



Friday 8th May 2026

Dear Parents and Carers,

Snap shot of learning this week;

This week, we are proud to celebrate the many teaching and learning opportunities taking place across every year group. From hands-on exploration to increasingly independent thinking and leadership in the upper years, our children continue to engage with curiosity, creativity, and resilience. Each classroom reflects a vibrant learning community where pupils are encouraged to ask questions, collaborate with others, and challenge themselves to grow academically and personally. We are grateful to our staff for creating experiences that help every child to learn, and we look forward to seeing our children continuing to thrive throughout the year.

Year R



In Reception, we are currently exploring different types of minibeasts. We have been learning and writing lots of interesting facts, as well as creating representations of minibeasts in our artwork by combining a variety of resources. With a scientific focus, we have been completing bug hunts, learning about life cycles, and labelling the different parts of minibeasts' bodies. The children are thoroughly enjoying our Makaton minibeast songs and our favourite this week is '*There's a Spider on the Floor*'. Through fun, interactive, topic songs, the

children are learning sign language to help support our inclusive classroom environment. Well done Reception, fantastic effort!

Year 1

Year 1 have been thinking about stars as a part of their English learning journey. Last Monday, we received a special delivery and inside was a star that had fallen out the sky. Throughout the week, children have been writing star related sentences and working on their capital letters, full stops and finger spaces. All that writing has given twinkle the star enough energy to fly back up into the night sky. This afternoon, we put twinkle in a tree to give them a head start back into the sky.



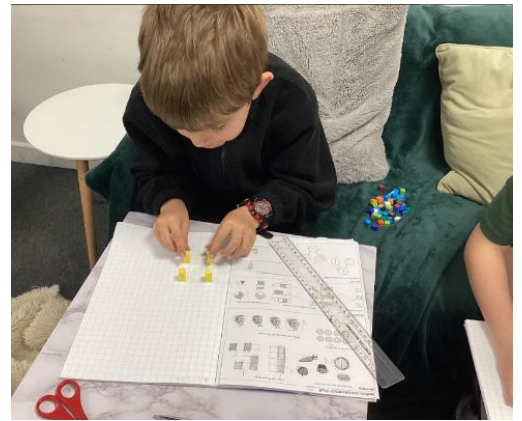
Year 2



Well done to Year 2 who have been scientific investigators this week. They have been out and about on the school grounds taking part in bug hunts. This links to the science learning about animals and their habitats. The children have linked this to the weather and the minibeasts being more active in the warmer weather. As part of their recording, the children were required to describe some of the characteristics. I am sure there might be some children taking this learning forward at home and keen to complete bug hunts in gardens or whilst out and about. Please take every opportunity to explore the environment more and build on vocabulary and learning.

Year 3

In Year 3 this week we have started a new learning journey for maths which is fractions. We started our learning practically, reminding ourselves how to find halves and quarters of an amount by collecting cubes and sorting them into equal groups, first finding one half and then one quarter. We then challenged ourselves with finding two quarters and three quarters of an amount before finally introducing the new learning of finding thirds.



In History we have been learning about Romans. This week we learnt about what they liked to do in their free time. We first discussed what we do and how we like to socialise with our friends and then compared it to Roman times. We found out that they enjoyed: going to the theatre, going to the Roman baths and watching gladiators and chariot racing at the colosseum. We created our own freeze frames in groups to show the fun things that Romans liked to do.

Year 3 /4

This week in science, year 3/4 have been looking at the journey water takes through plants and the job roots and stems have in this process. In order to observe this, we conducted an experiment where we put celery in coloured water to see if we could observe the colours moving up the celery.

What do you think will happen?

Can you make a good prediction?

What variables did we need to keep the same?



Year 5

Year 5 have been exploring Wassily Kandinsky's artwork and discovered he used music as an inspiration. The children listened to 3 very different pieces of music, considered how it made them feel and chose colours and shapes to reflect their emotions.

Year 5 have thoroughly been enjoying programming the Micro:bits in computing. This half term we have been

developing our ability in writing code to instruct the Micro:bit to do a series of tasks including creating a timed animation of a beating heart and making our names scroll across the display. This week's lesson focussed on being able to create a step counter, increasing in value when the micro:bit shakes and senses our movement! Well done Year 5!



