

# The Federation of St. Giles and St. John



## Love to Learn: Learn to Love

Planting seeds of happiness and enjoyment.  
Living and growing together.

Spring term 2026

Newsletter



Welcome back to a new year and a new term. We look forward to working in partnership with you all. We have an engaging curriculum planned for the term ahead.

### Our Christian vision and values

The core Christian values for the term are courage and forgiveness. We have also mapped out key spiritual questions to consider and think about, one dedicated to each half term.

### Curriculum News

This term we are continuing to focus on the foundational skills. As well as continuing to deliver the maths mastery programme across both settings, we are focusing on the core foundational skills of communication and language including transcription (handwriting and spelling) and composition (writing). We have started the term by revisiting our policies for teaching handwriting and spelling across the whole primary spectrum from reception to year six. The teaching of handwriting and spelling (phonics) is so important for the development of creative and

confident writers. To support our renewed focus on this we are also working alongside Diane Pye (independent consultant) who is going to share examples of good practice with the team during staff meetings. We are going to share writing samples and good practice across the federation. This year has been identified as the year of reading by the National Literacy Trust. We fully support this and strongly believe reading is the key to all learning. We have once again purchased new texts to develop reading through engaging topics across the curriculum and new guided reading texts to do more focused reading in smaller groups, especially in key stage two. We have also invited a poet, Mr Bardsley, to visit both settings as part of World Book Day celebrations. He combines the art of writing poetry with illustrations which will hopefully inspire the children to produce their own.

After half term, the children in key stage two will be visiting Stratford Upon Avon to take part in a drama workshop led by members from the Royal Shakespeare Company. Drama is a very powerful way to develop an understanding of story and to support the development of children's communication and language skills. We want to develop the use of drama and integrate it into our termly planning across both settings. The techniques used by the Shakespeare company ensemble are transferrable and can be used to explore other stories and not just Shakespeare's plays. It is a very inclusive approach so that all pupils can access the learning in a fun and engaging way. This in turn can help pupils have more confidence to write creatively because they have experienced it and built up a bank of words and phrases to draw upon for their writing.

### Contact

If you have any worries or concerns do not hesitate to contact the school to make an appointment to speak to the teaching staff. We are normally available at the beginning of the school day or after school to follow up concerns raised so that we can resolve these by working in partnership with parents/carers.

### Jewellery

As we have started a new school term we would like to make everyone aware of the jewellery that can be worn in school.

- Pupils may wear a watch, but not one capable of taking photos.
- Only one stud earring is permitted in each ear lobe, please note that this will have to be removed for P.E.
- Bracelets and rings are not to be worn.

This forms part of our Health and Safety policy in school to prevent injury and accidents to our pupils.

### Leave of Absence in Term Time

The Leave of Absence Policy adopted by the Governing body of Federation of St. Giles and St. John is in line with the national guidelines which state that headteachers are only allowed to authorise any leave of absence when an application has been made in advance and circumstances are exceptional. The annual family holiday is not an exceptional circumstance.

### Medical/Dental Appointments

If a pupil needs to attend a hospital, dentist or GP appointment, a letter must be provided to prove absence. If a pupil does attend the GP for any reason and is absent from school then parents can request a 'print screen' of the consultation from the doctor which they do not have to pay for, or an appointment card/signed compliments slip from the reception. This is necessary for safeguarding / attendance monitoring purposes.

Thank you.

### Free School Meals

Please check to see whether you are entitled to free school meals. <https://shropshire.gov.uk/free-school-meals/> If you need any help with the application process, please make enquiries at the school office. Children eligible for free school meals trigger additional funding for the school, which would benefit the children in many ways.

### Labelling of Clothing

Please may we also remind parents of the importance of naming the children's clothing especially jumpers, fleeces and polo shirts which can get lost very easily.

### After School Clubs

KS2 Multisports Club - Wednesdays starting 7<sup>th</sup> January for 6 weeks - 3.20-4.15 pm

All clubs need to be booked and paid for on ParentPay before the club starts.

### Forest School Kit

Please can parents ensure that when the children are visiting the forest on a Friday they wear the following kit:

Plenty of layers of clothing including long sleeved tops and long trousers (no shorts, jeans or short sleeved tops)

And bring in a labelled bag:

Waterproof coat and trousers;

Warm hat, scarf and gloves

Wellies

Thank you.

