



# St John's Church of England Academy

## Year 3 Parent Information 2023 – 2024

What can you and your child expect from  
this year?



# Identity

I know that my life matters.

# Excellence

Always giving my best.

# Character

I am becoming a better person.

# Teamwork

We work better together.

# Drive

I am hungry to discover.

# Stewardship

My life makes a positive difference.



*Because the world needs my light*

# St John's C of E Academy- Our Vision, Mission and Motto

Our vision is to be an excellent school, embedded in Christian values, that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future.

Our vision is founded on Matthew 5:16 "***Let your light shine before others, that they may see your good deeds and glorify your father in heaven.***"

Our mission as a school is to provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto of "I will shine!" intertwined with our school values of:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship



# I can make a positive difference

Friday  
14/6/24

1 John 3:16-17

*This is how we know what love is: Jesus Christ laid down his life for us. And we ought to lay down our lives for our brothers and sisters. 17 If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person? 18 Dear children, let us not love with words or speech but with actions and in truth.*

Showing Stewardship means:

- Being a good friend
- Showing kindness

Time to reflect  
When have I made a positive difference before?  
How did it make me feel?



# Teamwork

What does it mean to you? How has working on teamwork helped you this half term? Think of an example of when you have worked well as a team!

Friday  
13/1/23

# I can shine through my actions.

Galatians 5:22-23

*But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.*

Showing Character means:

- Praise acts of kindness
- Show self-control
- Be patient

Time to reflect  
Why do I ask questions?  
What BIG questions would I like to ask?

How have you shown the value of character?

I always give my best

I can see where I need to improve to be the best I can be

Wednesday 31<sup>st</sup> March  
Excellence Reflection

What have you learnt about Excellence? What does it mean to you? What will you do in the future?

I can be excellent in my character and the things I do

I can make the world a better place by being the best I can be

I can make mistakes and keep going

# We explore and play together.



# We have awe and wonder in the world around us.





We are braver together.



We learn together.



We create and build.

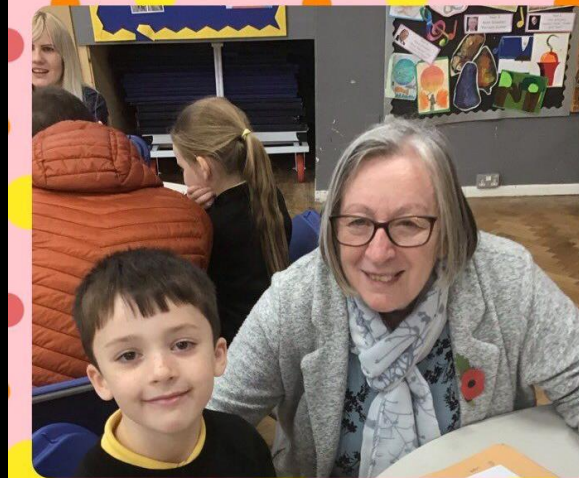


We aspire to be the best we can be.



# We praise God.





We are the St John's family.

PIC·COLLAGE

# We are World Changers!



# Behaviour Policy

## **St John's Primary School Golden Rules:**

### **Respect**

(Matthew 7:12 – “So in everything, do to others what you would have them do to you.”)

### **Kindness**

(Ephesians 4:32 – “Be kind and compassionate to one another, forgiving each other, just as in Christ God has forgiven you.”)

### **Perseverance**

(Luke 1:37 – “For nothing will be impossible with God.”)

# The St. John's Learning Ethos

***'Reflection' is an important part of teaching and learning at St. John's. We actively provide children with several opportunities to reflect on their learning as well as their personal wellbeing.***

**1. Time to Reflect:** During lessons, children are given 'time to reflect'. Teachers include a range of questions on their flipchart. These questions allow children to self-regulate their learning. Time to Reflect prompt mats are also on used by children daily. They include questions to prompt self-reflection and regulation.

**2. Shine Time:** Shine Time gives adults working in school the opportunity to provide regular, high quality feedback to all children in their class- both within and outside of lessons. This may be 1:1, in small groups or as a class and the focus will be either to *address misconceptions* or *provide further challenge*.

