



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

Headteacher's message:

24.10.25

I am so happy to say that we have achieved so much already and we are now at half term! Our first parents evening took place this week with the next one straight after half term which is a great opportunity to talk to your child's teacher about how they have settled into the year.

Our first open afternoons will take place in November too so please make sure you make the time to join us with your child to have a look at their books to see what great work they have achieved already.

We continue to follow our St John's promise and fully embody our school values of **respect**, **resilience** and **kindness**.

Thank you to all our families for your fabulous donations for our Harvest Festival which was so generous. We were able to donate 270.1 kg of food!

Don't forget to change your clocks this weekend!

For all our families, we ask that you attend our online parent/carers consultations this term and have a look at the learning on the website class pages so that you see the curriculum information for your child/ren: <https://stjohns.demat.org.uk/>

Kind regards,

Rebecca 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

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...

In **Year 4**, we have been remembering how to use formal methods of operations: addition, subtraction and multiplication. We have also been learning how to round to the nearest 10, 100 and 1000. There, of course, has been a big focus on learning our times tables too. In English, the children identified the features of a recount including first and third person, past tense and adverbial phrases. Applying this knowledge the children have focused on writing a recount of the burglary in *Oliver Twist* from different perspectives.



In Geography, using previous skills learnt, the children have explored maps of Huntingdon to identify how Huntingdon has changed over time. The children have discussed possible factors that has led to this growth. In Religious Education, the children have been exploring the links between the teachings of Jesus and how some Christians might live their lives. The children have reflected upon how they might also live their lives. In Science, Year 4 looked at the importance of vitamins and minerals in our diet and some of the foods that provide them. We have been looking at the use of appliqué as sewing technique in D.T, and in PE, using their basketball skills the children have designed and played their own basketball inspired games. In Art we have been using bright colours to enhance demonstrating light.





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It has been lovely to see all the children settling into **Year 2** and starting to make progress. This term in English we have read some different stories from Arabian Nights. The students enjoyed these stories and loved predicting what may happen next in the stories. They loved acting out the stories and thinking about the individual characters, it was interesting to see how each group interpreted each character. The children have also continued to work on writing compound sentences to describe characters and places in our story. In the past few weeks, we have been looking at the skills and techniques involved with writing instructions. The children have worked hard to understand and to apply imperative verbs and adverbials of time. The children have been writing instructions on how to make Pizza as this is something we were doing in DT. It was lovely to see all the children taking control over their writing and making their instructions personalized. I am incredibly proud of every child this term for the hard work they have put in, but I have been especially proud of the children's determination and perseverance to improve their handwriting. Keep it up woodpeckers!



In mathematics we have been looking at place value and number. The children have a solid understanding of numbers and the values of digits. We have looked at comparing and ordering two-digit numbers, and we have practiced skip counting in 2,3 and 5s. In science, we have learned about the human body. We have looked at the role of our skeleton and muscles in helping us move. We have learnt about the digestive system and the circulatory system. The children have understood what the purpose of each system is and the different organs that work together within that system. In the past two weeks we have been thinking about germs and how we can keep ourselves healthy. We have learned about Louis Pasteur and Edward Jenner. The students could understand the work that they did in stopping the spread of diseases and keeping people healthier. This term in PE we have been looking at coordination and control. We have been thinking about the skills required for a game of football. We have been practicing our dribbling skills and our accuracy when passing and shooting the ball. The children have demonstrated great sportsmanship and teamwork this term. They have worked together and cheered each other, on even when they are struggling, it has been wonderful.





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In DT this week we have been designing, making, and evaluating our own pizza. We discussed what a healthy diet looks like and thought of the different food groups. The children designed their pizza and selected their toppings considering if their pizza would make a balanced meal. The children were the most excited to taste their pizza so that they could evaluate it. This is something that the children have looked forward to since the start of the year and it was so lovely to see them enjoy their learning!



In **Year 5** English, the children have been writing their own narratives inspired by *The Boy at the Back of the Class*. They began by studying examples of narrative writing, identifying how authors use language to create emotion and engage the reader. The children then planned and drafted their own stories, focusing on developing believable characters and thoughtful storylines linked to the themes of friendship, kindness, and understanding. Throughout their writing, they have worked hard to apply the grammar skills learned this term, including using compound and complex sentences to add variety, expanded noun phrases to add detail, and commas in a list to improve clarity. They also edited and improved their work, checking punctuation and vocabulary choices carefully. The result has been a collection of thoughtful and imaginative stories that showcase the progress they have made as confident and independent writers.



In Maths, the children have been consolidating their understanding of place value. They have been learning to recognise the value of each digit in large numbers, round numbers to the nearest 10, 100, and 1,000, and use this knowledge to solve a range of word problems. The children have also been practising reading, writing, ordering, and comparing numbers, building confidence in working with increasingly larger values.



