



# St Mary's Priory Catholic Infant and Junior Schools'

## School Newsletter

Where great lives begin

Dear St Mary's Community,

7th May 2026

We are delighted to share that our popular "Come Dine with Us" events are returning, with new dates now added to the calendar. These special occasions give parents and carers the opportunity to join their child for lunch in school, and we always look forward to welcoming you into our community. A sign-up link will be shared with you shortly. Please note that the deadline for signing up for Years 1–6 is Wednesday 20th May, and we kindly ask that you complete this by the deadline, as we are unable to add additional places afterwards to ensure our kitchen team has sufficient notice. Reception and Nursery parents will have the opportunity to join their children this half term on Friday 22nd May. We look forward to seeing so many of you there once again.

As part of our Catholic Social Teaching focus, pupils recently took part in a thoughtful Dignity of the Worker assembly, reflecting on the importance of respecting and valuing the contributions of all members of society. It was wonderful to see the children engaging so thoughtfully with this important theme and considering how it links to their own lives and our school values.

Earlier this week, pupils in Years 3, 4 and 5 enjoyed a memorable trip to the Unicorn Theatre, where they watched a performance of Shakespeare's *A Midsummer Night's Dream*. The children were captivated by the production and demonstrated excellent behaviour throughout the visit. Experiences like this bring learning to life and enrich our curriculum, and it was a joy to see the pupils so inspired by the performance.

Next week, our Year 6s will take part in the KS2 SATs examinations. We hold the children in our prayers that they do their best.

Warm regards,  
Ms Reynolds  
Deputy Headteacher



# School calendar:

When:

What:

All year

**Clubs:**

Monday: Y1-6 Football (Top Sports Academy)/ Street Dance (Y4-6)/ Arts and Craft (ASC)  
Tuesday: Multi-sports (ASC)  
Wednesday: Performing Arts (ASC)  
Thursday: Y1-6 Multi-sports (Top Sports Academy)  
Friday: Homework (ASC)

15th May

**PSA Pyjama Day**- please donate for our Junior Playground !

19th May

9.30 Crowning of Mary in the Junior Playground - Parents warmly invited to attend

20th May

'Wear a number day'  
As part of National Numeracy Day , children are invited to dress in non-uniform , wearing/showing a number of their choice.  
Please donate £1 if able.

Friday 22nd May

Reception/Nursery **Come Dine with Us!**  
Sign up for this has now passed.

Friday 5th June

Year 1 **Come Dine with Us!**  
Parents to arrive by 11.45am for a 12pm lunch.

Friday 12th June

Year 2 **Come Dine with Us!**  
Parents to arrive by 11.45am for a 12pm lunch.

Friday 19th June

Year 3 **Come Dine with Us!**  
Parents to arrive by 11.45am for a 12pm lunch.

Friday 26th June

Year 4 **Come Dine with Us!**  
Parents to arrive by 11.45am for a 12pm lunch.

Friday 3rd July

Year 5 **Come Dine with Us!**  
Parents to arrive by 11.45am for a 12pm lunch.

Friday 10th July

Year 6 **Come Dine with Us!**  
Parents to arrive by 11.45am for a 12pm lunch.

Summer 2

**Class assemblies**- dates to be confirmed



# Stars of the Week



Wb 27th April 2026

Class:	Stars:	
Owl Class	Chiara	Maison
Robin Class	Kelly	Axel
Dove Class	Ariam	Noa
3C	Eyoel	Liam
4D	Hermela	Eyoel
5W	Kevin	Fiyin
5B	Madiha	Toprak
6J	Ashley	Kimberly

**Congratulations to our Stars of the week!**  
**These pupils have worked exceptionally hard to stand out amongst their peers. Well done everyone!**





# Stars of the Week



Wb 4th May 2026

Class:	Stars:	
Owl Class	Quillan	Reina
Robin Class	Gabriel	Malachi
Dove Class	Ibukun	Daniel
3C	Aurora	Merveline
4D	Whole Class	
5W	Denis	Jesson
5B	Dylan C	Sophia
6J	Joshua	Heidi

**Congratulations to our Stars of the week!**  
**These pupils have worked exceptionally hard to stand out amongst their peers. Well done everyone!**





HIGHEST NUMBER OF LEVELS PASSED- Last 2 weeks!