**3. Learning Partners:** Learning Partners' help to foster a culture of collaboration within school. It is also an important part of building relationships.



The moment  
is **NOW.**  
NOT tomorrow, OR  
yesterday  
or **SOMEDAY.**  
Right here. Right now.  
THIS is YOUR moment to  
**SHINE.**

## St. John's Church of England Academy

### Our Curriculum Vision: *The St John's Way*



**Discover**

**Captivate**

**Excite**

**Challenge**

**Flourish**

At St John's Church of England Academy, we will excite, engage and inspire pupils with a relevant, inclusive and memorable curriculum that makes learning irresistible. We will ignite children's curiosity, instilling a passion for lifelong learning. At the heart of their learning, children at our school will develop an understanding the core values we've developed as a community, the core values that we believe make our school special, the core values that will allow our children to shine and grow into respectful, global citizens.

Our core values are:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship

Alongside our core values, we will be relentless in our desire for all pupils to become independent self-regulating learners and we will provide regular 'WOW' moments for our children to have fun, encounter challenges and develop problem-solving strategies whilst planning, monitoring and evaluating their own learning. Children will leave St John's equipped with a range of strategies that will enable them to access future learning in a variety of ways - overcoming barriers to learning through resilience and perseverance, and achieving great success. Children will know how to live a healthy lifestyle, both physically and mentally.

Our 'Topic' curriculum will cover statutory objectives from the National Curriculum with the key knowledge, skills and understanding carefully mapped out and built upon over time. Children will be encouraged to re-visit prior learning and then delve even deeper, building on the skills and knowledge taught progressively each year. We are confident that this will lead all children at our school to flourish— both academically and personally, throughout our curriculum, within their school life and beyond.

# Website, X, Facebook

## Website

<http://www.stjohns.covmat.org/>



## X

@Stjohnscoventry



## Facebook

@stjohnscoventry



**You do not need a X (Twitter) account to look at learning on the @Stjohnscoventry page. Just type @Stjohnscoventry X into Google.**

Mrs Henderson - Class Teacher  
Miss Lawless - Class Teacher  
Miss Reeve – Teaching Assistant



Mrs Henderson  
**Monday, Tuesday**



Miss Lawless  
**Wednesday,  
Thursday, Friday**



Miss Reeve  
**Monday, Wednesday,  
Thursday**

# Year Group Timetable- flexible!

## KS2 Timetable – Year 3 – Autumn 1

	8:45-9:30 9.30-10.30		10.30-10.45am 10.45-11.00m 11.00-12:00pm	12:00 - 12:30	12:30pm - 1:30pm	1.30 - 1:40	1.40pm-2.30pm 2.30pm- 3:30pm		3:30pm- 4pm	
<b>Monday</b>	Collective Worship	Maths	Spellings B	English	VIPERS Lesson 1	L	Reading for pleasure	RE	Music	Story time
<b>Tuesday</b>	Collective Worship	Maths	R	English	VIPERS Lesson 2	U	French	Science	Story time	
<b>Wednesday</b>	Worship: Wellbeing Wednesday	Maths	Spellings E	English	VIPERS Lesson 3	N	Reading for pleasure	Topic	Story time	
<b>Thursday</b>	PE	PE →11.30am	Spellings A	Maths	C	English	Computing	Story time		
<b>Friday</b>	Collective Worship	Outdoor Learning	K	Maths	Learning Forum	H	Topic	RHE	Story time	

Drop-offs (8:45am-9:00am)

End of day: 3:30pm (gates open at 3.25pm)

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>
<b>Terminology for pupils</b>	<p>adverb, preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

# English Coverage

## What's coming up in the Autumn term?

Traditional Tales

Classic Stories

Information Texts

Contemporary Poems

# Maths Coverage

	<u>Week</u> 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autum	Place value 1			Addition and subtraction 1			Multiplication and division 1			Measures (length and perimeter)		Money
Spring	Fractions 1			Measures (time) 1			Measures (mass and capacity)		Geometry		Statistics	
Summer	Place value 2		Measures (time) 2		Addition and subtraction 2 (revise measures and money)		Multiplication and division 2		Fractions 2		Consolidate and assess	

# Topic-based learning for the Year

## Year 3 – Autumn Term Set in Stone



On entering Year 3, children will develop their historical knowledge further by stepping back in time to the savage Stone Age. They will look at what made this period in History special, exploring the discoveries and inventions. They will also investigate what cave men were really like and discover what it would've been like to live in those times...

