



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

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



*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*

23.01.26

## Headteacher's message:

Happy New Year to all our families and friends and welcome to the Spring term.

The children have come back raring to go and have approached all their new Spring term learning with gusto. We have worked hard to make sure all our learning spaces are set up for them and there is much excitement about the coming events.

We welcomed M & M Productions into school again this week performing 'Robin Hood' for us. The children and staff loved it!

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
EYFS & KS1 online safety session	Friday 30 <sup>th</sup> January 09:15 – 10:00am
Falcon Huntingdon library visit	Tuesday 3 <sup>rd</sup> February AM visit
Barn Owl Huntingdon library visit	Tuesday 10 <sup>th</sup> February AM visit
Parent's evening (online)	Tuesday 10 <sup>th</sup> February 15:20 – 18:00pm
KS2 online safety session	Friday 13 <sup>th</sup> February 09:15 – 10:00am
Class Photographs	Monday 23 <sup>rd</sup> February
Parent's evening (online)	Tuesday 24 <sup>th</sup> February 15:20 – 18:00pm
Year 5 & 6 Aylmerton residential	Monday 2 <sup>nd</sup> March – Wednesday 4 <sup>th</sup> March
World Book Day	Thursday 5 <sup>th</sup> March
Parent's Open Afternoon in classrooms	Thursday 5 <sup>th</sup> March 15:20 – 16:00pm
Wren Class Collective Worship	Friday 6 <sup>th</sup> March 9:10 – 9:30am
Duckling Class Collective Worship	Friday 13 <sup>th</sup> March 9:10 – 9:30am
Height & weight checks for children in Reception and Year 6	Tuesday 17 <sup>th</sup> March
Robin Class Collective Worship	Friday 20 <sup>th</sup> March 9:10 – 9:30am
Year 3 & 4 Easter Production	Friday 27 <sup>th</sup> 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.





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## *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**, pupils have been developing their understanding of numbers 0–5, exploring what each number represents. They have practised forming numbers correctly and ordering them on a number line, as well as investigating the concepts of one more and one less within 5. In Literacy, pupils have been sequencing stories and using time connective language. This learning has been linked to our science topic on the seasons, where pupils have applied their phonics knowledge to write CVC words related to each season. For example, in spring, pupils wrote the word *wet* by sounding out the phonemes.

### **Year 1**

In Mathematics, pupils have been learning about money, including identifying coins and pound notes and adding amounts to calculate a total.

In Phonics, pupils have been focusing on adjacent consonants, and the vowel sounds ay, ai, a-e, as well as ee, ea, and e.

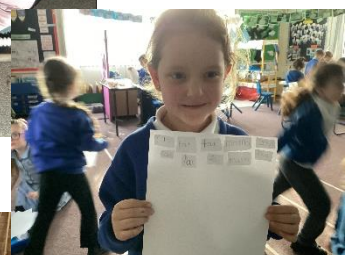
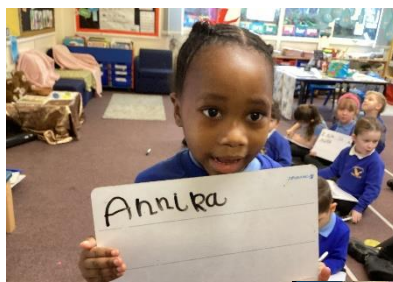
**In Art**, pupils have been studying architecture, with a particular focus on prominent buildings in London. They also designed their own buildings, applying what they had learned.

**In Geography**, pupils have been learning about the countries that make up the United Kingdom and how they work together. They also explored well-known traditions, including the playing of the bagpipes in Scotland.

**In Science**, pupils have identified the four seasons and examined how each season presents and changes. They have also learned about weather-measuring instruments, including a rain gauge, thermometer, and weather vane.

**In Religious Education**, pupils are learning about the Sikh religion, with a focus on how it promotes peace and love. They have also explored the Sikh holy book, the Guru Granth Sahib, which teaches values such as compassion, equality, and harmony.

