

WELCOME TO THE MILESTONE 3 COFFEE MORNING



KITES (Y5) AND FALCONS (Y6) CLASSES!



Mr Garcia
Y5 Class Teacher



Miss Jones
Y6 Class Teacher



Mrs Attrill
Y6 Class Teacher



Milestone 3 Teachers



Miss Tyler
Y5 AM / Y6 PM



Mrs Noakes
Y5 PM / Y6 AM



Mrs Akhlaq
Y6 AM



Milestone 3
Learning Support Assistants (LSAs)



**Mrs Rinttila
Headteacher**



**Mrs Moyes
Assistant Headteacher
for Inclusion and
SEND/CO**



**Mrs Sanderson
EYFS Lead**



**Mrs Kozłowski
Director of
Education for the
trust**



The Senior Leadership Team (SLT)



**Tuane
HSLW**



**Mrs Drakeford
ELSA**



**Miss Tyler
ELSA**



The Pastoral Team



Miss Benis



Mrs Smithers



Mrs Wilkinson



The Office Team



Mr Nigel Leigh - Chair of Governors

Please see our website for an up to date list of other governors and their meetings.



Governors

Our school mission

**At St John's we believe in every child
having a bright future.**

We achieve this through:

- living by our values
- fostering a connection with nature
- promoting healthy lifestyles
- developing language and vocabulary

Our values

Kindness

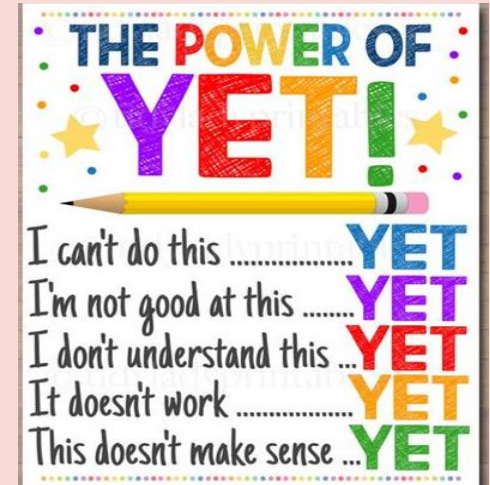
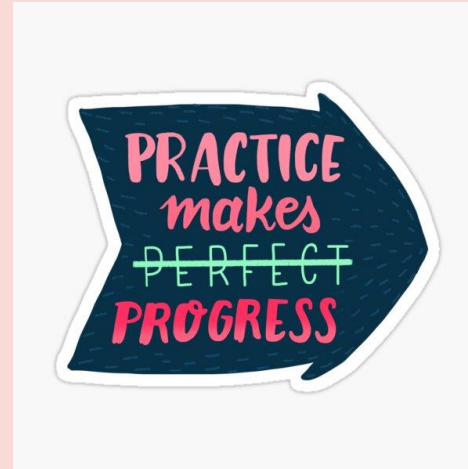
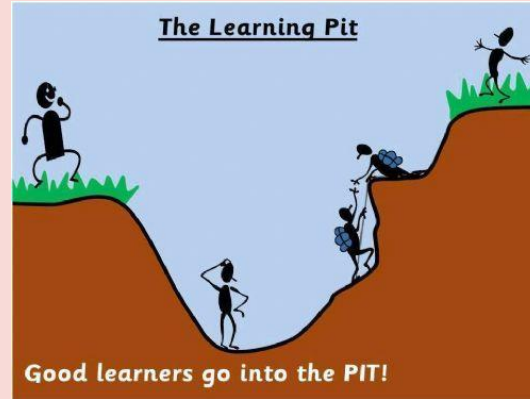
Respect

Responsibility

Determination

Honesty

Courage




Our School





Rules

Be safe 

Be kind 

**Be ready to
learn** 

ZONES OF REGULATION!