## News from Class One

Happy 2026 to you all. We are looking forward to another exciting term of learning. We do not set formal homework in Class 1, but we do ask that you read with your child at home at least three times each week. This helps to consolidate what they are learning in school and helps them enormously to become fluent and confident readers. It only needs to be for five minutes each time. Please leave a positive comment in your child's reading record. Thank you.

### English

This term, we will be looking at stories to go with our main topics of seaside and transport. We will use the lighthouse keeper stories and Katie Morag amongst others. This helps the children to become familiar with words used in geography and history such



as lighthouse, cliff etc and to be able to understand their meaning and use them in their own written work. We have daily phonics sessions and this term, reception children will begin to learn long vowel phonemes e.g. ai in rain, ee in weep, igh in high, oa in boat and oo in boot. They will also learn a bank of tricky words which cannot be sounded out. These are detailed on the weekly sheet in their red books which are taken home every Friday.

Year 1 will revise these long vowel phonemes and learn the alternative spellings, which I have outlined in the table below so that you can support your child at home.

ai rain pain wait	ee weep keep seem	igh light high might	oa oak moat oats	oo moon soon shoot
ay pray way spray	ea seat sea clean	ie pie tie lie	ow blow grow snow	ue blue glue clue

a-e cake lane snake	e-e eve	i-e slide wipe shine	o-e bone home clothes	u-e flute
------------------------------	------------	-------------------------------	--------------------------------	--------------

Children in year 2 will be practising more complex words using the phonemes above and learning alternative ways of writing other phonemes, which are listed below:

- tch saying ch e.g. witch
- ture in picture and capture
- a and al saying or e.g. all, chalk, walk, talk
- mb in lamb
- saying u e.g. brother, love, month
- ey saying ee e.g. honey, monkey

They will also be learning how to use contractions e.g. isn't, won't etc.

In Class 1, the focus is on constructing sentences. For all children, this starts with saying sentences orally and retelling stories through drama. This helps to build their vocabulary and understanding of speaking correctly and clearly, which is an important skill for children to develop before they can write. We always rehearse sentences before we attempt to write, and we work in small groups to write simple sentences. This term, reception children will be beginning to move onto writing simple sentences using key words e.g. it is hot. The focus is not on capital letters or full-stops at this point.

In year 1, children will be rehearsing, writing and checking their sentences, and this term our focus is on adding "and" to join ideas e.g. It is hot and I need a drink. They are taught to use capital letters and full stops in Year 1. The Year 2 focus is on using a range of conjunctions e.g. It is hot today because the sun is shining.

To ensure this is interesting for the children, we take photographs of them throughout the day, and they write sentences to go with their pictures, which are then shared and put on display.

### Maths

We will begin by revisiting place value and by children noticing how many objects without counting (subitising). Year 1 and 2 then use these facts to derive number bonds, doubles and other facts to help them with calculation. The children are excellent at noticing how many without counting! We will then move onto learning about UK coins and making different amounts, using our knowledge of number facts. Following this, we will learn about multiplication, which again relies on a secure knowledge of number facts e.g. doubles and halves. Year 1 will learn to count in twos, fives and tens, and Year 2 will learn the tables facts for these times tables. Reception will learn to put things in equal groups and to spot when the groups are not equal.

Our final focus is on division. We look at sharing fairly and then look at putting things into equal groups and use our knowledge of multiplication to help us to calculate.

In all areas of mathematics, we use real life problems to bring the learning to life, and we also link our learning to stories.

### RE

We will be learning about Muslims and what it is like to be a Muslim. We will be using stories and pictures to help us to learn about mosques and Muslim beliefs and we will compare these to our own beliefs. In RE, we allow the children to present their ideas in creative ways e.g. by making pictures and models, which show what they have understood.

After half-term, we will be focusing on how Christians celebrate Easter. We will explore the Easter story and think about what this means for Christians around the world. We will also be learning about how Christians celebrate Easter.



