



Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



Through our love of God and of each other, our children will thrive personally and academically in a happy, safe place of faith and high expectation for all

February 2026

Headteacher's message:

Another newsletter to share the wonderful things taking place at St John's. We are very excited to be well into the Spring term already and we continue to work hard to achieve our best.

The indoor lunchtime provision is well under-way and the children are enjoying playing with the new activities and resources we have for them. As well as this, we have new playground equipment for the children to use outside. We will be training some of the children as Play Leaders which will start in March.

Mrs Soper

Headteacher

The St John's family are...

RESPECTFUL by

- being thoughtful
- being patient
- being silent when walking around the school
- SLANTing in lessons and Collective Worship

LOVING ONE ANOTHER by

- being kind
- caring for and helping one another across the school
- being polite

RESILIENT by

- being hard working
- verbalising our emotions safely
- being the best ME I can be
- believing in yourself
- always engaging in our challenging learning



THIS IS OUR PROMISE

Calendar reminders coming up this term

Details	Date and time
Class Photographs	Monday 23 rd February
Parent's evening (online)	Tuesday 24 th February 15:20 – 18:00pm
Year 5 & 6 Aylmerton residential	Monday 2 nd March – Wednesday 4 th March
World Book Day	Thursday 5 th March
Parent's Open Afternoon in classrooms	Thursday 5 th March 15:20 – 16:00pm
Wren Class Collective Worship	Friday 6 th March 9:10 – 9:30am
Duckling Class Collective Worship	Friday 13 th March 9:10 – 9:30am
Height & weight checks for children in Reception and Year 6	Tuesday 17 th March
Robin Class Collective Worship	Friday 20 th March 9:10 – 9:30am
Year 3 & 4 Easter Production	Friday 27 th March 9:30am and 14:00pm
Mother's Day lunches	Every Thursday in March

Just a reminder that we are a Nut Free School so please ensure that any products, including drinks, do not contain any element of nut based produce. Thank you.





A compilation of news from around the school...

It's been an exciting few weeks in school, full of learning, creativity and fun in EYFS!

In Reception, the children have explored the texts, *We're Going on a Bear Hunt* and *The Great Race*, the story behind the Lunar New Year. They have demonstrated a fantastic grasp of story comprehension through a range of activities, including some exciting bear hunt yoga. The children were able to identify key parts of *The Great Race* and developed some wonderful sentence writing inspired by the story. It has been lovely to see their independence and confidence with writing continue to grow.

In maths, they have consolidated their knowledge of numbers to 8 using part-whole models and exploring the concept of doubles. This week has also been all about length and height. The children used a range of resources to measure items around the classroom—sometimes even measuring themselves!

All of the children have completed their science topic on weather, finishing with their own weather forecasts.

We have also come to the end of our R.E. topic on Sikhism. The children have really enjoyed learning about the traditions of being a good host. They especially loved the messages shared through stories such as Dhuni Chand and the Needle.

And as always we have had tremendous fun in forest school. We have swung, sang, climbed, and relaxed. We have loved being in nature even when a little chilly but most of all we really loved getting muddy.

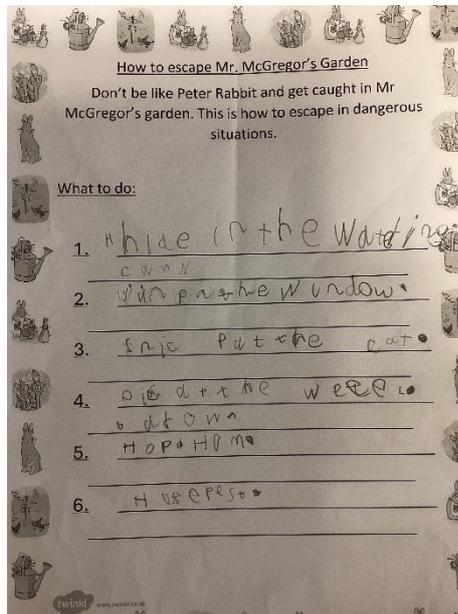
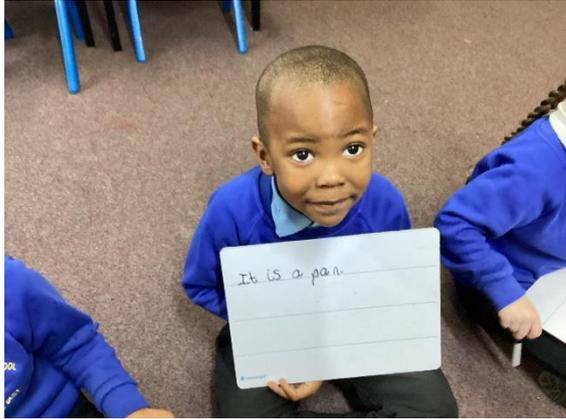
Year 1, children have been busy exploring both narrative and instructional writing through the story of Peter Rabbit. They have shown a strong understanding of narrative structure, alongside an impressive depth of knowledge about the text. In maths, they have been applying a wide range of skills through reasoning questions. The children have been focusing on how to read each question carefully and work out exactly what is being asked of them, showing great resilience and determination throughout.