Was it really that savage?

# Themes for the year...

## Going Global



Drivers- Geography and Values

Why do we need to save Rainforests?

We recognise and value the importance of the environment. Children will develop their knowledge and understanding of rainforests- their climates, people and creatures. They will also investigate deforestation and its global impact whilst considering how fair trade provides a positive way forward. Are you hungry to discover more?

## Egyptian Discovery




Driver- History

Who were the Egyptians and why were they important?

Building on their pre-historic knowledge from earlier in Year 3, the children will explore the secrets of Ancient Egypt- investigating the importance of the River Nile as a trade link, exploring the awe-inspiring wonder of the pyramids and discovering the mysteries surrounding the Pharaohs, Gods and Mummies. Let's travel back in time and unravel the secrets...

# Curriculum Maps

These were emailed home on Friday 8<sup>th</sup> September



## Year 3 Autumn Curriculum Map: Set in Stone

*What happened from the Stone Age to the Iron Age in Britain?*

Identity Drive Excellence  
Teamwork Character Stewardship

**As part of History, I will be learning about...**

The periods of time from the Stone Age to the Iron Age in Britain

- Approximately when the 'Stone Age' started
- The names and order of the 3 periods of the Stone Age from earliest to latest
- How the 'Bronze' and 'Iron Ages' emerged

The changes from the Stone Age to the Iron Age including:

- The different types of settlements and tools
- Art
- What life was like for people in those times— the culture!
- Farming

Stonehenge and Skara Brae

- What they are, where they are and why they are important
- What they were used for in the past
- What they are used for now

The impact of the Stone, Bronze and Iron Ages on life today

How people find/ have found out about the Stone, Bronze and Iron Ages.

**As part of Art, I will be learning about...**

Cave Art

- What it is and why Stone Age people created it.
- How it was created

Shading

- What it is
- How it can be used to create depth when sketching

**As part of Design and Technology, I will be learning about...**

Cooking

- What ingredients are used to bake bread
- How it is baked and how is this different to the Stone Age
- How bread in today's world is different to the bread cooked by people in the Stone Age.
- How different ingredients can be added to a simple recipe to alter the taste of the food.

*I will use a basic bread recipe to design and bake a healthy bread with additional ingredients.*

**As part of Geography, I will be learning about...**

Counties


- What they are
- Which counties we live in

Where Stonehenge and Skara Brae are located within the U.K.

Computer Mapping

How Google Earth and Google Maps can be an efficient way to pinpoint, locate, zoom into different countries, counties, towns, cities and landmarks in the U.K.

Discover, Captivate, Excite, Challenge and Flourish



Discover, Captivate and Excite: Exploring and creating Stone Age Cave Art / Trip to Compton Verney—Stone Age Settlers workstop.  
Challenge Day: Designing, preparing and making bread following own recipe.  
Flourish: Come and Share: Bread tasting  
Flourish: Time to Shine: Following trip—Exploring changes in Britain—Presentation to parents.

If you are an expert in any of the subject areas, and are available to support in any way, please contact your child's teacher!

# Knowledge Organisers

## Year 3 – Autumn Term Set in Stone Knowledge Organiser



**History Knowledge**

**Changes in Britain from the Stone Age to the Iron Age**

The Stone, Bronze and Iron ages are different periods of time in our history.

The Stone age is the name given to the earliest period of Human culture when Stone tools were first used. The Bronze Age is the name given to the period which followed when bronze replaced stone as the preferred material for making tools and weapons. The Iron Age followed and refers to the name given to the period when iron became the preferred choice of metal for making tools.

Approximately 400000BC-700000BC Stone Age in Britain begins. Approximately 2500BC Bronze Age in Britain begins. Approximately 800BC Iron Age in Britain begins.

Life in the Stone, Bronze and Iron age was very different from life today. People lived in caves and used tools they had made to hunt for their food. They made clothes from animal skins. They made pots and pans from clay to cook and store things in.

