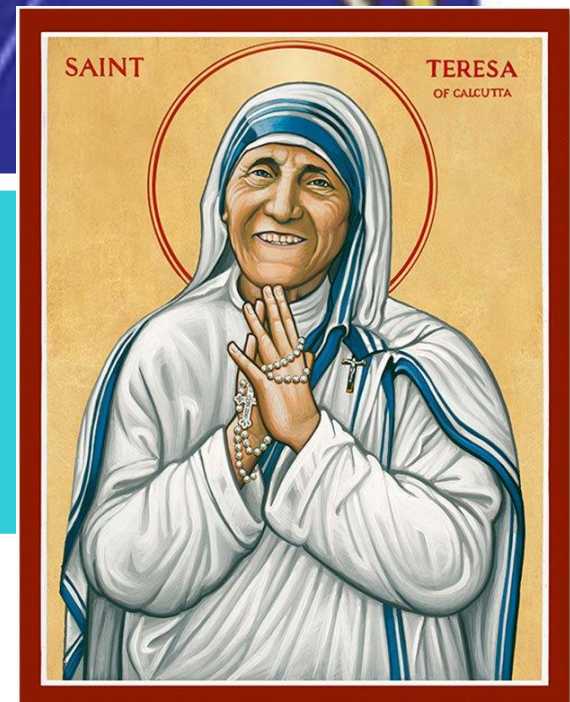




Class: Saint Teresa
Meet the Teacher



Meet the Teachers & LSAs

Class Teachers

Mrs Spinks
Miss Hacker
Miss King

Class LSA

Mrs Horsford
Mrs Mears
Mrs Kaba
Mrs Tofts
Mr Okoye
Ms Pye

**Mrs
O'Reagan
Inclusion &
Assistant
Head**

**Mr Kendal
Executive
Head**

**Mr Kenny
Head of
School**

Uniform

At St John Fisher we have high expectations of our students when it comes to their personal appearance, and we are pleased to say that children are very smartly dressed and wear their uniform with pride.

The purpose of our school uniform is to:

- Creates a sense of community and belonging
- Promote a sense of pride in the school
- Is practical and smart
- Makes children feel equal to their peers.

Girls	Boys
White Blouse School Tie Grey Skirt/pinafore/Grey Trousers/shorts Royal blue cardigan / jumper with school logo Grey tights or socks Black Shoes (no boots or trainers) Hair ties (black, white, blue or yellow) Coat / Rain Jacket Plain navy coat or black	White Shirt School Tie Grey trousers/Shorts Royal blue jumper with school logo Grey socks Black shoes (no boots or trainers) Coat / Rain Jacket Plain navy coat or black
Summer Option Blue and white check (gingham) dress (no Jumpsuits) Royal blue cardigan School cap (<i>Plain Blue</i>) White socks (Play suits are not permitted)	Summer Option Short sleeved white shirt Short grey trousers School cap (<i>Plain Blue</i>)
P.E Uniform Summer: Black/ Royal blue shorts and PE top with school logo (Football shirts are not permitted) Black plimsolls for inside sport Black or white Trainers for outdoor sports and play time (if required – football etc) Winter: Plain Navy Blue Joggers and Plain Navy Blue sweat top for outdoor games in winter	

Communication

We understand the importance of sharing information. Parents are encouraged to communicate with their class teacher via arranged meetings or letters which can be placed in children's reading records books.

Staff check these regularly but not always during the teaching day. **Urgent communication should be addressed by phone call to the School Receptionist.**

Curriculum Information will be posted on our school website and updated across the year. Parents are always welcome to arrange additional meetings for any concerns or to share information with us. Likewise, if we have any concerns we will contact you and invite you in for a discussion.



Reporting to Parents

In addition to these informal communications, we have several more formal meetings throughout the year.

- In the Autumn term, as well as this 'Meet the Teacher', parent consultations will take place on:
Tuesday 21st Wednesday 22nd October 2026
- In February, there are pre-arranged 1:1 meeting to discuss your child progress, along with a school report.
- In June, you will have another opportunity to meet us again in parent consultations.
- If your child has a One Plan additional communication may take place depending on their need. It may take place once a term.



Curriculum

Religious Education

- Makes up 10% of the curriculum which is about 2hr 30 minutes a week.
- In RE, we currently follow a scheme which is called 'Magister'. This is a recommendation scheme from the Diocese.
- As a community, we come together regularly to worship. Assemblies, and Year 6 leading prayer.
- Each class / year group will also lead a mass and assembly across the year.



