



Meet The Teacher Evening

Windrush



Teacher: Ms. Johnson

Teaching Assistant: Mrs Teague

PE on a Tuesday: Mr Bull

Digital Citizenship/RE on a Tuesday: Mrs Lee

Miss Green & Mrs Lee also run interventions with Windrush children

Forest School every other half term: Mr Godding

From Avon to Windrush



Some Changes

- No whole class phonics. Children are provided with 1:1 phonics support if needed.
- Children are still taught in their separate year groups for Maths but instead of the 'Mastering Number' sessions that they did with Mrs Hodgson, they now complete MOT (Maths on Track) activities to practise previously learnt skills.
- Year 4 have 'Mastering Number' sessions to support them with learning their times tables ready for the government check in the Summer Term.
- Forest School is with Mr Godding
- Children can change their reading scheme colour book on any morning of the week.
- Children may become 'independent readers'. This means they can borrow books from our class library and/or bring in books from home
- Behaviour system moves from the 'traffic light system' to the 'warning' system- see school behavior policy

Please see the parent overview of our learning this term that was sent out on Friday 11th September.



Windrush Autumn Term – 2026 What did the Romans ever do for us?

English

We will start by focusing on our punctuation and grammar, and will apply this learning to our writing. We will write to entertain our reader by writing a short story based on, *A Porcupine named Fluffy*. We will write to inform our reader by writing diary entries inspired by Roman slave Iliona. We will learn about character description and writing from the point of view of a character by reading *The Lost Thing*.

Maths

We continue to follow the [National Curriculum](#)

Year 3	Year 4
Number and Place Value	Number and Place Value
Geometry: Properties of Shapes	Geometry: Properties of Shapes
Multiplication Tables (3s, 4s, 8s)	Multiplication Tables (6s, 9s, 7s)
Mental Addition and Subtraction	Mental Addition and Subtraction
Problem Solving	Problem Solving

Science

Electricity

- Electrical circuits, components of a circuit, conductors and insulators

Light

- Danger of the sun, light sources, how light travels, reflection, types of surfaces, shadows

Trips and visitors

13.10.26: Literature Festival
12.11.26: History trip to the Corinium museum to explore the museum and the artefacts

Reading



We will enjoy sharing a selection of texts to develop our love of reading, our comprehension skills and to inspire our writing. These texts link to and support our learning across the curriculum. Please see our Reading River on the separate document for more information.



History and Geography

We will first find out about the similarities and differences between Italy and Britain and why the Romans decided to invade. We will develop our understanding of chronology by tracking when and where the Romans expanded their empire. We will learn about the significant figures of Julius Caesar and Emperor Claudius and the tactics and weapons of the Roman army. We will compare the Celts to the Romans and learn about the significant figure of Boudicca and her involvement in the resistance of the invasion. We will find out about how the Romans changed the British landscape, for example through their changes to settlement design, housing and architecture, roads and farming. We will pull all this learning together to design and build our own version of a Roman settlement. To do this, we will need to consider where in Britain we would build our settlement and why, the type of settlement we will choose, the types of houses and buildings our settlers would need, what and how we would farm in the land around our settlement and how we would trade.

We will also learn...

PE: Fundamentals/Ball skills, Dance and Rugby
Forest School: Clay work, construction and Forest School art
Art: Roman realism and producing realistic portraits using clay
PSHE: My healthy self: How can I take care of my mind and body as I grow?
Citizenship: What rights and responsibilities do we have?
Spanish: The people around me & The wider world
RE: What kind of world did Jesus want? What do Hindus believe God is like?
Computing: Digital Citizenship, 3D design & Document Editing
Music: Whole class brass tuition
D&T: Cooking & Nutrition. Understanding seasonality and cooking with local fruit

Key questions for our learning journey

When, why and how did the Romans invade Britain?

Why was the Roman army so successful?

What resistance did the Roman invasion face?

How did the Roman invasion change the British landscape?



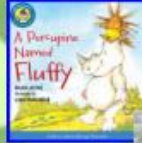


Windrush Reading River- Autumn

Written by the Historical Association Young Quills Award-winning author Ally Sherrick, we will follow Vita's story in Roman London as she experiences what life is like for those who are conquered, rather than the conquerors.



We will read *A Porcupine Named Fluffy* which will help us think about friendships. This will also inspire our short story writing.



As part of our E-safety learning, we will read *Troll Stinks* which covers the themes of cyber-bullying and respecting people's privacy.



Linking with our science learning about electricity, this lovely picture book tells the true story of how William Kamkwamba built a windmill for his Malawi village.