Blue	Green	Yellow	Red
 A blue, teardrop-shaped character with large, round glasses and a white sweater, looking down with a sad expression.	 A yellow, teardrop-shaped character with a wide, happy smile and arms raised in a celebratory gesture.	 A purple, teardrop-shaped character with a long, pointed nose and a frustrated, wrinkled forehead.	 A red, teardrop-shaped character with a large, open mouth in a scream and a fiery crown on its head.
<p>Sick Sad Tired Bored Moving Slowly</p>	<p>Happy Calm Good to Go Focused Ready to Learn</p>	<p>Frustrated Worried Silly/Wiggly Anxious Excited</p>	<p>Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space</p>

What will they learn?

Core subjects

- English: reading and writing (including spelling and handwriting)
- Maths
- Science

Other

- Weekly circle times
- Assemblies: values, signing, celebration
- Enhancing activities: trips, workshops, etc.

Foundation subjects

- History
- Geography
- Art
- DT
- RE
- PSHE
- French
- Computing (including online safety)
- PE (including swimming and gymnastics)

Geography & History topics this year

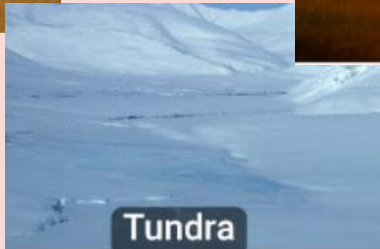
- Biomes: tundra, ice, savannah and desert (Geography)
- North America (Geography)
- The Tudors (History)
- The Aztecs (History)
- Victorians (History)



Desert



Savanna



Tundra



Art & DT topics this year

DT - Bread

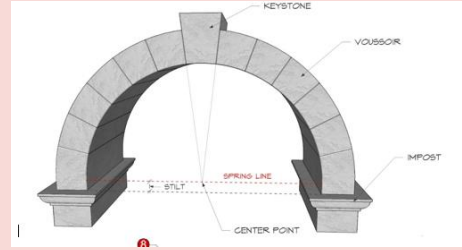
DT - Arch structures

DT - Cams

Art - Drawing natural objects

Art - Architecture and Zaha Hadid

Art - Cultural traditions in art



TERMLY OVERVIEW

St John's Primary School



This term our values will be **kindness** and **responsibility**.

PE days Autumn 1:

Year 5: Monday and Tuesday

Year 6: Monday and Tuesday

PE days Autumn 2:

Year 5: Wednesday and Thursday

Year 6: Wednesday and Thursday

Years 5 and 6 Coffee Morning: Tuesday 10th September (10am)

Year 5 residential meeting: Tuesday 10th September (5pm)

Year 6 residential meeting: Wednesday 11th September (5pm)

Flexibility YEAR 6: week beginning 23rd September

Parents' evening: Tuesday 8th and Wednesday 9th October

Thorpe Park STEAM trip (Years 5 and 6): Tuesday 2nd October

Harvest Service: Friday 25th October (10am)

INSET DAYS: Monday 8th and Tuesday 9th November

Individual and siblings photos: Friday 8th November

Open classrooms (parents invited in to look at work): Monday 2nd December

Christmas parties: Thursday 19th December

Christmas Service (10am), Christmas lunch and end of Autumn term (click up at 2pm): Friday 20th December

Milestone 3 (Years 5 & 6) Autumn Term 2024



Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.

We will develop our knowledge of mapping as we learn about map features and four and six grid references. Also, we will learn about the link between biomes and climate zones and will focus on ice and tundra biomes.

As readers, we will read, enjoy and discuss:

- Survivors: Extraordinary Tales from the WW2 and Beyond by David Long
- Sky Song by Abi Elphinstone

As writers, we will write:

- Persuasive letters
- Non-chronological reports
- Narratives with dialogue
- Poems

As geographers, we will learn:

- The features of a map
- To find places using four-grid references
- To describe a location using six-grid references
- What a biome is and how biomes and climate zones are linked
- About biomes and how biomes' physical features, location, diversity and human processes.