Curriculum - Autumn

Key vocabulary	Definition
Canines	Teeth used for ripping and tearing.
Digestive system	A series of organs that break down our food to give us energy.
Incisors	Teeth used for biting and cutting.
Kingdom	A state or government having a king or queen as its head.
Large intestine	The part of the digestive system where water is reabsorbed.
Liver	Where bile is produced, to break down the fats and neutralise any acid in the food.
Molars	Teeth used for chewing and grinding food.
Oesophagus	The part of the body linking the mouth to the stomach.
Salivary glands	Where saliva is produced to soften our food ready to swallow.
Small intestine	Where food is absorbed into the bloodstream and transported around the body.
Stomach	Where food is mixed with enzymes and acid by muscles.
Tapestry	A fabric made up of coloured threads woven by hand.
Thatched	When materials such as straw or leaves are used to cover roofs.

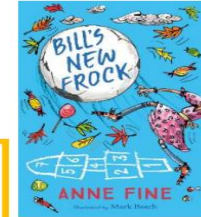
Year 4 – Inside Out! Caritas Curriculum: Love of self – Our families & community Who is in my community?

Have you ever wondered how the first settlers in England lived? Have you ever dreamt of deciphering ancient runes? Come with us as we journey back through time to when the Anglo Saxons settled in Britain. Learn about how the Anglo Saxons worked as a community and spread Christianity throughout the land. Sew your own Anglo-Saxon pouch with your initial embroidered on. Explore how they made their own food and hosted banquets. However, our learning doesn't stop there! We will be going inside out to see what happened to their food once they had eaten it – a process that still happens today! If you like History, Science and getting messy, this is the topic for you!

Caritas – Who is in my community?

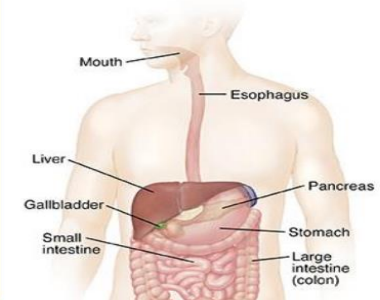
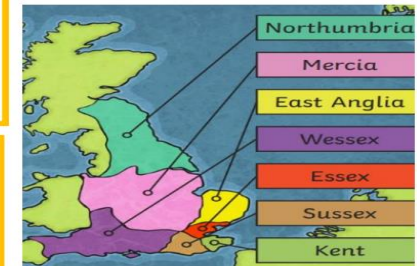
Our Caritas theme is love of self: our families and communities. We will be exploring who is in our communities including in school, at church, and at home. The children will reflect on the role they play in the community and giving thanks for the people around us. The children will be researching groups and charities in our local community and celebrating the great things about our local town.

We will link our learning about communities by linking our learning to our Inside Out topic. We will explore how the Anglo Saxons lived in a community and how everyone played a role in helping the community function, for example there were blacksmiths, jewellers, and farmers.



Our 'Hook with a Book' is *Bill's New Frock* by Anne Fine.

TYPES OF TEETH



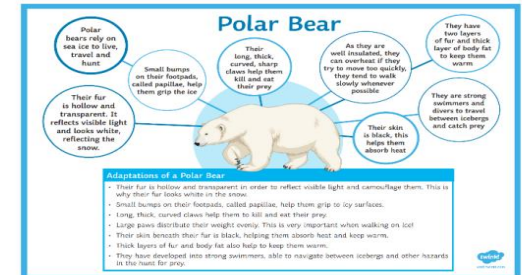
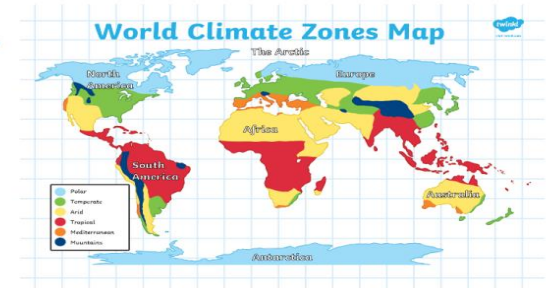
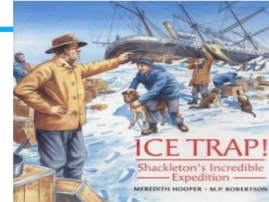
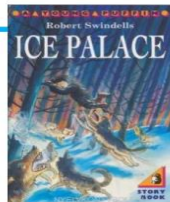
Curriculum - Spring

