

# MOSSY LEA MESSENGER

Monday, 11th May 2026 XI.V. MMXXVI

## Weekly Highlights at Mighty Mossy!

**Acorn Class:** In Geography, we became rainforest detectives ! Using clues and actions, we guessed which layer of the rainforest was being described — the emergent layer, canopy, understory, or forest floor . In Science, we used our knowledge of Amazon rainforest plants to design our very own Amazonian species . The children showed amazing creativity and scientific thinking! In Art, we continued developing our sketching skills by focusing on overlapping and layering geometric shapes inspired by our artist studies.

**Oak Class:** In Science, we investigated which foods reacted the most — and least — with yeast. The sugar created a HUGE reaction! Many of us predicted flour would react the most, so we were surprised by the results. In Art, we continued creating our colourful backgrounds for our Anansi projects , ready for our stop-motion animations. In History, we took part in an exciting debate , acting in role as either Scottish or English citizens debating whether Great Britain should be formed during the reign of Queen Anne.

**Deaf Awareness Week:** This week we also learned about Deaf Awareness and how to communicate respectfully with someone who is deaf or hard of hearing. We discussed important tips such as:



Look directly at the person when speaking



Speak clearly and don't cover your mouth

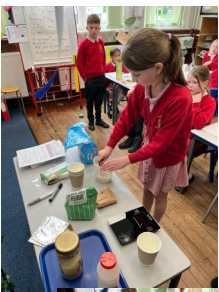


Gently tap someone on the shoulder to get their attention



Don't shout or look away while talking

**Forest Friday:** This week we celebrated the 100th birthday of David Attenborough . We explored his incredible career, achievements, and the huge impact he has had on our understanding of the natural world . We also created posters all about the Amazon Rainforest and the amazing plants and animals that live there. Sir David has visited South America many times during his career, so we sat outside in nature to research and create our work, just like real explorers and naturalists!



# Attendance Update

Your overall attendance  
93.9%

You are in decile 8, the bottom  
20-30% of schools

## Punctuality

Research shows that attendance and punctuality are the single most important factors in school success. Please make every effort to make sure your child is on time for school.



## Diary Dates

May	
21st	New intake meeting 4pm
22nd	Break up
June	
1st	INSET
2nd	Back to school
4th	Class Call in 15:30

## Weekly Awards





# Dear Year 6...

SATs don't measure sports,  
SATs don't measure art,  
SATs don't measure music,  
Or the kindness in your heart.

SATs don't see your beauty,  
SATs don't know your worth,  
SATs don't see the reasons,  
You were put upon this earth.

SATs don't see your magic,  
How you make others smile,  
SATs don't time how quickly,  
You can run a mile.

SATs don't hear your laughter,  
Or see you've come this far,  
SATs are just a tiny glimpse  
Of who you really are.

So sitting at your table,  
With a pencil and your test,  
Remember SATs aren't who you are,  
Remember you're the best!

# 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

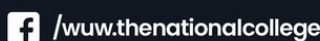
AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's 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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