2<sup>nd</sup> 1<sup>st</sup> 3<sup>rd</sup>

# MATHS LEADER BOARD!



QUICKEST STUDIO SPEED!

2<sup>nd</sup> 1<sup>st</sup> 3<sup>rd</sup>



In Robin class, we are learning that plants grow from different seeds.

We also learnt about the Bible story of Pentecost. We made tongues of fire headbands and roleplayed Jesus's disciples receiving the Holy Spirit.



# Robin Class Page!

# Dove Class Page!



In Dove class, we have enjoyed planting 'Sunflower' seeds and watching them grow- we were eager to know who's would grow the tallest!



We have been learning about the Pentecost and the Fruits of the Holy Spirit, alongside learning about the Stone Age. We thoroughly enjoyed creating our own 'cave drawings'.



As we are in the month of May, the children have been taking part in saying a decade of the Rosary everyday.





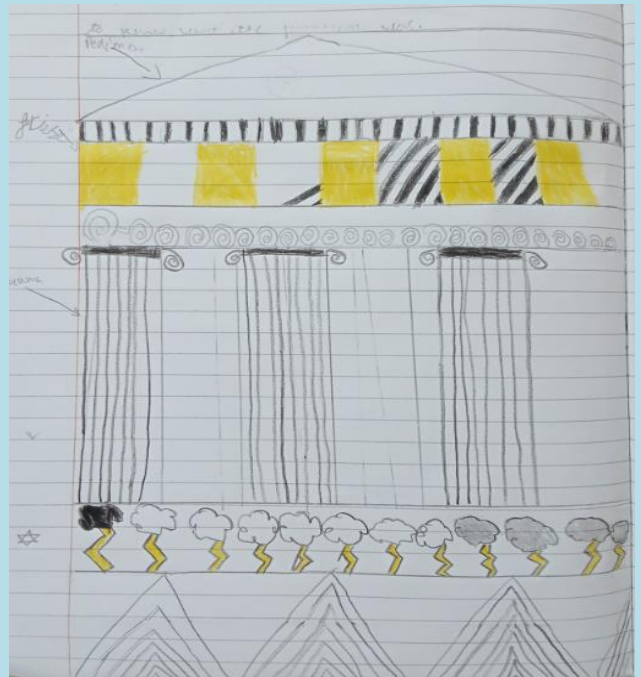
# 3C Class Page!

In 3C, we have really been enjoying our new topic in Science all about plants! Children have learnt all about what plants need to be able to grow and next week we will be investigating how sunlight affects plant growth!

We also played our first game of rounders in PE, bringing together the skills we have learnt over the past few weeks.

In History, children have enjoyed learning about the Ancient Greeks and even created their own Parthenon!

And finally, 3C really enjoyed their trip to Unicorn Theatre this week to watch 'A Midsummer Night's Dream'. No pictures were allowed so you'll have to ask them all about it!



Draw a picture of what plants need	Why do they need them?
 Water	A plant needs water because otherwise it becomes floppy and weak.
 Sunlight	A plant needs sunlight because then it can make food.
 Good soil	It needs good soil because the roots will be strong & won't fly out the ground.
 Air	Good Air is important so it can make us oxygen.
 Nutrients	Nutrients make the growth so and then it will about to

11: To investigate how sunlight affects how plants grow

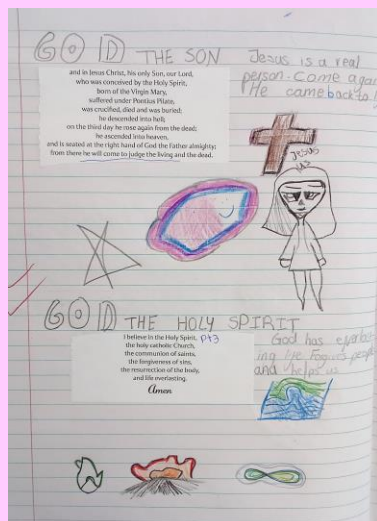
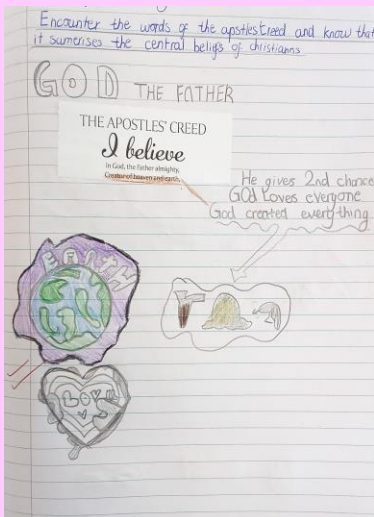
We are testing how ~~the~~ sunlight affects plants. In our experiment, we will need a ruler, a pencil and ~~two~~ two plants. We are going to make the a fair test get the same plant from the same shop and giving the same ~~the~~ amount of water. I predict that that the plant that grows in the cupboard will die and the plant that grows by the window will grow strong and healthy