As part of Black History Month, we will share the inspiring stories from these books.



Linking with our science learning about light and vision, we will use this book to learn about Helen Keller, who became deaf and blind, and how there are more ways to communicate with the world.

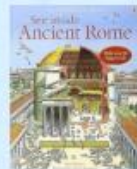
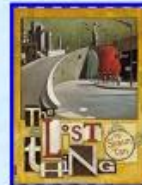


We will enjoy reading this book which is written in both Spanish and English!



This book tells the story of how Esref Armagan, who was born completely blind to a poor family in Istanbul, learnt to become an artist by experiencing the world through touch.

The Lost Thing will inspire our descriptive character writing and writing from the point of view of a character.



Throughout the term, we will explore a range of texts linked to the Romans and their invasion of Britain.



These books inspire our writing.

Please see our Reading River that was sent out on Friday 11th September.

Please see our two-year rolling programme for our upcoming topics this year

<https://www.isbournevalleyschool.com/Documents/Key-Stage-2-two-year-rolling-programme/>



	Year 3/4 Cycle A				Year 3/4 Cycle B				Year 5/6 Cycle A				Year 5/6 Cycle B		
	Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer
Science	Forces and magnets Animals including humans – Y3 content	Living things and their habitats	Animals including humans – Y4 content Sound		Electricity Light	States of Matter	Rocks Plants		Light Living things and their habitats – Y5 content	Animals including humans – Y5 content Living things and their habitats – Y6 content	Electricity Animals including humans – Y6 content		Properties of materials Earth and space	Forces	Evolution and inheritance
History	Changes in Britain from the Stone Age to Iron Age	Historical significance and chronology of changes in the S.West	Ancient Egypt		Romans and their impact	Ancient Greece	Vesuvius, Pompeii and the Romans		Britain since the 1930s: social history changes William Edgar Holmes	Chronology, of Number	Local history-flooding		Post-Romans: Anglo-Saxons and Vikings	The Mayans	Local study Hailes Abbey
Geography	Early Settlement and Land use	Exploring the South West	Location of Egypt; Arid climate zones and desert biome Nile and land use		Location of Italy and countries of the Roman Empire; comparing climate zones; settlement and land use	Location of Greece, comparing climate zones and land use	Natural Disasters: Volcanoes and Earthquakes and comparing the South West, UK to Campania, Italy Natural disasters Vs climate change		Locating countries of Europe involved in WW2. River use	South America	Rivers Climate change, deforestation and flooding		Location of countries the Anglo Saxons and Viking migrated from. Land use as reason for their migration	Mountains	Recapping the geography of the local area. Local settlements and land use

We are on 'Cycle B'.

Scroll down for the other subjects



Homework Information

Reading

Please listen to your child read every day if possible, but at least three times a week for about 10 minutes.

It is important to read with your child in a quiet place and take time to talk about the book.

Please sign their Reading Record to record when and what they have read and make any comments.

When we listen to your child read in school, we write in the record so please send this in to school with them every day.

I collect in all Reading Records on a Monday to sign them, read comments from home and reward home reading.

Homework Information

Spelling



Your child will be given lists of words (one list per week) at the start of each half term.

Children can access the spellings, games and activities on the Emile website for online practice.

Children take part in an online 'battle' on Emile every two to three weeks in school to test the spelling rules of previous weeks.

<u>W/C 21.9.26</u>	<u>W/C 28.9.26</u>	<u>W/C 5.10.26</u> <u>Battle</u>	<u>W/C 12.10.26</u>	<u>W/C 19.10.26</u> <u>Battle</u>	H A L F T E R M
Prefix in-	Prefix im-	1. Prefixes il- and ir-	Prefixes sub- and super-	Prefix inter-	
1. inactive 2. incorrect 3. insane 4. independent 5. invalid 6. income 7. invest 8. involve 9. invisible 10. inexpensive 11. intend 12. incomplete	1. immature 2. immortal 3. impossible 4. impatient 5. imperfect 6. implant 7. impolite 8. immigrate 9. immaterial 10. immeasurable	1. illegal 2. illegible 3. illogical 4. illiterate 5. irregular 6. irrelevant 7. irresponsible 8. irreconciled 9. irrational irrespective	1. subdivide 2. subheading 3. submarine 4. submerge 5. subconscious 6. subtitle 7. supermarket 8. superman 9. superstar 10. supernatural superhero	1. interact 2. intercity 3. international 4. interrelated 5. interval 6. intercept 7. interrupt 8. interview 9. intergalactic 10. interface interfere	
Emile codes for students:	Emile codes for students:	Emile codes for students:	Emile codes for students:	Emile codes for students:	
Learn: SY4T1AW1L Pract: SY4T1AW1P Snake: SY4T1AW1S Frog: SY4T1AW1F Anag: SY4T1AW1A Sail: SY4T1AW1Sa Feast: SY4T1AW1Fe	Learn: SY4T1AW2L Pract: SY4T1AW2P Snake: SY4T1AW2S Frog: SY4T1AW2F Anag: SY4T1AW2A Sail: SY4T1AW2Sa Feast: SY4T1AW2Fe	Learn: SY4T1AW3L Pract: SY4T1AW3P Snake: SY4T1AW3S Frog: SY4T1AW3F Anag: SY4T1AW3A Sail: SY4T1AW3Sa Feast: SY4T1AW3Fe	Learn: SY4T1AW4L Pract: SY4T1AW4P Snake: SY4T1AW4S Frog: SY4T1AW4F Anag: SY4T1AW4A Sail: SY4T1AW4Sa Feast: SY4T1AW4Fe	Learn: SY4T1AW5L Pract: SY4T1AW5P Snake: SY4T1AW5S Frog: SY4T1AW5F Anag: SY4T1AW5A Sail: SY4T1AW5Sa Feast: SY4T1AW5Fe	





