

Bishop Monkton Church of England Primary School

Act Justly, Love Kindness and Walk Humbly with God; Micah 6:8

Newsletter

Autumn 1 week 3

25th September 2026



A huge thank you to everyone who contributed to Beckbusters and helped make the event such a fantastic success. A special thank you goes to the Committee, who have worked tirelessly to ensure the event was a safe and positive one and to all those who volunteered their time. We are incredibly grateful for the effort and support shown by our school community. A special thank you also goes to Mr Alcock for kindly cutting our hedges! It has been a real pleasure to chat with so many of you at the school gate and to get to know more of our families. Thank you, too, for the positive feedback regarding the changes being made in school and for your patience and support as we continue to implement these developments. Your encouragement and partnership are greatly appreciated. It was particularly pleasing to hear from our recent Local Authority School Adviser that parents have spoken positively about the communication from school. We value this feedback greatly and remain committed to keeping parents informed and involved as we continue to move the school forward together. **Mrs Reppold.**

Collective Worship

Our Collective Worship theme this half term is **Generosity**. Through our worship and Picture News sessions, pupils have been exploring important themes such as endangered species and mutual respect.

We invite you to reflect on the following Bible verse together: Romans 15:7
"Accept one another, then, just as Christ accepted you, in order to bring praise to God."

Family Reflection: The Generosity Jar

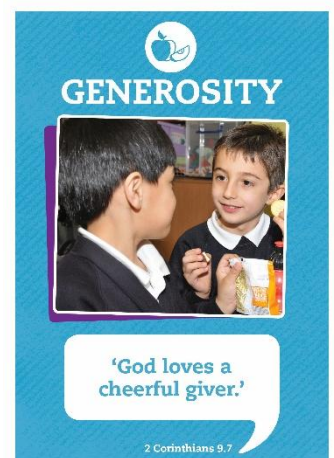
You will need: A jar (or bowl), small pieces of paper and pens.

What to do:

1. Talk about ways you can show generosity through kindness, time and helpfulness.
2. Each family member writes one generous act they could do this week and places it in the jar.
3. Everyone picks an idea from the jar and tries to complete it during the week.

Family Challenge:

At the end of the week, share how your act of generosity made a difference to someone else.



Harvest Celebration: 16th October 9.30am St John's Church – All are welcome.

Harvest Festival arrangements will be confirmed next week as we continue to liaise with the Church. We will be collecting donations of non-perishable items for Waste Not Wednesday, which will be gratefully received and used to support members of our local community. Once the date has been confirmed, a collection table will be placed outside school for donations.

This initiative links closely to our half-term theme of Generosity. However, we recognise that not all families are in a position to contribute financially at this time.

Please remember that generosity can be shown in many different ways. If you are unable to donate, your support in attending the Harvest Service and celebrating with our school community will be just as valued and appreciated.





Upcoming Dates

Autumn Term 2026 September

28th September – Whole School Flu Vaccinations

October

6th October – Individual School Photographs

(Tempest)

12th October – Parents' Consultation Meetings
from 2.30pm onwards

Harvest Celebration- 16th October

19th October – Ospreys Sculpture Workshop in
School

November

3rd November – Ospreys York Chocolate Story

11th November – Remembrance Service

15th November – Anti-Bullying Week Begins

29th November - FOBMS Christmas Fair

Reading in School

National Year of Reading 2026

2026 marks the National Year of Reading, a nationwide campaign celebrating the power and enjoyment of reading. Reading for pleasure is one of the most important ways children can develop language, imagination, confidence and academic success. We encourage all families to spend time reading together at home, sharing stories, visiting the library and talking about books. Whether your child enjoys football, animals, science, adventure stories or comics, there is something for everyone. Even a few minutes of daily reading can make a significant difference and help foster a lifelong love of books.



So, what is happening right now at Bishop Monkton?

We continue to teach Phonics using **Little Wandle Letters and Sounds**, and we will be following on from this with Fluency.

www.littlewandle.org.uk/resources/for-parents/

As children become fluent readers, we are moving away from the use of traditional book bands. While book bands can be helpful in developing early reading skills, they can sometimes restrict children's access to the rich range of high-quality literature available. Once children can read accurately and fluently, our focus shifts from simply decoding words to developing deeper comprehension, vocabulary, reading stamina and expressive reading (prosody). Children will therefore be encouraged to choose from a carefully selected range of high-quality, age-appropriate texts that match their maturity, interests and reading development. Staff will continue to provide guidance and monitor reading closely to ensure that books offer an appropriate level of challenge while fostering enjoyment and a lifelong love of reading. This approach reflects current research, which highlights the importance of reading widely and engaging with rich, meaningful texts to develop confident, motivated and thoughtful readers.