### Science

Our first topic is all about materials. We will be exploring the properties of a range of materials and describing and sorting them. We will use what we have discovered to carry out investigations to find the best materials for different jobs. This will be linked to some of the stories we are reading. For example, we will find the best material for the lighthouse keeper's coat by testing how much water different materials absorb. We will also be finding out how some materials change e.g. by freezing water and melting chocolate.

After half term, we will be looking at humans as animals and finding out about different kinds of animals e.g. mammals, amphibians, reptiles, and birds and we will be looking for wildlife around school. We will look at different parts of the body and

what we use them for, and we will also be thinking about our five senses.

### Design and Technology

Our topic is all about wheels and axles. This links with our history topic this term. The children will learn how to make fixed wheels and axles and moving wheels and axles and they will then apply their learning when they design and make their own vehicles. They



can use their imagination to create an imaginary vehicle and use it to tell stories to link with our English work later in the term. They will then evaluate

their designs and will share them with Class 2.

### Art

We are learning about weaving. We will learn some simple weaving techniques using a weaving frame, paper, and cardboard and we will use a variety of materials to make different textures and effects. As part of this project, we will learn about how tartan is designed and made and we will design our own tartan patterns to reflect our interests.

### Computing

We are continuing to explore how to program a robot this term. We will link this to our geography work, and we will program the BeeBots to go to different coastal towns on our map of the United Kingdom. The children will move onto refining their skill at debugging their program when it doesn't do what they expected it to do.



### Geography

Our topic is coastline, and we will be exploring different features of the seaside,

focusing on human features such as lighthouses and physical features such as cliffs. The children will look at photographs of various seaside locations and learn to identify different features. As with all our topics, we use stories to add interest and meaning to our learning and we will be using the Katie Morag stories to consolidate key vocabulary and to make a 3D map of the fictional Isle of Struay, which is based on the Isle of Coll. Children in years 1 and 2 will also draw their own maps and add simple keys.

### History

Our history topic is all about how transport has changed over time. We will look at how people move from place to place today and we will compare this with how people used to travel in the past. I am hoping to organise a visit on the Severn Valley Railway and then possibly on the cliff railway in Bridgnorth on the same day. We will be reading stories about transport throughout this topic, including Mr. Gumpy's outing and the Hundred Decker Bus.

### P.E.

In P.E. this term, the children will be learning multiskills with a coach from Lacon Childe and we will also be swimming at Ludlow later in the term. Physical activities are also built into the planning each day to ensure the children are active and have movement breaks, and we also do cool kids every day, which involves building up core strength and motor skills through a range of exciting activities.

### P.S.H.E.

We use the Jigsaw resources for P.S.H.E. and the focus this term is on dreams and goals. The children will be thinking about

things they would like to achieve and working on ways to persevere when things are hard. They will be thinking of how they can break things into small steps to help them and how they can encourage and help other people to achieve their goals too.

## Music

Music is part of every day in school and songs are used in maths and English lessons as well as in separate music sessions. We will be listening to songs and music about the seaside, and we will sing songs such as the drunken sailor. The children will be learning about how to play tunes this term and we will focus on pitch and recognising when notes are high and low, and we will use this skill to compose and perform our own music to link to the stories we are reading in English, which are linked to the seaside. After half term, we will continue to learn to write simple tunes and play them on chime bars and glockenspiels, as well as learning to play as a class. We will be performing our music to Class 2 in our sharing assemblies.



## News from Class Two

This term our topic is geography led on a unit called Frozen kingdoms. The children will be learning about the physical features of the Arctic and Antarctica. They will also be learning about the plants and animals found in these ecosystems and investigating how these are under threat from climate change.

### English

This term our fiction work focuses on issue based stories with settings in cold places such as the Arctic. We are going to read *The Last bear* by Hannah Gold and *The Wolf Wilder* by Katherine Rundell as our guided texts. We will use these texts and other stories to analyse the features of effective writing at a whole text, sentence and word level. The children will also be watching a powerful animated story called *Migrants* about polar bears and the impact of climate change on them.



They will use this stimulus to generate word and phrase banks to support their creation of sentence level writing, which will then build up

to a full description of the setting. The story is very thought provoking and raises lots of questions to consider and to respond with their own writing. The children will also be focusing on characterisation and how to develop and set out dialogue accurately.