What is Emile?

Developed with Manchester Metropolitan University's Faculty of Education to get students answering questions – fluency & recall.



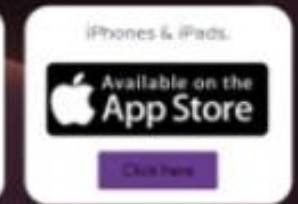
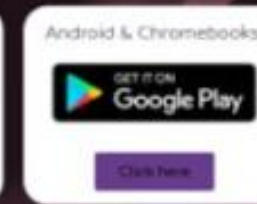
We work with
Innovate UK

Spelling homework is set weekly in line with your child's class spellings. Ideally, we are looking at the children practising at home using Emile for 10-30 minutes throughout the week. Of course, there will also be paper copies of all spellings if you prefer your child to not use a screen.

You can download Emile and use it on any Windows, Android, Linux or IOS device. Alternatively, you can access the program through a browser. A link for this will be on our website and on a letter that will be coming out soon.

Download the Learn with Emile Student App

Please note that the app requires a username & password.



If you are a pupil, to get a username and password please ask your teacher.

If you are a teacher with a subscription to create a set of usernames and passwords for your pupils please go to the [teacher page](#).

If you are a teacher without a subscription, please complete our [demo request form](#).

Use of Emile resources is subject to our [Terms & Conditions](#).





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Student Log In

Get the Student App

Browser version

Click here
for
browser
version or
download
the app.



Log in

Isbourne Valley School (GL54... ▾

Username

Password

☐

Remember me

☐

Remember school

[Teacher? Log in here](#)

Log in

Type in
'Isbourne'
and select
our school.

Type in
your
username
and
password.

Click here
for your
spelling
tasks.