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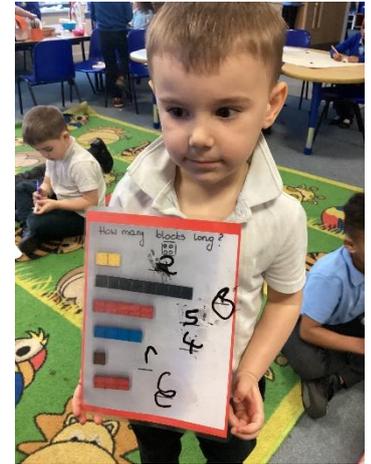
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How to escape Mr. McGregor's Garden
Don't be like Peter Rabbit and get caught in Mr McGregor's garden. This is how to escape in dangerous situations.

What to do:

- hide in the watering can
- jump out the window
- sneak past the cat
- peek at the wheelbarrow
- hop home
- have a rest





Year 2, What a wonderful term we have had! In mathematics we have been learning about addition and subtraction, the children have been developing their knowledge of addition and subtraction by using their number of facts and resources to round, count on and bridge to the next ten.

In Guided Reading we have completed stories from our book Greek Myths. We have finished the stories of; "In the beginning Pandora and the box," and "Persephone and the pomegranate seeds." The children have shown a lovely understanding of the feelings and motives for the characters which has led into their writing in English. They have initially planned their writing, by firstly drawing a story map and writing a plan; detailing the opening, climax and ending with the key points they wish to include. Each day they have looked at a section and written beautiful sentences using adjectives and conjunctions to demonstrate their flair in writing. We have also looked at a story called Hom. It is a story about a young boy who lost his family and found a best friend in a green creature who lives alone on a deserted island. They have lots of adventures and the children have loved writing letters and recounts as if they were the boy.

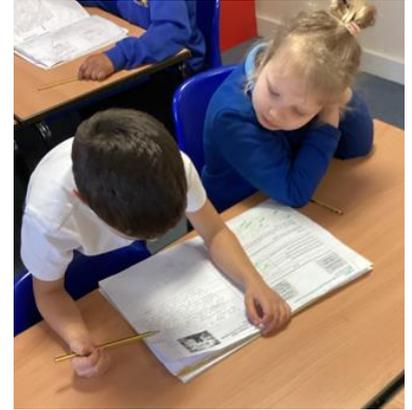
In science, we have completed our learning of electricity. The children have been drawing and labelling circuits, and had a go at exploring their understanding further by constructing circuits independently. We conducted an experiment to find out which materials are conductors or insulators. The children really enjoyed this. In Geography, we have compared two very different locations in the world. Huntingdon and Cape Town. We have explored differences in population, human and physical features, and climate. The children have been learning why their location affects these differences. *In Art, the children have completed their own self-portraits. Absolute masterpieces; we are sure you will agree! We have also looked at Pablo Picasso and his Art movement of Cubism. The children have explored how very different Cubism was compared to all Art that had come before. They had a lesson trialing the composition of a portrait in the Cubism style. The children really enjoyed the freedom and creativity that cubism gave them. Have a wonderful half term and We want to thank you for all the continued support. Enjoy the break!*





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Year 3, Art – Ancient Egypt Comes Alive!

