Trimley St Martin Primary School

Meet the Teacher

PRESENTATION

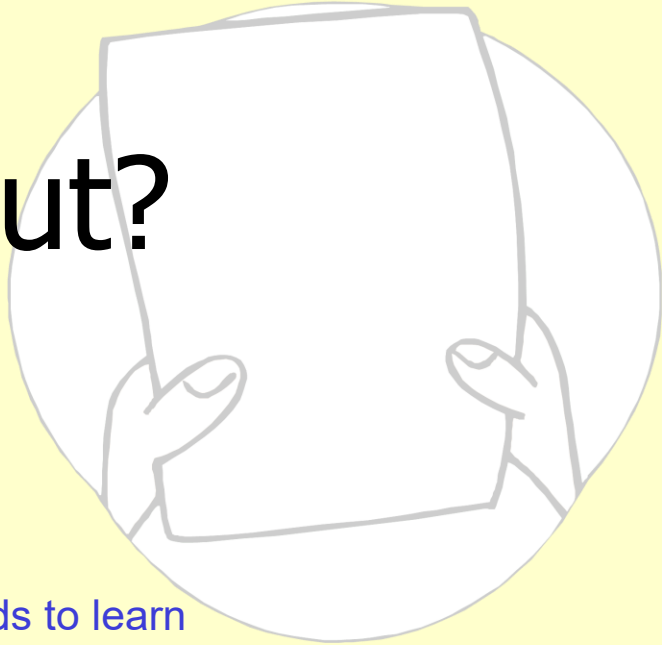
Mrs. Macfarlane

Mrs. Imlach

Class: Hamilton- Year 4

2025 - 2026

What's this all about?



- Meet the team- Who are we?
- September 2026- Any changes?
- Year 4 Expectations- What my child needs to learn
- Assessment & Reporting- How I know what my child can do
- Homework- Reading, Literacy and Maths
- General Info
- P.E. – What days
- School website/Seesaw- How we share information

About me... Mrs MacFarlane

- I have love being a Primary School Teacher.
- I am very excited to be teaching Year 4 this year.
- I have taught Y5 and Y6 at TSM and YR, Y1,Y2,Y3 and Y4 in other schools, including Scotland and Devon, Norfolk and Suffolk.
- I am a member of the senior management team and responsible for Mathematics and Geography throughout the school.
- I believe in making mathematics and all learning fun in my class, giving children the confidence to learn.
- I love to teach children a broad and balanced curriculum in which they learn about the world around them
- I love teaching children and sharing their success with parents involving them wherever possible !!
- We are really lucky to have Mrs Calver working in Year 4 this year.
- I have two daughters of my own, who were taught at Trimley St Martin,
- I have lived in The Netherlands, enjoy swimming and love to wear pink !!

About me... Mrs Imlach

- I have been teaching for 29 years throughout London, Essex and Suffolk; I have been phase leader for Key Stage 1 and have taught in every year group from reception to Y6.
- I have been at TSM for 10 years.
- My degree is in English- which will be the subject I will be focussing on in Year 4, whilst Mrs. MacFarlane focusses on Maths.
- I enjoy making the learning as exciting and engaging as possible and want to give the children as many real-life experiences as possible.
- I have a daughter and a son and 3 grandchildren who are 9, 7 and 6- I like to help them with their schoolwork as well.
- As the children already know, I have a cat and also a Chihuahua who keeps me on my toes!
- I love the environment and nature- particularly the beach (and seagulls). I spend lots of my time in my garden/ allotment growing flowers., fruit and veg.

Year 4 Team

Mrs. Calver

Mrs. George

Mrs. Parker

Our Inclusion Team

Mrs. Thornton
SENDCo
DDSL

Ms. Rowe
Learning Behaviour
Lead
DDSL

Mrs. Ross
DSL

Mrs. Matthews
DDSL

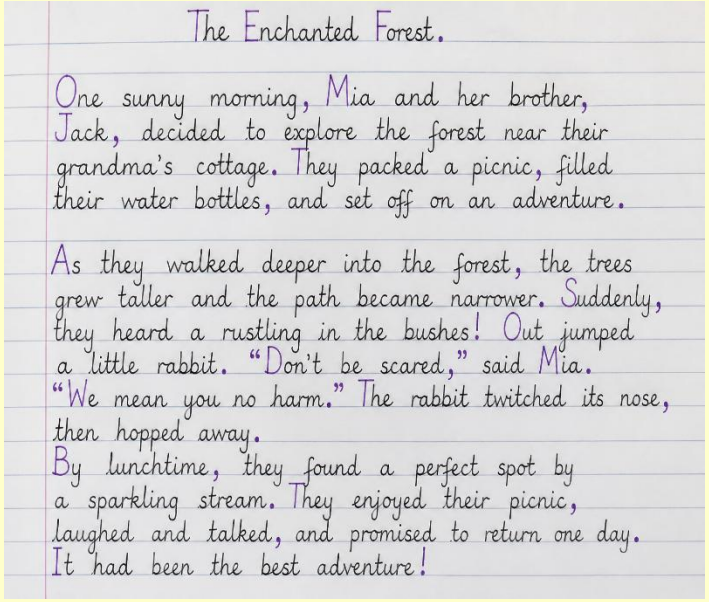
DSL/DDSL- Designed Safeguarding Lead/Deputy DSL

