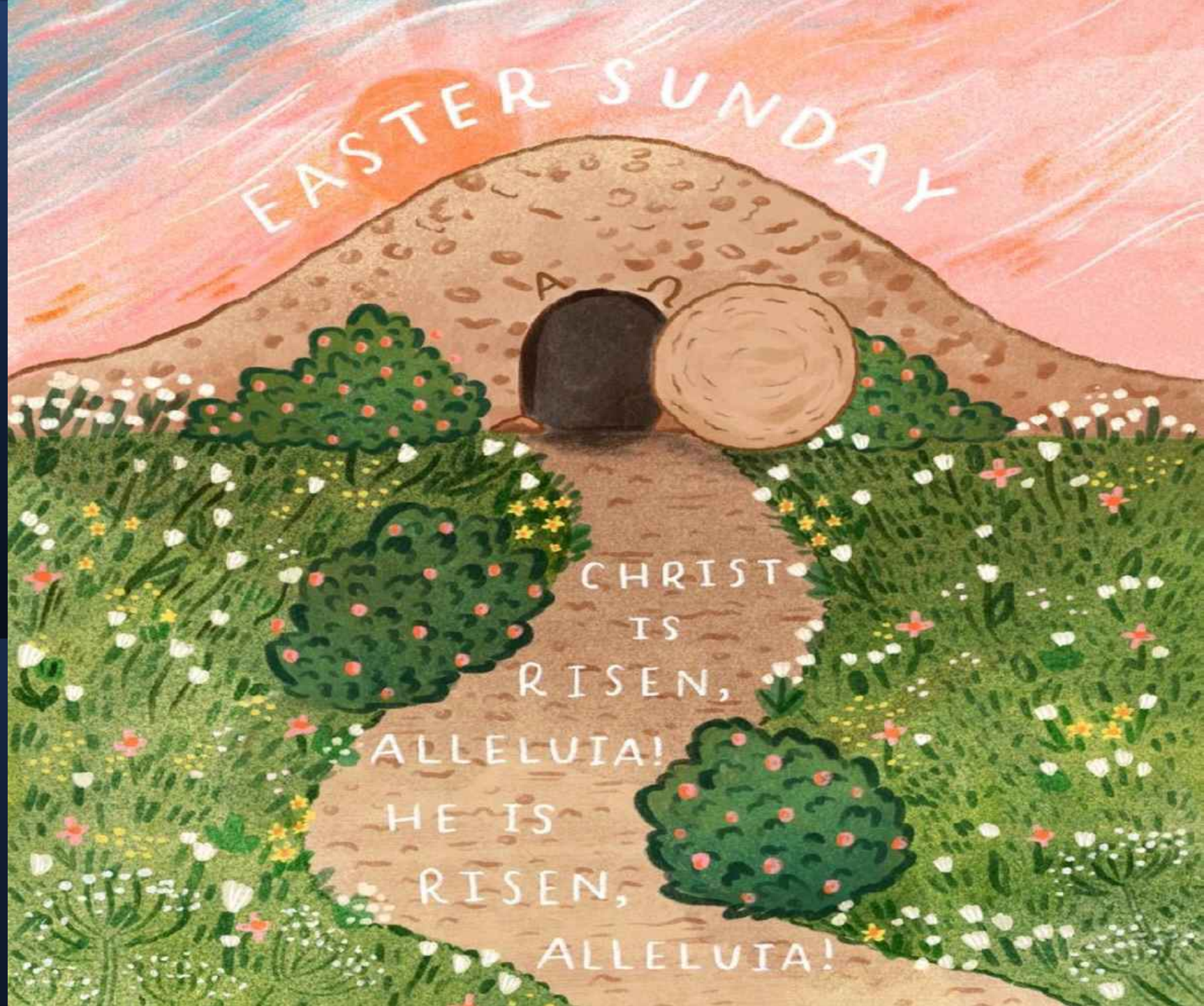


PUPIL POST



4th Sunday of Easter Year A
26th April 2026



Easter Sunday

Risen Jesus,
plant us in your presence,
and root us in your love.

May your risen life grow within us
so that, filled with your abundant love,
we may renew the face of the earth.

Amen.

CHRIST
IS RISEN,
ALLELUIA!



HE IS
RISEN,
ALLELUIA!

Our Reception children have been exploring the story of the Resurrection and have shown curiosity and wonder in their learning. They have taken an interest in **GODLY PLAY**, engaging thoughtfully with the stories and reflecting on their meaning in a calm and respectful way. We are proud of the way they are listening, questioning, and sharing their ideas so beautifully.



Year 3 are really enjoying their poetry topic in English. They've written some fabulous poems about spring.