This fortnight in Art, pupils explored the amazing world of Ancient Egyptian art! They learned about the Great Sphinx in Giza, a huge statue with the body of a lion and the head of Pharaoh Khafra and created their own mini-Sphinx sculptures from clay, shaping the body, head, legs, and paws, adding fine details, and painting them carefully. Pupils also studied the bust of Queen Nefertiti, learning how it shows her beauty and importance, before designing Egyptian collars on cardboard plates using pasta and paint, focusing on pattern, symmetry, and colour. These hands-on activities brought history to life while letting children be creative!

History – Anglo-Saxons & Vikings

In History, pupils explored Anglo-Saxon culture and the Vikings. They learned that Anglo-Saxons were skilled craft workers, enjoyed feasting and storytelling, and worshipped many pagan gods before converting to Christianity, as recorded by monks like Bede. The Vikings, from Scandinavia, were expert shipbuilders whose longships allowed them to explore, trade, and raid across Europe. Pupils drew and labelled Viking ships and discussed how these skills shaped trade and exploration, building their historical knowledge and curiosity.

Geography – Rivers Near and Far

This fortnight, pupils studied the major rivers of Asia: the Yangtze, Yellow, Ob, Indus, and Ganges. They discovered that rivers supported ancient civilizations, like the Indus Valley, and continue to provide water, transport, and energy today. Pupils learned that the Ganges is sacred to Hindus and explored how dams and irrigation impact communities downstream. These lessons helped children understand the importance of rivers for people, civilizations, and the environment, both past and present.

Science – Fossils & Soil

In Science, pupils have explored fossils and soil. They learned how bones, shells, and plants can be preserved over thousands of years, forming fossils, and how paleontologists like Mary Anning uncover clues about life long ago. In soil lessons, pupils examined different types—sandy, clay, chalky, and peat—learning how soil supports plants, holds water, and provides homes for animals. They observed samples closely and discovered how rocks and decaying plants combine to create fertile soil.

PE – Gymnastics in Action!

In PE, Puffins and Chaffinches have been exploring gymnastics, developing balance, strength, flexibility, and coordination. Pupils practiced rolls, jumps, leaps, and both still and moving balances, learning to:

- Perform forward, backward, and log rolls with control
- Execute jumps and leaps with good posture and landing
- Hold balances on different body parts
- Link movements to create smooth sequences
- Work independently and with partners to build confidence and teamwork





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RE – Understanding Incarnation

In RE, pupils have been exploring the Incarnation and what it means for Christians. They learned that Christians believe Jesus is God in human form, sent to live among people to teach, guide, and show God’s love. Pupils discussed why Jesus is special, what the Incarnation means, and how this belief influences how Christians live, from helping others to following Jesus’ example. Thoughtful discussions and questions helped pupils connect beliefs to real-life actions and traditions.

English – Reading, Writing & Fireworks!

In English, pupils finished our class reader, *The Firework-Maker’s Daughter*, and are about to start *The Boy Who Grew Dragons*. They wrote narrative texts inspired by Lila’s adventures, imagining her meeting Razvani in search of the secrets of becoming a firework maker. Pupils also created instructional narratives, such as “How to Clean Your Elephant,” using fronted adverbials, step-by-step methods, imperative verbs, and chronological order.

These activities developed structured writing, sequencing, and storytelling skills while mixing adventure with clear instructions.

Math's – Mastering the Four Operations

In Math's, pupils have been developing number skills across multiple areas. They solved linear sequences and multiplication and division missing number problems, using times tables and mental strategies. Pupils also practiced column method multiplication and applied known facts to addition and subtraction problems, strengthening calculation skills, fluency, and problem-solving.





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In **Year 4**, Maths class, we have been deepening our understanding of fractions and their component parts. The children have used this knowledge to mentally solve increasingly complex calculations using unit and non-unit fractions. They have then moved on to solving worded problems too. In English, we have learnt all about punctuating direct speech accurately and finding appropriate reporting clauses. We have remembered all about statements, commands, exclamations and questions, and we have learnt to identify and use relative clauses. Additionally, we have also revisited how to use fronted adverbials effectively.



