



St Catherine's School & College

Specialists in Speech, Language and Communication Needs

St Catherine's
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Summer Term Week 3

1st May 2026

ACHIEVEMENTS & AWARDS



The Reader of the Week award has been presented to:
Kristen

The Behaviour For Learning award has been presented to:

Lukas	Cosmo
Olivia	Tristan
Branson Class	Millie
Imogen	Henley
Maisey	Gwehona
Selene	Francesco
Caiden	William P



The Behaviour For Character award has been presented to:



Liam	Jaden
Jamie	Charles
Charlotte	Megan

The Principal's Praise award has been presented to:

Francesco Charlie-Joe

Well done to all students who received awards this week!



ATTENDANCE

6AMD - 100%
 6ILP - 93.06%
 6JG - 94.44%
 Austen - 95.56%
Bloom - 100%
 Branson - 90%
Burton - 100%
 Goldberg - 97.78%
 Hopkins - 95.24%
Newton - 100%
 Oliver - 94.23%
 Packham - 79.37%
Radcliffe - 100%
 Watson - 97.22%



Well done to all classes who were here everyday this week!

DATES FOR YOUR DIARY

May

6th Parents/carers meeting in school (see newsletter for more information)
 22nd Students break up for half term

June

1st School reopens after half term
 26th Summer Fair!



THE GROVE AFTER SCHOOL CLUB

We are holding 'The Grove' after school club every Tuesday 3:30pm - 5:00pm.

<u>May</u>	<u>June</u>	<u>July</u>
5th - Seaglass	2nd - Basement Games	7th - Homemade Lemonade
12th - Outdoor Gym	9th - Pickleball/Dodgeball	14th - Ventnor Walk
19th - Field Games	16th - Seaglass	21st - Summer Activity
	23rd - Field Games	
	30th - Mini Golf	

All activities are weather dependent. If the weather is not suitable for an outside activity, an indoor alternative will be arranged. Sessions have to be booked in advance and parents/carers are able to book block sessions. If you have any queries or would like to book, please contact The Grove Team on: the-grove@stcatherines.org.uk
Transport must be arranged by parents. £2 per week.



BLOOM CLASS

In PSHE this week, we began our new topic on healthy lifestyles. We explored what contributes to a healthy lifestyle, focusing on the differences between healthy and unhealthy foods and learning about what makes a balanced diet. In Maths, we completed our division topic. We worked on dividing by 5 and 10 and applied our understanding to solve one-step division problems. In English, we continued exploring 'Jack and the Beanstalk'. We focused on writing expanded noun phrases and then planned our own versions of the story by adapting key elements. In Art, we carried on developing our understanding of different art forms. This week, we worked with clay and had great fun creating our very own flower tiles! In PE, we enjoyed playing football and tennis on the MUGA, developing skills that we can apply in game situations.



RADCLIFFE CLASS

During PSHE, we continued to discuss feelings and emotions. We played a board game and had to answer questions about what makes us happy or angry etc... Talking about our emotions can be tricky. In Maths, we learnt the word, 'mass'. We now know that mass is another word for 'weighing'. We practised using scales, finding heavy and light objects. We are weighing items using cubes. In English, we talked about the importance of a story needing to have the correct sequence. We laughed when we tried to retell the story of 'Jim and the Beanstalk' by mixing up the pictures. We had fun during our communication lesson as we were talking about 'verbs' and so we had to role play an action and guess what we were doing.

HOPKINS CLASS

Our Assembly was all about St. Georges Day and how it is celebrated in England to mark our National Day. We saw how people take part in re-inactments and also have street parties. It looked like lots of fun! For PSHE, we spoke about our futures and what we might need to do to get jobs or even our driving licence. We learnt there are a lot of tests involved and we will all need to be able to read well to complete them. In Humanities, we are learning about Shackleton and his incredible story of rescue and survival. We have been thinking about what we might choose to salvage from the sinking Endurance in order to build a camp and ensure our survival! During Science, we looked at evergreen and deciduous trees. We also looked at different types of flowers. Some trees have flowers on them, this is called blossom. Then we worked in pairs to cut out pictures and names of trees and flowers and matched them up. In DT, we have been looking at how to reinforce our bridges and some of us have been adding in a drawbridge, so we have needed to think about the strongest materials to support this.