# 4D Class Page!

## In 4D

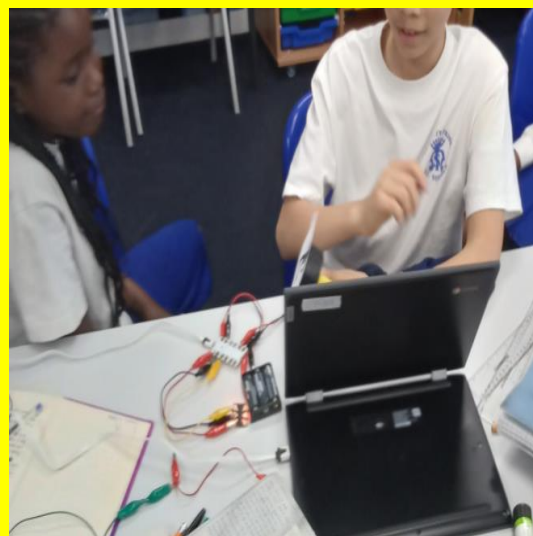
It has been a busy and exciting two weeks in our class. In English, the children worked collaboratively in groups to create brochures about a secret city beneath the Thames, showing great creativity and teamwork. In Maths, we have been learning about money, developing the skills we can use in real life. In RE, we explored The Apostles' Creed and discussed its meaning. We also enjoyed a wonderful theatre visit to see *A Midsummer Night's Dream*. As part of the month of May, dedicated to Mary, we have also begun our Rosary Mission, taking time to pray together and reflect.





# 5B Class Page!

In 5B we have had a busy two weeks. In collective worship, we learned more about St Joseph the Worker and discussed how we can find inspiration from him. In science, we explored the life cycle of a plant and observed seeds growing roots. In maths, we played games to develop our fluency skills, and in ICT, we worked on programming. In RE, we learned about the different ways the Holy Spirit can be represented. Well done everyone!



# 5W Class Page!



It continues to be a busy time in 5W. In our science lessons, we have been excited to see our basil cuttings begin to develop roots in the water. Soon we will check our predictions and make conclusions based on our observations. We also enjoyed a performance of *A Midsummer Night's Dream* at the Unicorn Theatre. Here we are meeting one of the actors after the show!



## Keep Going, Year 6!

This week has been another positive step forward for Year 6. The children have been working hard across the curriculum, supporting one another and striving to do their very best.

### A Prayer for our Year 6 Pupils

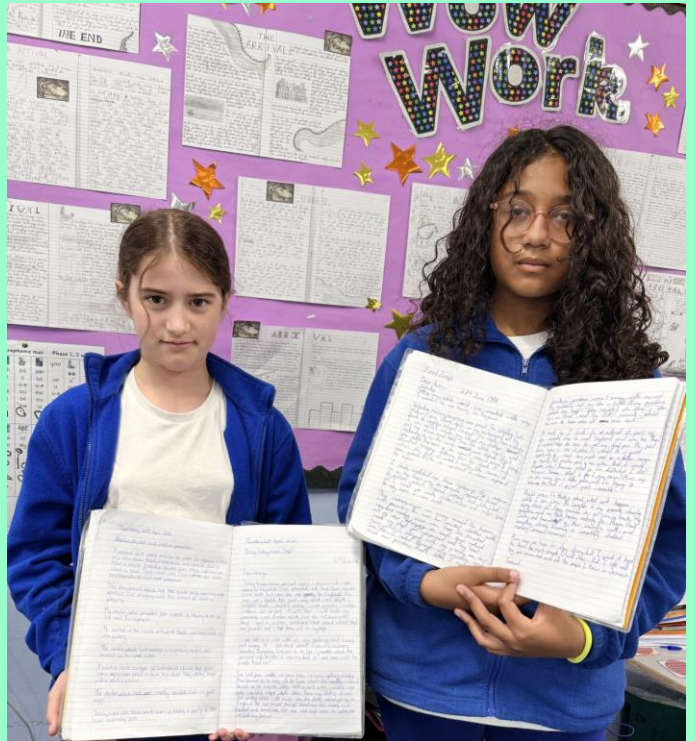
Lord, guide our Year 6 pupils during this important time. Fill them with peace, confidence and perseverance and help them to always do their best. May they recognise the many gifts and talents you have given them and let their light shine brightly in all they do. Continue to help them grow in faith, courage and wisdom.  
Amen.