As historians, we will:

- Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII
- Make deductions from sources about Anne Boleyn
- Use sources to make deductions about Henry VIII's wives and use evidence to support deductions
- Identify primary sources, highlighting evidence is a source and make historical deductions from evidence
- Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester
- Make deductions using inventories and making judgements as to whether a person is rich or poor

As scientists, we will learn:

YEAR 5

Forces
Earth and Space
Sustainability: global warming

YEAR 6

Living things and their habitats
Electricity
Sustainability: renewable energy

As mathematicians, we will learn:

YEAR 5

- Place value (numbers to 1,000,000)
- Addition and subtraction
- Multiplication and division

YEAR 6

- Place value (numbers to 10,000,000)
- Four operations: addition, subtraction, multiplication and division
- Fractions

We will also learn **Art** (drawing natural objects), **DT** (bread), **RE** (Hinduism and Christianity), **PSHE**, **Music**, **French**, **Computing (including online safety)** and **PE (including Gymnastics)**.

How you can help at home:

Make sure you encourage your child to complete their homework every week, reading and recording in their contact book 4 or 5 times a week, maths and spelling. It is important they get into that routine, as this will really help with their transition to secondary school.

If there is anything that your child is struggling with, both academically and personally, please do let us know so we can support them the best we can.

ACTIVITIES AND TRIPS

- Thorpe Park STEAM event – 15th October
- First aid workshops – w/c 21st October
- Skipping workshop – 23rd October
- Delight in Shakespeare (Year 5) – Spring 1
- African Drumming workshop – Spring 1
- Year 5 residential – 27th–29th January
- Year 6 residential – 9th–12th June
- Year 6 production – 15th July

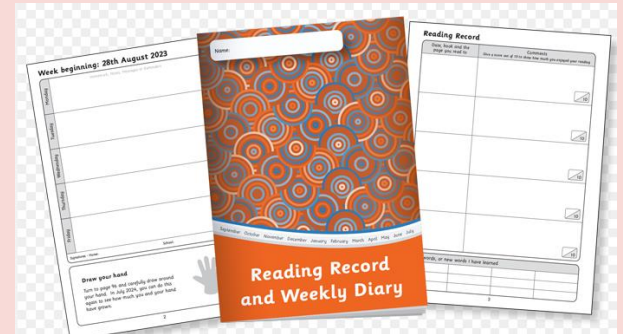
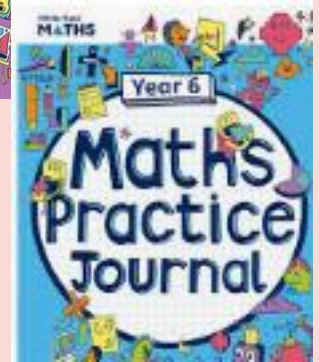
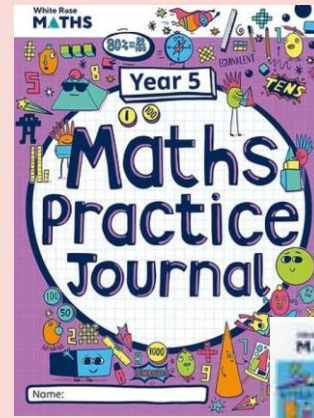
Assessment and keeping you informed

- Two parents' evening per year
 - Autumn term (8th and 9th October)
 - Spring term (19th and 20th March)
- Daily assessment and monitoring in the classroom
- Year 6 - SATs (w/c 12th May)
- Annual report (end of year)

Come and see us - we are always here to help!

