



22nd May 2026



This week the following children were recognised in our Celebration Assembly -

Class	Values Champion	Learner of the week
Oak	B for Kindness & Respect	Ophelia for being an Author
Maple	Aria for Curiosity	Autumn for being an Author
Willow	E for Individual Best	Libby for being an Author
Elm	Zac for Individual Best	Bea for being a Mathematician
Chestnut	Freddie W for Teamwork, Kindness & Respect	Ylva for being a Philosopher

After Half Term at Ide Primary

Day	Morning	Afternoon	After School
Monday	Inset Day		
Tuesday	PE –Elm		Dance Club (Years R – 6)
Wednesday	PE- Willow	Guitar Lessons Singing assembly	Rounders Club (Years 2-6)
Thursday	PE Maple, Elm & Oak		Yoga Club (Years R -6) Art Club (Years 3-6) Crochet Club (Year 4-6)
Friday	PE – Chestnut & Maple	Woodwind Lesson Celebration Assembly	FIS Ice Creams

Menu After Half Term

SUMMER MENU

WEEK THREE

WEEKS COMMENCING:
4/5, 1/6, 22/6, 13/7

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

MAIN ONE

Tomato and Mozzarella
Pasta Bake with
Homemade Focaccia
Bread and Sweetcorn

Pepperoni Pizza
with Potato Balls
and Baked Beans

Devon Pork Sausage
Toad in the Hole and
Gravy with Roast
Potatoes, Carrots
and Cabbage

Chicken Tikka Masala
with Rice, Naan Bread
and Fine Green Beans

Breaded Fish
with Chips, Pear and
Tomato Ketchup

MAIN TWO

Red Pepper Frittata
with Homemade Focaccia
Bread and Sweetcorn

Cheese and Tomato
Quiche with
Potato Balls and
Baked Beans

Vegetarian Sausage
Toad in the Hole with
Roasted New Potatoes,
Carrots and Cabbage

Vegetable and Lentil
Chilli with Rice, Naan
Bread and Fine
Green Beans

Vegan Sausage Roll
with Chips and Peas

JACKET
POTATO

Jacket Potatoes
served daily with a
selection of fillings

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DESSERT

Custard Cookie

Orange Jelly

Ice Cream
and Fruit

Chocolate Cake

Fruit Wedges or
Strawberry Yoghurt

We are pleased to offer a variety of allergen free options at our food menu. All allergens listed in preparation to a kitchen that handles meat, allergens and foodstuffs and is not a dedicated food zone. We are committed to food safety, and do take every possible precaution to ensure the highest food safety standards.

 **Educaring**
The School Food Revolution

Wishing Mrs Marshall All the Best!

Every best wish to Mrs Marshall as she starts her maternity leave. We wish her all the very best as she starts this exciting new chapter and look forward to hearing her news — and, of course, to meeting the baby! ❤️

A Message for Mrs Marshall

I will be starting my maternity leave after half term as I prepare to welcome my baby.

I would like to thank all of the children, families, and staff for their kindness and support. I will miss seeing everyone each day while I am away but I promise to come and visit! Wishing everyone a wonderful rest of the school year and a goodbye and good luck to the year 6 pupils. I will miss you!

Year 3 & 4 Swimming

This half term Years 3 and 4 have enjoyed their weekly swimming lessons at St Sidwell's Point. They have all been fantastic athletes and have all tried their individual best at all times. They have worked really hard and have made great progress. Thank you so much to FIS for supporting with the cost of the swimming lessons and also to the parent volunteers that have very kindly helped each week. We really appreciate your support with this.



Chestnut Trip to Dawlish Warren

Chestnut Class had a fantastic day at Dawlish Warren this week.

The children explored a range of habitats, from pond dipping in fresh water, to searching for insects in the woodland, and finishing with a beach hunt to spot signs of sea life – including crabs and even cuttlefish.

A brilliant day of hands-on learning, curiosity and discovery in the great outdoors.



Wildlife Champions

The Wildlife Champions had their session with Lou yesterday. Their challenge was to clear an area ready for planting flowers and plants that will attract butterflies and bees to our amazing wildlife garden. The children were amazed to discover how much wildlife has already started to use the space.



Sports Week & Sports Day

National School Sports Week is back! The YST National School Sport Week is taking place during the week of 6th – 12th July.

This year, we are very excited to be celebrating this a week earlier in the week beginning 29th June because of transition days the following week. Throughout our sports week, all classes will be participating in a variety of different sports, and we have invited different sports clubs in to deliver taster sessions.

As part of our sports week, we will also be having our annual sports day. Our sports day for all classes will be on the morning of Tuesday 30th June and will be followed by a picnic on the field which families are welcome to attend. There will be not hot meals on Sports Day, however, school packed lunches are available to order via School Gateway. These must be ordered by Thursday 25th June. If you had already pre ordered a meal for the 30th June, you will need to reorder.

Things to look forward to at Ide Primary

May	
Mon 25 th – Fri 29 th	Half Term
June	
Monday 1 st	Inset Day
Saturday 6 th	Ide Village Fete – Maypole Club Performance
Mon 8 th – Wed 10 th	Year 5 and 6 Residential
Friday 12 th	Parent Meeting for Year 6 going to West Exe 14.45pm
Friday 19 th	Oak Trip to Haldon Forest
29 th – 3 rd July	Sports Week
Tuesday 30 th	Sports Day
July	
Friday 10 th	FIS Fest
Wednesday 15 th	Chestnut Production (Matinee & Evening Performance)
Thursday 16 th	Dance Club Premier Showdown
Friday 17 th	Walkability
Friday 17 th	Year 6 BBQ and Leavers Assembly from 12pm
Tuesday 21 st	Last day of Summer Term

Term dates can be found on our website -[School calendar 2026/27 UK](#)



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 Lowri 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'.



See full reference list on our website

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