Sept 26 – Changes across the school

Purple **P**unctuation- Children will be encouraged to use a purple pen to write their punctuation marks. This strategy, known as *Purple Punctuation*, helps children to think carefully about where punctuation is needed and to become more accurate writers.

When children first begin using this approach, it can slow their writing down slightly. This is because they are consciously stopping to consider which punctuation mark is needed and where it should be placed. Although this may take longer initially, it encourages children to develop good writing habits and increases their understanding of sentence structure.

Over time, as children become more confident, the correct use of punctuation becomes more automatic.
As a result, children often show improved accuracy and consistency in their writing, leading to clearer and more effective communication.



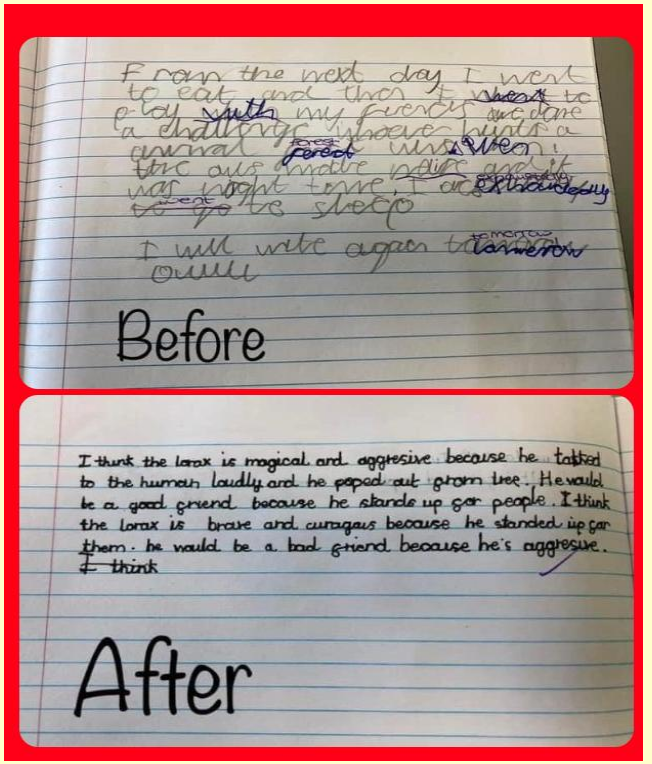
The Enchanted Forest.

One sunny morning, Mia and her brother, Jack, decided to explore the forest near their grandma's cottage. They packed a picnic, filled their water bottles, and set off on an adventure.

As they walked deeper into the forest, the trees grew taller and the path became narrower. Suddenly, they heard a rustling in the bushes! Out jumped a little rabbit. "Don't be scared," said Mia. "We mean you no harm." The rabbit twitched its nose, then hopped away.

By lunchtime, they found a perfect spot by a sparkling stream. They enjoyed their picnic, laughed and talked, and promised to return one day. It had been the best adventure!

Handwriting- Bubble Writing



This simple writing scaffold supports children in forming cursive letters consistently, helping them to develop neat and fluent handwriting.

It encourages children to make their letters a consistent size and shape, while also helping them to leave appropriate spaces between words. The scaffold allows children to see clearly how much space remains on a line, enabling them to decide whether there is enough room for the next word before they begin writing.

PSHE/RSE-

Health and Wellbeing

Theme	KS1	LKS2	UKS2
	All children should be able to:		
Safety First	• identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe.	• identify and discuss some school rules for staying safe and healthy; • list some of the dangers we face when we are using roads, water or railways; • describe drugs, cigarettes and alcohol in basic terms; • identify some common injuries and know they can be treated with first aid; • recognise hazards and dangers in an emergency situation; • state 999 as the number to call to seek help in an emergency.	• describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code.
It's My Body	• explain how much sleep they need; • discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies.	• understand the importance of sleep, exercise and healthy eating; • discuss what happens to muscles when we exercise them; • understand they can choose what happens to their body and know when a 'secret' should be shared; • explain that too much sugar is bad for health; • know the difference between medicine and harmful drugs and chemicals; • explain how germs travel and spread disease; • identify ways to protect their bodies from ill health.	• understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.