During our Tuesday English sessions, the children will be learning about how to write diary entries. They will begin by learning about the features included in diary writing before identifying these features within diary examples. They will have a go at writing their own diaries before writing a diary entry from the perspective of another person.

Spellings will continue to be given out on a Monday with the children peer assessing each other the following Monday. This term,

years three and four will be continuing their learning about suffixes and other word endings as well as focusing upon various graphemes for certain sounds found commonly within words. We will look at the patterns for when each grapheme is most likely to be used within a word and apply this knowledge through various games and activities. Years five and six will be looking at common spelling patterns found in words, such as the ough spelling pattern as well as continuing to learn about various word endings. They will also have a focus on homophones (words which sound the same but have different meanings) and words that sound similar. During our grammar sessions this term we will be focusing on word types such as adverbs and prepositions as well as looking at the grammatical features and language differences of direct speech, expanded noun phrases and both informal and formal writing.

### Maths

During mathematics in our Monday and Tuesday sessions years three and four will complete their work on mass and capacity before moving on to learn about position and direction which includes describing and plotting positions using coordinates as well as translation of 2D shapes on a grid and describing simple translations. Later in the term, they will move on to learning about length, perimeter and area. They will learn to measure accurately and calculate perimeters of familiar 2D shapes using mm, cm, m and km. They will use squares to

identify areas of simple shapes. Years five and six will complete their learning on shape, focusing on circles and 3D shapes before moving on to explore position and direction including translation and reflection. They will then be learning about perimeter, area and volume where they will calculate the perimeters and areas of various shapes including triangles and quadrilaterals as well as compound shapes.

The second half of the week's maths lessons target number-based topics. To begin the term we are focusing on multiplication and division and exploring the relationships between them. In year three and four, we are exploring factor pairs from the three, six and nines tables. The children will also continue to learn and practise the recall of the four and eight times tables. The children in year three and four will then use the number facts to solve calculations with two and three digit numbers multiplied by a single digit number.



In year five and six the children will develop their fluency in written calculations with multiplication and division. They will apply this knowledge to problem solving and reasoning-based questions. Afterwards, we will then move on to learning about fractions, decimals and percentages.

## Science

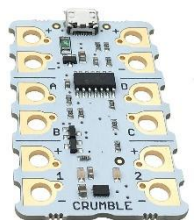
In science for the first half of term the children will be learning about materials. Initially, the children will begin by exploring and classifying a range of different materials according to their properties. They will then progress to exploring what

happens when different materials are combined and how materials can be separated using different processes including filtering, sieving and evaporating. They will be exploring the process of dissolving and which materials will dissolve to make a solution. They will explore variables that can affect the process of dissolving such as the temperature of the liquid, whether it is stirred or left unstirred.

After half term the children will be learning about the human body. The children will be learning about why the skeleton and muscles are important to humans for support, protection and movement. They will also be learning about the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. They will explore how diet and exercise impacts on how their bodies function.

## Computing

In computing, years three and four will firstly be completing their unit on desktop publishing before moving on to develop prior learning in programming. They will use Lego WeDo to create pre-designed models and program them to move and, in some cases, make sounds. Years five and six will complete their unit on spreadsheets before moving on to explore and develop their knowledge of programming using the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components such as LEDs and motors.



## Religious Education

In religious education, the children will be continuing to learn about what the Trinity is and why it is important for Christians. They will do this through the exploration of baptism. Following this they will learn about how festivals and family life show what matters to Jewish people. During this unit the children will learn about the Jewish festivals Rosh Hashanah and Passover including Yom Kippur. They will listen to and explore the links between the story of the Exodus and Jewish beliefs about God. They will also be given the opportunity to reflect on and share their own ideas around saying sorry, forgiveness and gratitude. Later in the term the children will explore what Christians believe Jesus did to save people. They will explore the events of Holy week and what they mean to Christians as well as learning about the terms salvation and incarnation and how these link with what Christians believe about Jesus. They will also consider their own responses to the idea of sacrifice and think about what sacrifices they believe would be good to make the world a better place.

