



St Peter's

Church of England Primary School

Unlocking the potential in everyone

Meet the Teacher

September 2026



RESPECTFUL



RESILIENT

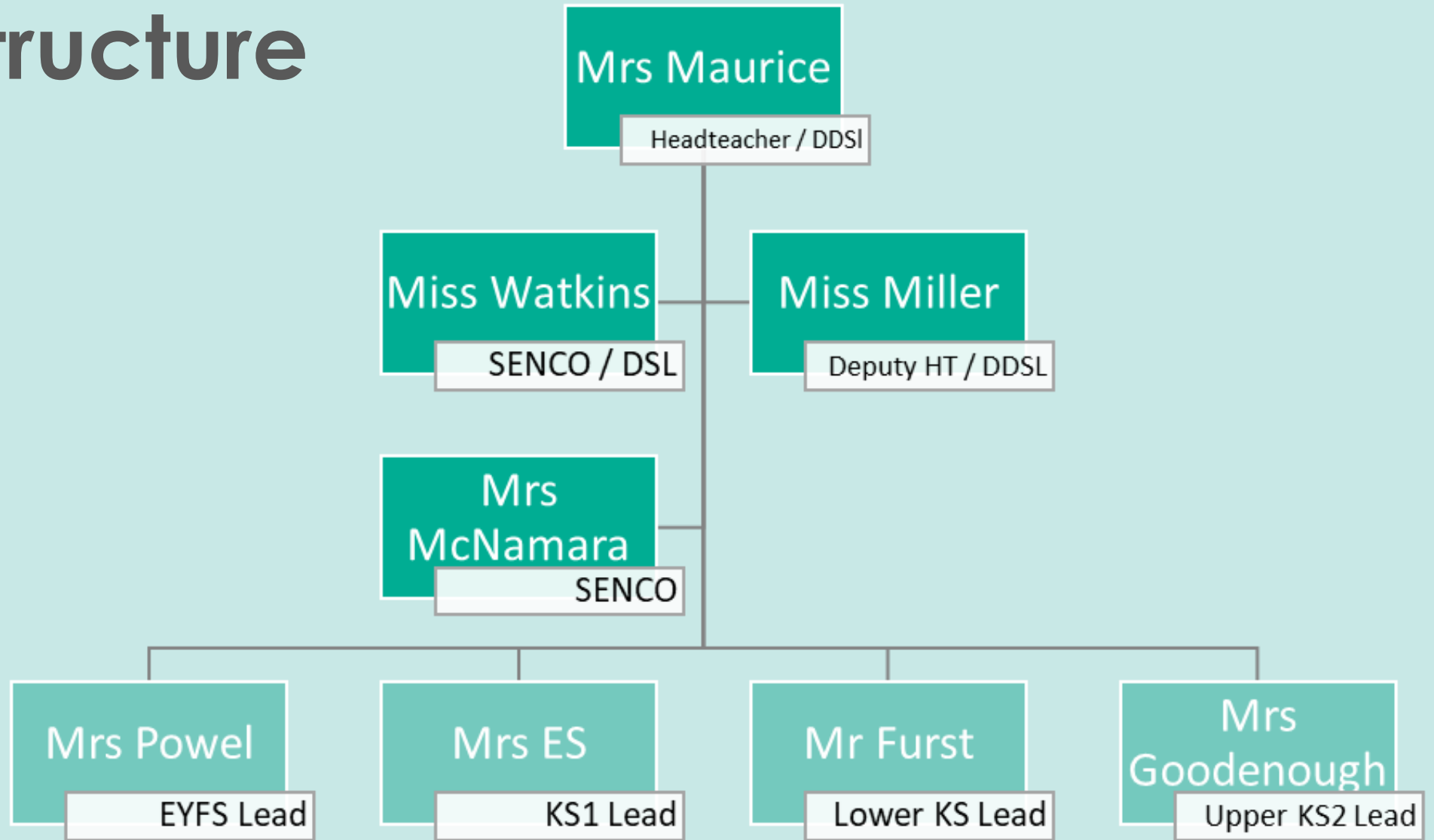


RESOURCEFUL



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

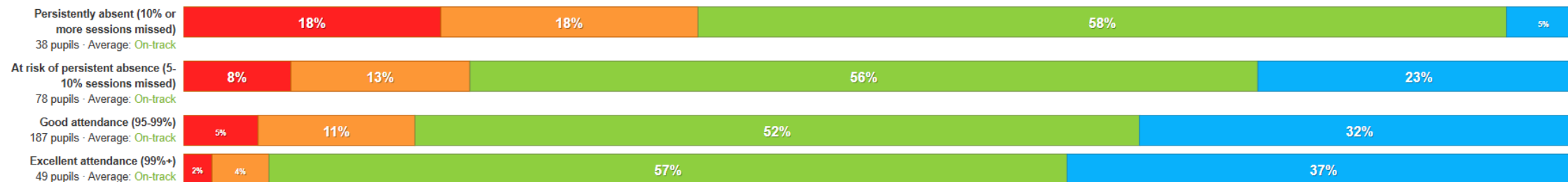
- Encouraging children to have a go before asking for help.
- Giving children opportunities to solve everyday problems independently.
- Allowing children to experience boredom occasionally. Boredom often sparks creativity, imagination and initiative.
- Being careful not to remove every obstacle from 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



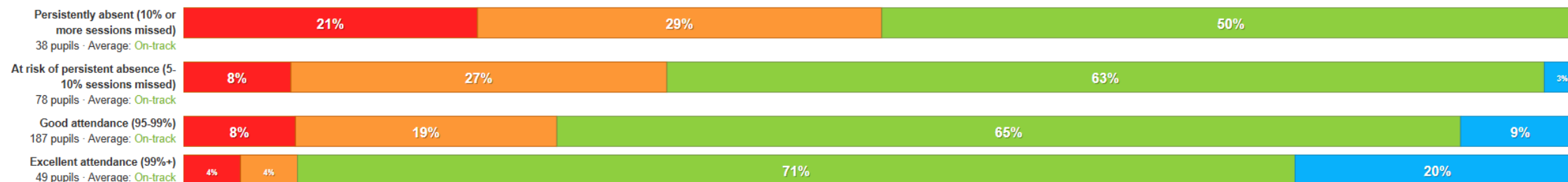
Reading

Legend: Below (red), Just below (orange), Expected+ (green), Gtr Depth (blue), No data (grey)



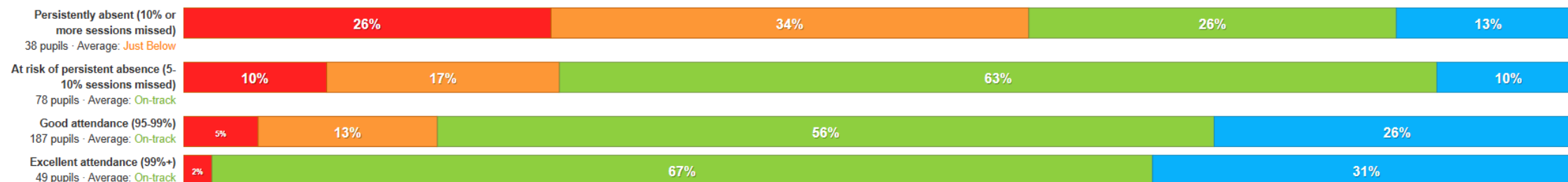
Writing

Legend: Below (red), Just below (orange), Expected+ (green), Gtr Depth (blue), No data (grey)



Maths

Legend: Below (red), Just below (orange), Expected+ (green), Gtr Depth (blue), No data (grey)



Admin

Lunch



Playtimes



Uniform



Communication



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Timetable

PE Days: Monday and Thursday

Forest School: Spring 1
Monday and Tuesday
 Further details coming soon



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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 6



Why was Athens so powerful around 500BC?

Year 6 – Autumn Term (1)



+ Focus Subject: History

- How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?