There were many changes to life from the Stone Age to the Iron Age. Settlements grew in size. The use of iron developed farming tools, making farming easier. The improvements in tools and weapons led to improvements in food production and the development of goods, weapons and jewellery which they used to trade.

The Stone, Bronze and Iron Ages were discovered through artefacts and monuments which have been found. Stone tools and cave art with a sharp metal edge have previously been discovered.

Monuments such as Stonehenge and Skara Brae give us an insight into the lives of people who lived during the Stone, Bronze and Iron age.

Life in the Stone, Bronze and Iron Age has inspired our life in Britain today in many ways. For example, living in close proximity developed community living along with living in houses although houses now are different to those built in the Iron Age. During the Bronze Age, farming was developed through inventing tools such as the plough. Such tools are still in use today, although they have been developed further.

Stonehenge is one of the world's most famous monuments, previously used for religious ceremonies, although it is still not clear what the exact purpose of the monument is. Stonehenge remains a popular attraction today as it is sometimes used for ceremonies.

Cave Art has been discovered in caves and consists of paintings from the Stone Age which were completed using natural materials such as ground up rocks and charcoal. Most cave paintings were of animals and hunters. We can find out about the past through artefacts and art work discovered.

**Stone Age** **Bronze Age** **Iron Age**

**Skara Brae**

Skara Brae is a well preserved Stone Age village built in the Neolithic Period around 3000 BC.

It is located in the Orkney Islands off the coast of the North Coast of Scotland. Skara Brae helps us to find out what life was like in the past.

**Stonehenge**

Stonehenge is a famous prehistoric monument in Wiltshire, South England.

The building of Stonehenge started around 5000 years ago towards the end of the Stone Age.

Stonehenge consists of a ring of standing stones.

**Art Knowledge**

Cave Art is prehistoric painted drawings on cave walls or ceilings. Some people suggest that cave paintings were a way for the people living during this prehistoric era to communicate, however others believe that they were for religious purposes.

Stone Age artists used their fingers, as well as hair, moss and horsehair brushes to dab paint onto the cave walls. They also blew paint through bone tubes or reed pipes onto cave walls.

Cave paint was made by grinding up coloured rock into a powder, red rocks and charcoal (burnt wood) were used. This powder was mixed into a paste using spit, water or animal fat which helped the paint to stick to the cave walls.

With drawing we can use shading to allow for darkness and lightness to create the illusion of depth on paper, we can do this using pencils and charcoal.

**Vocabulary**

Charcoal	A hot wood in art, producing a line that is done at the pressure point but more pointing of the edge.	Cave Art	Paintings and engravings in the walls of caves and rock shelters.
Shading	Using darkness and lightness to create illusion of depth on paper.	Darkness	Darkening an area that is shaded.
Stone Age	A prehistoric time when tools were made from Stone.	Lightness	Creating the illusion of light cast upon an area.

**Design and Technology Knowledge**

**Evaluation**

It is important to evaluate and reflect on a product to assess its effectiveness and whether it could be improved in any way.

Bread was created in the Stone Age but lacked and tasted very different to modern day bread as it was predominantly made from nuts, grains and seeds.

Paul Hollywood is a well-known modern day chef who is famous for designing and creating many different bread recipes. There is a wide range of different breads available to us such as white, wholemeal, wholegrain, gluten free, etc. Also breads that contain vegetables can be added to many different bread recipes to alter the taste and texture of the bread.

Paul Hollywood—Known for designing and creating many bread recipes.

**Design and Make**

There are lots of different ingredients that can be added to recipes to alter the finished product. Different ingredients can be added to bread recipes to alter the taste and texture, when changing the bread from a soft loaf to a crusty loaf.

Modern day bread recipes differ from that of the Stone Age as today bread recipes use the dough to rise before baking. When baking bread, you need to follow the process of mix, knead, prove, bake.

**Evaluate**

When evaluating a product, it is important to evaluate it against your design. This helps us to see what went well, what went wrong and why. This helps us to see how it could be improved next time.