### Animals Including Humans

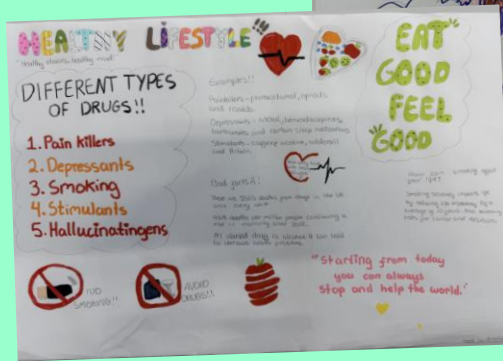
In Science, Year 6 have been studying Animals Including Humans, learning about how different substances can affect the body's functions and the importance of making healthy lifestyle choices.

# 6J Class Page!



### Star Writers

Our Star Writers have been writing diary entries in the role of Leonard, a Jamaican boy living in 1948 Jamaica. The children used punctuation for effect, thoughtful reflection, and emotive language to make their writing engaging and impactful for the reader.



# Gardening for all at Wood Green Library!



## **Eat Wood Green**

Free family food growing sessions at Wood Green Library 1<sup>st</sup> floor balcony. Come along and join our interactive sessions, learning about healthy food, nature and how to grow and care for plants, the environment and ourselves. We engage a range of art and horticultural activities, including seed sowing, seed bomb making, how to nurture and grow plants in small spaces, beds or gardens using recycled and organic materials. For more information contact [eatwoodgreen@ubele.org](mailto:eatwoodgreen@ubele.org) @eatwoodgreen

\*All sessions suggest free registration and a parent or carer must stay on site for the duration of the session.

### **Wednesday 11-12pm Under 5s**

Under 5s sessions for children, parents and carers will create a sensory environment to explore beautiful plants, flowers and fruits, get our hands in the soil, watering, digging, touching and tasting a range of plants. We include tips for parents to grow their own healthy food at home.

### **Wednesdays 1.30-3pm (Open to all)**

Inviting children of all ages to join our informal sessions that teach children about how to nurture and understand everything from seeds to soil, sowing to growing and how to make healthy choices with their food and the environment, to increase wellbeing and caring for nature and our planet. We welcome home educators or young people not currently attending statutory education sessions.

### **Wednesdays 4-5.30pm (After school gardening club 7-12yrs)**

Young people are welcome to join our fun, food growing activities to sow seeds, plant food crops and maintain our beautiful garden space after school. Get outside, all weather and learn how to plant and grow your own healthy food at home or use natural materials to make beautiful art inspired by nature.

### **Fridays 9.30-10.30am Under 5s**

Under 5s sessions for children, parents and carers will create a sensory environment to explore beautiful plants, flowers and fruits, get our hands in the soil, watering, digging, touching and tasting a range of plants. We include tips for parents to grow their own healthy food at home.



**HARINGEY  
MUSIC SERVICE**

PRESENTS

# Junior Vox

A vocal group for ages 8 - 11  
All singers are welcome!

**Tuesday  
4:15 - 5:00pm**

Chestnuts Community Centre  
280 St Ann's Road, N15 5BN

## An amazing opportunity!

If you are looking for a challenge and want to push yourself musically and get the chance for some exciting performance opportunities, then this choir is for you!

## No audition required!

This group is for singers who are looking to explore their vocal harmony and voices in a variety of ways, to eventually work alongside other musicians, vocalists and other ensembles.

**Haringey**  
LONDON

\*This is **NOT** a standard choir. This is a vocal group with an edge.

# ADHD WORKSHOPS



Does your child have ADHD, are they on the waiting list for assessment or do they present with needs in this area?