Key vocabulary	Definition
Global warming	an increase in the world's temperatures, which many scientists believe is caused in part by the greenhouse effect.
Greenhouse effect	the warming of the earth's surface that takes place when heat from the sun is held in by the earth's atmosphere. The greenhouse effect can be caused by too much carbon dioxide being released into the air from the burning of fossil fuels.
Climate change	a change in global and regional climate patterns attributed to an increase in atmospheric carbon dioxide from the burning of fossil fuels.
Fossil fuels	any carbon-containing fuel formed from the remains of prehistoric plants and animals. Coal, petroleum, and natural gas are examples of fossil fuel.
Antarctica	The continent that surrounds the South Pole
The Arctic	of or having to do with the region around the North Pole
Adaptation	in biology, a change in an organism, over time, that better enables it to survive and multiply.
Blubber	the layer of fat beneath the skin of whales, seals, and other large sea mammals.

Planet in Peril -Year 4 – Spring Term

Caritas Curriculum: Love of others. Happiness is exploring our responsibilities

Global warming and rising sea levels, deforestation and endangered animals, our planet is in peril. Join us as we learn how to save our planet and explore our responsibilities to care for our common world. Visit the ravishing rainforests such as the Amazon, explore the freezing wonders of Antarctica and the Arctic but be careful to watch out for polar bears along the way! Learn how polar bears, penguins, monkeys – and many more animals - are adapted to live in their environments. Draw your own penguin pal and discover how their feathers help them stay warm and dry. Grow your own rainforest terrarium to learn about how a rainforest survives. Join us on our journey around the world and show your new knowledge in your writing. Follow in the footsteps of Greta Thunberg by writing balanced arguments about whether tourism or whaling should be allowed in these regions. Could you be the next David Attenborough? Find out as you write non-chronological reports about the marvellous animals you find in these habitats. Conjure your own ice palace like Elsa as we write our own narrative story setting based on Robert Swindell's *Ice Palace*. There is so much to look forward to this



Special Adaptations

Emperor penguins' bodies and behaviour help them to survive. In extreme cold, the colony of penguins work together as a team, sharing their body heat.



The penguins constantly shuffle, from the freezing cold outside of the huddle to the insulated inside, and then back again.

Their bodies have a thick layer of feathers and fat. They even have special fat in their feet to prevent them freezing on the ice!



Curriculum - Summer



Key vocabulary	Definition
Ancient	Something from a very long time ago.
Civilisation	human society with well-developed rules and government, often where technology and the arts are considered important
City state	Small areas that ancient Greece was divided into, each with their own governments, laws and army
Empire	A group of countries or states that is ruled by one ruler or country.
Legacies	Things that live on after someone dies or after a civilisation or event ends
Democracy	Democracy is a system where the citizens of a country or state are involved in the way it is run.
Primary source	Information and objects that come from the time being studied.
Secondary Source	Interpretations of information and objects which are produced after the time being studied

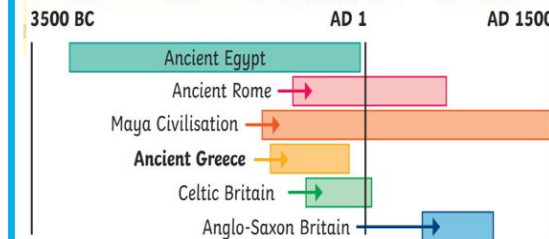
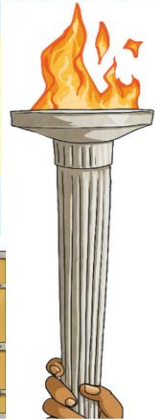
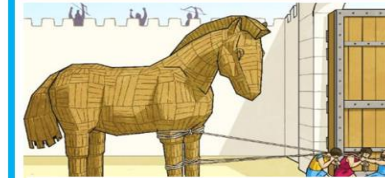
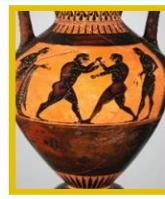
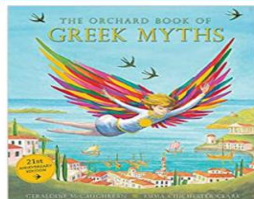
Year 4- Groovy Greeks! Caritas Curriculum: Love- Common Good

I listen to you with my ears, eyes, heart, and mind.