If anyone is in a position to donate to our reading library, we will be sharing an Amazon wish list shortly. FOBMs have already been incredibly generous with their donations and we are very grateful for the classroom texts already purchased.

Play and Physical Activity in School



We are delighted to share that we have recently invested in a range of new playtime equipment to enhance children's breaktimes and encourage active, imaginative play. Our new resources include skipping equipment, balancing toys, target games, stilts and a variety of loose parts, such as planks and tyres, which promote creativity, collaboration and problem-solving. We are excited to share these with the children next week and to promote these new opportunities to be active, develop friendships and build important physical and social skills during their playtimes.

Labelling uniform

Please ensure that all items of school uniform, particularly jumpers and cardigans, are clearly named. As children often remove these during the school day, named uniform helps us return items promptly to their rightful owner.

We currently have a number of jumpers and cardigans that have been misplaced, and it appears that some named items may have been taken home in error. **We would appreciate it if you could check any spare uniform at home and return any items that do not belong to your child.** Your support in ensuring all uniform is clearly labelled will help us significantly reduce lost property and ensure children have their belongings returned quickly.

Packed Lunches

We would like to reassure parents that, whilst we actively encourage healthy choices, the contents of packed lunches remain a parental decision. A balanced lunch can certainly include a dessert or occasional treat, and there is no school policy that prohibits specific items or requires food to be removed from children's lunchboxes. Following a recent query, we have taken the opportunity to clarify our expectations with staff to ensure a consistent approach across the school. Whilst we ask that break-time snacks remain healthy, food provided by parents as part of a packed lunch should not be restricted. We are grateful to our staff team for their ongoing support in promoting healthy habits while ensuring that lunchtime remains a positive and enjoyable experience for all children. Our aim is for every child to feel comfortable, happy and well supported as they enjoy the lunch provided by their family.

School Lunch- Census day – Thursday 1st October 2026

All children in Reception, Year 1 and Year 2 will be provided with a free school lunch on Thursday 1st October. Please share the attached menu with your children and encourage them to try the option of their choice. You are very welcome to send a 'back-up pack-up' if you are worried they may not enjoy trying it or would prefer them not to have it. Thank you.

Safeguarding in School

Our Designated Safeguarding Lead is Kelly Reppold

Our Deputy Safeguarding Leads are Rachel West and Sarah Worthington.

Our Safeguarding Governor is Anna Kirby

Safeguarding is everyone's responsibility. If you have concerns about the safety or wellbeing of any child, please speak to a member of the safeguarding team.

Please can we ensure we leave the school premises once we have collected children at 3.30pm. It is also important that we do not use the wooden trim trail after school for health and safety reasons. This also enables Quackers to use the playground. Thank you.

Absence from School

If your child is absent from school because of illness, we ask that you advise the school (email, Arbor App, telephone call, in person at the school office) to explain why your child will not be attending. If we are not notified then we will contact you to establish the reason for your child's absence.

Attendance this week:

98.45%

Medical Appointments

To minimise disruption to learning, we kindly ask parents to arrange routine medical appointments, including dental, optical and non-urgent medical appointments, outside of the school day wherever possible. We appreciate that this is not always feasible and, in some cases, appointments can only be offered during school hours. In these circumstances, please inform the school office in advance and provide appointment details where possible. Thank you for your support in helping us maximise children's time in school and ensure they benefit from every learning opportunity.

Looking Ahead to the Year Ahead

We encourage families to take a look at the classroom overviews below for the year ahead, which outline the exciting topics and areas of learning that children will be exploring throughout the year. These overviews can be a helpful way to support learning at home and may also provide inspiration when planning family visits, days out or experiences over the coming months. We hope they give you a valuable insight into your child's learning journey and the rich curriculum on offer across the school.

Year 1 Robins		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Science	Topic/unit	Seasonal Change	Materials	Plants	Animals including humans	Forest School-Biology of plants, seasonal changes, Materials outdoor	
History	Topic/unit	Nurses and Healthcare		Changes in technology		Changes at the seaside	
Geography	Topic/unit		Where am I?		Would you prefer to live in a hot & cold place?		What can you see at the coast?
RE	Topic/unit	Who do Christians say made the world?	Why does Christmas matter to Christians?	Who is Jewish and what do they believe?	What do Christians believe God is like?	What does it mean to belong to a faith community?	How should we care for the world and others?
Computing	Topic/unit	Stop Motion		Programming Code		Online safety	
Art	Topic/unit	Line and shape		Colour mixing. Mixed media		3D art forms	
DT	Topic/unit		**Mechanisms		Stable Structures		**Cooking and nutrition
Music	Topic/unit	My favourite things: pulse			Animals: Call and response		Seaside Dynamics
PSHE	Topic/unit	Being me in my world	Celebrating difference	Dreams & Goals	Healthy me	Relationships	Changing me
PE	Topic/unit	Rackets, bats and balls/ Dodging	Team building/ Linking	Games for understanding	Creating games	Health and wellbeing	Sports day skills
Maths	Unit	Place Value (within 10)	Addition and Subtraction, Shape	Place value (within 20), Addition and Subtraction (within 20)	Place value (within 50), Length and Height, Mass and Volume.	Multiplication and division, Fractions, Position and direction	Place value (within 100), Money, time

