

8th May 2026



# Our Weekly Update



## Headteacher update

Dear Parents, Carers and Families,

Teaching our children to be safe, secure and healthy is a top priority at Somersham. This is central to our curriculum, both in timetabled lessons such as PE and PSHE and also interwoven into other subjects. For example, in preparing Year 6 children for their end of year assessments, adults have spoken about the importance of good routines, sleep and diet to ensure focus and readiness for the day ahead.

To further embed this learning, we will be holding Somersham's first 'Healthy Week' the week beginning June 8<sup>th</sup>. This is a great opportunity to reinforce key messages that are delivered year round, and for staff and children to focus on key habits that help maintain a healthy lifestyle.

Activities during Healthy Week will include exploring different ways to move more, looking at how children can eat well, encouraging them to look after their own wellbeing and

understanding the importance of community. This will culminate with Sports Day on Friday 12<sup>th</sup> June.

Sports Day will take a similar format to previous years, with Key Stage Two activities in the morning and Reception and Key Stage One activities in the afternoon. As always, parents, carers and family members are encouraged to come and watch these. The morning session will be from 09:15 - 11:45 and the afternoon session will be from 13:15 - 15:15. We look forward to seeing lots of you there...fingers crossed the weather is kind to us!

Next week is a busy week for our Year 6 children, as they undertake their SATs tests. They have been working incredibly hard throughout the year to prepare for these, and are ready for the challenge! They will be starting the day with breakfast and a warm up before the tests themselves. We wish them the very best of luck and know that they will try their best and do themselves and the school proud.

With best wishes for a lovely weekend,

Jonathan Clarke and the SPS Team





# Key Dates – updates in blue



Week beginning Monday 11 <sup>th</sup> May	Year 6 SATs week
Tuesday 19 <sup>th</sup> and Wednesday 20 <sup>th</sup> May (09:20)	Reception production to parents/carers
Week beginning Monday 25 <sup>th</sup> May	Half term
Week beginning Monday 1 <sup>st</sup> June	Year 4 Multiplication Tables Check
Week beginning Monday 8 <sup>th</sup> June	Healthy Week
Week beginning Monday 8 <sup>th</sup> June	Year 1 Phonics Screening Check
Friday 12 <sup>th</sup> June	Sports Day: KS2 AM (09:15 – 11:45) and Reception/KS1 PM (13:15 – 15:15)
Thursday 18 <sup>th</sup> June @ 16:00	PFA Make a Difference Evening
Friday 19 <sup>th</sup> June	INSET day – school closed to children
Thursday 25 <sup>th</sup> and Friday 26 <sup>th</sup> June	Abbey College transition
Thursday 25 <sup>th</sup> June	KS1 trip to Hunstanton – details to follow
Week beginning Monday 29 <sup>th</sup> June	PSHE Life Bus visiting Somersham – more details to follow
Wednesday 1 <sup>st</sup> , Tuesday 7 <sup>th</sup> and Thursday 9 <sup>th</sup> July	Cromwell Community College transition
Thursday 9 <sup>th</sup> and Friday 10 <sup>th</sup> July	St Ivo School transition
Friday 10 <sup>th</sup> July	PFA Colour Run



Reception	Collaborate	<p>We have been thinking about the ways in which we need to work together to put on our show. We learnt that to collaborate means to work together with others to create or achieve something. It involves sharing ideas, using everyone's strengths, and teaming up to make something better than one person could do alone. Are there any projects at home that your family collaborate on? This could be something simple like cooking dinner and washing up!</p>
Year 1/2	Tourism	<p>Children made posters about South America to show off their knowledge of the continent and to encourage tourists to go there. Do they remember what tourist means? What kinds of things might tourists do or see there?</p>
Year 3/4	Botanic	<p>In History, we have been looking at the history of Cambridge, one of these being Cambridge Botanic Gardens. Can you remember one fact about the Cambridge Botanic Gardens?</p>
Year 5/6	Boycott	<p>In Year 5 and 6 this week we have been learning about the Bristol Bus Boycotts as part of our history lesson. We have talked about what it means to boycott something and the impact that this can have</p>
	French	<p>Years 3 &amp; 4: Watch this story. Can you repeat the sentences on each page? <a href="#">Je m'habille et je te croque</a>          Years 5 &amp; 6: Listen to this song composed by a Senegalese musician for a film: <a href="#">Kirikou</a></p>

# PFA COLOUR RUN

FRIDAY 10<sup>TH</sup> JULY -  
WATCH THIS SPACE



# What are they interested in?

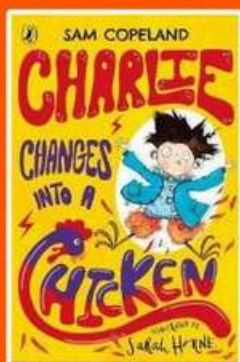
If telling jokes and enjoying comedy is what they're into...

Here's some recommendations your child might enjoy – click on the title to find out more.