Homework

- Handed out every Friday, needs to be handed in the Friday after (one week).
 - Weekly spelling
 - Daily reading (record at least 3 times per week) – an adult should sign it
 - Weekly maths



Homework

Week beginning: 11th September 2023

Spelling Homework

WB 25th September (to be handed in on Monday 2nd October)

Rule: Words with silent letter b

Look, cover, write, check

Word list	Practice 1	Practice 2	Practice 3
climb			
debt			
crumb			
lamb			
numb			
subtle			
thumb			
tomb			
accompany			
according			
appreciate			

Drawing game

You have 30 seconds to draw:

- a cat
- a shark
- an emu
- anything you want!

Ask the people at home to play this game with you. You just need pens/pencils and paper. You don't need to be good at art!

Reading Record

Date, book and the page you read to	Comments Give a score out of 10 to show how much you enjoyed your reading
	10
	10
	10
	10
	10
	10

Tricky words, or new words I have learned

Reading

- It is really important to read daily with your child. Even though you can read to them, it is essential that they practise reading aloud to you.
- Children can choose books from the school library or books they have at home.
- Talk about the books you read or stories you hear. You can do this in your home language.



Reading passports

Spring Passport

The Firework-Maker's Daughter by Philip Pullman	The Street Child by Bertie Doherty
Little People, Big Dreams: Zaha Hadid by María Isabel Sancha Vegara	Any book from Judy Blume's Fudge series
A book by Onjali Rauf	The Magic and Mystery of Trees by Jen Green
The Vanishing Trick by Jenni Spangler	A fantasy book

Parent Signature: _____
 Favourite: _____
 Date: _____



Autumn Passport

Any book by Michael Morpurgo (Author of Kensuke's Kingdom)	The Polar Bear Explorers' Club by Alex Bell
A book from the Mr Gum series by Andy Stanton	Horrible Histories, Terrible Tudors by Terry Deary
The World According to Humphrey by Betty G. Birney	Race to the Frozen North by Catherine Johnson
Survivors by David Long	A biography

Parent Signature: _____
 Favourite: _____
 Date: _____



Summer Passport

A retelling of a Shakespeare play	The Book of Boy by Catherine Gilbert Murdock
The House with Chicken Legs by Sophie Anderson	Kay's Anatomy by Adam Kay
A book in the 'Adventures on Trains' series by M.G. Leonard	New and Collected Poems for Children by Carol Ann Duffy
Why does the Earth need the Moon? by Dr. Devin Dennie	Read a comic or a graphic novel

Parent Signature: _____
 Favourite: _____
 Date: _____



How you can help prepare your child

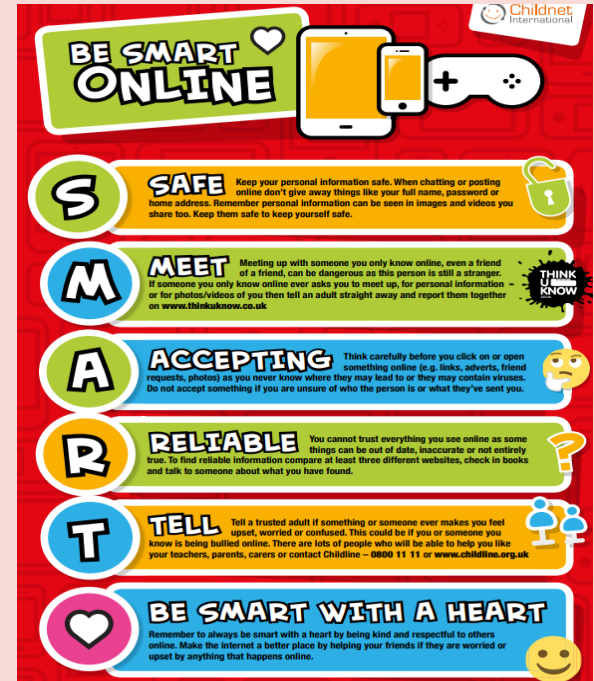
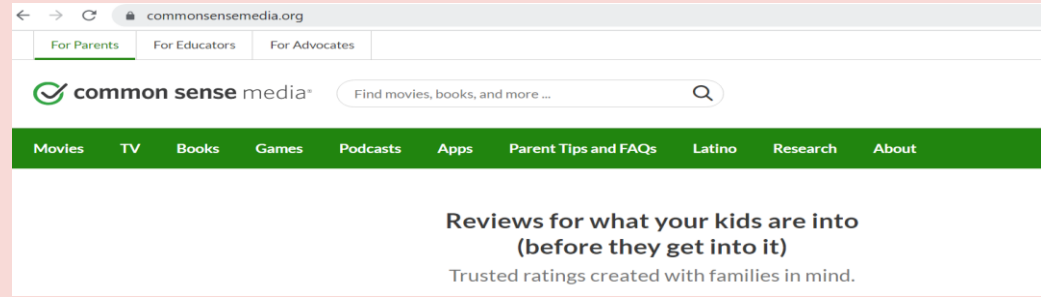
- Build good bedtime routines: your child needs around 10 hours of sleep a night.
- Healthy, balanced diet. Make sure that your child starts the day with a healthy breakfast so they are ready to learn when they come to school.
- Monitor screen time, especially during school days.
- Talk positively about school.