- From September 2026, we will be using Twinkl resources to support the teaching of PSHE and RSE across the school. We have chosen this programme because it is fully aligned with statutory guidance, provides a clear progression of learning from Reception to Year 6 and reflects the diverse world in which our children live.

- The resources support children's emotional wellbeing, personal safety and understanding of healthy relationships, while also ensuring that lessons are engaging, age-appropriate and consistent across the school. We already successfully use Twinkl resources to support the teaching of Phonics and French, and staff and pupils are familiar with the high-quality resources and approaches it provides.

Through the year

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End of Year Expectations

End of Year Expectations for Year 4 for New National Curriculum – EXPECTED (At National Standard)

Year 4 Maths

Year 4 Number and Place Value

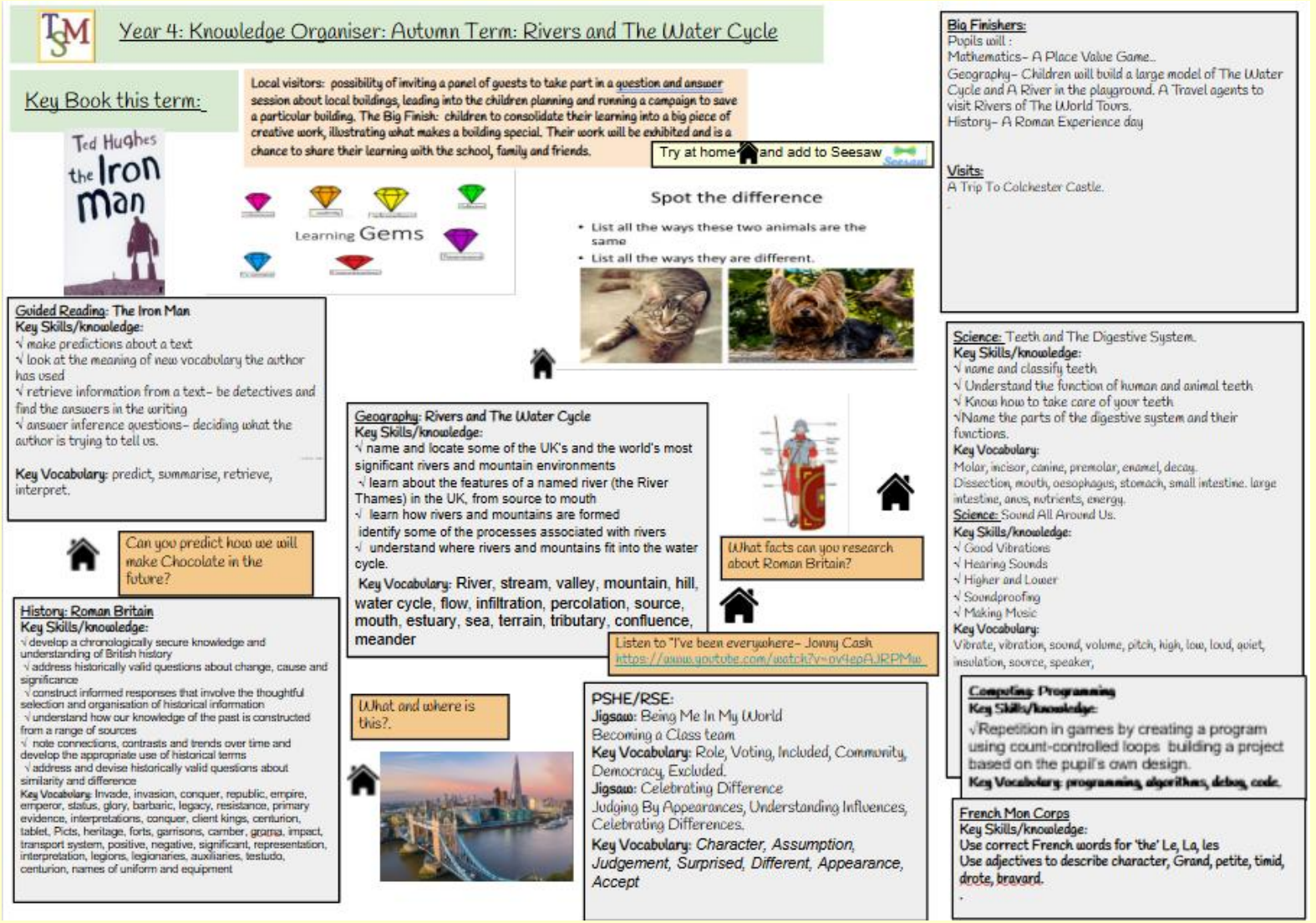
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Sufficient evidence shows the ability to: ❑ Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number. ❑ Count backwards through zero to include negative numbers. ❑ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). ❑ Order and compare numbers beyond 1000. ❑ Identify, represent and estimate numbers using different representations. ❑ Round any number to the nearest 10, 100 or 1000. ❑ Solve number and practical problems that involve all of the above and with increasingly large positive numbers. ❑ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	**Sufficient evidence shows the ability to:** ❑ Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. ❑ Estimate and use inverse operations to check answers to a calculation. ❑ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	**Sufficient evidence shows the ability to:** ❑ Recall multiplication and division facts for multiplication tables up to 12 × 12. ❑ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. ❑ Recognise and use factor pairs and commutativity in mental calculations. ❑ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. ❑ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	**Sufficient evidence shows the ability to:** ❑ Recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ❑ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. ❑ Add and subtract fractions with the same denominator. ❑ Recognise and write decimal equivalents of any number of tenths or hundredths. ❑ Recognise and write decimal equivalents to 1/4 , 1/2 , ¾. ❑ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. ❑ Round decimals with one decimal place to the nearest whole number. ❑ Compare numbers with the same number of decimal places up to two decimal places. ❑ Solve simple measure and money problems involving fractions and decimals to two decimal places.