- Come along and hear about helpful information and strategies
- Open to all parents/carers
- Meet other parents and professionals

## Upcoming Workshop Dates and Topics

21<sup>st</sup> April- Building relationships and connections with your child  
12th May - ADHD and managing behaviour challenges at home  
16th June - ADHD and autism/co-occurring conditions  
21st July - Talking to your child about ADHD

**The workshops will take place at:  
Chestnuts Community Centre, N15 5BN**

**10- 11:30am - Presentation  
11:30 - 12pm - Discussion (optional)**



Sign up here:  
<https://sendpowerinharingey.eventbrite.com>



The UK government has issued [national guidance on screen time for children under five](#). Evidence shows that too much solo screen use can affect language, sleep, social skills and healthy weight — but not all screen use is equal. Small changes make a big difference.

## Age by Age Guidance

0-2

### Avoid screen time

#### Babies & very young children

Avoid screens other than for shared activities that encourage **bonding, interaction and conversation**, such as a video call with grandparents. These early interactions build the foundations for language and social development.

### Max 1 hour per day

2-5

#### Toddlers & pre-schoolers

Try to keep it to **no more than one hour a day — less is possible**. Choose slow-paced, age-appropriate content. Avoid fast-paced social media-style videos and AI toys or tools.

## Why This Matters

- **98% of 2-year-olds** in the UK watch screens every day. Children with the highest screen time show a measurable impact on **language development**.
- Long solo screen time can get in the way of **sleep, physical activity, creative play** and **parental interaction** - all critical for healthy development.
- Reading together, simple games, play and back-and-forth conversations build **language, problem-solving skills, self-control** and social understanding from birth.
- How parents use their own devices also matters - **children learn from watching us**. Modelling healthy screen habits is just as important as setting limits.

## Key Rules to Follow

**AVOID: Screens at mealtimes.** Meals are a vital opportunity for conversation, turn-taking and language development.

**AVOID: Screens in the hour before bedtime.** Screen use can disrupt sleep - which is critical for young children's health and brain development.

**AVOID: Fast-paced or social media-style videos** and AI toys or tools designed for young children.

**DO: Watch together and talk.** Co-viewing - where a parent or carer watches and asks questions about the content - is linked to better cognitive development than solo screen use.

**SEND exception:** Time limits may not apply in the same way for screen-based assistive technology used by children with special educational needs and disabilities.

## Screen Swap Ideas

### Bedtime

*Read a bedtime story together*

Builds vocabulary, imagination and a calming routine before sleep.

### Mealtimes

*Play 'I Spy' or simple table games*

Background music, colouring or conversation all work too.

### Keeping in touch

*Video calls with family*

This counts as a shared, bonding activity — great for all ages.

### After nursery

*Creative or physical play*

Play, drawing and movement support language, self-control and problem-solving.

**Remember:** It's not about eliminating screens - it's about balance, boundaries and being present. The goal is healthy habits, not perfection.

# 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. Model on your own use of social media and AI. Consider how often you use them and your own mental health of these platforms. Talk openly about what 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 conversations, 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 be open and fun, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to be 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, notices and timing. 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 content may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency, involving children in discussions that affect them. Help 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 what's not.

### 9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and the accuracy depends on how it's used. Sometimes, it produces incorrect or unreliable 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 prompts to 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

Caprice Crowl is a neurodivergent former SENCO and Advisory Teacher who works with families, 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

# Wheely Tots Family Bike Club every Saturday!



## Book here!

### Overview

Age-friendly Saturday morning cycling sessions. Families welcome.

Get out and gain cycling skills in Lordship Recreation Ground with Wheely Tots. Our bike club is open to all ages. Families welcome; we encourage parents / carers to ride with their children!

Join us to:

- learn and improve cycling skills as a toddler, child, adult or whole family/friends group!
- be comfortable and safe
- plan and explore new routes
- benefit from the expertise of our instructors and mechanics

We have access to a small pool of child and adult bikes and will do our best to accommodate you if you do not have your own.



## A Prayer for our Year 6 Pupils

Lord, guide our Year 6 pupils during this important time.

Fill them with peace, confidence and perseverance and help the to always do their best.

May they recognise the many gifts and talents you have given them and let their light shine brightly in all they do.

Continue to help them grow in faith, courage and wisdom.

Amen.