

# St John's Primary School

This term our values will be honesty and courage.

**Year 3 PE days:** Tuesday and Friday

**Year 4 PE days:** Mondays and Thursday

**BANK HOLIDAY – school closed:** Monday 5<sup>th</sup> May

**PTA Bingo evening:** Friday 16<sup>th</sup> May

**Class Photo Day:** Wednesday 21<sup>st</sup> May

**HALF TERM – school closed:** Monday 26<sup>th</sup> - Friday 30<sup>th</sup> May

**June:** swimming lessons start (days for each year group TBC) – please pay via Arbor or at the school office

**PTA Colour Run:** Wednesday 4<sup>th</sup> June after school

**Year 3 Literary Festival:** Tuesday 10<sup>th</sup> June

**Sports Day (Years 1-6):** Tuesday 17<sup>th</sup> June

**Year 3 Strawberry Farm** Wednesday 25<sup>th</sup> June

**INSET DAY – school closed:** Friday 4<sup>th</sup> July

**PTA Summer BBQ:** Sunday 13<sup>th</sup> July

**END OF TERM (school finishes at 2pm):** Tuesday 22<sup>nd</sup> July

## Milestone 2 (Years 3 & 4)

### Summer Term 2025



This term, we will be exploring St. John's in detail. Children will begin to be inspired by map symbols, local classical author Lewis Carroll, and the impact of change to our very own school. We will enjoy our community and begin to understand more about it.



As **readers**, we will read, enjoy and discuss:

- *Coming to England* by Floella Benjamin (Y4)
- A series of Unfortunate Events. (Y3)

As **writers**, we will write:

- a transformation story, taking inspiration from *Alice in Wonderland*
- a non-chronological report, taking inspiration from the *Jabberwocky*
- an informal letter to Alice, inviting her to a tea party, taking inspiration from *Alice in Wonderland*

As **mathematicians**, we will learn:

#### YEAR 3

- Fractions – Adding and subtracting fractions and finding fractions of an amount.
- Mass and capacity, shape and time.

#### YEAR 4

- Fractions – understanding parts and wholes; fractions over one; adding and subtracting fractions
- Decimals – using the language of tenths and hundredths, comparing and ordering decimals

As **scientists**, we will learn:

YEAR 3 We will complete our topic on Light and then explore plants, forces and magnets.

YEAR 4 We will complete our topic on sound and then explore habitats and the digestive system.

As **geographers**, we will learn to:

- ask and answer geographical questions about our local area
- use digital/computer mapping to locate key locations within our local area
- use fieldwork to observe and record the human and physical features in the local area
- describe how the locality of the school has changed over time
- use four-figure grid references, symbols and keys to communicate knowledge of our local area

As **historians**, we will:

- Describe changes that have happened in our locality and our school throughout history.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Suggest causes and consequences of some of the main events and changes in our school.

We will also learn **Art** (Abstract, including digital), **DT** (food dips), **RE** (Judaism – what events are important to Jewish people?), **PSHE**, **Music**, **French**, **Computing (including online safety)** and **PE (including Swimming)**.

### **How you can help at home:**

Please continue to encourage your child to complete their weekly homework, which includes reading at least three times per week and recording this in their reading record, as well as completing their assigned maths and spelling tasks. Establishing a consistent routine is essential and will greatly support their transition to secondary school.

A regular and healthy bedtime routine is also important to ensure your child is getting sufficient rest. Coming to school well-rested helps them to focus, engage more effectively in lessons, and make the most of their learning opportunities.

We also kindly ask that you support your child in arriving at school on time each day, as this sets a positive tone for the day and ensures they do not miss valuable learning time.

If your child is experiencing any difficulties—whether academic or personal—please don't hesitate to get in touch. We are here to support them in every way we can and value working in partnership with you to help them thrive.