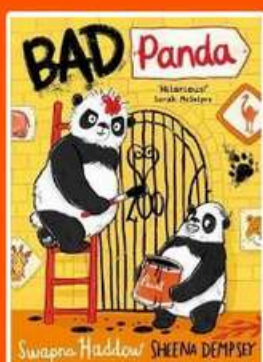
Visit [BookTrust](#) for more inspiration



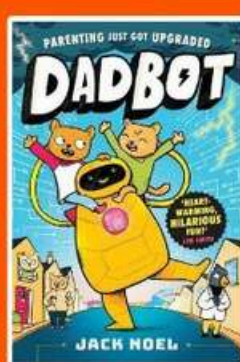
Nora looks like a normal old lady. But she isn't, as her great-grandchildren find out when they stay with her for the weekend. Not only is a fierce villain sending her threatening notes, but she has a secret room of weapons and an infinity bag to store them in. Nora used to be a Monster Hunter! And now her arch-nemesis, Ripclaw, is after something that Nora stole from her years ago...



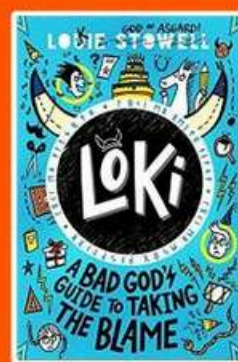
*Charlie Changes into a Chicken* by Sam Copeland



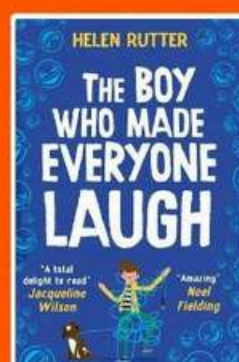
*Bad Panda* by Swapna Haddow



*Dadbot* by Jack Noel



*Loki: A Bad God's Guide to Taking the Blame* by Louie Stowell



*The Boy Who Made Everyone Laugh* by Helen Rutter

Mindfulness for children

## Gentle Mindfulness Sessions for Children

Helping children to feel calmer, more confident, and better able to handle big emotions.

If you would be interested in coming along, please email us and let us know the age of your child(ren).

[mindfulness.somershamtimebank@gmail.com](mailto:mindfulness.somershamtimebank@gmail.com)

When we know how much interest there is, we will get in contact about days, timings, age groups etc...






# Education Inclusion Family Advisor Team

## Transition to Primary School

### Workshops

The EIFA team would like to present our Transition to Primary School online workshops for May.

Please ensure you book onto each workshop individually by clicking on the link or scanning the QR code and completing the registration form.







Transition to Primary School	Thursday, 7 May 2026, 12:00-14:00	Book onto this workshop at: <a href="#">Microsoft Virtual Events Powered by Teams</a> or	
Transition to Primary School	Monday, 18 May 2026, 12:00-14:00	Book onto this workshop at: <a href="#">Microsoft Virtual Events Powered by Teams</a> or	
Transition to Primary School	Wednesday, 20 May 2026, 12:00-14:00	Book onto this workshop at: <a href="#">Microsoft Virtual Events Powered by Teams</a> or	

If you have any questions about our workshops, or the EIFA service in general, please contact [earlyintervention@cambridgeshire.gov.uk](mailto:earlyintervention@cambridgeshire.gov.uk)

# Education Inclusion Family Advisor Team Transition to Secondary School Workshops

The EIFA team would like to present our Transition to Secondary School online workshops for April to June.

Please ensure you book onto each workshop individually by clicking on the link or scanning the QR code and completing the registration form.

Transition to Secondary School -Part 1	Thursday, 30 April 2026, 12:00-14:00	Book onto this workshop at: <a href="#">Microsoft Virtual Events Powered by Teams</a> or	
Transition to Secondary School -Part 2	Tuesday, 5 May 2026, 12:00-14:00	Book onto this workshop at: <a href="#">Microsoft Virtual Events Powered by Teams</a> or	
Transition to Secondary School -Part 1	Tuesday, 12 May 2026, 12:00-14:00	Book onto this workshop at: <a href="#">Microsoft Virtual Events Powered by Teams</a> or	
Transition to Secondary School -Part 2	Thursday, 14 May 2026, 12:00-14:00	Book onto this workshop at: <a href="#">Microsoft Virtual Events Powered by Teams</a> or	
Transition to Secondary School -Part 1	Tuesday, 9 June 2026, 12:00-14:00	Book onto this workshop at: <a href="#">Microsoft Virtual Events Powered by Teams</a> or	
Transition to Secondary School -Part 2	Thursday, 11 June 2026, 12:00-14:00	Book onto this workshop at: <a href="#">Microsoft Virtual Events Powered by Teams</a> or	

If you have any questions about our workshops, or the EIFA service in general, please contact [earlyintervention@cambridgeshire.gov.uk](mailto:earlyintervention@cambridgeshire.gov.uk)

# 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 Lowrie 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 28 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



#WakeUpWednesday®

The National College