take the Pharaoh body around the garden with three other people and I also played the Pharaoh in the 'Grime and punishment' activity. It was very fun." **Ava**

"I really enjoyed Ufton Court. My favourite part was mummifying the body." **Beatrix**

"I loved the school trip. The best bit was when Mrs Bunce got dragged away because it was really funny and I also liked it when Matt put poo on our heads." **Grace**



KS2 summer concert Thursday 21st May 5pm

Our annual concert is on the above date and everyone who learns an instrument in school will be taking part along with our KS2 choir and the winners of our KS2 singing competition.

Tickets cost £5 for adults, children are free.

To purchase your tickets please send the money to the school bank account

Bank account: **40221768**

Sort Code: **30-97-73**

Name of account: **St Nicolas' School**

Reference: **KS2/your surname**



75% of the world's main food crops rely on insects like bees, wasps, flies, butterflies, beetles and moths for pollination.

Over 50 species of animals and plants have been named after Sir David Attenborough – including: *Acisoma attenboroughi* ... a dragonfly, *Euptychia attenboroughi* ... a butterfly, *Attenborougharion rubicundus* ... a bright red and green snail!

UK flying insects have declined by 60% in the last 20 years. Insects are struggling – but you can help!

Cultivate your curiosity Ignite your inquisitiveness

To celebrate Sir David Attenborough's 100th birthday, try on his 'curiosity cap' and ignite your inquisitiveness about the insects flying around you!

What insects can you spot fluttering, humming, buzzing, hovering, flitting? Is it a butterfly or moth, a wasp or a bee, a fly, a hoverfly or even a daddy long-legs?

Insects are struggling with less wild space, increased use of chemicals, and the droughts and storms that come with climate change. Give insects a hand with mini meadows in flower pots, herbs on a windowsill, a 'puddling station' saucer of water, or a wild 'messy' patch?

Flying Insects challenge!

Red Admiral butterfly

YOUNG CLIMATE WARRIORS

When you've completed this challenge ... Remember to hit the red button!

  Happy 100th Birthday Sir David Attenborough!  

Thank you for opening our eyes to the wonder and awe of our natural world, and for inspiring us to be curious about nature.



Headteacher's Awards



Well done to everyone who received an award in celebration assembly today!

Chestnut: **Kylo** for working well with a partner to make and use a balance beam from the outside construction blocks.

Filippos for identifying lots of foods that should be eaten in small amounts during a healthy eating activity.

Elm: **Sohn** for being a fantastic audience member when helping Elm Class prepare for their class assembly. **Sadie** for her outstanding effort in class discussions and being a great, hardworking member of Elm Class.

Ash: **Finn O** for his brilliant observation skills when on our fieldwork trip around Taplow to study how old the houses are. **Sienna** for demonstrating a fantastic understanding of how to find the whole in a fraction - using mathematical equipment.

Oak: **Thea** for her increasing confidence in maths and beginning to see how she can apply strategies from previous learning to solve money problems. **Hakeem** for a clear description of his chosen Egyptian god and his understanding of the importance of gods to ancient Egyptians.

Pine: **Oliver** for his Anglo-Saxon timeline in history. **Lola H** for her hard work and effort in learning all times tables.

Willow: **Arnav** for arriving in Willow Class as if he has always been at St. Nicolas', sharing his knowledge and making friends.

Aliza for giving 100% to everything this week and offering a multitude of answers in English and RE.

Fir: **Kareem** for full engagement in his learning and eager, interesting contributions in discussions. **Conrad** for demonstrating excellent teamwork when revising and working with a partner



And finally...

Chestnut class drew Mrs Dobson's Morris Minor as part of their topic: past and present.

Have a great weekend,

Ms Holmes and the staff



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.



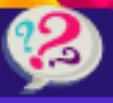
8 UNDERSTAND AI CONTENT

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

Cabina 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".