Year 3 and 4 Kingfishers		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Science	Topic/unit	Sound (y4)	Animals inc. humans (y4)	Electricity (y4)	State of matter (y4)	Forest school/ outdoor learning	Living things & their habitats (y4)
History	Topic/unit		Tudors		Black History		Vikings and Anglo Saxons
Geography	Topic/unit	Rivers		Who lives in Antarctica?		Settlements	
RE	Topic/unit	What is the Trinity and why is it important for Christians?	How do family life and festivals show what matters to Jewish people?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day that Jesus died, Good Friday?	What can we learn from religions about deciding what is right and wrong?	What kind of world did Jesus want?
Computing	Topic/unit	Computing systems- email		Creating media- websites		Online safety	
Art	Topic/unit	Light & dark -Claude Monet		Mixed materials - Barbara Hepworth		Tone & texture Beatrix Potter	
DT	Topic/unit		Pneumatic toys		Constructing a castle		Mindful moments
Music	Topic/unit	Changes in pitch, tempo and dynamics Theme: Rivers		Haiku, music and performance Theme: Hanami Festival		Developing Singing. Theme: Vikings	
French	Topic/unit	Animals, family, classroom objects		Classroom instructions, numbers 70-100, Body		Clothes, food, Bastille day and la Marseillaise	
PSHE	Topic/unit	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
PE	Topic/unit	Boccia Game sense- Invasion	Dance- wild animals Mindfulness	Gymnastics: canon & unison	Athletics: competitions Handball	Athletics: throwing and jumping OAA- problem solving	Rounders

Year 2 – Puffins		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Science (Y1/2)	Topic/unit	Physics - Seasonal changes	Chemistry – use of everyday materials	Biology - Plants	Forest School / outdoor learning.	Biology – Living things and their habitats	Animals including humans
History	Topic/unit	Hospitals and Healthcare		Changes in Technology		Seaside (local)	
Geography	Topic/unit		Where am I?		Would you prefer to live in a hot or cold place?		What can you see at the coast?
RE	Topic/unit	Who do Christians say made the world?	Why does Christmas matter to Christians?	Who is Jewish and what do they believe?	What do Christians believe God is like?	What does it mean to belong to a faith community?	How should we care for the world and others?
Computing (Y1/2)	Topic/unit		Stop motion		Online safety		Programming code
Art (Y1/2)	Topic/unit	Line and shape		Colour mixing. Mixed media		3D art forms	
DT (Y1/2)	Topic/unit		Wheels and axles		Stable Structures		Smoothies
Music (Y1/2)	Topic/unit	Animals: Call and Response		My favourite things: Pulse		Seaside: Dynamics	
PSHE	Topic/unit	Being in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
PE	Topic/unit	Rackets, bats and balls Dodging	Linking (Gymnastics) Team Building	Games for understanding Water (Dance)	Creating games Rackets, bats and balls	Health and well being Feet	Sports day skills
Reading	Text	Zog and the Flying Doctors	Last Stop on Market Street	The Most magnificent Thing	The Hodgeheg	Bog Baby	Theres a beach in my Pants!
Writing	Text /unit	Quest Narrative Outcome: A short "rescue narrative" Instructions – recipe	Rags to Ritches Narrative Outcome: A descriptive journey Recount	Narrative Outcome: A short character adventure Non-chronological report	Narrative Outcome: A short animal adventure story Non-chronological report	Rebirth Narrative Outcome: A gentle portal story Instructions	Comedy Narrative Outcome: A humorous, first-person summer adventure. Recount