**In PE** the children have been developing their movement skills through running, jumping, hopping, balancing, throwing, catching, and creative dance activities. The focus has been on having fun, staying active, and learning new skills, and the children have shown great enthusiasm in every session!





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What a wonderful start to the term we have had in **Year 2!**

The children have returned to school eager to learn and have already shown great understanding across a range of subjects.

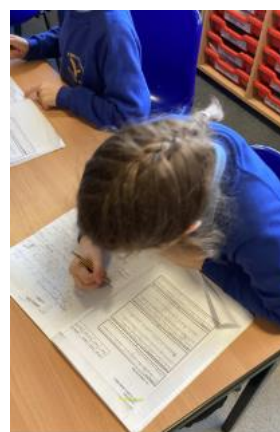
In mathematics, we have continued our work in addition. The children have been learning to add two two-digit numbers, including calculations that cross tens. They initially used resources such as Dienes to support their understanding, and we have now moved on to using drawings and mental methods. The children are becoming increasingly confident in choosing strategies that work best for them.

In English, we have been writing reports about the Romans. The children have done a fantastic job recalling the different types of sentences we have learned about, with some children successfully applying these in their writing. They have also been able to remember key facts about the Romans and Boudicca from last term. Many children have taken great care with their handwriting, ensuring they are using correct cursive joins.

In science, we have started our new topic on electricity. The children explored items that use electricity both at home and in school, and we discussed appliances that use mains power and battery power. In our second lesson, we focused on electrical safety and how electricity can be used safely. All children were able to identify potential electrical risks and suggest ways to reduce them – brilliant work!

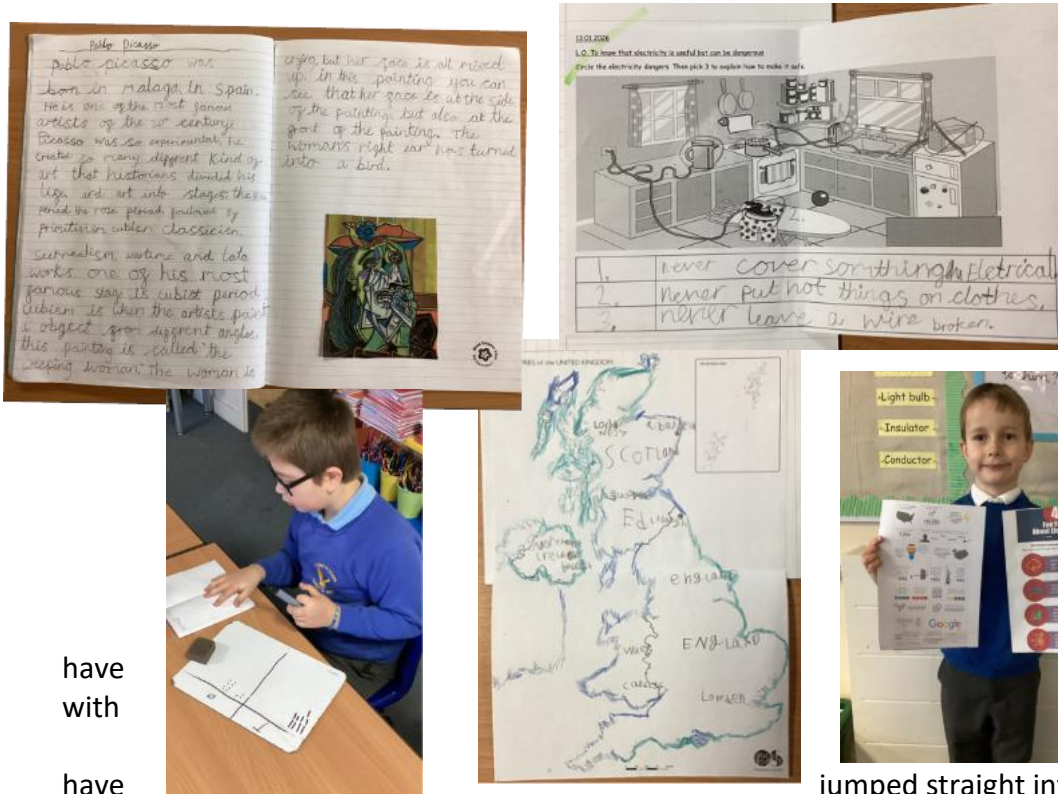
In geography, we have begun learning about the British Isles. We started by identifying the countries that make up the British Isles, beginning with Scotland. Throughout the term, the children will be creating their own individual maps of the British Isles, adding new information each lesson.