PACKHAM CLASS

In PSHE, we explored the different emotions we feel. We learnt that everyone has feelings and we don't always know what other people are feeling. We also found out that our feelings and how we behave also affect those around us. In Humanities, we recapped the idea of timelines and had a go at putting events from the Ancient Egyptians in chronological order. In Science, we have been learning about the three states of matter and how things can freeze, melt, evaporate and condense. In Maths, we have been looking at measurement including how to add different units and also working out perimeters of different shapes. In Art, we have been designing and creating clay models of fish using different tools.

OLIVER CLASS

In Science, we looked at condensation and how it is formed. We thought about condensation in our daily life such as steam condensing on a window or mirror in our bathrooms. During Art, we looked up a famous ceramic artwork of animals. There was some lovely artwork made by various techniques and we moved onto our own animal to design out of clay. During DT, we finished off our one-point vanishing point and moved onto two-point vanishing points and followed instructions to draw various buildings. In Maths, we are looking at money and how to get the correct change out of certain notes. We all made a cafe menu and worked in pairs to buy and sell to get the correct change. In English, we finished off our debating work stating our opinions about animals living in a zoo.

AUSTEN CLASS

In PSHE, we looked at our environment. We explored different environments around our country and how we can look after them. In PE, we looked at different shots we can use in tennis, this week we focused on our forehand. In English, after finishing our chronological report on yellow spotted lizards, we moved on to focusing on our own topic to chronological reports. In Maths, we are focusing on money and amounts deducted after buying products and going to a cafe. In Science, we are learning about matter and how liquids, gas and solids change in different environments. In Music, we continued our notes with the ukulele and played the song 'Hakuna Matata'.

GOLDBERG CLASS

In Forest School, we continued to work through some of our Wild Passport shelter objectives. We worked together to make a teepee style shelter, which was tricky in the wind, and crafted an A-frame, which is a very useful and adaptable structure! In PE, we continued working on our tennis skills. In English, we finished our chronological report on yellow spotted lizards and began to plan and write another one on a topic of our choice. In Speech and Language Therapy, we have been playing 'Dungeons and Dragons', this is really helping with our communication skills. Another great week for Goldberg.



BURTON CLASS

In English, we have continued to read the story of 'George's Marvellous Medicine'. We had great fun learning to read with expression. We pretended to be different characters from the book and changed our voices while we were reading. We have also been learning to use possessive apostrophes and adverbs. In Science, we have looked at the three different states that we can find water in and are looking forward to carrying out some experiments next week. In Humanities, we learnt about the process of mummification and how the Egyptians' prepared people to move onto the afterlife. In PSHE, we have been looking at what makes a good friend and how we can be a good friend to others. In OT, we transported our plants into bigger clay pots to help them grow, and we built some bird houses for Swifts! In DT, we have continued working on our visual perspective drawings for our graphics work.

NEWTON CLASS

We have been working on linear sequences in Maths. It's challenging but fun. Going on a nature walk in Science was amazing. We got right out in the countryside and identified some strange plants. In ICT, we have been editing our holiday brochures, and some of us have moved onto a cool gaming project. Tennis in PE is a bit fancy. We've been practising for a big test in English.

BRANSON CLASS

In Assembly, we talked about St George's Day, how it is celebrated, and why. We watched a clip about a re-inactment. In DT, we have been working on our personalised cushion covers, finishing off our design ideas and getting ready to make them. In Maths, we are multiplying and adding fractions. In PE, we had fun testing our football passing skills, and having a go at under arm serving in tennis. In Communication Group, we discussed current news topics and why it's important to understand the news around the world and locally. We watched Newsround and learnt from a local news feed that a school on the Island had no water, so the students had to go home. In Maths, we have been working with the units of mass and volume.