Year 6

This week in Year 6, the children have been practising hard for the upcoming SATs and every single Year 6 child should be very proud of the work they have been doing both recently and across the year. Amongst the arithmetic, reading and GPS activities, Year 6 have been enjoying the role of 'markers' to identify the strengths of their work as well as identifying what went wrong and learning from any errors made. Year 6 also practised their GPS in a fun game called 'The Unfair Game!' which put their knowledge of GPS to the test and pitted them against each other to score points or donate them away! We are incredibly proud of Year 6 and the work they have put in to be as ready as possible. Well done Year 6!

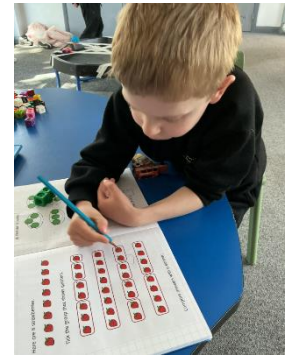


Greenhaven

It has been another fantastic week in Green Haven, with pupils showing excellent enthusiasm, teamwork and resilience across all areas of learning.

EYFS/KS1

This week, we have been exploring books from different cultures. We have used these stories as a stimulus to think about sharing, talking about our likes and dislikes, and discussing our feelings. In Maths, we have been exploring how to find and recognise fractions, focusing on halves and quarters. We have completed this through lots of practical activities such as cutting shapes and sharing different quantities into equal groups. In the afternoons, we have been using the NSPCC 'Speak Out. Stay Safe.' programme to explore the topic of bullying, as well as discussing how we can show respect and kindness to others.



KS2

This week, we have been writing poetry. We have learnt about using onomatopoeia and repetition for effect, before applying these skills to a story to create our own poems. In Maths, we have been focusing on addition and subtraction involving decimal numbers. The class have been using the column method to solve calculations accurately and confidently. We have also had some excellent conversations about bullying, including how to show kindness, respect everyone, and support one another.

Preschool Toothbrushing



Preschool have joined the NHS tooth brushing scheme and all children from 3 years old can take part. Every child following their 3rd birthday is provided with a registration letter and tooth brushing home kit and reward chart. As well as having a named toothbrush at Preschool. After lunch and outside play, we come inside to do our scarf dance or movement break. Then in small groups we come together around the tooth brushing table to brush our teeth.

Our toothbrushes are stored in trains and each group has a different colour. We brush our teeth for 2 minutes and we found a Danny Go tooth brushing song which we brushed along too. The programme is working really well and the children have taken to the new routine quickly and look forward to joining in.

Attendance:

Good school attendance is essential for children to achieve their full potential, build positive routines, and maintain strong relationships with their peers and teachers. We would like to remind parents and carers of the importance of making **daily contact** with the school whenever a child is absent. If a child is off school for more than one day, it is important that the school is informed each day with the reason for the absence so that we can continue to monitor attendance and ensure the wellbeing of all pupils. This was discussed during our regular meeting with the Local Authority attendance representative this week. Thank you for continuing to keep us informed at all times and for providing medical appointment information where appropriate.

Preschool Educational Visit to Amazon World

Preschool had an amazing day at Amazon World on Tuesday. They visited lots of different animal enclosures and had two keeper talks. In the morning they joined a Lemur walk and the keeper shared lots of stories and knowledge about the lemurs and we were able to see what they eat. Their favourite food was butternut squash. Then in the afternoon they had a Meerkat talk with the keeper, the meerkats were very busy and inquisitive. The children enjoyed watching the flamingos and meeting the wallabies. They were very friendly and came to say hello.

As well as learning all about the different animals we had time to practice our physical skills in the indoor soft play and in the large outdoor play area.



Year 5 Sailing:

This week's sailing was back out at sea, with the children showing their growing confidence in the water. I am sure there were lots of tired children at the end of their sailing day! Some children also had the chance to explore the habitats whilst in the beach environment too! Well done everyone.



Ordering School Meals

Please ensure school meals are booked for your child at the start of the week. It is important that this is completed online, via Parentpay before the week begins. Thank you for your support in this matter.