Year 4 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
Sufficient evidence shows the ability to: ❑ Convert between different units of measure [for example, kilometre to metre; hour to minute]. ❑ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. ❑ Find the area of rectilinear shapes by counting squares. ❑ Estimate, compare and calculate different measures, including money in pounds and pence. ❑ Read, write and convert time between analogue and digital 12- and 24-hour clocks. ❑ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	**Sufficient evidence shows the ability to:** ❑ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ❑ Identify acute and obtuse angles and compare and order angles up to two right angles by size. ❑ Identify lines of symmetry in 2-D shapes presented in different orientations. ❑ Complete a simple symmetric figure with respect to a specific line of symmetry.	**Sufficient evidence shows the ability to:** ❑ Describe positions on a 2-D grid as coordinates in the first quadrant. ❑ Describe movements between positions as translations of a given unit to the left/right and up/down. ❑ Plot specified points and draw sides to complete a given polygon.	**Sufficient evidence shows the ability to:** ❑ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ❑ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

End of Year Exceptions are what we want every child to have learnt by the end of the year. The end of year exceptions for reading, writing and maths will be sent out Via ParentMail by Mrs Ross so you know what your child is trying to achieve.

Knowledge Organisers



Year 4: Knowledge Organiser: Autumn Term: Rivers and The Water Cycle

Key Book this term:

Ted Hughes the Iron Man

Local visitors: possibility of inviting a panel of guests to take part in a question and answer session about local buildings, leading into the children planning and running a campaign to save a particular building. The Big Finish: children to consolidate their learning into a big piece of creative work, illustrating what makes a building special. Their work will be exhibited and is a chance to share their learning with the school, family and friends.

Try at home and add to Seesaw

Learning Gems

Spot the difference

- List all the ways these two animals are the same
- List all the ways they are different.

Big Finishers:
Pupils will :
Mathematics- A Place Value Game..
Geography- Children will build a large model of The Water Cycle and A River in the playground. A Travel agents to visit Rivers of The World Tours.
History- A Roman Experience day

Visits:
A Trip To Colchester Castle.

Guided Reading: The Iron Man
Key Skills/knowledge:
√ make predictions about a text
√ look at the meaning of new vocabulary the author has used
√ retrieve information from a text- be detectives and find the answers in the writing
√ answer inference questions- deciding what the author is trying to tell us.

Key Vocabulary: predict, summarise, retrieve, interpret.

Science: Teeth and The Digestive System.
Key Skills/knowledge:
√ name and classify teeth
√ Understand the function of human and animal teeth
√ Know how to take care of your teeth
√Name the parts of the digestive system and their functions.
Key Vocabulary:
Molar, incisor, canine, premolar, enamel, decay.
Dissection, mouth, oesophagus, stomach, small intestine. large intestine, anus, nutrients, energy.
Science: Sound All Around Us.
Key Skills/knowledge:
√ Good Vibrations
√ Hearing Sounds
√ Higher and Lower
√ Soundproofing
√ Making Music
Key Vocabulary:
Vibrate, vibration, sound, volume, pitch, high, low, loud, quiet, insulation, source, speaker,

Geography: Rivers and The Water Cycle
Key Skills/knowledge:
√ name and locate some of the UK's and the world's most significant rivers and mountain environments
√ learn about the features of a named river (the River Thames) in the UK, from source to mouth
√ learn how rivers and mountains are formed
identify some of the processes associated with rivers
√ understand where rivers and mountains fit into the water cycle.

