



St Peter's

Church of England Primary School

Unlocking the potential in everyone

Meet the Teacher

September 2026



RESPECTFUL



RESILIENT

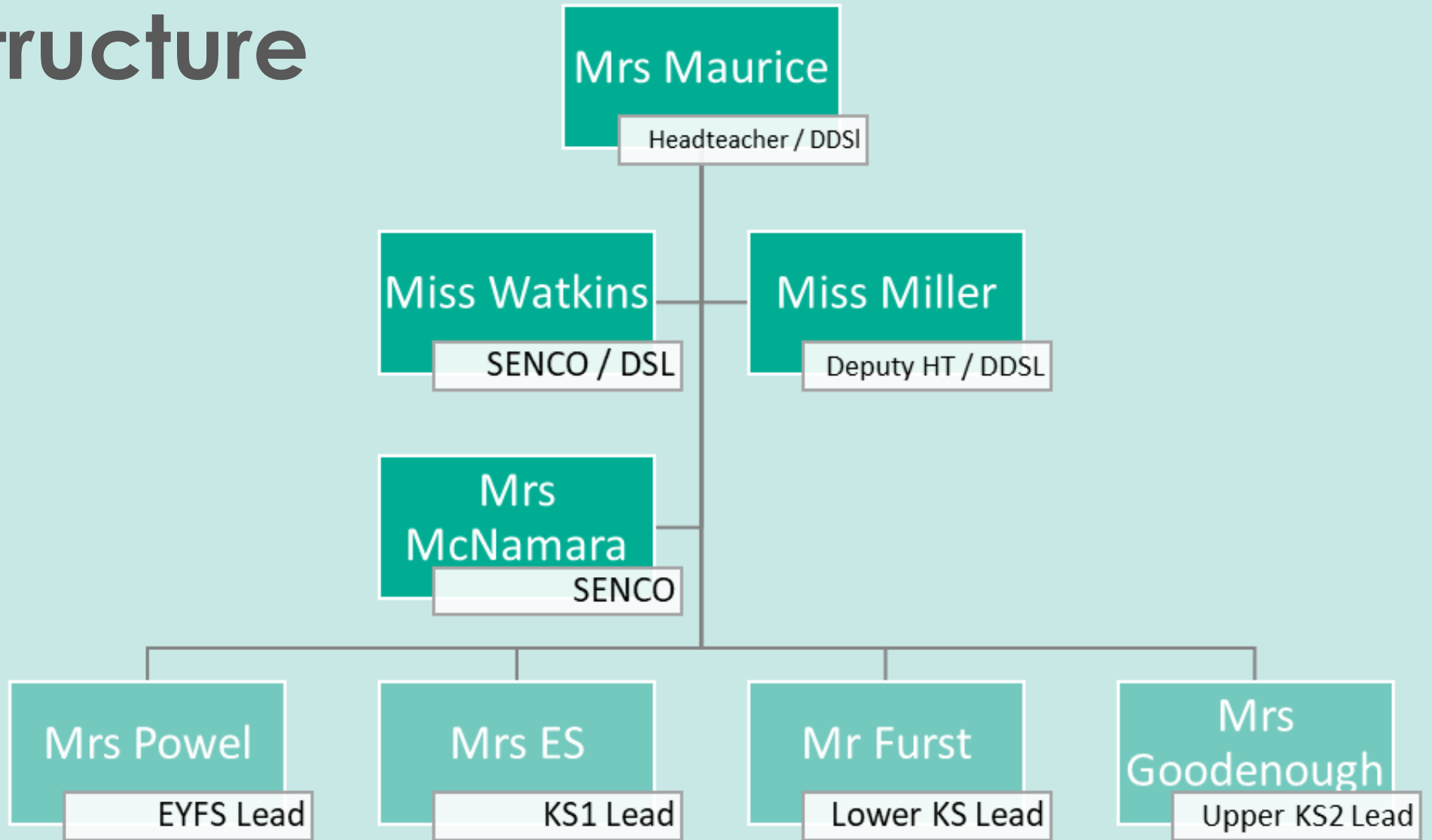


RESOURCEFUL



ALWAYS
AIMING HIGH

SLT Structure



Our School Values



RESPECTFUL

The handshake represents kindness, courtesy and treating others with dignity. It symbolises working together, listening to different perspectives and showing consideration for everyone in our school community. The heart reminds us that true respect comes from caring about others and valuing them as individuals.



RESILIENT

Like a tree standing tall through changing seasons, resilience is about persevering when challenges arise. The deep roots represent the strong foundations that support us. Storms may bend the branches, but the roots help the tree to stay secure and continue growing. This symbol reminds us that setbacks and difficulties are opportunities to learn, adapt and become stronger.



RESOURCEFUL

The lightbulb represents creativity, curiosity and new ideas, while the gears symbolise problem-solving, critical thinking and perseverance. Together, they show that being resourceful means using our knowledge, skills and imagination to overcome challenges. Rather than giving up when something is difficult, resourceful learners think carefully, and make the best use of the people, tools and opportunities around them.