School Disco Success

Thank you to everyone that came along to support the school Bank Holiday Disco! The generosity of support to make events like this happen are really appreciated. £431.23 was raised for PTA funds, which will continue to support our OPAL play provision on the school site. Thank you to the wonderful PTA members that run and coordinate the success of these events.

OPAL (Outdoor Play and Learning)

Please see some of the key features of OPAL play this week.

OPAL News

This Week in OPAL...

The collaboration between groups of children across classes and year groups has really been evident this week. The dressing-up outfits have been shared from our youngest to oldest children and as always the Water Play Zone has been a time for experimentation and challenge for all year groups.

If you have any old clothes; especially hats and bags the children would love to have them!



It has been a week of singing and dressing up. From vikings to pirates and everything in between, our children have embraced the chance to try on a new persona.



Golden Welly Award

Due to our Bank Holiday we had no Golden Welly winner this week. Who will be our next winner – showing the qualities of a true play champion?



Personal achievements:



Well done to Tom Power, who had a busy bank holiday with lots of swimming achievements. Tom was awarded his Bronze swimming challenge, water skills 3 and his 200m distance award. Keep up the hard work Tom. Swimming is such an important skill to learn, due to our location on the Isle of Wight.

Online Safety Messages

Please see the latest bulletin from the National College at the end of the newsletter. This week it provides tips for helping neurodivergent children enjoy the online world safely.

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. Please see the poster at the end of the newsletter.

Love Matters: Family Support

Please see details of two different support sessions below run by love matters. Please also see posters at the end of the newsletter.

FULLY FUNDED 1 to 2 and 1 to 1 Relationship Support sessions for couples/individuals who want to improve their relationships with their partner or co parent. These sessions are underpinned by research and grounded in the evidence-based Gottman approach. These sessions are **educational in nature rather than couples counselling**, focusing on building knowledge, insight, and practical skills that can be applied in everyday family life.

For couples, 1:2 sessions support the development of stronger friendship, constructive conflict regulation, and stronger emotional connection—particularly during key transitions such as becoming parents. For individuals, 1:1 sessions provide a space to reflect on relationship patterns, increase emotional awareness, and strengthen confidence in navigating relationship and parenting challenges.

While not therapy, the sessions are underpinned by decades of research, and outcomes from this approach consistently demonstrate **significant benefits** for relationship satisfaction, stability, and overall family wellbeing.

Bookings for 1 to 2 and 1 to 1 Relationship Support can be made here: <https://calendar.app.google/biKfoH3kTRWc7zvW8>

Love Matters will run **3 Online Courses** over the year for parents in the perinatal phase, called **Bringing Baby Home**

There is an upcoming fully funded 5-week online course, **Bringing Baby Home**, which will be facilitated online on Tuesday 9th June at 8pm. This course is based on the internationally recognised Gottman approach and is specifically designed to support couples as they navigate early parenthood/ the transition to parenthood. (Flyer attached)

It's informal, no expectation to talk if participants don't want to, it's just a really important protected opportunity for couples to focus on **EACH OTHER** amidst the demands of pregnancy, birth preparation and early parenthood.

Bringing Baby Home is designed to proactively support parents during this pivotal stage, helping them build a strong, secure foundation for their growing family.

Throughout the programme, participants will:

- o Develop skills to strengthen communication and manage conflict constructively
- o Increase emotional connection and understanding between partners
- o Learn how to support one another through the transition to parenthood
- o Gain insight into infant development and how their relationship impacts their baby’s wellbeing
- o Build a nurturing and emotionally responsive family environment

Bookings for Bringing Baby Home course can be made here: <https://www.eventbrite.co.uk/e/bringing-baby-home-a-course-for-couples-in-early-parenthood-tickets-1985920069387?aff=oddtcreator>

Dates coming up:

Date	Event	Year Group	Details / Special Arrangements
Week 5			
Mon 11.5.26	Y6 SATs Week	Y6	All Y6 children to take part in Y6 SATs throughout this week, Monday to Thursday. Children to be in school from 8:00am each day please, for breakfast.
Thur 14.5.26	Sailing	Y5	Sailing session 4/10
Fri 15.5.26	Swimming	Y3 & KS2 GH	Swimming session 5/10
Week 6			

