



St Mary's Priory Catholic Infant and Junior Schools'

School Newsletter

Where great lives begin

25th June 2026

Dear St Mary's Community,

It has certainly been an unusually hot week and, in response to the high temperatures, we introduced a period of flexible attendance to support the wellbeing of both pupils and staff. While this did mean that a small number of events, including trips and assemblies, had to be cancelled, we are pleased to share that we have managed to rearrange most of these. Thank you for your understanding and continued support during this time.

We were proud of how well the children adapted, with some continuing their learning remotely through Google Classroom while others attended school. It was lovely to see such commitment to learning, regardless of the setting, and we appreciate the efforts made by families to support this.

Prior to the disruption, we were able to enjoy some special moments together. Year 1 delighted everyone with their class assembly on Monday, and last week's Year 5W assembly was equally enjoyable. The children spoke with confidence and enthusiasm, and we were incredibly proud of their achievements. Thankfully, we have all come through the heatwave safely, and we are looking forward to a return to more typical school routines next week.

NB: We close at the slightly earlier time of 2.50pm next Tuesday 30th June for our Summer Fair at 3pm. We look forward to welcoming everyone!

We have been informed by Haringey Council that air pollution levels across London may be higher than across this week, and could reach a "high" pollution alert level.

Haringey have asked us to share some important advice to help keep children safe and well.

Please consider:

Walking, cycling, or using public transport to travel to and from school where possible. Choosing quieter roads and routes away from heavy traffic.

Ensuring that children with asthma take their prescribed preventer medication and bring their reliever inhaler to school if required.

Monitoring children with asthma or other respiratory or heart conditions for symptoms such as coughing, wheezing, or shortness of breath.

The school will continue to monitor the situation and take appropriate measures to minimise exposure to pollution during the school day.

Thank you for your support.

School calendar:

When:	What:
Tuesday 30th June	Summer Fair! Early collection at 2.50pm. After School Club remains open
Monday 6th July	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.



The Government has asked schools to share some of the actions they are taking to make this summer more affordable for families across the country

Please click on the link - [Great British Summer Savings](#)

Class Assembly!

Class	Date:	Time:	Hall:
Owl	3 rd July	2.40pm	Junior
Robin	22 nd June	2.40pm	Junior
Dove	1 st July	2:40pm	Junior
3C	9 th July	2.40pm	Junior
4D	29 th June	2.40pm	Junior
5B	2 nd July	2.40pm	Junior
5W	18 th June	2.40pm	Junior

**St Marys Priory Catholic
Infant and Junior School -
Primary Parents - Summer -
2026**





St Mary's Priory Infant & Junior Schools

Hermitage Road, Tottenham, London

FROM THE
PSA

RAFFLE PRIZES

BIG PRIZES, BRIGHTER FUTURE

Tuesday
30th
June
3-
4.30pm!

Your raffle ticket could win something **AMAZING** while helping us build a **better playground** for our children!

**TICKETS
JUST £1
PER ENTRY!**

FANTASTIC PRIZES TO BE WON!



FAMILY TICKET
(2 ADULTS & 2 KIDS)
FOR THE
KALEIDOSCOPE
FESTIVAL
AT ALLY PALLY



**A SIGNED
TOTTENHAM
HOTSPUR
PENNANT**



**ROLLER
NATION
VOUCHERS**



**NINTENDO
SWITCH
(IN GOOD
CONDITION)**



**BOTTLE OF
CHAMPAGNE**



**THAI MASSAGE
VOUCHERS
FOR 2 PEOPLE**



**PHOTO SHOOT
VOUCHER
FOR 2 PEOPLE**



**ROWANS
Tottenham
BOWLING AT
ROWANS FOR
SIX PEOPLE**



**VOUCHERS FOR
SOFT PLAY AT
SOBELL CENTRE**

**BUY YOUR TICKETS
ONLINE HERE!**



GREAT PRIZES, GREATER IMPACT!

Every ticket sold helps us create a **playground** our children will love for years to come!