Games

Your Emile

Tasks

Trophies

Rank

Battle

Events

Download

Test

Phonics
Phobos

Spelling
Heim

Spelling SATs
Heim

Grammar
Myradin

Number Sense
Primus

Addition and Subtraction
Tortuga

Place Value
Primus

Key Stage 1 Arithmetic
Dinocorn

Phonics

Go to Phobos

100

45

4

0

Back

brand

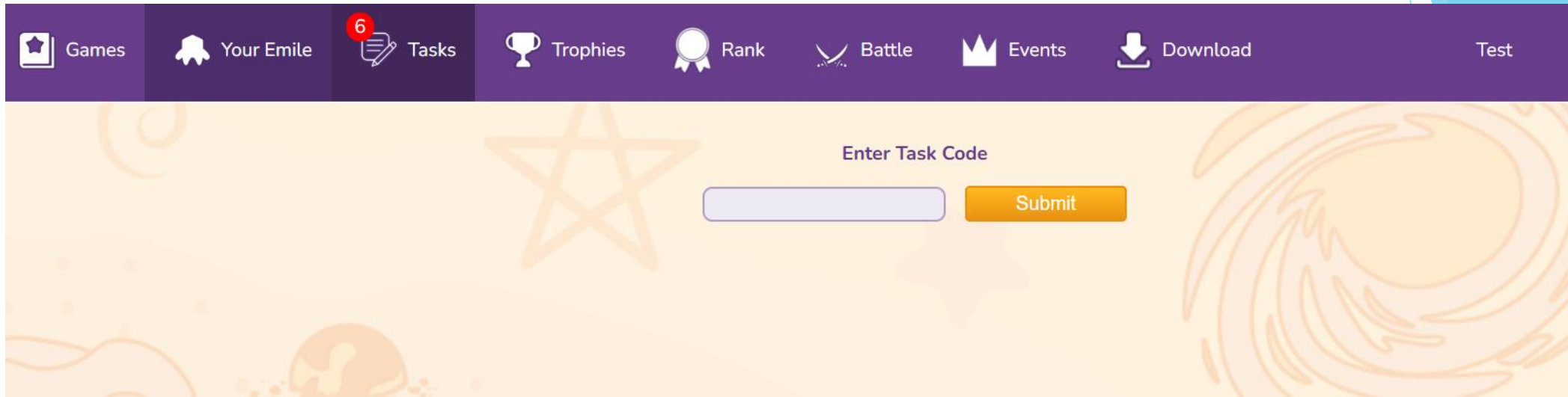
Submit

COMBO
4

Rating:
0

Help Emile understand sounds on the monstrous planet of Phobos.

Scroll down
here to find
where you can
practice your
multiplication.



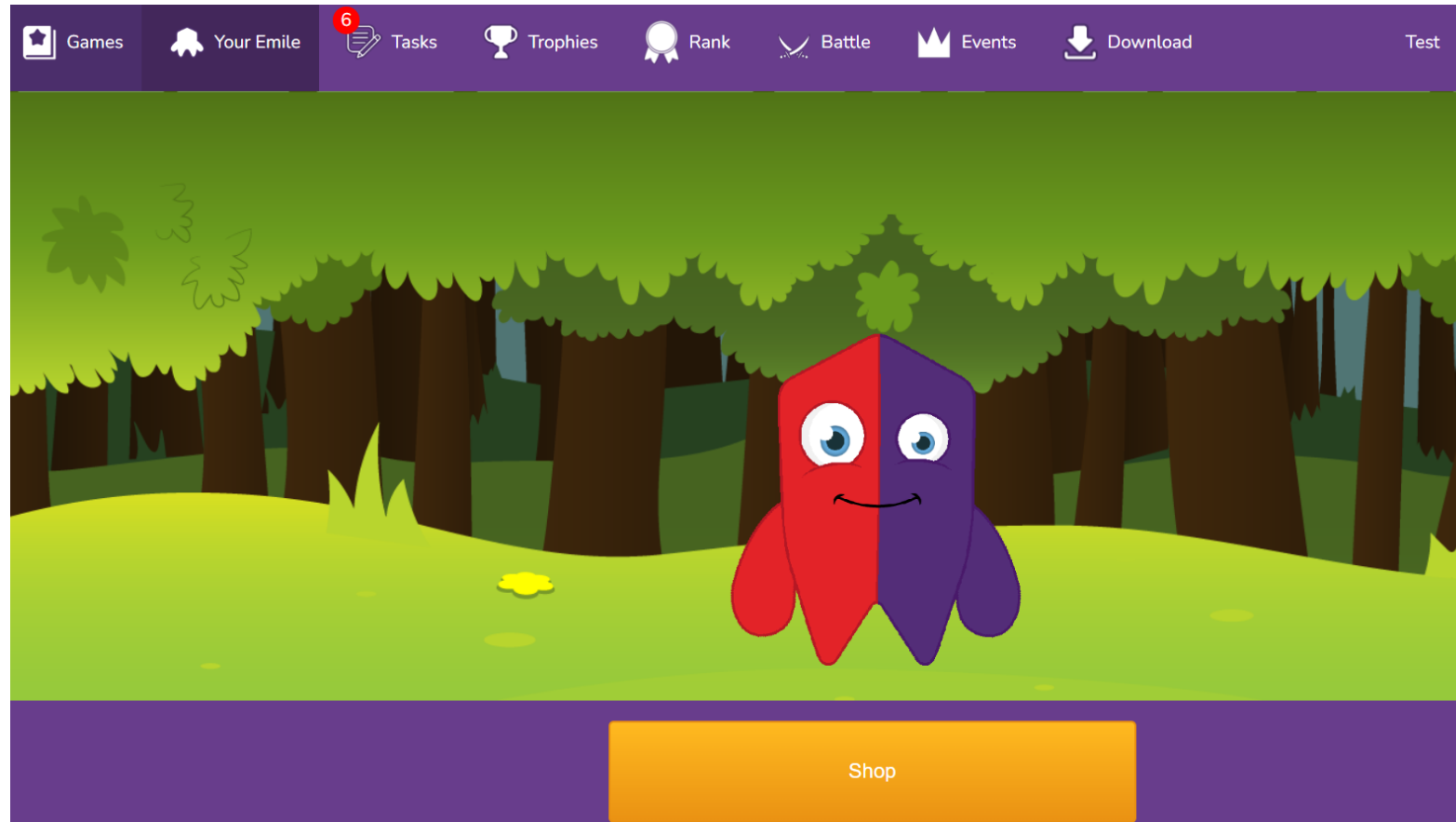
The screenshot shows a game interface with a purple navigation bar at the top. The bar contains several icons and labels: 'Games' (star icon), 'Your Emile' (person icon), 'Tasks' (notepad icon with a red circle containing the number 6), 'Trophies' (trophy icon), 'Rank' (medal icon), 'Battle' (bird icon), 'Events' (crown icon), 'Download' (download icon), and 'Test' (text). Below the navigation bar is a light orange background with faint illustrations of a star, a planet, and a spiral. In the center, there is a text prompt 'Enter Task Code' above a light purple input field and an orange 'Submit' button.