**Vocabulary**

Measures	Assesses the size or amount of something by using an instrument or device marked in standard units.
Ingredients	Food or substances that are combined to make a particular dish.
Recipe	A set of instructions for preparing a particular dish.

**Geography Knowledge**

The countries of the United Kingdom and its surrounding seas and countries

### The United Kingdom

**Vocabulary**

City	A large town.
County	Usually consist of several towns and the rural areas that surround them.
Wiltshire	Counties attached within the United Kingdom.
West Midlands	
Worcestershire	
Orkney	
Lochs	To find.
Skara Brae	Stone built Neolithic settlement located in Orkney, Scotland.
Stonehenge	A prehistoric monument located in Wiltshire, England.








These were emailed home on Friday 8<sup>th</sup> September

Your child will be assessed on their understanding of this knowledge. Any help you can provide them with will be gratefully received.

# Learning Logs



## St John's C of E Academy Tic Tac Toe: Termly Learning log Year 3 Autumn – Set in Stone

<p><b>Geography</b></p> <p>This term, we are learning about counties. Can you use maps to locate the county we live in?</p> <p>Can you find the counties that Stone Henge and Skara Brae are located in?</p> <p>Present your knowledge in a creative way.</p> 	<p><b>Science – Animals including humans</b></p> <p>Can you sketch a human skeleton and name as many parts of the body as you can.</p> <p>Which bones can you name, label and remember?</p> 	<p><b>Art</b></p> <p>Use natural materials to create a picture of the Stone Age.</p> <p>Create types of paint by crushing berries, grass, leaves and other natural materials. Use the paint to create a picture.</p> 
<p><b>DT / History</b></p> <p>Create a model of a Stone/ Iron/ Bronze Age village. Research Skara Brae for further ideas. Remember to use materials and recycled materials you already have at home.</p> 	<p><b>Value – Identity</b></p> <p>Design a poster which shows the value of <b>Identity</b></p> <p>I know that I am special I know that God has a plan for me I can be confident being me I can give my unique contribution I can take my place <b>I know my life matters</b></p>	<p><b>English</b></p> <p>Write your own prehistoric adventure story. Will it be set in the Bronze age, Iron age or Stone Age?</p> 
<p><b>Computing</b></p> <p>Research Stone Henge to answer these questions.</p> <p>What is it? How old is it? How was it created? What was it used for in the past? What is it used for now?</p> <p>Create a fact page or poster to show your understanding.</p> <p>Maybe you could record a documentary and add it to your books as a QR code?</p>	<p><b>Maths</b></p> <p>Tommy is not sure how to add a 2-digit number to a 3-digit number, using the column method at counters.</p> <p>Write some clear instructions to help.</p> $\begin{array}{r} 673 \\ + 18 \\ \hline \end{array}$ 	<p><b>Art</b></p> <p>Can you produce a cave painting? Maybe you could create a piece of rock art? These are human made markings on natural stone.</p> 

Try to complete at least 3 challenges so that you make a vertical, horizontal or diagonal line, or any three that you like! Try to include the middle square if you can. Colour in each square as you complete that activity.

To be completed no later than **Monday 9<sup>th</sup> December** when we will celebrate and share all your projects. You are welcome to bring in your home learning earlier if you have completed it. Enjoy and have fun!

Year 3 Team: Miss Lawless, Mrs Henderson and Miss Reeve

**Learning Log home learning is optional. They are provided for your child to explore areas of the curriculum at home. Some children will complete them independently and some will enjoy completing tasks with a parent or sibling. Your child can complete one, three, nine or none – the choice is yours.**

**All learning is celebrated in class.**

**Please use recycled materials or items you have at home, there are no expectations that you buy anything. If you think school can help, please ask.**

# Other areas of the curriculum

## Science

Throughout the year, we will be learning about:

- Animals including Humans
- Rocks
- Sound
- Forces and Magnets
- Plants



# Other areas of the curriculum

## Computing

### Autumn 1:

Area of Computing: Information Technology  
(Data and Information)

Strand: *Branching Databases*

Software: J2Data

### Autumn 2:

Area of Computing: Computer Science  
(Programming)

Strand: *Sequence in music*

Software: Scratch

### Spring 1:

Area of Computing: Information Technology  
(Media)

Strand: *Desktop Publishing*

Software: Adobe Spark app, or other software  
such as Canva or Microsoft Publisher.