WATSON CLASS

This week, we have finished reading through the main part of 'Macbeth'. In Communication Group, we looked at different types of news and discussed things that were of interest to us and that might directly affect us, such as the current wars. In Art, we are looking at different printing techniques and some of us have started making stencils. In Science, we went for a walk to investigate different types of plants in our environment. In SRE, we have been learning about human reproduction, how a fetus grows and completed a consent and laws quiz to check our knowledge.

6JG CLASS

Our Land Based students were busy re-potting seedlings this week, you have to be so careful when transplanting the delicate young plants, taking care to separate out roots and handle them gently by their leaves. We found the germination process of making 'seedsnails' has been very successful. In Science, we have been looking at Darwin's theory of Natural Selection and doing an activity about 'Sticky Dogs'. GCSE Photography students have been looking at vinyl covers and analysing these, even recreating some. This is the start of the next part of their project.

6AMD CLASS

We continued to work through our exam timetable, with Photography on Tuesday, Wednesday and Thursday. We're pleased to report we have finished our controlled task! We should be very proud of how we managed this, considering our assessment was split over many days. In English, having conquered writing articles, we have moved on to writing emails, to prepare us for our writing exam on Wednesday 6th May. In Maths, we have done targeted work on areas we need more practise on, as flagged up in our mock exams. This included simplifying algebraic expressions and reading scales. In our Vocational Studies BTEC, we have finished and edited our films. We are currently negotiating with various Hollywood institutions over distribution rights. As part of our group Occupational Therapy provision, we have begun looking at managing our reactions to triggers - developing strategies to keep ourselves regulated as best we can when faced with these. This will help us here in college during exam season, and in wider life, e.g. further study or in the workplace. We have done a great job engaging in this new topic. In Science, we have been revising the Chemistry unit for our exam on Wednesday 20th May, looking at atomic structure and the arrangement of the Periodic Table. We have also completed past exam questions.

6ILP CLASS

We have been very busy this week. We were able to experiment with collage efforts. We demonstrated our ability to follow instructions clearly by creating some interesting portraiture. We were able to consider bullet points and how they can be useful in a document. We looked at singular and plural words and how to use them in sentences. We also looked at how our actions affect others. Why is it important to consider others? We had a group discussion imagining what a community might look like if we removed kindness.



BLUE BADGE APPLICATIONS – OT INPUT

We are often asked whether our Occupational Therapy (OT) team can complete Blue Badge application forms.

Our OT service is based within the school and focuses on supporting students to access learning and participate in school life. As a result, our assessments are based on how students function in school rather than at home or in the community.

Blue Badge applications require detailed information about a child's mobility and day-to-day functioning in community settings. As this is outside the scope of our service, the OT team is not able to complete these application forms.

However, we are happy to support applications by providing a letter outlining your child's needs as observed within school.

If you would like to request a supporting letter, please contact the Family Liaison Officer in the first instance: flo@stcatherines.org.uk

NEW SIGNING SONG

Follow the link to watch and learn our new signing song, 'This is Me' that students will be learning at school this term.

<https://bit.ly/4dYqkau>

HELP YOUR CHILD STAY SAFE ONLINE

Please find below a link to resources and support around online safety for children and what parents/carers can do, which are being shared as part of the government's 'You Won't Know Until You Ask' campaign'
<https://kidsonlinesafety.campaign.gov.uk/>

FAMILY RECIPES

Friday 15th May is International Day of Families. To celebrate this, we would like to compile a book of the students favourite family recipes. A blank recipe page has been provided in this newsletter and we hope you can all participate in collecting some yummy recipes that we can recreate at college, school and at home. The recipes could be a starter, main, dessert or snack.

SUMMER FAIR 2026

Our Summer Fair 2026 theme is...

Hawaiian Party

WHITE PAPER CONSULTATION PARENT/CARER MEETING 6TH MAY

All parents/carers are invited to join a meeting on Wednesday 6th May, to share ideas for completing the White Paper Consultation.

This meeting will be held at the main school site from 10am to 12 noon.

The session is being organised and led by two of St Catherine's parents/carers.