HOW TO BUY YOUR TICKETS

**BUY ONLINE
ANYTIME!**

Scan the QR code to buy your raffle tickets online.

QR

**BUY IN PERSON
ON FRIDAYS!**

After half term, you can buy your raffle tickets at the school gate every Friday.

**EVERY
TICKET
COUNTS!**

THANK YOU FOR YOUR SUPPORT!

RHE Policy Consultation

We are consulting again on our Relationships & Health Education (RHE) policy, following our previous consultation in Autumn 2024 and ahead of updated national guidance becoming statutory from September 2026.

A parent information session will be held on **Monday 29 June (3:30-4pm)** All slides will be shared via email and on our website page.

Consultation period: 29th June – 17th July 2026

Please review the policy, information slides and share your views via the consultation form or emailing office@stmarysrcpriory.haringey.sch.uk

All feedback will be reviewed and will help inform the final policy, with a summary shared with Governors.



Stars of the Week



Wb 15th June 2026

Class:	Stars:	
Owl Class	Daniella	Maksymilian
Robin Class	Oliver	Valkyrie
Dove Class	Cleo	Yohane
3C	Gabriela	Bethany
4D	Rakeb	Iggy
5W	The whole class	
5B	Mia	Chimamanda
6J	Joshua	Jared

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 22nd June 2026

Class:	Stars:	
Owl Class	Acacia	Tymon
Robin Class	Bianca	Emmanuel
Dove Class	Whole Class	
3C	Inioluwa	Jeronimo
4D	Aya	Joel
5W	Fiyin	Heavenly
5B	Samuel	Cain
6J	Caleb	Mikal

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!



MATHS LEADER BOARD!

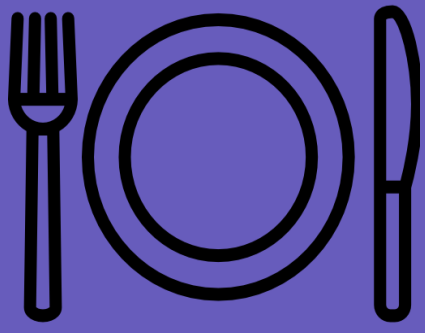


QUICKEST STUDIO SPEED!





COME DINE WITH US





COME DINE WITH US



Robin Class Page!



Well done to Robin Class for such a wonderful assembly this week! You retold the story of 'Send for a Superhero' so confidently. Such a team effort!

Thank you also for your wonderful design and technology home learning! You made structures from your own imaginations just like Iggy Peck Architect!

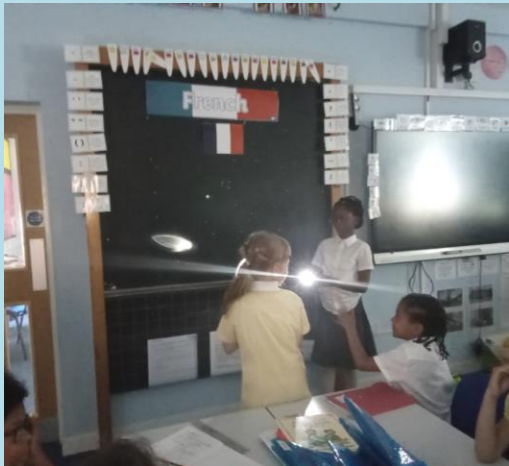


Dove Class Page!

Dove Class have been very excited about the FIFA World Cup 2026, and each child has been given a country to research and write about. This has sparked lots of daily discussions about football and match scores. We also braved the hot weather and took a trip to Cineworld to watch *Toy Story 5*. Everyone had a fantastic time enjoying the film and eating popcorn. Well done to all the children for working so hard in the heat!



3C Class Page!



In 3C, we certainly have had a hot and sunny couple of weeks! Despite this, 3C have shown resilience and ambition continuing to learn both in the classroom and online!

However, all this sun has made it the perfect conditions to learn all about our new topic in Science, light! So, if you're not sure which suncream is best to use, make sure to ask 3C.