Online safety

1. Explore together
2. Be involved
3. Put yourself in control
4. Search safely
5. Passwords
6. Use age appropriate sites and apps
7. Set boundaries

We now teach online safety lessons every half term as part of the computing curriculum.



Uniform

- See parents' handbook.
- Only jewellery allowed: small stud earrings and a watch
- Children wearing earrings must be able to remove them independently otherwise they will miss PE lessons (plasters on is not an option)
- Long hair must be tied up
- No make up
- No nail polish
- Waterproof coats
- Hoodies are not allowed to be used as school jumpers
- School shoes unless is PE
- Book bag
- Swimming is in the summer term only



Please, please, please... **name everything!**



Attendance and absence

- Please ensure your child is at school on time - 8:40am doors open, register is taken at 8:45am. Any children coming in after 8:45am will be marked as late
- Notify the office of any absences
- Please note for sickness and diarrhoea there is a 48 hour rule
- Look at the term dates carefully to avoid booking any holidays in term time
- Special leave must be applied for via the office

Punctuality / Attendance

Being late for school makes it hard for your child to learn

- 5 minutes late each day = 3 school days learning lost each year
- 30 minutes late each day = half a day of school learning lost each week

If your child arrives late for class:

- They miss out on important learning which could affect their achievement
- They miss out on social time when settling into class
- They can find it embarrassing and it can cause anxiety.
- They can cause disruption to the rest of the class

Lunches and snacks

- Snacks: fruit/vegetables. No sweets, crisps or chocolate
- Healthy, balanced packed-lunch
- If having school lunches, pay on Arbor (unless your child qualifies for FSM)
- Only water in water bottles (these must be labelled please!)
- Cartons of juice allowed if they are consumed alongside their lunch
- Inform the office of any medical, religious or ethical dietary requirements



NUT (incl. coconut) and SESAME FREE SCHOOL

Healthy Packed Lunch



Keep them fuller for longer by basing the lunchbox on foods like bread (bagels, pitta, wraps and different varieties of bread), pasta and potatoes. Choose wholegrain where you can.



Mix your slices - If your child doesn't like wholegrain, try making a sandwich from one slice of white bread and one slice of wholemeal / brown bread.



Create 'Do It Yourself' lunches - Wraps and pots of fillings can be more exciting for kids when they get to put them together. Dipping foods are also fun and make a change from a sandwich each day. No hummus is permitted in school as it contains sesame seeds.



Pick lower fat sandwich fillings, such as lean meats (including chicken or turkey), fish (such as tuna or salmon), reduced-fat cream cheese, and reduced-fat hard cheese.



Always add veg. Add salad to sandwiches. Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A DAY.



Cut down on crisps - Try reducing the number of times you include crisps in their lunchbox and swap for homemade plain popcorn or plain rice cakes instead.