### Spring 2:

Area of Computing: Information Technology  
(Networks)

Strand: *Connecting Computers*

Software: paint app

### Summer 1:

Area of Computing: Computer Science  
(Programming)

Strand: *Algorithms (flowcharts and  
debugging)*

Software: PurpleMash

### Summer 2:

Area of Computing: Information Technology  
(Media)

Strand: *Stop Frame Animation*

Software: iPad app iMotion

# Other areas of the curriculum

## P.E.

- Basketball
- Tennis
- Tag Rugby
- Dance
- Gymnastics
- Football
- Multi-skills
- Hockey
- Athletics
- Rounders



# Other areas of the curriculum



Music Long Term Plan 2024/2025; Get Set 4 Music Scheme

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Stone Age	In the Garden	Christmas Play	Recorder	Mayans	Recorder	Greek Myths

# Other areas of the curriculum

## Relationships and Health Education (RHE)

### Our Safety

We will be looking at keeping ourselves safe inside and outside of school as well as in the wider environment when out and about. We will also explore the importance on Online Safety.

### Our Relationships

We will be looking at what it means to be part of a family and respecting different types of families. We will also explore the different ways of caring for and supporting each other.

### Our Bodies

We will be looking at life choices to ensure a healthy life and the positive impact that exercise has on our mental and physical health.

# Other areas of the curriculum

## Relationships and Health Education (RHE)

### Our Community

We will be exploring the reasons for rules and law in society and the importance of abiding by these laws. We will also be exploring our Human Rights and the rights and responsibilities we have.

### Our Future

We will be looking at jobs within different sectors, as well as exploring common myths and gender stereotypes relating to work. The children will explore their own interests, skills and achievements and how these might link to future jobs.

### Our Feelings and Wellbeing

We will be exploring the importance of self-respect and the right to be respected by others. We will also be looking at bullying and hurtful behaviours and the effects and consequences of bullying for the people involved.

# Other areas of the curriculum



## MFL - French

The units in French that we will be learning this year are:

1. Getting to know you
2. All about me
3. Food, glorious, food!
4. Family and friends
5. Our school
6. Time

# Inclusion and SEND

- ▶ If you have any concerns about your child's learning, behaviour or wellbeing, please speak with your child's class teacher in the first instance.
- ▶ Following this, meetings can be arranged with parents, class teacher and Mrs Henderson (SENDSCO).
- ▶ Further meetings will be arranged with Mrs Henderson, to begin to address any next steps.
- ▶ OR email, catch her in the playground or telephone the office to arrange a meeting at any time.
- ▶ [Sara.Henderson@stjohns.covmat.org](mailto:Sara.Henderson@stjohns.covmat.org)



# Expectations and Support from home

- Reading books- signed by Parents at least twice a week. If the book has been read to the end, please write 'finished' or 'read to end'. Books are changed by the children when they have finished their book.
- Spellings- new spellings are shared with the children on a Monday and there is an informal test a week on Monday – a two-week cycle. Please support your child with learning these at home.
- Learning Logs - out on Friday 13<sup>th</sup> September- returned Monday 9<sup>th</sup> December.
- Times table Rockstars is available for you to use with your child at home.
- PE is on a Thursday. (Children to come to school in PE kits and wear them all day.)
- Water bottles (named) in school daily.
- Uniform policy followed: please name all uniform! (For more information please see the school website.)
- If your child is being collected by someone different, please inform the office and the teaching staff.

# What's coming next?

- ▶ Termly Learning Conference - Wednesday 16<sup>th</sup> and Thursday 17<sup>th</sup> October
- ▶ 'Come and Shares' and 'Time to Shines'- look out for the dates of these on the newsletter!
- ▶ Friday 11<sup>th</sup> October – Kindness Workshop – parents invited in from 9.30-10.30am.
- ▶ See the school website Calendar for dates for your diary  
<https://www.stjohns.covmat.org/diary/list/>

We know the start of the year can be a tricky time for you and your child. Please remember we are always here to support you as a family.

Together, we shine!