Key Vocabulary: River, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander

Can you predict how we will make Chocolate in the future?

What facts can you research about Roman Britain?

Listen to "I've been everywhere- Jonny Cash
https://www.youtube.com/watch?v=ov4epAJRPMw

History: Roman Britain
Key Skills/knowledge:
√ develop a chronologically secure knowledge and understanding of British history
√ address historically valid questions about change, cause and significance
√ construct informed responses that involve the thoughtful selection and organisation of historical information
√ understand how our knowledge of the past is constructed from a range of sources
√ note connections, contrasts and trends over time and develop the appropriate use of historical terms
√ address and devise historically valid questions about similarity and difference
Key Vocabulary: Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, granna, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment

What and where is this?.

PSHE/RSE:
Jigsaw: Being Me In My World
Becoming a Class team
Key Vocabulary: Role, Voting, Included, Community, Democracy, Excluded.
Jigsaw: Celebrating Difference
Judging By Appearances, Understanding Influences, Celebrating Differences.
Key Vocabulary: Character, Assumption, Judgement, Surprised, Different, Appearance, Accept

Computing: Programming
Key Skills/knowledge:
√Repetition in games by creating a program using count-controlled loops building a project based on the pupil's own design.
Key Vocabulary: programming, algorithms, debug, code.

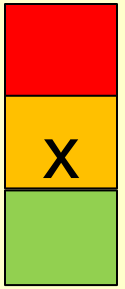
French Mon Corps
Key Skills/knowledge:
Use correct French words for 'the' Le, La, les
Use adjectives to describe character, Grand, petite, timid, drote, bravard.

Assessment at TSM

The expectation is that every child is working “At” for their year group. This means they have achieved the expected learning for the year.

Class teachers will initially look at the previous years expectations and address early on any missed learning.

Sonar



Significantly Below	Significantly below the Age Related Expectation *Accessing appropriate curriculum content*
Below	Below the Age Related Expectation *Unlikely to achieve the Expected Key Stage standard*
Just At	Just At the Age Related Expectation *Likely to achieve the Expected Key Stage standard*
Securely At	Securely At the Age Related Expectation *Firmly on track to achieve the Expected Key Stage standard*
Above	Above the Age Related Expectation *Likely to achieve the Higher Key Stage standard*
Significantly Above	Significantly above the Age Related Expectation *Firmly on track to achieve the Higher Key Stage standard*

I am working in a year group below the year I am in.

I am working in the year group I am in, but have not learnt/understood everything.

I am working in the year group I am in and have learnt most of my learning.

I am working in the year group I am in and have a secure understanding.

I am working in the year group I am in and have a very secure understanding.

I am working in the year group I am in and have a greater depth of understanding.

How well is my child doing?

- Parents Evening OCTOBER
- Parents Evening MARCH
- School Reports JULY

Progress towards National Expectations grid - Reports

- December/January
- July

Reporting

- We want children and parents to know actually what they have achieved
-We want children and parents to know what they need to work on next
- We want parents to work with the school to ensure progress.

Trimley St Martin Primary School

Kirton Road
Felixstowe
Suffolk IP11 0QL
Tel: 01394 448313
Headteacher: Mrs S Ross

School Report

Name: Name	Year Group:	Class:	Teacher:

Actual Attendance:	From 4th September 2024 – 20th December 2024

National Expectations for Attainment for each year group

Significantly Below	Significantly below the Age Related Expectation *Accessing appropriate curriculum content*
Below	Below the Age Related Expectation *Unlikely to achieve the Expected Key Stage standard*
Just At	Just At the Age Related Expectation *Likely to achieve the Expected Key Stage standard*
Securely At	Securely At the Age Related Expectation *Firmly on track to achieve the Expected Key Stage standard*
Above	Above the Age Related Expectation *Likely to achieve the Higher Key Stage standard*
Significantly Above	Significantly above the Age Related Expectation *Firmly on track to achieve the Higher Key Stage standard*

Your child's attainment this year in Reading, Writing and Maths:

Subject:	End of previous academic Year:	Currently on track to be:
Reading		
Writing		
Maths		

Your child's attainment in other subjects:

Learning Goals	Topics taught this year	Significantly Below Expectations for Year Group	Below Expectations for Year Group	Just At Year Group Expectations	Meeting Year Group Expectation	Above Year Group Expectations
Science					✓	
Computing					✓	
History				✓		
Geography				✓		
Design & Technology				✓		
Art and Design					✓	
Music				✓		
Physical Education				✓		
Religious Education				✓		
PSHE/RSE				✓		
French (KS2)					✓	

Your child's targets:

Reading:

Writing:

Maths:

Social/Behaviour:

Your child's progress this year so far in Reading, Writing and Maths:

Learning Goals	Making below expected progress	Making Expected Progress	Making Accelerated Progress
Reading		✓	
Writing		✓	
Mathematics		✓	

Preparation for Learning:

	Punctuality	Behaviour	Effort	Homework
Exceptional	Always in school on time.	A role model for other pupils due to their excellent behaviour both in class and around the school.	Works hard and always goes beyond expectations in all lessons.	Always, without exception, reads consistently throughout the week, completes TTRockstars challenges and any other homework sent home every week.
Good	Very rarely late to school.	Generally, meets the TSM Expectations for behaviour, both in class and around the school.	Consistently good effort with all work set.	Generally, reads throughout the week, completes TTRockstars challenges and any other homework sent home every week.
Room for Improvement	Occasionally late to school.	On occasion misses learning opportunities due to lack of focus or chatting too much.	Effort is sometimes good, but not always consistently applied.	Occasionally misses elements of the weekly homework.
Cause for Concern	Frequently late to school.	Incidents of poor behaviour cause disruption for other pupils.	Shows a poor attitude in lessons.	Rarely completes reading or/and weekly homework set.

HOMEWORK

- Reading 5x per week
- TT Rock stars 3x per week

Handed in to school by Wednesday

Work marked with the children and sent home on Thursday.

- Punctuation / grammar homework
- Times Tables Focus. Once the children pass the Year 4 times tables test their maths homework will be problem solving.

We will complete the first set of homework together in school so everyone understands what to do and the expectations.

(1) Reading 5x a week

- Letters will sent home by Mrs Matthews for not completing the minimum 5x per week.
- KS1- Could you add a comment in the Reading Record Book when finishing a book and need a new one
- KS2- Reading will be monitored through our Accelerated Reader online tool through children completing their mini quizzes
- We will change books every Monday morning but are happy to do it when children need ☺

(2) Maths HW

- Should be done independently with support.
- Meant to be a chance for children to recap, revisit basic skills using Rock Stars and then problem solving.
- Further challenge >> sideways not up
- Letters sent home by Mrs MacFarlane if not completed.

House Keeping

.....

WE ARE A NUT FREE SCHOOL

Snacks and Drinks

Water only
It is good for us and doesn't get our books all sticky if accidently spilt.

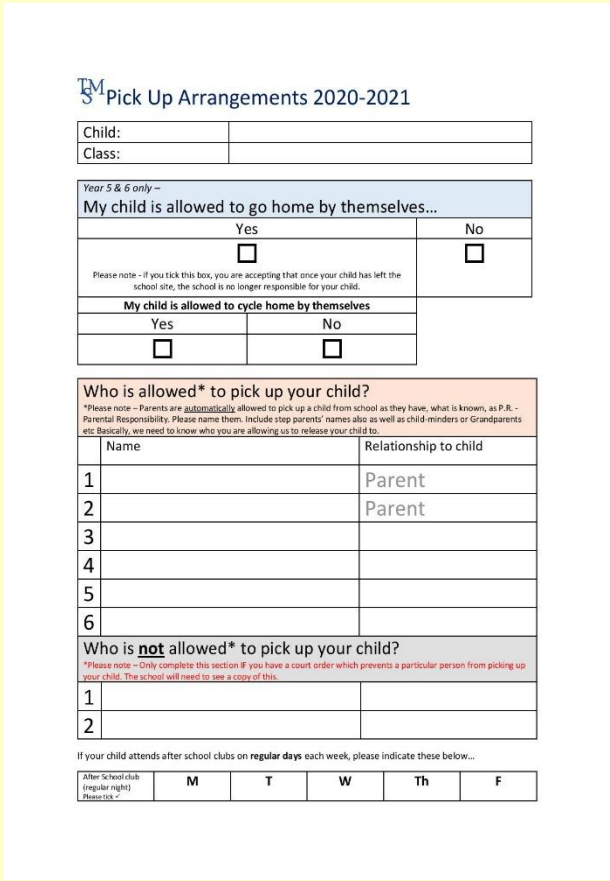
Snacks

Fruit
Vegetables
Cereal bars
Yoghurt
Rice Cakes
A piece of cheddar cheese or babybel
Bread sticks

Chocolates
Chocolate bars
Sweets
Packets of crisps

We are aiming for a common-sense approach, with the key being to keep it healthy and no chocolate, sweets or crisps.