Year 5 and 6 Ospreys		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Science	Topic/unit	Animals including humans (year 6 objectives)	Electricity (year 6 objectives)	Light (year 6 objectives)	Evolution and inheritance (year 6 objectives)	Living things and their habitats (year 6 objectives)	
History	Topic/unit	Mayan Civilisation – Ancient history non-European. York Chocolate story – Mayan life.		World War Two – British history. Eden Camp.		Early Islamic civilisation – Ancient history non-European.	
Geography	Topic/unit		Why do Oceans matter? Physical Geography.		Why do Populations change? Human Geography.		Can I carry out independent fieldwork? Field work enquiry. Residentials.
RE	Topic/unit	UC: What does it mean if Christians believe God is holy and loving (G) (Natre 31)	NY: 2.6 What does it mean to be a Muslim in Britain today? (Natre 32)	UC: How can following God bring freedom and justice (G) (Natre 35)	UC: What difference does the resurrection make to Christians (S) (Natre 40)	Why is the Torah so important to Jewish people? (Natre 33)	Why do Hindus want to be good? Karma, Dharma, Samsara, Moksha (Natre 39)
Computing	Topic/unit	Computer systems, networks and exploring AI.		Online safety.		Programming micro bit	
Art	Topic/unit	Insulations (Kapow)		Depth and emotion (Kapow)		Portraits (Kapow)	
DT	Topic/unit		Wobble Bots (Kapow)		Gear and pulleys		Bridges
Music	Topic/unit	Dynamics, pitch and texture: coasts		World War 2 songs.		Composition: Holi festival.	
French	Topic/unit	Revision: numbers, alphabet, greetings. Animals.	Family Classroom objects.	Classroom instructions Numbers (70-100).	Body.	Clothes. Food.	Bastille Day. La Marseillaise.

PSHE	Topic/unit	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Topic/unit	Boccia Tennis	Netball The Circus	Carnival Challenging collaboration	Health related exercise. Matching & Mirroring	Quidditch Leadership	Athletics Cricket
Reading	Text	Class text: The Great Choc-Plot Guided reading units from SS: The Maya, The Human Body, Remembrance Day. Skills focus: retrieval, vocabulary.	Guided reading units: Electricity, Christmas, Oceans. Skills focus: inference, summarise.	Class Text: Letters from the Lighthouse. Guided reading units: WW2, Light, SATS papers. Skills focus: Explain, predicting.	Guided reading units: Evolution, biographies, SATS papers. Skills focus: author intent, explaining.	Class text: Final Year. Guided reading units: Play scripts, Skill Road, Early Islamic Civilisation.	Guided reading units: Baghdad, living things.
Writing	Text /unit	Instructions – how to farm the Maya way. Quest – The Chocolate Tree. Adventure story to discover a lost treasure.	Those Shoes Rags to Riches Narrative Outcome: A diary entry written from Jeremy's perspective during the night he is deciding whether to give the shoes to Antonio. Persuasive writing Purpose: To build a persuasive campaign based on consumerism or empathy (To Persuade). Outcome: A highly structured piece of persuasive writing advocating for a school uniform charity or ethical	<i>Letters From the Lighthouse.</i> <i>Quest – voyage and return.</i> Narrative outcome: To write a dramatic historical adventure story where a child must find courage and adapt to a new life during wartime. Nonchronological – newspaper report Purpose: To write journalistic prose based on historical context (To Inform). Outcome: A formal non-chronological newspaper report detailing an air raid or evacuation event during World War II.	Moth- An Evolution Story <i>Origins of the Species (children's version)</i> Rebirth Quest Narrative outcome: To write a narrative adaptation of a scientific process, tracking how a species adapts and survives across a changing historical landscape. Autobiography/biography Purpose: To write an autobiography or biography of a scientist/naturalist (To Inform). Outcome: A formal autobiography written	The Silk Road Quest Narrative outcome: To write a historical adventure set along an ancient trade route, tracking a character's physical and cultural journey. Explanation Purpose: To write a technical explanation text (To Inform). Outcome: A comprehensive explanation text detailing how trade networks operated across the Ancient Islamic Civilizations.	Tough Guys (have feelings too) Julian is a Mermaid Challenging stereotypes Rebirth Narrative outcome: To write a character-focused story that challenges stereotypes by showing the hidden, gentle emotions of traditionally "tough" figures. Persuasive writing Purpose: To write targeted persuasive advertising or commentary (To Persuade).

			distribution of goods		from the perspective of Charles Darwin or an early evolutionary scientist tracking their findings.		
Maths	Unit	Place value. Addition and subtraction Multiplication and Division A Year 6 arithmetic (four operations) Year 5 arithmetic (four operations, fluency with TT facts)	Fractions A Multiplication and division B Year 6 arithmetic (fractions, decimals, powers of 10) Year 5 arithmetic (fluency with TT facts – problem solving TT facts)	Fractions B Decimals A Year 6 SATS knowledge (ratio, algebra, shape) Year 5 (problem solving, NS1 intervention if needed)	Area, perimeter and volume Decimals B Fractions, decimals and percentages. Year 6 SATS (arithmetic papers and statistics) Year 5 (problem solving with mastery)	Ratio Algebra Shape Number strand intervention as needed.	Position and direction Statistics Converting units Team challenges with problem solving