In art, we are focusing on portraits. Over the term, the children will create their own self-portraits, which they will paint and develop using a variety of media. We are really looking forward to seeing the finished results!





Thank you, as always, for your continued support.



Year 3



Puffins and Chaffinches returned fantastic attitudes and

have with

have

We're so proud of how quickly the children have settled back into routines. Here's a snapshot of what we've been learning so far.

### Art & History – Ancient Egypt Comes Alive!

This term, we've been exploring **Ancient Egyptian art** and discovering how it was used to tell stories, show beliefs about the afterlife and demonstrate the power of the Pharaohs. We've looked at famous landmarks and artefacts including the **Pyramids of Giza**, the **Great Sphinx**, artwork from the **Book of the Dead**, and treasures belonging to **Tutankhamun** and **Nefertiti**. The children created detailed sketches using careful lines and observation and discussed what the artwork tells us about life in Ancient Egypt. We also became sculptors, creating **clay models of the Great Sphinx**, carefully molding, joining and painting our designs.

### Geography – Rivers Near and Far

In Geography, children have been learning all about **rivers** and why they have been so important to people throughout history. We explored river features such as the **source**, **tributary**, **mouth**, and **estuary**, and learned how rivers grow and change on their journey to the sea.

We compared the **River Thames** with the **River Danube**, noticing how European rivers often flow through several countries. Children drew and labelled river diagrams and thought carefully about where people might choose to build settlements.

### History – Anglo-Saxons, Picts & Scots

In History, we've begun learning about the **Anglo-Saxons**, discovering who they were, where they came from and how England was divided into kingdoms such as **Wessex**, **Mercia** and **Northumbria**. We also explored the **Picts** and the **Scots**, learning how historians use artefacts, stories and written accounts to understand life in the past.



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### PE – Gymnastics in Action!

In PE this term, Puffins and Chaffinches are focusing on **gymnastics**. The children are developing their **balance, strength and coordination**, practicing a range of rolls, jumps, and balances.

They are learning how to:

- Control their bodies when holding balances
- Link movements smoothly into sequences
- Perform safely and confidently on mats
- Evaluate their own and others' performances

We've been really impressed by their focus, teamwork, and growing confidence!

### RE – Understanding Incarnation

In RE, we are learning about **Incarnation** and what Christians believe about Jesus. Children are exploring the idea that Christians believe Jesus is **God on Earth**, and why this belief is important to the Christian faith.

We have discussed:

- Why Christians believe Jesus is special
- What the Incarnation means
- How Christian beliefs influence how people live their lives

Children have shared thoughtful ideas and asked some excellent questions during discussions.

### English – Reading, Writing & Fireworks!

In English, we've started our new class reader, ***The Firework-Maker's Daughter*** by Philip Pullman. The children are enjoying the story and have been making predictions, discussing characters, and exploring new vocabulary.

Alongside this, we've been:

- Revisiting punctuation (capital letters, full stops, commas)
- Practicing **simple, compound and complex sentences**
- Refreshing our understanding of **biographies**

Later this term, children will choose a **famous person** to research and write their own biography, focusing on clear structure and interesting facts.

### Maths – Mastering the Four Operations

In Maths, we've completed our units on **money, weight and measures** and have now moved on to the **four operations**:

- Addition
- Subtraction
- Multiplication
- Division

Children are working on:

- Using written and mental strategies
- Solving word problems
- Explaining their thinking using maths vocabulary





- Building confidence and accuracy

Times tables practice is becoming increasingly important at this stage, and regular practice at home really helps.