Yearly Consent Forms etc



TSM Pick Up Arrangements 2020-2021

Child:	
Class:	

Year 5 & 6 only –

My child is allowed to go home by themselves…

Yes	No
☐ Please note - if you tick this box, you are accepting that once your child has left the school site, the school is no longer responsible for your child.	☐

My child is allowed to cycle home by themselves

Yes	No
☐	☐

Who is allowed* to pick up your child?

*Please note – Parents are automatically allowed to pick up a child from school as they have, what is known, as P.R. - Parental Responsibility. Please name them. Include step parents' names also as well as child-minders or Grandparents etc Basically, we need to know who you are allowing us to release your child to.

	Name	Relationship to child
1		Parent
2		Parent
3		
4		
5		
6		

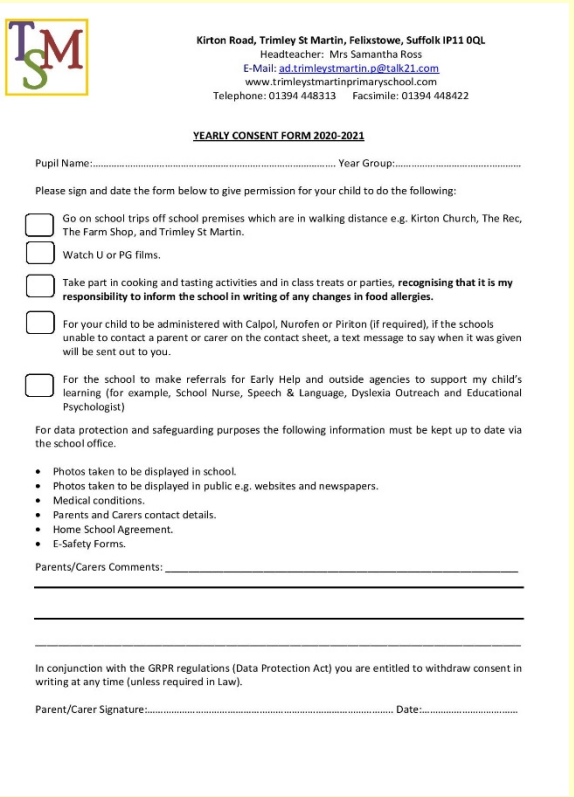
Who is **not** allowed* to pick up your child?

*Please note – Only complete this section IF you have a court order which prevents a particular person from picking up your child. The school will need to see a copy of this.

1		
2		

If your child attends after school clubs on **regular days** each week, please indicate these below…

After School club (regular night) Please tick ✓	M	T	W	Th	F



TSM

Kirton Road, Trimley St Martin, Felixstowe, Suffolk IP11 0QL
Headteacher: Mrs Samantha Ross
E-Mail: ad.trimleystmartin.p@talk21.com
www.trimleystmartinprimaryschool.com
Telephone: 01394 448313 Facsimile: 01394 448422

YEARLY CONSENT FORM 2020-2021

Pupil Name:…… Year Group:……

Please sign and date the form below to give permission for your child to do the following:

☐ Go on school trips off school premises which are in walking distance e.g. Kirton Church, The Rec, The Farm Shop, and Trimley St Martin.

☐ Watch U or PG films.

☐ Take part in cooking and tasting activities and in class treats or parties, **recognising that it is my responsibility to inform the school in writing of any changes in food allergies.**

☐ For your child to be administered with Calpol, Nurofen or Piriton (if required), if the schools unable to contact a parent or carer on the contact sheet, a text message to say when it was given will be sent out to you.

☐ For the school to make referrals for Early Help and outside agencies to support my child's learning (for example, School Nurse, Speech & Language, Dyslexia Outreach and Educational Psychologist)

For data protection and safeguarding purposes the following information must be kept up to date via the school office.

- Photos taken to be displayed in school.
- Photos taken to be displayed in public e.g. websites and newspapers.
- Medical conditions.
- Parents and Carers contact details.
- Home School Agreement.
- E-Safety Forms.

Parents/Carers Comments: _____

_____

_____

_____

In conjunction with the GRPR regulations (Data Protection Act) you are entitled to withdraw consent in writing at any time (unless required in Law).

Parent/Carer Signature:…… Date:……

Have you completed the on-line forms sent from the office ?