Enter the 'task code' from your spelling list sheet and complete the activity. There are a selection of codes for each spelling pattern so you can find the activities that suit you the best.

The 'learn' and 'practice' codes can be used on a computer. The other codes work on the APP.

That's how to access your spelling tasks and to practise your times tables.

There is a lot more on the website, so please enjoy exploring the other activities too.



Homework Information

Maths



Your child will receive a booklet of activity sheets at the start of each term.

There is one sheet per week which provides an opportunity to reinforce and practise content covered in lessons.

There is the choice of section A (slightly easier but the same skill), section B (year group coverage) or section C (slightly harder/using bigger numbers etc.) to choose from. There are sometimes some extra 'mastery' questions for some challenge too.

Answers are at the back of the booklet for children or parents to use to mark their work. If your child gets stuck and needs some help from school, please tell them to let us know and we will support them.

Children are asked to bring in their booklets at the end of each half term term to share their homework with their teacher.

By the end of Year 4, children are expected to know all of their times tables facts. To support this, children are provided with a login to Emile to practise their multiplication facts.

Forest School & PE Schedule



PE with Mr Bull: Tuesdays

Forest school with Mr Godding: Wednesdays until half term

Behaviour Policy



Juniors – Windrush and Evenlode classes

1	A verbal warning is given to the child about their behaviour – they will be told what they need to do.
2	Once two verbal warnings have been given the child is issued with a yellow card with reasons written on it. A yellow card may be given without prior verbal warnings for refusing to follow instructions, continuing to prevent others from learning, name-calling, swearing, inappropriate physical contact and the use of inappropriate language. Following the issue of a yellow card, there will be a lunchtime detention. The behaviour is discussed with the child by class teacher/head teacher during detention. If 2 yellow cards have been issued to a child in a period of 60 consecutive school days, a letter will be sent home by post.
3	A red card may be given for fighting/kicking, using equipment with intent to cause harm, leaving a room or the school site without permission, bullying, deliberate refusal to do as asked, racial incidents, stealing, swearing at an adult, using inappropriate language directly to an adult, or deliberately swearing or using inappropriate language towards another child. Where a red card is issued the pupil will be given 2 lunchtime detentions. Parents may be asked to come into school to discuss their child's behaviour with the Head teacher and/or other members of staff where appropriate. Such behaviour may result in a child not being allowed on School Visits/Residential Trips where the safety of that individual or other group members may be considered to be put at risk.
4	Serious or persistent misbehaviour and breaches of the school's Behaviour Policy may result in fixed term exclusion and/or a Pastoral Support Plan in conjunction with the Local Authority.
5	Parents may be asked to collect their child immediately from school for: Serious actual or threatened violence against another pupil or a member of staff Putting themselves or others in an unsafe position

Website link for the full policy:

<https://www.isbournevalleyschool.com/Documents/Policies/>

House Points & Marble Jar
Treats to reward positive
behaviour and the following
of the golden rules



Peaceful Problem Solving

Peaceful problem solving

READY

Both 'sides' should be calm – it's never any good to make up when you are angry.

STEADY

Take it in turns to say what you are feeling and why; and what you would like to happen.
Listen well-don't interrupt.

GO

Pick a solution that everyone is happy with.

STEADY SCRIPT TO FOLLOW

I felt... *say how you felt*

When... *say what happened*

Because... *say why it upsets you*

I would like... *say what you want to happen or to change*

Communication

- ▶ Give a message to the teacher on the gate at drop off
- ▶ Speak to me at pick up
- ▶ Call the office to ask for a return phone call or meeting to be arranged
- ▶ Email the office



Thank you for
listening.

Any Questions?