### Science – Rock Detectives!

In Science, we've been learning all about **rocks**. Children investigated different rock types, comparing their properties such as **hardness, texture, and permeability**. They also learned how rocks are formed and discovered the three main rock groups: **sedimentary, igneous, and metamorphic**.



It's been a fantastic start to the term, and we're so proud of the enthusiasm and curiosity Puffins and Chaffinches have shown. Thank you for your continued support – we're looking forward to a busy and exciting term ahead!





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In **Year 4** Maths we have been focusing on increasing our understanding and cementing our knowledge of the place value system and decimal numbers, as well as using numbers in different contexts too. We have enjoyed dividing and multiplying by 10, 100 and 1000. We have also used these skills to work out money problems. In English, we have focused on the features of a biography. We have recapped the different sentence types, looked at how to use commas accurately, discussed expanded noun phrases and discovered what it means to write in the third person.



In Geography we have been learning all about the countries which comprise Eastern Europe and the various climates found in the region. In RE, Year 4 have studied Islamic beliefs. The children have studied teachings from the Quran and discussed how Muslim's believe their holy book began. In History, Year 4 have begun to explore the founding of Rome and thought about how Rome's position in the world aided its empire's expansion. In Science the children have enjoyed learning about the different habitats of animals, and in P.E our topic this term is gymnastics. The children have really enjoyed this activity! Year 4 also enjoyed a trip down to the library, where we found out all about the different services available.



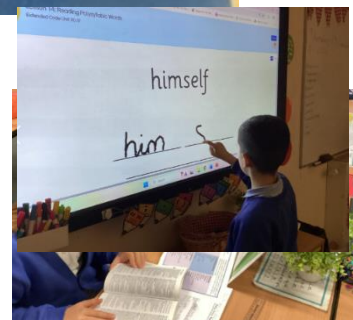
In



Maths,



both **Year 5** classes have been consolidating their multiplication skills through partitioning, doubling and halving, and rapid recall of key facts. The children are applying their times table knowledge to calculate more efficiently and accurately. Mrs Hayward's group have focused on highest common factors, while Miss Mutimer's group have used manipulatives to identify factors, reasoning mathematically about equal groupings and remainders. The children's confidence and accuracy have developed really well this term.





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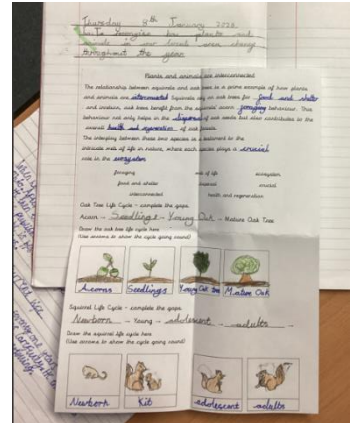
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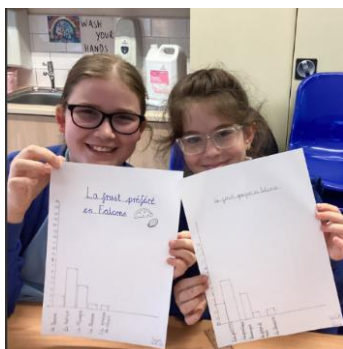
In English, the children are enjoying reading *Holes* by Louis Sachar. They have been writing diary entries in role as Stanley, including first-person writing, past tense, thoughts and feelings, and chronological events. They are also practising adverbials of manner, time, place and frequency, and using past progressive and past perfect tense to make their writing more detailed. The children are

working hard and producing some excellent work. The children have also showed amazing enthusiasm in our phonics lessons, this week we have been focusing on the sound 'm' and the various spellings of 'm' we find in words.