- Living in Ancient Greece and the role of women.
- Why was Athens able to be so strong at this time?
- What was so special about life in 5th Century BC Athens?
- Research on the Battle of Marathon and life in Ancient Greece
- Reading and note-taking from non-fiction texts
- Making links from Greek language to current day use of language.

History Skills.

Chronology – place events on a timeline, explain past events in terms of cause and effect, check the accuracy of interpretations, use a range of sources.

🌐 Enhancement Subjects: Writing and Guided Reading

Writing

- Sentence structure – simple, compound and complex sentences.
- Narrative structures and language, creating atmosphere.
- Non-chronological report: Why was Athens so powerful around 500BC?
- Read, Write, Inc. Spelling (daily)

Guided Reading

- Reading and recognising the features of myth writing.
- Guided Reading skills: Vocabulary, inference, prediction, explain, retrieve and summarise.
- Reading and questioning the reliability of historical sources.
- Non-fiction text features.

📅 Stand Alone Subjects

Maths

Place value with numbers to 10,000,000, addition, subtraction, multiplication and division.

Homework

- Century – an online learning platform to develop maths and English knowledge. Weekly tasks.
- Reading Challenge – at least one book per half-term
- Spelling – Every week.
- Timestables Rockstars – Daily practice at home



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Any questions?



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