In Geography we have been contrasting and comparing countries in Eastern Europe with the UK, and we have researched the conflict presently taking place between Russia and the Ukraine. In RE, Year 4 have continued to study Islam and in particular the values and beliefs of Muslims. In History, Year 4 have been learning about leisure activities in ancient Rome, and the Punic Wars. In P.E Year 4 have been continuing Gymnastics perfecting form, entrance and poise. We have presented routines in unison and singularly. In Science we have looked at the damage caused to ecosystems by pollution, and how human activity has affected the local environment.





Year 5,

In English, the children have been developing their writing skills by focusing on how to build more sophisticated sentences. They have learned how to use modal verbs to show possibility, certainty and obligation, and how to add fronted adverbial phrases to complex sentences to give extra detail about time, place or manner. Pupils applied these skills when responding to our RE question, "Can good come out of evil?", where they planned, drafted and wrote extended responses. They were encouraged to explain their ideas clearly and support them with reasons and examples. Alongside this, the children spent time editing and redrafting written work from our previous *The Lion, the Witch and the Wardrobe* unit. They focused on improving vocabulary choices, sentence structure, punctuation and presentation, helping them to understand that strong writing is developed through careful revising and editing.

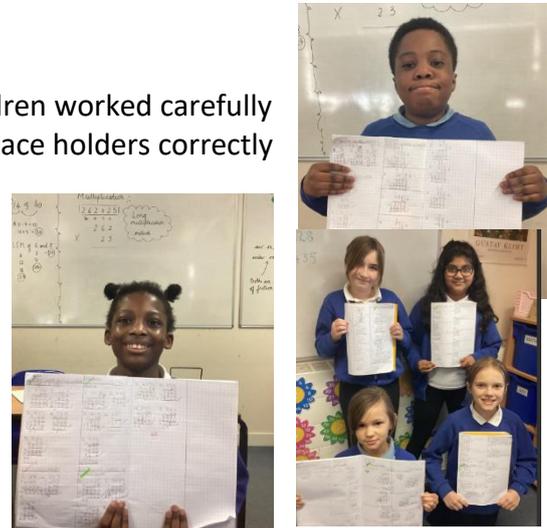


Guided Reading

In guided reading sessions, the children continued reading *Holes* by Louis Sachar. They have explored the characters, settings, and themes in greater depth, discussing how the author builds tension and gradually reveals important information using flashbacks. Pupils have practised answering a range of comprehension questions, including making predictions, inferring characters' thoughts and feelings, and justifying their answers using evidence from the text. This work supports children in becoming more confident and thoughtful readers.

Maths

In maths, the focus has been on long multiplication. Children worked carefully to understand the importance of place value and using place holders correctly when multiplying larger numbers. A strong emphasis was placed on a clear, organised presentation to help avoid errors. Once secure in the method, pupils applied their skills to reasoning and problem-solving questions, explaining their thinking and checking their answers. We also revisited fractions, including finding the lowest common multiple, to help consolidate prior to learning and ensure children feel confident applying these skills in different contexts.



Geography

In geography, pupils explored how humans change the landscape, using the Ribblehead Viaduct and the Humber Bridge as key examples. They learned why flat land was ideal for early railway construction and why the hills of Yorkshire Dales presented challenges for engineers. Children discovered how viaducts provide a level surface for trains to cross valleys and how the Humber Bridge allows vehicles to cross the Humber Estuary more easily and safely. We discussed the idea





of interconnection, considering how people and the environment are linked, and how human activity can shape the landscape over time.

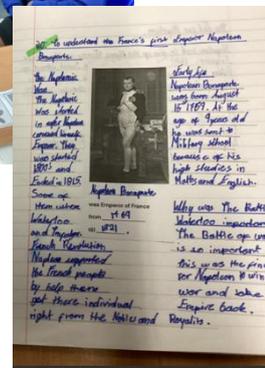
History

In history, the children learned about the Battle of Trafalgar and the exile of Napoleon. They explored why the battle was important for Britain and how it affected events across Europe. Pupils discussed the role of leadership, strategy, and naval power, as well as the consequences of Napoleon's defeat and exile. This helped children to understand how historical events can have long-lasting impacts.



