



# Mapplewells Primary and Nursery School Weekly Newsletter - Friday 8th May 2026

## Welcome Message

Dear Parents and Carers,

We hope everyone enjoyed a restful Bank Holiday weekend and returned ready for another busy and rewarding week at Mapplewells.

There has been a real sense of purpose and pride across school over the past few days, not least as we welcomed staff from three other schools who visited to observe the excellent practice taking place at Mapplewells. It has been wonderful to showcase the hard work, professionalism and dedication of our staff and pupils.

As we look ahead to next week, our thoughts turn especially to our Year 6 children as they prepare for their SATs. They have shown great resilience, maturity and determination throughout the year, and we are incredibly proud of their efforts. We wish them every success and look forward to supporting them through this important milestone.

Read on for all things Mapplewells...

## Attendance

Our current school attendance after 29 weeks is 97.25%. Our current attendance by class is:

Birch 99%

Elder 98%

Elm 98%

Hawthorn 98%

Hazel 97%

Juniper 97%

Maple 97%

Oak 97%

Pine 97%

Rowan 95%

Willow 96%

Well done to Birch class on their fantastic attendance this week! Let's keep striving to improve our attendance, to exceed that figure of 97%.



## Stars of the week

SUCCESS Stars of the Week! Congratulations to the following children who were chosen by their Class Teacher as 'SUCCESS star of the Week'. The children received their certificate in SUCCESS assembly today.

Ash - Levi

Birch - Lottie

Elder - Bella

Elm - Jake

Hawthorn - Freddie

Hazel - Lana-Fayth

Juniper - Zach

Maple - Jacob

Oak - Emmy

Pine - Arthur

Rowan - Sienna



## Headteacher's Awards

Each week, I will be presenting Headteacher's Awards to children who have been nominated by staff for a variety of reasons — from producing amazing work, going above and beyond, to simply demonstrating what it means to be a wonderful Mapplewellian. These awards celebrate the values we hold dear and recognise the exceptional efforts of our pupils. We'll proudly share the names of our award winners in each edition of the newsletter, so keep an eye out for these special celebrations!

This weeks recipients of a Headteacher's Award are:

- **Kaison and Delilah** Kaison and Delilah have shown fantastic commitment to their learning in maths, working really hard to deepen their understanding of decimals. They have approached their learning with confidence and have impressed staff with the level of independence and determination they showed throughout their work.
- **Ezra, Kiyan, Willow, Dixie, Ella, Molly, Oliver, Noah, Alanah-Mae and Finlay** These pupils have taken great pride in their handwriting, putting real effort into improving presentation and always doing their very best. Their positive attitude and care for their work have led to noticeable improvements and set a wonderful example to others.

- **Riley, Joshua, Bruce, Bertie and Amari** Riley, Joshua, Bruce, Bertie and Amari demonstrated excellent focus during maths lessons and showed a strong understanding of money. Their concentration, engagement and confidence in applying their skills have been particularly impressive.

Well done to all our winners - we are so proud of you! Keep up the fantastic work.

## Year 6 SATs

The children in Year 6 have been working hard to prepare for their SATs which take place from **Monday 11th May**. As part of their preparations, they will have breakfast, provided by school (free of charge), each morning before their tests take place. Year 6 children will need to arrive at school for 8:10am to take part in the breakfast.

Please remember them in your thoughts over the coming weeks.

## Online Safety

### **Top Tips to Help Neurodivergent Children Navigate the Online World**

Neurodivergent children are often drawn to technology, so early, supported experiences online are key. This guide explores how adults can model positive digital behaviour, set age-appropriate limits and create open, judgement-free conversations about online safety. It also highlights the importance of balancing screen use with offline activities to support wellbeing and development.

It also unpacks emerging challenges, including AI-generated content and the blurred lines between real and simulated interactions. With clear, practical advice on boundaries, critical thinking and safe communication, this guide helps educators and families build confidence in supporting neurodivergent children to navigate the digital world safely and responsibly.