Uniform

- Children to wear P.E. kit to school on their PE days:

white top, royal blue shorts, charcoal grey/black joggers and royal blue jumper/hoodie.

No track suits allowed.

- Watches and stud earrings allowed only.
- No smart watches.

Attendance & Holidays

- All holiday requests are unauthorised it is an **instant** fine for 10 missed sessions
- All state schools are following the same process

Government rules could mean 2 fines and then possible prosecution with a fine of up to £2,500

Getting to speak to Teachers

- After school is best
- Messages can be sent to teachers via Seesaw and the contact form on the class blog.
- Telephone appointments can be made through the school office.

Seesaw

Seesaw

FAMILY

It is essential that all parents sign up to Seesaw as it helps things run smoothly if everyone is able to all the reminders and what's going on in class each week.

Who do I speak to about…?

BULLYING

1st >> **Class Teacher**

2nd >> Senior Leader (Mrs Matthews, Mrs MacFarlane)

3rd >> Mrs Ross

SEND

1st >> **Class Teacher**

2nd >> Mrs Thornton

3rd >> Mrs Ross

Who do I speak to about…?

CHILD'S LEARNING & PROGRESS

1st >> **Class Teacher**

2nd >> Phase Leaders (Mrs Matthews, Mrs MacFarlane & Mrs Campbell)

3rd >> Mrs Ross

CHILD PROTECTION

1st >> **Mrs Ross, Mrs Matthews, Ms Rowe, Mrs Thornton & Mrs Pelling**

2nd >> Mrs Mann (Governor) or Mrs Parker (Chair of Governors)

Child Protection

- Report all child protection concerns to an adult >> preferably those listed on the following page.
- However small the information may be, we may already have other information about the child.

Timetable

8:45 -9	9- 9:30	9:30-10.30	10.30	10.45-11.30	11.30 - 12	12-1	1-1:30	1:30 – 3	3-3.30
M Maths	Whole School Assembly	Maths	Playtime	Maths	Guided Reading	Lunch	ERIC Spelling & Handwriting	Geography or History	Class Book
8:45 -9	9- 9:30	9:30-10:30		10.45-12			1-1:30	1:30 – 2.15 / 2.15-3	3-3.30
T Maths	PSHE	PE		Maths			ERIC Spelling & Handwriting	Maths / RE	Class Book
8:45 -9	9- 9:30	9.30-10.30		10.45-11.30	11.30 - 12		1-1:30	1:30 – 3	3-3.30
W Maths	PSHE	Maths		French	Guided Reading		ERIC Spelling & Handwriting	Art or DT	Class Book
8:45 -9	9- 9:30	9.30-10.30		10.45-11.30	11.30 - 12		1-1:30	1:30 – 2:30 / 2:30 – 3.30	
T Ninja	Homework	English		English	Guided Reading		ERIC & Maths Basic Skills	PE / Guitars Mr Butcher or Computing Mr Edwards	
8:45 -9	9- 9:30	9:30-10:30		10.45-11.30	11.30 - 12		1-1:30	1:30 – 3	3-3.30
F Ninja	Whole School Assembly	English		English	Guided Reading		ERIC & Maths Basic Skills	Science	Class Book

P.E

P.E. Kit needed in school on…

Tuesday and Thursday– trainers, white t-shirt, royal blue shorts (in addition they may need a royal blue jumper/hoodie and charcoal/black joggers for cold weather).

Children are allowed to wear their PE kits to school on PE days.

Outdoor shoes

The children will be going out onto the field at lunchtimes in all weathers. So the children are able to play with their friends out on the field, they will need to bring in an old pair of shoes or trainers they can wear and keep in school to change into. These will be muddy in wet weather and so this will enable them to keep their school shoes clean whilst in school.

Communication

Check book bags daily for letters

Check Seesaw - especially Friday/Sunday updates

- Check the class blog and Mrs. Ross's news blog

Parent mail- ParentMail

Arbor- Arbor

Communication

- Message from Mrs Ross

Seesaw is a great way for parents/carers to communicate with the class teacher

Please be aware that during the school day, staff are focused on working with the children, so messages may not be seen straight away.

If there is a change to your child's pick-up arrangements, **please contact the school office directly**, not the class teacher.

Messages sent later in the evening may not be read or replied to until the following morning, unless they are urgent or an emergency.

👉 We kindly ask that all communication remains respectful. Any rudeness or inappropriate behaviour towards staff may result in this method of communication being removed.

Thank you for your understanding and support!

Any questions?

Please direct your questions via our
Class Seesaw
Contact Form on class web page
School email-
office@trimley-st-martin.Suffolk.sch.uk