## French

This term, we will be learning about different ice cream flavours and how to order ice creams. The children will focus on learning ten different flavours and will have plenty of opportunity to engage in role-play activities to build their confidence in speaking in French. At the end of the unit, we will set up our own ice cream parlour and they can order and eat an ice cream of their choice.



## Art

In art this term we are studying the work of environmental artists. After studying the work of different artists, the children will use a range of recycled materials to create their own piece of work inspired by the theme of Frozen kingdoms. They will start off by creating an image of an Arctic or Antarctic scene and then move on to make a 3D sculpture using a range of materials with an environmental theme.

## Design and technology

In design and technology the children will be working on a unit about food technology. The children will be tasting and evaluating a range of bread products to start the topic off and to inspire them for their own design process. They will be learning about the ingredients used to make bread and their importance to the design process. They will then learn how to make a basic dough. They will then have the opportunity to design and make their own recipe. The children will be evaluating other groups' recipes before making some for visitors to our soup café towards the end of the spring term.

## Music

We will be continuing to learn to play the descant recorder, and, by the end of term, children in years 5 and 6 will be able to play at least 10 notes. This will enable them to be able to play a wider range of tunes. We will be learning tunes containing harder notes to help them to become more confident. Children in years 3 and 4 will be consolidating last term's learning of the first 3 notes and then moving onto learning at least 3 more notes by the end of term. We will be working on breath control and

creating a pure sound, and we will be learning some simple tunes to play together.

Our composition work this term links to our geography topic about frozen kingdoms. We will be listening to contemporary compositions by artists such as Jacob Collier and Enya, and we will use their music as inspiration for our music, which will be based in either Antarctica or in the Arctic. The children will use a range of tuned and untuned instruments to write short pieces to represent animals in the region and they will put all these together to form a whole piece of music.



## PE

In PE the children will be developing their invasion game skills through lessons on hockey. They will be developing their skill in dribbling with ball and hitting the ball with control and accuracy. They will apply these skills to small sided games where they will learn to attack as well as defend their goal.



The children will also be swimming at Ludlow Leisure centre for six weeks leading up to the swimming gala for those pupils who wish to take part in key stage two. We shall also be doing a dance unit with themes inspired

by our environmental work in geography and English.

## PSHE

In personal social health education, we are exploring two themes this term: Dreams and goals and healthy me. During the first topic the children will be exploring the importance of staying motivated when doing something challenging. They will also explore the benefits of working with others to achieve their goals so that they can draw upon the knowledge and skills of others. They will explore why it is important to encourage and others in their endeavours and to work hard to hit their targets.

After half term, they will be exploring the importance of making healthy choices and eating a balanced healthy diet. They will also explore the benefits of being physically active and how it helps with our emotional wellbeing. They will explore ways to keep themselves and others safe and how to be a good friend and form strong friendships.





## Dates at a glance

### Spring 2026



#### January

5<sup>th</sup> - PD Day - School closed for children

6<sup>th</sup> - School re-opens

7<sup>th</sup> - KS2 multisports after school commences for 6 weeks

#### February

3<sup>rd</sup> - Whole school swimming commences at Ludlow 1.30-2.30pm for 5 weeks

5<sup>th</sup> - Parents' evening



**Friday 13<sup>th</sup> February - School closes for half term.**

**Monday 23<sup>rd</sup> February - school re-opens**

25<sup>th</sup> February - KS2 workshop with Royal Shakespeare Company in Stratford-upon-Avon

#### March

2<sup>nd</sup> - Poet and illustrator Mark Bardsley in school

4<sup>th</sup> - PTA meeting in school

5<sup>th</sup> - World Book Day

10<sup>th</sup> - Last swimming session

13<sup>th</sup> - Year 6 trip to the Houses of Parliament

18<sup>th</sup> - KS2 Swimming Gala

19<sup>th</sup> - Year 5 taster day at Lacon Childe

21<sup>st</sup> - Coffee morning

26<sup>th</sup> - Easter Service at St Giles Church, Farlow

27<sup>th</sup> - Easter open morning



**Friday 27<sup>th</sup> March - School closes for Easter**

**Monday 13<sup>th</sup> April - School re-opens after the Easter holidays**

Please note - these dates are subject to change, please check weekly flyer for any update.