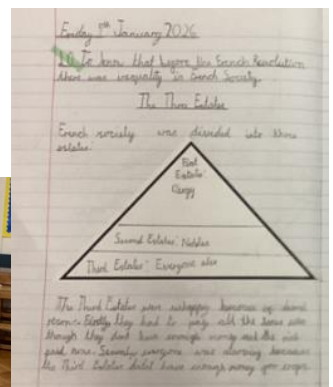
This term, both Year 5 classes have been studying how plants and animals in their local area change throughout the year, focusing on the life cycles of an oak tree and a squirrel. All children have explored how acorns grow into saplings and mature trees and how squirrels rely on oak trees for food, shelter, and raising their young. They have drawn and labelled diagrams of both life cycles and written explanations for each stage, developing an understanding of the cyclical nature of life, interdependence of species, and seasonal changes in the local environment.



In Geography, the children have been studying East Anglia, its landscape, climate, and human impact. They have learned how it is a flat, low-lying region, often windy from the east and drier than other parts of the UK, with long, warm summers ideal for farming. Children explored The Fens, a historically marshy area, and how people drained the land and created fertile farmland. They used maps and atlases to record information about height, rainfall, temperature, and flooding risk, and discussed how humans and the landscape are interconnected.



In Religious Education, the children have been learning about good and evil through the Hindu festival of Holi. We read the story of Prahlad and his father, King Hiranyakashipu, to understand why the festival is celebrated. The children answered questions about the story and discussed whether people are born good or evil, or whether it is their actions and choices that define them. Through this discussion, pupils explored how Hindu stories are used to teach moral lessons about making good choices and standing up for what is right.



In History, the children have begun studying the French Revolution, focusing on the social, political, and economic context of France in 1789. All children have examined the three estates, the inequalities between the wealthy clergy and nobles and ordinary people, and the causes of the Revolution. They have discussed and written comparisons with life today, developing an understanding of why people demanded change and the significance of historical events.







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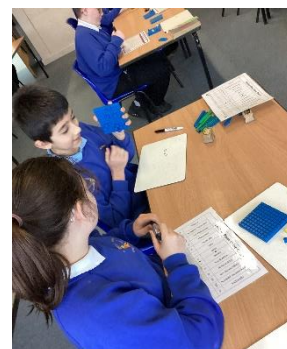
In French, Year 5 have started the “At the Market” topic, revisiting fruits and vegetables. All children have learned to name a range of fruits and vegetables and completed a class survey, recording results in a tally chart in French. They are enjoying speaking and listening activities, developing confidence in using vocabulary and applying it to real-life contexts such as discussing favourite foods.



In PE, Year 5 have begun their Gymnastics unit, focusing on travelling movements. Children have explored different ways of moving using changes in speed, level, and direction, and linking actions smoothly to create sequences. They have worked on control, posture, and fluency, showing resilience by identifying and improving mistakes and making thoughtful decisions to develop their sequences.

In English, **Year 6** it has been another busy and exciting couple of weeks learning for our Year 6 cohort. The children have been working hard across the curriculum and showing some great enthusiasm, teamwork, and curiosity.

In maths, the children have been using dienes equipment to explore the link between fractions, decimals and percentages. By physically manipulating the resources, pupils were able to visualise equivalence and explain their thinking clearly. This hands-on approach has helped to deepen understanding and build confidence with some tricky concepts. Children then transferred this understanding into more contextual problems, which they found tricky but showed good resilience with.



During PE lessons, Year 6 have been developing their gymnastics skills, focusing on small-group balances. The children worked collaboratively to create controlled and imaginative balances, demonstrating strength, balance, and communication. It was wonderful to see pupils encouraging one another and refining their balances together.



In computing, the children have been using Computer Aided Design (CAD) software to design their own 3D houses. They learned how to plan, build, and refine models digitally, thinking carefully about structure and layout. The finished designs showed creativity, resilience, and growing technical skill.

Our science lessons have been full of excitement as pupils built simple electrical circuits. The children experimented with adding more batteries and observed what happened to the bulb, making predictions and discussing their results. This practical work helped them understand how changes in a circuit affects the performance.





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