Science

In science, pupils studied reproduction in flowering plants. They learned that plants reproduce by combining male and female gametes to form a fertilised egg, which develops into an embryo inside a seed. Children explored the structure and function of different parts of a flower, including sepals, petals, stamens, anthers, pistils and ovaries. They learned how pollination and fertilisation occur and why insects and other pollinators are vital for plant reproduction. Children also learned about scientist David Attenborough, exploring how his work has helped people to understand the natural world and the many different roles scientists have in society.



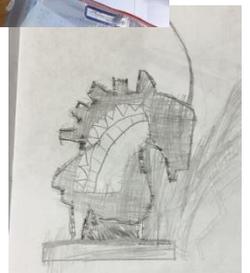
Music

In music, the children have continued their work on African American spirituals. They explored the historical background of these songs, learning how they were created and sung by enslaved African Americans to express hope, faith and resilience. Pupils listened to a range of spirituals and identified musical features such as call and response, repetition and strong rhythms. They practised singing together, focusing on pitch, timing and expression, and discussed how music can be used to communicate powerful messages and emotions.



Art

In art, the children continued learning about Benin art from Western Africa and how cross-cultural trade influenced artistic design. They explored how the Edo peoples of Benin City traded with Portuguese merchants from the 15th century and how this relationship was shown in Benin plaques and ivory carvings. The children learned how Portuguese traders were represented differently from Edo figures and discussed why they were included as a symbol of wealth and power. They also learned about the later history of the Benin Plaques, including how they were taken by British forces in 1897 and why there is





ongoing debate about their return. The children designed and began creating layered cardboard reliefs inspired by Benin art, focusing on raised patterns and textures.

French

In Year 5 French this week, the children explored how to ask for and give the price of fruits and vegetables in a French market. They learned about the currency used in France, the euro, and practised key phrases such as “*Combien coûte...?*” (How much is...?) and “*Deux pommes coûtent trois euros*” (Two apples cost three euros). The lesson included fun, interactive activities: a “Price is Right” game to match items with their cost, and a market conversation task where pupils arranged sentences in the correct order and practised reading them aloud in pairs. Throughout, children focused on using correct intonation when asking questions and joined in confidently with games, building both their speaking skills and cultural understanding.



Year 6, English

In English, the children have been working hard on editing their most recent narrative writing. They have been thinking carefully about how they can *uplevel* their work by making purposeful choices with vocabulary, sentence structure, and description. A big focus has been on improving their writing so it has more impact on the reader.

Maths

In maths, we have been continuing to strengthen our arithmetic skills through regular practice. Alongside this, we have been securing our understanding of perimeter, area and volume, making sure children can confidently apply these skills to a range of problems.

PE

Over the last couple of weeks in PE, Year 6 have been finalising their gymnastics sequences and showcasing them to each Year 6 class. The children have had the opportunity to perform, receive feedback, and also practise giving thoughtful and constructive feedback to others. This has been a brilliant way to develop both physical skills and teamwork.

Design and Technology (DT)

In DT, children have been finishing their designs using a CAD system. They have also spent time constructing their designs and adding an electrical circuit to them. This has been a great opportunity for the children to combine creativity with practical skills and problem-solving.

History

In history, we have been finishing our unit on the rise of Hitler, ending with the event of Kristallnacht. The children’s learning about this significant event will later be used after half term, when they will create a historical newspaper article to demonstrate their understanding.





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DT & Science Focus: Designing and Lighting Up!

In a blend of Design Technology, Science and Computing, the children have been getting creative with Computer-Aided Design (CAD). Using the 2Design and Make tool on Purple Mash, they worked hard to design their own unique 3D boxes on screen, carefully considering how a flat "net" transforms into a solid shape.

Once their designs were printed and assembled, the real challenge began! Applying their knowledge of electrical circuits from Science, the children attempted to integrate a working circuit into their boxes to make an LED light up. This was a tricky task that required real problem-solving and patience. While some boxes lit up brightly and others had "technical difficulties," everyone learned a huge amount from the process. We finished by evaluating our creations, discussing what worked well and what we would do differently next time—a crucial part of being a good engineer!