Democracy, the Olympics, theatre – there is so much that we love which stems from the groovy Greeks! Come with us as we journey into the past and discover the amazing world of Ancient Greece. Discover characters such as Icarus and Medusa as we delve into Greek myths. (Would you dare to open Pandora's box?) Learn how to trap Greek mythical creatures such as a minotaur or Pegasus. Build your own Parthenon with gingerbread and marshmallows! Learn about the Ancient Greek gods and goddesses and their home on Mount Olympus. Create a leaflet persuading people to visit the Greek island of Crete.

Have you always dreamed of winning a gold medal at the Olympics? Have you wanted to star in your own production? Now is your chance as we will be competing in our own Ancient Greek Olympics and performing our own plays!

Prepare to get creative as you build your own maze – like Theseus – using Scratch and craft your own Ancient Greek vase depicting scenes from your own imagination! There is so much to look forward to in this topic. Let's get groovy!



Curriculum

English

We place a strong emphasis on spelling, punctuation and grammar but pupils also learn the features and styles of different genres of writing and about the work of notable authors.

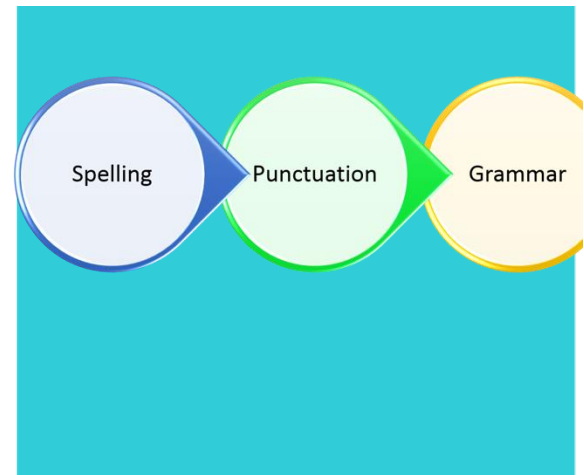
Children learn best and make the most progress in writing when tasks are purposeful and have a real audience.

We make strong links between English and Topic lessons to make writing exciting and help pupils to generalise their skills.

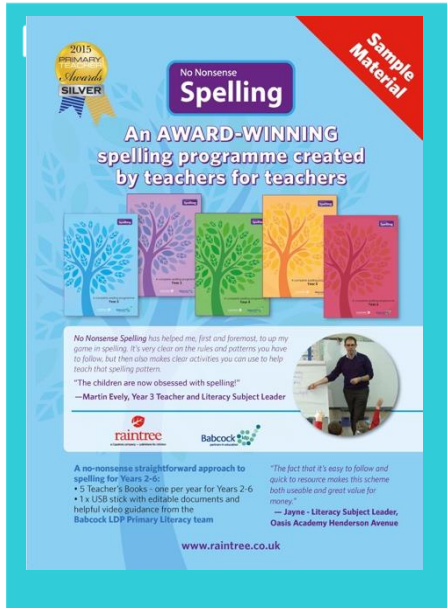
Pupils learn the features of three different text types, fiction, Non-Fiction and Poetry.

The genres we cover in Year 4 are:

Myths, narratives, adventure stories, poetry, and instructions and explanation texts.



English



Spelling

All the children will have the same spellings every week to learn from **No Nonsense Spelling scheme**. We will look at the different rules and patterns of these words to help children understand the spellings. Sometimes, they may seem easy but they must learn and embed certain sounds in order to apply this knowledge to different vocabulary. They will have a low stake quiz every Friday.

The Year 4 words are a continuation of the Year 3 and 4 curriculum words chosen specifically for these year groups.

Speaking and Listening

As part of each unit of work, pupils will spend some time developing their speaking and listening skills. This can take the form of presentational skills, active listening tasks, role play, retelling stories etc.

In order to be good writers, pupils need to be good talkers!

English

Spelling

The Year 4 words are a continuation of the Year 3 and 4 curriculum words chosen specifically for these year groups.

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

English

Reading

Pupils have opportunities to read daily. This may be done independently, as part of a group or a whole class session.

During '**Guided Reading**' sessions pupils read with their teacher. This is an opportunity for teachers to hear pupils reading aloud but more importantly this is a time when teachers will teach reading skills and develop pupils comprehension.

Books of the appropriate level are sent home so that this learning can continue outside of school. The children will change their books on a **Monday** and **Friday**. We ask parents to sign the reading diary often.

Reading is a key skill across the curriculum and teachers find opportunities to develop reading skills in all lessons, not just during reading time.



Maths

All pupils have a daily White Rose Maths lesson.

