



# Allanson Street News

8<sup>th</sup> May 2026

Our value this month is:

## Kindness



### IS MY CHILD TOO ILL TO GO TO SCHOOL?

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Minor coughs & cold    | <input checked="" type="checkbox"/> Ear infection |
| <input checked="" type="checkbox"/> Sore throat            | <input checked="" type="checkbox"/> Cold sores    |
| <input checked="" type="checkbox"/> Conjunctivitis         | <input checked="" type="checkbox"/> Tonsillitis   |
| <input checked="" type="checkbox"/> Respiratory infections | <input checked="" type="checkbox"/> Head lice     |

### GO TO SCHOOL



- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Whooping cough       | <input checked="" type="checkbox"/> Covid         |
| <input checked="" type="checkbox"/> High temperature     | <input checked="" type="checkbox"/> Flu           |
| <input checked="" type="checkbox"/> Chickenpox           | <input checked="" type="checkbox"/> Scarlet fever |
| <input checked="" type="checkbox"/> Diarrhoea & vomiting | <input checked="" type="checkbox"/> Measles       |

### STAY AT HOME



### Dates for your diary

- Monday 11<sup>th</sup>-14<sup>th</sup> May- Y6 SATS Week

### Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral ClassDojo**.

### HOW PARENTS CAN MAKE YOUTUBE SAFER



USE YOUTUBE KIDS



TURN OFF AUTOPLAY



CREATE CUSTOM PLAYLISTS



SET TIME LIMITS



TEACH SMART VIEWING HABITS

### This Week's Highlights

**In Nursery** we listened to the story "What the ladybird heard" and using a map like the robbers had, the children explored positional and directional language. We also learned the vocabulary of farm animal homes – chicken coop, stable, sty, barn etc. The children are really enjoying learning letter sounds, this week we have learned 'n' and 'p'.

**In Reception** this week it has been all about gingerbread houses following our story Hansel and Gretel. We made a big gingerbread house to play inside and then followed a recipe to bake and decorate our own tasty houses. They were delicious! On Thursday we had a very special visit from 'Croc-a smile' who helped us to remember why we **MUST** brush our teeth every day!

**In Year 1** we have been reading our story 'The Baddies' and been looking for the most important parts of the story and thinking what would happen to the ending if something changed. In Maths we have been doubling numbers and money and started to understand a half. In Computing we have been using our new editing skills to make poster more attractive to the reader. In Geography we were comparing the climate in the UK to that of Greenland.

**In Year 2** we have been researching the great national treasure, Sir David Attenborough. We used this information to write biographies. In maths, we have been adding 2 2-digit numbers and using our knowledge of exchanging to work with increased independence.

**In Year 3**, we went on a school trip and walked to The World of Glass. There we saw all the different ways that St Helens has made glass over the years and who is famous in our town. We even got to see a live demonstration of a glass vase being blown- it was a long process and needed 1700C of heat from the furnace to happen.

**In Year 4**, we have enjoyed comparing poems in Guided Reading and finding out about the legacy of the amazing James Roby in our history lessons. In Maths, we have been adding and subtracting decimal numbers and in English this week we have practised our grammar and learned how to correctly address an envelope ready to post some important letters.

**In Year 5** we have been enjoying continuing swimming lessons in the pool, finishing our chapter 13s and working hard to convert fractions into decimals and percentages. In Science, we investigated the gestation period of different mammals, and we have begun creating our moving vehicles in DT.

**In Year 6** we have finished our revision and are ready for our SATs next week. We are very proud of our children and can't wait to see them shine, next week, and show off everything they know.

## This Week's Value Stars!!



<b>Nursery:</b> Bonny, Nathan, Elysia, Bryan	<b>Reception:</b> Teddy C, Elsie, Rhiannon, Daniella
<b>Year 1:</b> Flo G, Tilly P, Nirvana D, Liam McG	<b>Year 4:</b> Aisha M, Riley T, George D, Ruby-Ann MM
<b>Year 2:</b> Maison S, Harry J, Liam and Louie	<b>Year 5:</b> Morgann A, Layla S, Bobby K, Ruby T
<b>Year 3:</b>	<b>Year 6:</b> Isabelle J, Eve P, Matthew N, Lorna B

## Weekly Winners

The top Reading Plus readers this week are:

- 1<sup>st</sup> Y5GW (25/26)
- 2<sup>nd</sup> Y3NO (25/26)
- 3<sup>rd</sup> Y4EH (25/26)
- 4<sup>th</sup> Y3MC (25/26)



## Mathswizz

Most used:



## Attendance

**School Target:**  
96%

<b>Nursery</b> 94.9%	<b>RKL</b> 88.9%	<b>RLB</b> 97.9%
<b>KS1 –</b>	<b>Y1PT</b> 92.9%	<b>Y1LA</b> 94.5%
	<b>Y2TE</b> 90%	<b>Y2LW</b> 96.6%
<b>LKS2 –</b>	<b>Y3MC</b> 96.7%	<b>Y3NO</b> 94.6%
	<b>Y4EH</b> 94%	<b>Y4MM</b> 89.7%
<b>UKS2 –</b>	<b>Y5EK</b> 95.7%	<b>Y5GW</b> 87.1%
	<b>Y6JM</b> 94.8%	<b>Y6KK</b> 96.6%

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

**Nursery** – coop

**Year 3** –

**Reception** – recipe

**Year 4** – otter

**Year 1** – doubling

**Year 5** – gestation

**Year 2** – food chain

**Year 6** – endurance

STEP FORWARD:

# ST HELENS DANCE FESTIVAL

A borough-wide festival that brings together children, young people, families, and local dance groups from across the community to participate in workshops and performances

COMMUNITY OPEN DAY

SATURDAY  
MAY 16TH

10-4  
PM

ST HELENS  
COLLEGE

WATER ST, ST HELENS,  
WA10 1PP

Please visit TicketSource or scan the QR code to purchase tickets:

[ticketsource.com/](https://ticketsource.com/)

[st-helens-council-local-cultural-educational-partnership](https://st-helens-council-local-cultural-educational-partnership)





## Whit Holiday Club, Eaves Primary (St. Helens)

Football, dance games, sports, indoor & outdoor activities, and more...

Primary age children + | Ofsted registered & tax-free childcare accepted! | 8am to 6pm

[raringstars.com](http://raringstars.com)



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.



# 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

The National College

See full reference list on our website

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