We've also been enjoying the World Cup in class and following along with our own Sweepstake...children even got to make their own posters all about their chosen country!

And finally, children became architects for an afternoon as they constructed castles for Royalty!
Which one would you like to live in?



5B Class Page!



The hot weather has meant that learning in 5B has looked a little different this week.

Children have shown excellent perseverance continuing with their lessons despite how warm it has been. We have been learning how to multiply and divide decimals, answer comprehension questions using evidence from the text and correctly punctuate dialogue in writing.

In RE, we have started to learn about the Torah and last week children attended a music session where they learned how to recognise the different rhythms in songs
Well done everyone!



5W Class Page!



Everyone is very proud of 5W following their incredible assembly. The performance from the children was incredible; they spoke so clearly and acted with great skill. A huge thank you to Ruzgar who wrote the detective mystery that was portrayed by our brilliant children.

Thank you for your support too. It really was a special occasion where everyone felt unstoppable at the end of the show!



6J continue to shine as they make the most of their final weeks.

A huge WELL DONE to 6J who represented St Mary's Priory at the Invasion Ball Tournament at Park View Academy, where they achieved an impressive 3rd place finish.

They demonstrated great determination, teamwork and skill throughout the competition.

Despite the hot weather, Year 6 are making good progress with their production. Many pupils have learned their lines, are becoming more confident with the songs and are developing their stage presence through rehearsals.

In English, 6J have begun researching William Shakespeare as they prepare to write his biography and begin studying Romeo and Juliet - our final writing adventure of the year.

6J Class Page!



Gardening for all at Wood Green Library!



Eat Wood Green

Free family food growing sessions at Wood Green Library 1st 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 @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

21st 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>

Screen time guidance for parents and carers

Screen time can negatively affect children's health, wellbeing, behaviour, and development. This can include problems with sleep, language development, concentration, mood, learning, and potential exposure to harmful online content, including the risk of radicalisation.

Here are some good tips for healthy behaviour.

General principles

- Less screen time is better.
- The later a child starts using devices, the better.
- If screens are used, bigger screens (like TVs) are better than smaller screens (like phones), because they are less addictive and easier to supervise.
- Avoid AI for young children – including chatbots, toys, and tools.
- Lead by example – be mindful of your own screen use in front of children.
- Watching things as a family is better than letting children watch alone.

Recommended maximum daily screen time (World Health Organisation guidelines)

These limits include *all* screens: TVs, tablets, computers, smartphones, smartwatches, and video games.

- **Ages 0–2:** No screen time other than for shared activities that encourage bonding, interaction and conversation (e.g. video calls with family, watching slow-paced, appropriate television shows together as a family)
- **Ages 2–5:** Maximum of 1 hour per day - Ideally less than 30 minutes.
- **Ages 5–12:** Maximum of 2 hours per day.

Healthy habits for all ages

- **Avoid screens before bed** – screen time can disrupt sleep.
- **Avoid screens immediately after waking up** – this can affect your brain's natural wake-up patterns.
- **Have screen-free areas** – children often understand limits on space better than limits on time. It's good to keep areas where children (and adults) sleep, eat, or play free of screens, and to minimise screen use when outdoors.
- **Avoid short-form, fast-paced videos** such as TikTok, Instagram Reels, and YouTube Shorts, as they can affect attention, behaviour, and self-regulation. This is particularly important for children, whose brains are not designed to process information this quickly.
- **Avoid using screen time to soothe tantrums, or to reward or punish a child**

Phones and social media

- Children should not have a smartphone before age 14.
- Children should not use social media before age 16.

For more information, please see [the Government's baby and toddler screen time guidance](#), [Haringey Council's staying safe online webpage](#), and the [NSPCC guide to keeping children safe online](#).



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 wellbeing. 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 restrict content access. Software 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 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 by Ava, Year 4

Dear Father,

Hear me when I pray.

Guide my footsteps throughout this day.
Help me to be kind and true
in everything I do.

Help me with my words today,
keep them kind and gentle whilst I pray.

Help me to know right from wrong.
Guide and bless me all day long.

Amen