At The National College, our **WakeUpWednesday** guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formally delivered by National Centre Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## 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 sets guidelines and models responsible digital behaviour to learn 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 this use affects you and your own understanding 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 scrolling can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower 'pocket and meaning' of material rather than fast-paced, overstimulating content.
- 4 CONSIDER AGES AND STAGES**  
For older children and teenagers, agreed limits on screen time may be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, but it's not the same. 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 can feel open and safe 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**  
No parent is 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. Before you get started, 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 decisions that affect them where they feel ready. 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 differently, meaning adult guidance is important. 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 responses or generated 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 our digital world, but it has no 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**  
Caitlin Lewis 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 Neurospice and the author of 'The Other 28' – how supporting your neurodivergent learner can improve teaching and learning for the whole class.

See full reference list on our website

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## Competition winners

### Fantastic News!

We are incredibly proud to celebrate Stanley and Arthur for winning the 'Bin Lorry' competition!

Both boys designed eye-catching posters promoting recycling and reusing, and their fantastic work was chosen from all the entries. Even more exciting, their designs will now be featured on a brand-new bin lorry that will be travelling around Sutton-in-Ashfield!

What an amazing achievement – well done, Stanley and Arthur!



## Colour Dash Event - Friday 1st May 2026

Our first colour dash event in support of LCH (Lifting Children's Hopes) was a fun afternoon bursting with energy! Thanks to everyone's generosity we are thrilled to announce that the event raised **over £3,000** which will make a real difference to the charity. It means LCH can help children with the cost of school trips, access to mental health therapy, providing essentials like coats, toiletries, school uniform etc and free family days out.

All winners will be revealed after half term, when prizes will be handed out in school. We can't wait to celebrate everyone who took part.









## 15 hours funded childcare places for 3 & 4 year olds

All three and four-year-olds are entitled to 15 hours of funded nursery education for 38 weeks of the year. Some 3 to 4-year-olds are eligible for 30 hours of free childcare a week. Check if you're eligible and find out how to apply<sup>1</sup>.

Details about our Nursery/F1 provision can be found in our prospectus - <https://www.mapplewellsprimary.co.uk/attachments/download.asp?file=159&type=pdf> or check out the posts on our dedicated instagram page @mapplewellseyfs

**We have funded early education places available from September 2026.** Registration forms are available on our school website

<https://www.mapplewellsprimary.co.uk/page/?title=Admissions&pid=44> or from Reception.

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<sup>1</sup><https://www.gov.uk/free-childcare-if-working>



## Key dates

Please keep updated with our key dates as we will add to this over the coming weeks.

<b>Diary Dates</b>	
<b>2026</b>	
<b>May</b>	
11 <sup>th</sup> – 14 <sup>th</sup> May	Year 6 SATs week
20 <sup>th</sup> May	Year 5/6 Trip to Ashfield Fire Station
21 <sup>st</sup> May	Last Day of Summer 1 – non-uniform day
22 <sup>nd</sup> May	INSET day
<b>June</b>	
1 <sup>st</sup> June	First day of Summer 1
1 <sup>st</sup> - 2 <sup>nd</sup> June	Year 5 residential
1 <sup>st</sup> – 12 <sup>th</sup> June	Year 4 Multiplications Checks
8 <sup>th</sup> – 12 <sup>th</sup> June	Year 1 Phonics Screening Checks
18 <sup>th</sup> June	Flying High Children’s Awards
26 <sup>th</sup> June	Year 6 Leavers Photos & Class Photographs
<b>July</b>	
3 <sup>rd</sup> July	F1 trip to Matlock Farm Park
3 <sup>rd</sup> July	Summer Fair
6 <sup>th</sup> July	Sports Day (EYFS & KS1 morning, KS2 afternoon)
8 <sup>th</sup> – 10 <sup>th</sup> July	Year 6 residential
14 <sup>th</sup> – 17 <sup>th</sup> July	Year 6 Bikeability
16 <sup>th</sup> July	Summer disco
17 <sup>th</sup> July	Parent picnic
23 <sup>rd</sup> July	F2 trip to Bluebell Dairy
24 <sup>th</sup> July	Last Day of Summer 2 – non – uniform day
27 <sup>th</sup> July	INSET day

Mr Whittle

Head Teacher

Mr Latkowski

Deputy Headteacher