SCHOOL MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Chicken/ Vegetable Curry or Jacket Potato with choice of filling	Toad in the Hole/Vegetable or Plain Sausage or Tomato Pasta	Roast Beef/ Vegetable Burger or Tomato Pasta	Macaroni Cheese with a Baguette or Jacket Potato with choice of filling	Beef or Vegetable Burger/Fish Fingers with Chips or Jacket Potato with choice of filling
Salad Bar Tuna or Mackerel	Salad Bar Cheese & Egg or Mackerel	Salad Bar Ham or Mackerel	Salad Bar Tuna or Mackerel	Salad Bar Cheese or Mackerel
Fresh Fruit Platter	Artic Roll	Fresh Fruit Salad	Cookies	Pudding of the Day

Fresh vegetables and salad are available with all main meals. Fresh fruit and yoghurt are always options for dessert.

Nature Photography Day: Monday June 15th

We will be celebrating this day by holding a college photographic competition, with prizes for the winning entries.

- The photographs can be taken anytime from now until the closing date Monday 8th June.
- You can use the May Holiday to take your photographs, whether you are at home or are going away.
- Pictures should be of the natural world, including animals, plants, and sea/landscapes.
- You may want to do closeups of leaves, flowers or shells. Be imaginative and think of different angles.
- Photographs must be taken by the students (not helpful family members!) and not include people
- You can use a camera or your phone to take the pictures.
- Email me the photos (troys@stcatherines.org.uk) or bring them in printed (a copy please as they may not be returned)

Most of all enjoy it and we can't wait to see your entries.





WINGWALK FOR ST CATHERINE'S

10TH AUGUST 2026
TO REGISTER YOUR INTEREST
EMAIL TANYA
SMITHT@STCATHERINES.ORG.UK



Corf Scout Camp Open Day

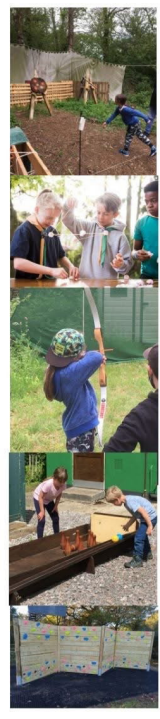
Saturday 2 May 2026
10:00am - 4:00pm

Corf Road, Shalfleet, PO30 4NT

Try something new:

- Archery
- Boulder Wall
- Frisbee Golf
- Kayaking*
- Shooting
- Tomahawks
- Open Fire Cook
- Climbing/High Ropes

All welcome - you don't have to be a Scout. Bring the whole family along.



Many activities. Refreshments.

Parking £5 per car at

What3Words: ///orders.twit.pace

*Water activities dependent on tide and conditions - swimwear & change of clothes required. No open toed shoes. All activities dependent on availability of time and volunteers. No unaccompanied children.



www.corfcamp.org.uk



COWES FRINGE

STITCHES & STORIES

THE COWES FRINGE COMMUNITY QUILT PROJECT
CELEBRATING 200 YEARS OF COWES' MARTIME STORY

FOR CHILDREN UP TO 18 YEARS OLD | EAST COWES TOWN HALL
SATURDAY 23RD MAY | 10AM - 1PM | REFRESHMENTS AVAILABLE

Specialist Support for Children with Additional Needs

Our personalised care addresses your child's specific needs while building practical life skills, communication abilities, and independence.

Professional, caring support tailored to children with additional needs. Our experienced Personal Assistants help develop skills, build confidence, and enjoy life to the fullest.

Over 20 years of trusted care for children and young people up to age 25 with ASC/ASD, ADHD, PDA, SEMH, LD and other complex needs.

<p>Personal Assistant Services Dedicated one-to-one support and respite care</p>	<p>Building Independence Developing confidence and life skills in line with EHCP and other desired outcomes</p>	<p>Tailored Family Support Coaching, mentoring and buddy schemes, Respite</p>
<p>Experienced and Trained Our staff are all experienced and trained to our mandatory standard, additional training can be sought as necessary.</p>	<p>Matched Support Personal Assistants carefully selected to meet your child's specific needs and interests</p>	<p>Professional Team Experienced consultants supporting families in Hampshire, Surrey, West Sussex, Dorset & Isle of Wight</p>

Ready to learn more?
Freedom Care Support for Your Child Attending a Special Needs School

See our detailed brochure [HERE](http://www.freedomcare.co.uk)
www.freedomcare.co.uk

0800 0851444
supportenquiries@freedomcare.co.uk

10 Top Tips for Parents and Educators

MANAGING EXAM STRESS

At some point in their education, most young people will encounter exam stress, which can affect their mental, emotional, and physical wellbeing. Mental health charity YoungMinds estimates that 87% of pupils experience exam-related stress. This highlights the importance of supporting young people to manage exam pressure effectively, maintain perspective, and protect their overall wellbeing during these periods.