Mon 18.5.26	PTA Event	All children and families welcome to attend	Proposed PTA Bingo event – please see full poster below.
Tues 19.5.26	Educational Visit	Preschool	Aspire visit
Wed 20.5.26	Workshop session	Young Carers	Young Carers workshop and activity session in school
Wed 20.5.26	Reading Workshops	Varying classes	Stories in School Day – workshops in classes across school during the day.
Thur 21.5.26	Sailing	Y5	Sailing session 5/10
Fri 22.5.26	Swimming	Y3 & KS2 GH	Swimming session 6/10
Fri 22.5.26			
HALF TERM BREAK – Mon 25.5.26 – Fri 29.5.26			
Week 1			
Mon 1.6.26	Start of half term	Everyone	Welcome back to school for the start of the final half term of the year.
Tues 2.6.26	MHST Workshop	Y3 and Y4	Building Resilience Workshop led by the MHST for LKS2 children
Thurs 4.6.26	MHST Workshop	Y5 and Y6	Building Resilience Workshop led by the MHST for UKS2 children
Thurs 4.6.26	Workshop	Y5 and Y6	Bible Explorers Session
Fri 5.6.26	Sailing	Y5A	5A class begin their sailing session this week. Please ensure you bring a swimming kit to school and wear your PE kit each Friday. Session 1/5
Week 2			
All week	Phonics Screening Check	Y1	All Y1 children will undertake the National Y1 phonic screening check
Fri 12.6.26	PTA Event	All children	Sponsored penalty shoot-out and or sponsored skip. Children choose which they would like to take part in and collect sponsorship money. This event will take place during the school day.
Thur 11.6.26	Workshop	Y5 and Y6	Bible Explorers Session
Fri 12.6.26	Sailing	Y5A	5A class sailing - Session 2/5

Inset Days for the remainder of this year:

- Inset Day 3 - Monday 22nd June 2026
- Inset Day 4 – Friday 24th July 2026
- Inset Day 5 – Monday 27th July 2026

More dates will follow soon... please keep checking the list regularly for any additions. Thank you 😊

BINGO

GREENMOUNT

PTA Fundraiser



£2 PER BOOK OR £10 FOR 6 BOOKS

5 games per book

Novelty and small cash prizes to be won!

MONDAY 18TH MAY 3.15 - 4.45 PM

GREENMOUNT PRIMARY SCHOOL, RYDE



It's easy to think of a lunchbox as just fuel for the physical body, but for a child in a classroom, it's actually brain fuel. What they eat at lunchtime dictates exactly how much they'll get out of their afternoon lessons. A good balanced lunchbox will help with their energy, concentration and mood both at school and for the whole afternoon. We know it can be hard sometimes...we are here to help.

Finding fresh lunchbox ideas every day can be tough, especially on busy mornings.

Veg Power's Love Your Lunchbox resources are here to make things easier with simple, affordable inspiration that help your children to enjoy a wider variety of foods complete with a Shaun the Sheep Lunch Box planner for you to download and use too.



Everyone at Veg Power are parents and we all know the lunch box battle so, on our website, you'll find practical and helpful ideas including:

-  Quick tips
-  Easy fruit and veg-boosting ideas
-  Short videos from registered nutritionist **Catherine Lippe RNutr.** on what makes for a great lunchbox and covering the all-important question of "How do you get kids to eat what you pack?"
-  Ways to get your children involved in choosing and preparing their lunch



As it says on the website, aim for balance and not perfection - you don't have to do it all at once as small changes can make big differences.

Scan the QR code or follow the link to the website to explore new ideas and help to make packing those lunch boxes every morning a little bit easier and fun for you and your child.

go.vplink.click/LoveYourLunchbox

Bringing Baby Home



The Gottman Institute
A RESEARCH-BASED
APPROACH TO RELATIONSHIPS

A 5 week series of webinars for parents with babies to stay connected in this time of change

What will you learn?