ALWAYS AIMING HIGH

The mountain peak represents ambition, growth and striving to be the best version of ourselves. The upward arrow symbolises determination and continuous improvement, while the stars remind us to dream big and pursue excellence. This symbol reflects our commitment to high expectations, encouraging everyone to embrace challenges, celebrate progress and never stop reaching for their goals.



RESPECTFUL

- Working positively in partnership with the school, trusting that staff want the very best for your child.
- Raising concerns through the correct channels, with the class teacher as the first point of contact wherever possible.
- Being mindful of conversations about school, staff or other families/children when children are within earshot. Children absorb more than we realise!
- Remembering that children often see events from their own perspective and may not always tell the full story.
- Being honest and open with us, particularly regarding attendance.
- Recognising that school staff are people too, balancing the same pressures and challenges of family life as everyone else.



- Sending children into school positively and confidently. A cheerful goodbye helps children settle quickly and independently.
- Encouraging attendance whenever children are well enough to be in school, helping them understand that they often feel better once they are engaged in the day.
- Allowing children to carry their own bags and take responsibility for age-appropriate tasks.
- Letting children make mistakes, because mistakes are often where the most powerful learning happens.
- Helping children understand that finding something difficult is normal and is not a sign that they cannot do it.
- Encouraging children to persevere when they are stuck rather than immediately stepping in to solve problems for them.
- Teaching children that they will not always win, and that learning how to lose gracefully is an important life skill.
- Having high aspirations for every child, including those with SEND. We believe all children can succeed and achieve great things when supported and encouraged to develop confidence and independence.



RESOURCEFUL

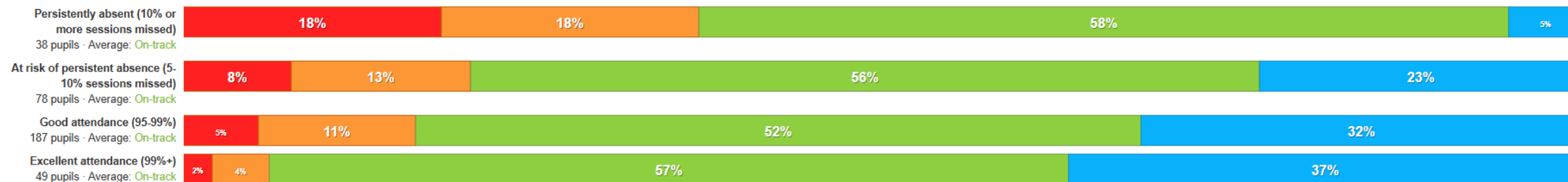
- Encouraging children to have a go before asking for help.
- Giving children opportunities to solve everyday problems independently.
- Allowing children to experience boredom occasionally. Boredom often sparks creativity, imagination and initiative.
- Being careful not to remove every obstacle from a child's path. Sometimes stepping back is the best way to help children grow.
- Promoting healthy habits around screen time to make space for reading, play, conversation and exploration.
- Encouraging children to use strategies and think about how they learn, not just what they learn.

Attendance



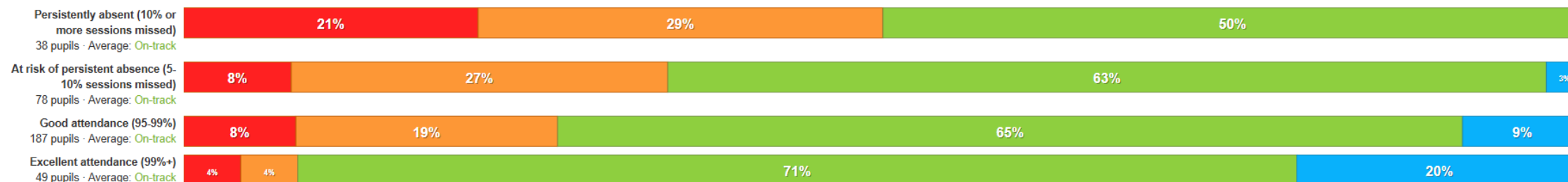
Reading

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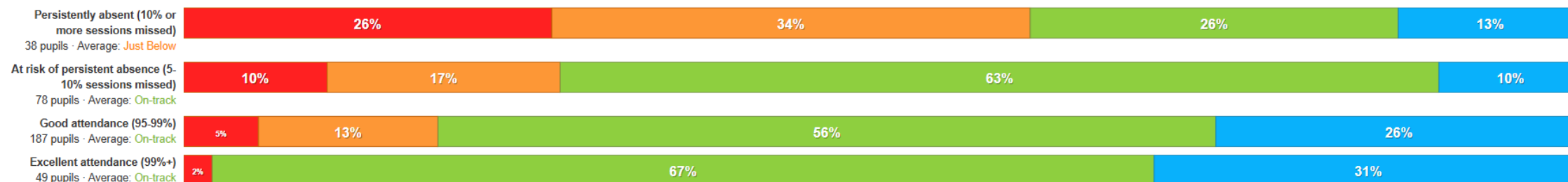
Writing