1 PRACTISE WORKLOAD WISDOM



The build-up to exams can feel overwhelming, with competing demands on time and energy. Encourage young people to reflect on whether their workload is realistic and allows them time to rest and recharge. Support them in creating a manageable revision timetable that includes regular breaks and occasional days off. Remind them that plans can be adjusted if they feel overwhelmed, helping to reduce the pressure and prevent burnout.

2 CLEAR UP THE CLUTTER



A cluttered workspace can reduce focus and increase stress levels. Encourage young people to keep their study area tidy and organised, with clearly arranged notes and materials. A calm, dedicated space can support concentration and create a more relaxed mindset. Adding colour, mind maps, or creative elements can also make revision feel less daunting and more manageable.

3 MASTER THE MATERIALS



Revision can feel particularly stressful if young people are unsure where to begin. Help them confirm key study topics and materials, ensuring they're using accurate and relevant resources. Reducing uncertainty can help them feel more in control of their learning. Reassure them that they don't need to know everything perfectly, as building their understanding over time is what matters most.

4 GET CREATIVE WITH NOTES



Writing out detailed notes, rather than relying only on bullet points, can strengthen their understanding and retention. Encourage young people to turn these notes into flashcards for regular review and repetition. Feeling familiar with their material can boost their confidence and reduce anxiety during exams. This approach can help them feel more prepared and less likely to panic under pressure.

5 USE VISUAL MEMORY AIDS



Visual resources can make learning more effective and reduce their frustration when information feels difficult to grasp. Encourage the use of diagrams, videos, sticky notes, and colour coding to reinforce key ideas. Creating simple mnemonics can also make information easier to remember. Using a variety of methods can help prevent mental fatigue and keep revision feeling fresh and manageable.

6 BUILD A TECH TOOLKIT



Technology can be a valuable supporting tool during exam preparation when used in a balanced way. Educational websites, revision platforms, and subject-specific videos can help explain complicated topics clearly, reducing the risk of confusion or stress. Encourage young people to use these tools to support – rather than overwhelm – their learning, and to take regular breaks from their screens to protect their wellbeing.

7 KEEP REVISION ENJOYABLE



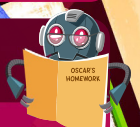
Revision is often more effective when it feels engaging and varied. Encourage young people to incorporate humour, real-life examples, or creative approaches into their learning. Mixing study methods, including light physical activity such as short walks, can also improve their mood and focus. Enjoyable revision experiences can help reduce stress and make the process feel more positive and sustainable.

8 USE ACTIVE STUDY METHODS



Active revision techniques can help young people feel more confident and in control of their learning. Strategies such as spaced repetition and active recall, including self-testing or explaining concepts aloud, can highlight both their strengths and areas for improvement. This clarity can reduce last-minute panic and support a calmer, more prepared approach to exams.

9 USE AI THOUGHTFULLY



AI tools can support revision by making learning more personalised and manageable. Young people can use them to generate practice questions, summarise information, or break down topics into simpler steps. Used carefully, these tools can reduce overwhelm and save time. Remind young people to check AI information with trusted sources to ensure its accuracy and build confidence in their understanding.

10 PRACTISE WITH ONLINE TOOLS



Online revision platforms can help young people test their knowledge and track their progress. Many offer quizzes, flashcards, and practice papers aligned with exam boards. Encourage regular self-testing – including timed activities – to build up familiarity with exam conditions. Becoming more comfortable with the format of exams can reduce anxiety and help young people approach them with greater confidence.

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of Social Enterprise UK's 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.



The National College

See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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