Add bite-size fruit - Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes (length ways) or melon slices to make it easier for them to eat (add a squeeze of lemon juice to stop it from going brown). A small pot of tinned fruit in juice is another healthy option.



Swap the fruit bars for dried fruit such as raisins, sultanas and dried apricots. They are not only cheaper than processed fruit bars but can be healthier too. Remember to keep dried fruit to mealtimes as it can be bad for your child's teeth.



Swap cakes, chocolate, cereal bars and biscuits for malt loaf, fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice



Go for low-fat and lower sugar yoghurt or fromage frais and add your own fruit.



Get your kids involved in preparing and choosing what goes in their lunchbox. They are more likely to eat it if they helped make it.



Be adventurous and get creative. Variety helps to keep the children interested.

Wraparound care

- Breakfast and Afterschool Club
- Run by school staff, bookings are made on Arbor
- All bookings to be paid for in advance (you cannot book without credit)
- We cannot take cash at the school office
- Term time only
- Bookings can be made up to 48 hours in advance of the session
- Childcare vouchers accepted

Breakfast & After School Club



Available to book on Arbor

Breakfast Club 8.00 - 9.00am

After School Club 3.00 - 5.30pm

Available to pre-book on Arbor up to 48 hours in advance

Run by school staff

Term time only

Snacks provided



Breakfast

Reception - Year 6
8:00 - 8:45am
£6.00 per session

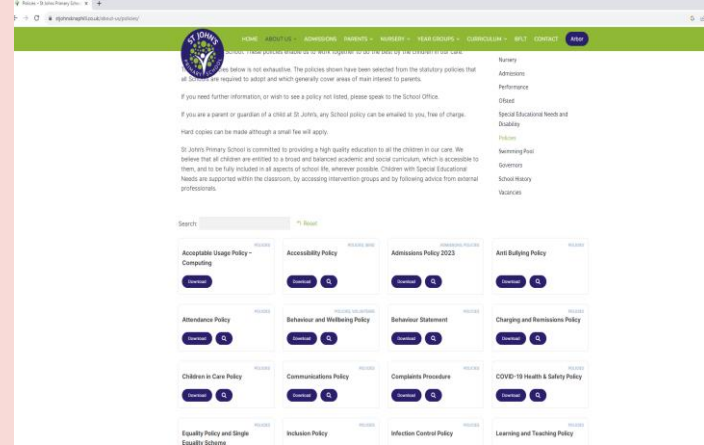
After School Club

Butterflies Nursery
3:00 - 5:30pm
£16.00 per session

Reception - Year 6
3:15 - 5:30pm
£14.00 per session

Communications

- Please check your emails, Facebook group and the Friday e-mail
- Class reps
- Do sign up to Arbor if you haven't already
- The class teacher is your first port of call – send us an e-mail or come and talk to us!
- Note that a response via email could take up 5 working days.
- Check our communications policy which is found, amongst other policies, on our website.



igarcia@stjohnsknaphill.co.uk

ejones@stjohnsknaphill.co.uk

iattrill@stjohnsknaphill.co.uk



GET INVOLVED!

Join the PTA (Parent Teacher Association)

St. John's has an active PTA which raises valuable funds for the school. The PTA is always keen to welcome new members, please contact the PTA on ptastjohnsprimary@gmail.com for further information.

Volunteer in Class

Do you have a few hours each week to spare? We welcome parents into the classroom - whether to hear readers, share a skill or support activities. We also sometimes need parental support for different events – such as walking the children to the church or accompanying a class on a school trip. All regular volunteers are required to have a DBS check – these are free and are arranged through the school office. Please get in touch with the school office for further information.

Please inform us of:

- Any changes in contact details: new mobile phone numbers, new address, new e-mail, people able to collect your child, etc.
- Any changes in medication or new allergies/medications.
- Any changes in dietary requirements.