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Maths

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Admin

Lunch



Playtimes



Uniform



Communication



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Timetable

PE Days:
Tuesday and
Wednesday

Forest
School:
Autumn 2



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Timetable September 2026			
	EYFS	KS1	KS2
8:45	Funky Fingers	Intervention / Target Time activities	
9:00		Speedy sounds / Spelling	Spelling (10 mins)
9:10	9.15 RWI/Phonics (whole class)	RWI / Reading (30 mins)	Master Reader (30 mins)
9:40			
9:45	Break	English (50 mins)	Maths (55 mins)
10:00	Maths Input		
10:15	Milk & Snack & Story		
10:30	Free flow		
10:35		Break 20 mins	Assembly (20 mins)
10:50		Maths 50 mins	Break (20 mins)
10:55			English (55 mins)
11:15	(Phonics)	11.40 Handwriting	
11:30	Get ready for lunch	Lunch (classes rotate order so that there is not a big queue. 12:00, 12:05, 12:10)	Lunch (50 mins)
11:50	Lunch (50 mins)		
12:00		Literacy/Topic Input	Assembly (20 mins)
12:10			
12:50	Free flow	Track (10 mins)	
1:00		Spelling/virtual classroom	
1:15		Foundation Subjects	
1:30			
1:45	Maths Mastery		
2:00		Talk through stories	
2:15	Story/Music/RE		
2:30			
2:45	Home Time		
3:00			
3:15			

Year 3

- Add a snip of your learning journey



Concept

Power, Conflict

Key Text

The Gruesome Truth About Tudors by Jillian Powell & Matt Buckingham, King VIII's Shoes by Karen Wallace, A variety of non-fiction texts.

Tier 2 Vocabulary

Monarch, Banquet, Reign, Important, Courtier, Heir, Throne, Portrait.

Tier 3 Vocabulary

Battle of Bosworth, War of the Roses, Tudor Rose, Lancaster, York, Hampton Court Palace, Henry VII, Henry VIII, Hans Holbein

Authentic Outcomes / Beautiful Work / Writing Outcomes

- Eye-witness account of the Battle of Bosworth
- Letter from Henry VIII wife.
- Portraits in the style of Hans Holbein.

Community and Diversity Links

Links/resources/visits/visitors
Visit to Hampton Court Palace

Focus Subjects: History, English, Art

History:

- Chronological understanding
- How and when did the Tudors come to power?
- The events of the Battle of Bosworth and the consequences.
- The Tudor family tree.
- Historical enquiry
- How do you become a King or a Queen?
- Select and record information relevant to the study.
- Who was Henry VIII and why did he have so many wives?



- What was life like at Tudor court?
- How did life differ for the rich and poor in Tudor society?
- Begin to use library and internet for [research](#).
- Interpretations of History
- Look at representations of the period.
- Trip to Hampton court, images, artefacts, non-fiction books.

Art:

- The work of Hans Holbein
- Sketching techniques
- Proportion of the face
- How to draw facial features.
- Opportunity to research other portrait artists and styles of portraiture
- Research artwork on display at Hampton Court Palace and National Portrait Gallery
- Art appreciation during visit to Hampton Court Palace

Enhancement Subjects: Physical Development & Literacy

English:

- Recount of the Battle of Bosworth. First person, Past tense. Chronological order.
- Character description of Henry VII.
- Non-chronological report about Henry VII wives.
- Formal letter from one of Henry VII wives.
- Recount of trip to Hampton Court.
- Read, Write, Inc. spelling (daily)
- Handwriting (daily)
- Identify and use new vocabulary in their writing. Plan their writing by discussing a model text to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Write texts to inform or entertain (purpose for writing) using simple and compound sentences. Compose and rehearse sentences orally before writing. Re-read to check for: Commas to separate clauses in compound sentences. Focus on compound sentences using a wider variety of conjunctions.

Stand Alone Subjects

Maths

Place value of 3-digit numbers, addition and subtraction of 3-digit numbers

Science

Comparing and contrasting rocks and soils. To draw simple conclusions using evidence. To be able to define and use the words 'practical work' 'difference' 'similarity' and 'properties'

PE

Tag rugby, Gymnastics



RE

Gospel

Thinking about how Christians care for our world

PSHE

Being Me in my World

French

Greetings in French

Homework

- Reading - Reading Challenge – at least one book per half-term.
- Spelling – Sent home on Friday for test the following Friday. Please return to be checked in school.
- Maths – times tables sent home every Friday for a test the following Friday.
- Timestables Rockstars – Please take home you log in letter.



Any questions?



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