- What "successful" couples do to keep love alive after children
- How to grow in friendship
- Practical ways to manage stress
- How to regulate conflict so you grow together & not apart
- Nurturing intimacy & Creating your unique family



"A couple's emotional connection provides the foundation for a child's development"

John Gottman



Fully Funded & Online
To book scan QR code or email:
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Book Now



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Informal & practical tools inviting you to experience a closer & more satisfying relationship



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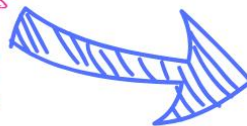
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The Gottman Institute

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APPROACH TO
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ADD THE SPORTS HALL FOR JUST £10

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Any enquiries can be directed to: jojo.morell@uksa.org



RYDE MEAD LAWN
TENNIS CLUB



Tennis & Pickleball

OPEN DAY!

Free entrance, all ages welcome

Kids bring your Mum and Dad for free taster lessons.

All equipment provided. Fun afternoon with music, side stalls, hot dogs, burgers, cakes and drinks. Raffle!

SATURDAY, 13 JUNE,
12PM - 4PM

CHURCH LANE, BEHIND
YELFS HOTEL, RYDE



JOIN US!



DON'T MISS THE FUN - SEE YOU ON THE COURT!

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 Lovell 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".



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See full reference list on our website



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What Parents & Educators Need to Know about WHATSAPP

AGE RESTRICTION
13+

WhatsApp is a free messaging app owned by Meta, allowing users to send text and voice messages, share multimedia, make video calls, and chat in groups. With end-to-end encryption, only the sender and receiver can view messages. This may offer privacy, but it also comes with risks that parents and educators need to be aware of.

WHAT ARE THE RISKS?

GROUP CHAT PRESSURES

Group chats enable multiple users to message in the same space, but this can also make it easier for young people to feel excluded or overwhelmed. Negative comments can escalate quickly, and young people may feel pressure to respond or stay engaged even when the conversation is uncomfortable or upsetting.

SCAMS TARGETING YOUNG USERS

Scammers are increasingly using WhatsApp to trick users into sharing personal information. Common scams include fraudsters posing as family members in an emergency or tricking users into revealing security codes. These can lead to identity theft or access to private conversations.

DISAPPEARING AND HIDDEN MESSAGES

WhatsApp offers features like disappearing messages and 'Chat Lock', which can give users a false sense of security. While intended to protect privacy, they can be used by young users to hide inappropriate conversations or content, making it harder for adults to spot potential issues.

EXPOSURE THROUGH CHANNELS

'Channels' are an optional feature that allows users to follow updates from public figures or organisations; however, there is no way to block this feature or filter its content by age. Young users may encounter adult or distressing content, including misinformation and harmful ideologies.

UNWANTED CONTACT AND LOCATION SHARING

WhatsApp users can share their live location, and if not managed carefully, this can allow others – even those in mutual groups – to track someone's whereabouts. Also, without the right privacy settings, young users may be contacted by strangers.

COMMERCIAL AND AI CONTENT

WhatsApp now includes ads in the 'Updates' feed and has introduced an AI assistant – Meta AI – across the app, which cannot be removed. These additions raise concerns about targeting, privacy, AI use, and the type of content children and young people might interact with.

...ONLINE...

Advice for Parents & Educators

REVIEW PRIVACY SETTINGS TOGETHER

Help young users check who can see their profile photo, status, and location. Activate the 'Silence Unknown Callers' setting and set group chat invitations to 'My Contacts' or 'My Contacts Except...' for added safety.

TEACH HOW TO SPOT SCAMS

Encourage caution around unusual and unexpected messages, especially if they involve money or codes. Help young users understand the signs of scams and what to do if they receive a suspicious message. Enable two-step verification to add an extra layer of protection.

BE OPEN ABOUT HIDDEN CHATS

Discuss why children and young people might use features like disappearing messages or 'Chat Lock'. Encourage them to share if something made them uncomfortable, even if the messages are gone. Let them know that privacy should not mean secrecy.

TALK ABOUT ADVERTISING AND AI

Explain that WhatsApp now includes ads and AI tools. Discuss the difference between genuine and sponsored content, and the potential for AI to share inaccurate or age-inappropriate responses. Encourage young users to think critically before trusting or interacting with these features.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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