Over the course of the year children will be taught the following units:

Number – the 4 operations (X, ÷, +, -)

Place value

Fractions

Measurement

Shape

Statistics

Many of these are revisited and built on several times throughout the year.

These are taught with a real-life context and a focus on practical activities where pupils are required to apply their learning.

[Maths home learning](#) | [Home learning](#) | [White Rose Education](#)

Autumn term	Number Place value FREE TRIAL VIEW	Number Addition and subtraction VIEW	Measurement Area VIEW	Number Multiplication and division A VIEW	Consolidation
	Number Multiplication and division B VIEW	Measurement Length and perimeter VIEW	Number Fractions VIEW	Number Decimals A VIEW	
	Number Decimals B VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation	
	Geometry Shape VIEW	Statistics VIEW	Geometry Position and direction VIEW		

P.E Days / Focus

PE is on Monday (Indoor) and
Thursdays (Outdoor).

Autumn Term 1

Football

Orienteering

Autumn Term 2

Tag Rugby

Dance



Home Learning

At St John Fisher Catholic Primary School, we believe that home learning can add much to a pupil's development and attainment and therefore is an essential part of a child's education.

The aims of our home learning approach are:

- raise standards in all curriculum areas, but particularly basic skills in Maths and English
- create a sound partnership between parents and teachers about children's learning
- consolidate/reinforce pupils' skills, knowledge and understanding of work covered in class
- improve pupils' attitudes to learning and independent learning skill



Inside Out - Home Learning!



[This term, our topic will be Inside Out. I recommend that each week you should choose at least one activity to complete and hand in on Fridays- this works out as 6 each half term. The activities suggested below will last for this half term - tick them off as you complete them. You can choose any activities you like – they do not have to be done in a particular order. Be as creative as you like with your learning.

Your child will still need to complete Maths Times Table Rock Stars. Learn activities online or paper based each week, plus continue learning their weekly spellings and read daily.

Writing	<u>Dear Diary...</u> Imagine you are a time traveller and you have gone back in time to the Anglo Saxon period. Write a diary entry about all the things you experience.	<u>Poem</u> Write and illustrate a poem inspired by the Anglo Saxons- it can be any poem you like and it can be presented in any way you like too!	<u>Prayer</u> Communities were very important to the Anglo Saxons; especially their leaders which included the king and village chiefs. Write a prayer thanking God for someone important in your communities. It could be a parent, priest or other trusted adult.
Research	<u>Research a place</u> Research a place in the UK with an Anglo Saxon name. Were there places of religious significance there? Hand write or type up your findings in your own words. How was the church important to the community? You may wish to add pictures downloaded from the internet. PLEASE RE-WRITE FINDINGS IN YOUR OWN WORDS!	<u>Kings!</u> Research an Anglo Saxon king. Hand write or type up your findings in your own words. You may wish to add pictures downloaded from the internet. PLEASE RE-WRITE FINDINGS IN YOUR OWN WORDS!	<u>Brilliant boats!</u> The Anglo Saxons arrived in England by boat. Research the type of boats they used: what were they made of, how big were they and what supplies were kept on board. You could draw and label a diagram of one of their boats.
Creative	<u>Make an outfit!</u> Design or make your own Anglo Saxon outfit. Take pictures and add them to your book or notebook.	<u>Weapons</u> Draw, paint or make an Anglo Saxon weapon or shield.	<u>Food!</u> Make a dish from the Anglo Saxon period – remember to take pictures!



Assessment

Three times a year, we run an 'Assessment Week' for all pupils. During this week, teachers will assess children's learning in reading, writing, phonics and maths.

Teachers record the results of these assessments and monitor each child's progress.

Teachers will then share targets with pupils and parents so that they are aware of what to focus on.

Information about children's attainment and progress is shared through school reports and parents evening.



School Clubs

We offer a wide range of extra curricular activities for pupils from sports and creative activities to chess, languages, Lego and homework club.

Our teachers lead these clubs from Monday to Friday 3:15 or 3:30 – 4pm or 4.15 depending on the start time, free of charge. Please ensure you speak to the

We also offer lunchtime clubs such as **Faith in Action** where the children go for an early lunch and will then go to their club.



Trips

West Stow



Questions

Thank you for attending the Year Three / Four -
Meet the Teacher, we hope that you have
found this information useful.

There is now some time to look around your
child's classroom if you wish.

Class teachers will be available to answer any
additional questions you have.

Presentations to be made available on school
pages on the website.

