



Cedars Manor School Newsletter

Issue 4 — 8th May 2026



DATES FOR THE DIARY

- 11th May—YR 3 Forest School
- 11th May -14th May—Year 6 SATS
- 15th May—Year 2 Local Field Trip
- 15th May—Maple Class Assembly
- 18th May—YAPS visit Parliament
- 20th May—Nursery Transport Walk
- 21st May—End of Term
- 22nd May—INSET DAY
- 4th June—Year 6 V&A Museum
- 5th June—Year 2 Writing Event
- 12th June—Wheely Great Treasure Trail
- 16th June—Year 5 Visit The Globe
- 19th June—Cherry Class Assembly
- 22nd June—Year 5 V&A Museum
- 23rd June—Year 3 Science Museum

WEEKLY ATTENDANCE

OVERALL ATTENDANCE – **95.85%**

Week ending 08/05/2026

	Class	%	No of Pupils late	No of lates
1	Beech	100	0	0
2	Elm	100	2	2
3	Hazel	100	0	0
4	Lime	100	0	0
5	Yew	96.3	0	0
6	Cherry	96.15	0	0
7	Hawthorn	95.83	0	0
8	Spruce	94.74	2	2
9	Maple	94.44	1	1
10	Rowan	93.48	1	1
11	Pine	92	1	1
12	Fir	90.91	0	0
13	Sycamore	88.46	1	1

The whole school attendance is **95.85%** this week, which is **Below** the school average of **96%** but **Above** the National average of **95%**

KS1 SATS

A huge well done to all of our Year 2 children for completing their KS1 SATs this week!

We are incredibly proud of the hard work, determination and positive attitudes they have shown throughout the assessments. The children approached each day with confidence and resilience, and they should all feel very proud of themselves.

Thank you also to our staff and families for their continued support and encouragement.



VE DAY

Today marks the 81st anniversary of Victory in Europe Day. We wish a very happy VE Day to all those celebrating today as we remember the courage, sacrifice and resilience of those who helped bring peace to Europe and of everyone who lived through the conflict. As a school community, we reflect on the importance of peace, kindness, gratitude.





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YEAR SATS WEEK

Next week, our Year 6 pupils will be sitting their statutory KS2 tests from **11th May to 14th May**.

We kindly ask all Year 6 parents and carers to ensure that children complete some light revision over the weekend and arrive at school well-rested each day. A good night's sleep is essential in helping children perform their best during the tests.

To support the pupils during test week, we will be offering free breakfast club for Year 6 children only, from **8:00am to 8:30am** each morning.

The test schedule is as follows:

Test date	Subject	Test
Monday 11 th May	GPS	Paper 1: Questions
		Paper 2: Spellings
Tuesday 12 th May	English Reading	Reading
Wednesday 13 th May	Mathematics	Paper 1: Arithmetic
		Paper 2: Reasoning
Thursday 14 th May	Mathematics	Paper 3: Reasoning

We wish all our Year 6 pupils the best of luck next week!

INTERNATIONAL AWARD

We are proud to share that Cedars Manor School has been awarded The Foundation Level International Award. This is a fantastic achievement for our school and recognises the work the children have completed through the curriculum learning about other countries and cultures.

We will begin our journey to seek an international school to build a partnership with which will reinforce our pupils' education on the world and other cultural



SIR DAVID ATTENBOROUGH 100 YEARS CELEBRATION

Cedars Manor School had a wonderful day today, celebrating Sir David Attenborough turning 100.

The children have spent the day learning about all of his wonderful achievements through the years in supporting the planet.

The children watched a video montage documenting many of his significant discoveries and explored more about his life. In the afternoon, the children came together to create a Nature Art Mural to commemorate his life.





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LEARNING AT CEDARS MANOR SCHOOL

Nursery

We have been learning: about people who help us, particularly doctors and police. We have talked about the different ways in which they help us.

You can help at home by: role playing who to ask for help when out in public places and calling 999

Reception

We have been learning: what helps us to overcome our fears when we get scared, using our story 'Superheroes Don't Get Scared'

You can help at home by: encouraging your child to discuss what different people help us. E.G. Doctor, Dentist...

Year 1

We have been learning: about the signs of summer and the changes that happen as we move from spring into summer.

You can help at home by: talking about changes in the weather, daylight, plants, and animals you see outside.

Year 2

We have been learning: recalling timetables of 2 5 and 10

You can help at home by: logging into TTRS to practise their 2, 5 and 10 times table or start 4 times table if they are familiar with those three already

Year 3

We have been learning: about the life cycle of a plant.

You can help at home by: collecting seeds from fruits and vegetables (tomatoes, peppers, apple) and discuss how they grow into new plants.

Year 4

We have been learning: writing a recount

You can help at home by: asking your child about what they did in school today or an activity or subject they particularly liked.

Year 5

We have been learning: about types of angles, drawing and measuring angles using rulers and protractors in math's.

You can help at home by: asking the children to identify and name different angles around the house or outdoors.

Year 6

We have been learning: how to answer SATs questions.

You can help at home by: helping your child with anything they feel they need help with, or asking them questions about grammar and mathematics.

Thank you for supporting your child's learning at home. Your involvement helps to reinforce what they've been doing in school and makes a big difference in their progress!

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



#WakeUpWednesday

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See full reference list on our website

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[@wake.up.wednesday](https://www.youtube.com/wake.up.wednesday)

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