In Geography, the children have been finishing their unit on Spatial Sense by bringing together everything they have learned this term. They explored how maps represent different features of the landscape and used this knowledge to create their own relief maps. The children practised using coordinates to locate places accurately, applied their understanding of scale to measure real distances, and included a range of map symbols to show both physical and human features. This final project



helped them consolidate their mapping skills and develop a deeper understanding of how geography helps us make sense of the world.

In History, the children have been consolidating everything they have learned about early Islamic civilisation by creating detailed mind maps to show their understanding. They revisited the story of Baghdad during the Islamic Golden Age, discovering how it became one of the most advanced and influential cities in the world. The children explored the significance of the House of Wisdom, where scholars worked to translate and preserve important texts, and discussed how the city's location on the River Tigris and its thriving trade routes helped it grow wealthy and powerful. They also learned about the devastating Mongol attack in 1258, which brought an end to this golden age and destroyed much of the city's great achievements. Through this work, the children have gained a deep understanding of how Baghdad rose to greatness and the lasting impact of its contributions to world history.



In Science, the children have been learning about growth and life cycles. They explored how growth happens when cells increase in size and number, and how all living things go through the four stages of life: birth, growth, reproduction, and death. Using humans and elephants as examples, the children compared how growth stages differ between species from infancy and adolescence to adulthood and old age. They also investigated how life expectancy varies widely across the animal kingdom, from mayflies that live for just a day to bowhead whales that can live for over 200 years. To extend their learning, the children researched and presented comparisons of growth stages in different animals, developing their understanding of life cycles and how scientists study them.



Year 5 have carefully and beautifully completed their final pieces in Art. We have looked at various styles ranging from time periods. This final piece focus was an abstract style, characterised by lines, shape and colour. The children experimented with primary and secondary colours, using colour theory to implement their artistic choices. Well done Year 5!





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The children in **Year 3** have continued to work steadily and show a growing sense of independence in their learning. Over the past few weeks, they have made good progress across all subjects and are developing positive learning habits. Here are some of our learning highlights from the past couple of weeks:

Year 3 have jumped straight into our new Maths topic all about addition and subtraction — and what a great start it's been! We've been practising our mental maths skills, whizzing through number sentences in our heads and spotting clever number patterns. The children have loved exploring how numbers change when we add or subtract 1, 10 or 100 to numbers up to 1000, and we've had plenty of "aha!" moments as we worked out which digits stay the same and which ones move.

In English, Year 3 have been busy becoming brilliant authors! The children have been using the writing techniques they've learned to plan and write their own narrative stories, focusing on the key parts of a story — the opening, rising action, climax and resolution. After exploring our model narrative, the children let their imaginations run wild to create their very own versions, filled with exciting characters, settings and plot twists. They have also been practising editing and improving their sentences as they draft, checking for punctuation, spelling and word choice to make their stories shine. Once they were happy with their final versions, the children carefully wrote them up neatly in their English books, showing off their fantastic handwriting skills.

In Computing, Year 3 have been learning how to touch type — and they've done a brilliant job! We began by discussing the importance of good posture when sitting at a computer, making sure our backs are straight, feet are flat on the floor, and hands are in the correct position on the keyboard. The children showed fantastic turn-taking and teamwork as they practised their typing skills, helping each other stay focused and encouraging their classmates. They loved seeing their own progress as they moved through different stages of the learning process, becoming more confident and accurate with each session.

In Music, Year 3 have been learning all about rhythm and beat. The children have discovered that the downbeat is the strong beat at the beginning of a regular group of beats, while an off-beat rhythm places the strong beats on 2 and 4 — something often heard in rock and roll, funk and disco music. They have also explored how songs are structured, learning that a song can be made up of verses and a chorus, and that it can be performed by one or more voices with different instruments providing accompaniment. The class have been practising how to use symbols to represent rhythmic patterns for *ta*, *ti*, *ta-a* and *rests*, developing both their understanding of rhythm and their ability to read and create simple musical notation. It's been lovely to see the children enjoying making music together and experimenting with different sounds and beats.

This week, Year 3 were delighted to welcome a visitor from Woodgreen Animal Charity for a special workshop all about animal care and emotions. The session explored the question, "Do animals have feelings too?", helping the children to think about how animals show happiness, fear, excitement and comfort — just like we do! The children listened carefully, asked thoughtful questions and shared their own experiences of looking after pets. They learned about the importance of treating all animals with kindness and respect, and how we can help keep them safe





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and healthy. It was a fascinating and thought-provoking visit that really captured the children's interest — a big thank you to Woodgreen for such an engaging session!

A note for next term

Next term, our PE lessons will be on a Wednesday morning. Please ensure that your child brings their PE kit to school after the half term break, so they can fully take part.



Wishing all our families and friends a fabulous half term