- In spring I see COLOURFUL Rainbows
Red, yellow, green, violet and blue
- In spring I hear the breeze
blowing
leaves crashing and waving!
- Raindrops feel light and gentle
as they fall from the clouds

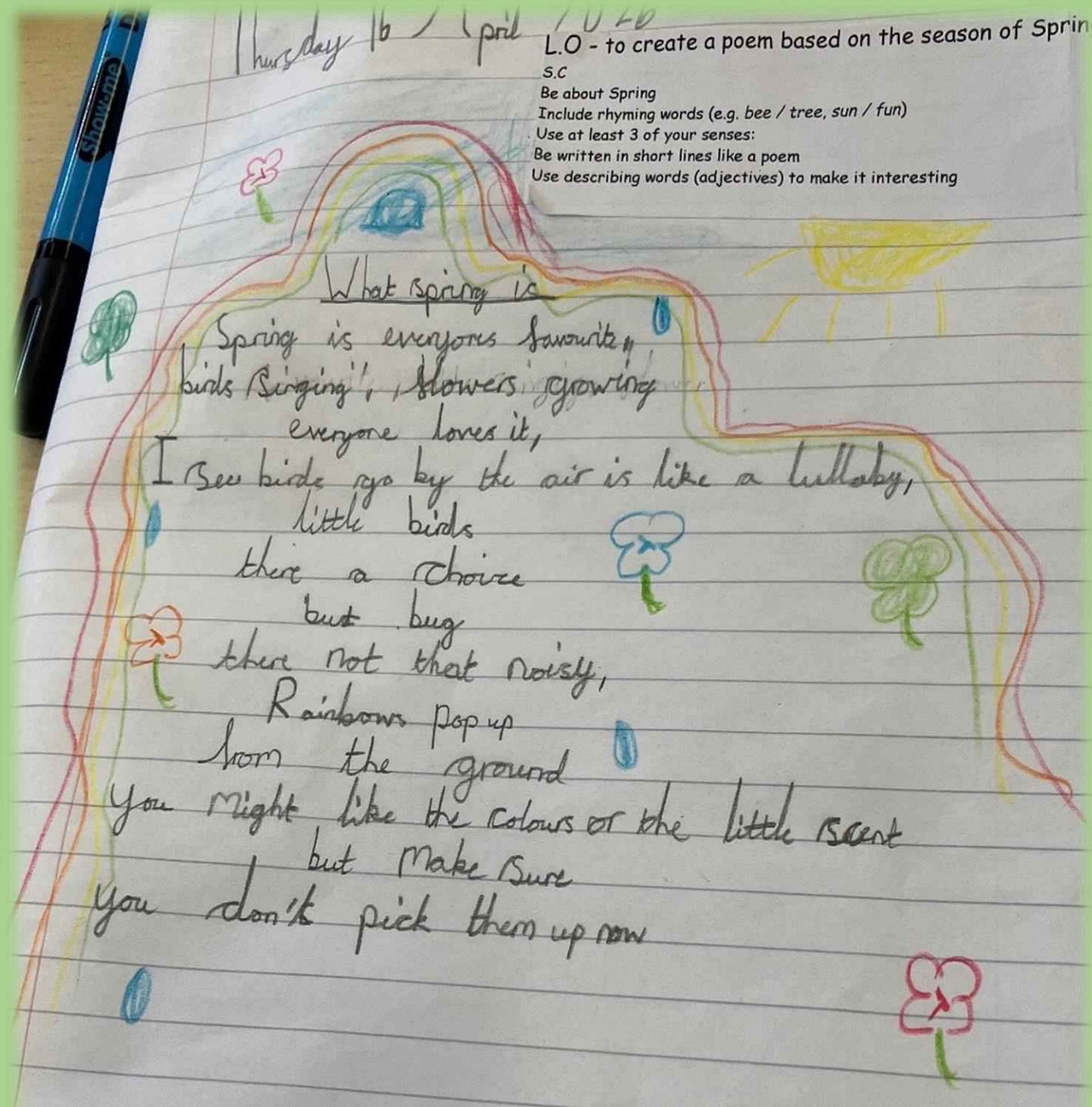


Thursday 16 / April / UFD

L.O - to create a poem based on the season of Spring
S.C
Be about Spring
Include rhyming words (e.g. bee / tree, sun / fun)
Use at least 3 of your senses:
Be written in short lines like a poem
Use describing words (adjectives) to make it interesting

What Spring is

Spring is everyone's favourite,
birds singing, flowers growing
everyone loves it,
I see birds fly by the air is like a lullaby,
little birds
there a choice
but bug
there not that noisy,
Rainbows pop up
from the ground
You might like the colours or the little scent
but make sure
you don't pick them up now



Be about Spring
 Include rhyming words (e.g. bee / tree, sun / fun)
 Use at least 3 of your senses:
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 Use describing words (adjectives) to make it interesting

Spring is born

Spring is born
 people have started
 to mow their lawn
 I can smell sun
 now that winter is done
 people walk enthusiastically
 through the sun
 I can see ...
 Buzzing bees and
 happy seas ...
 all entertaining me!!!



Include rhyming words (e.g. bee / tree, sun / fun)
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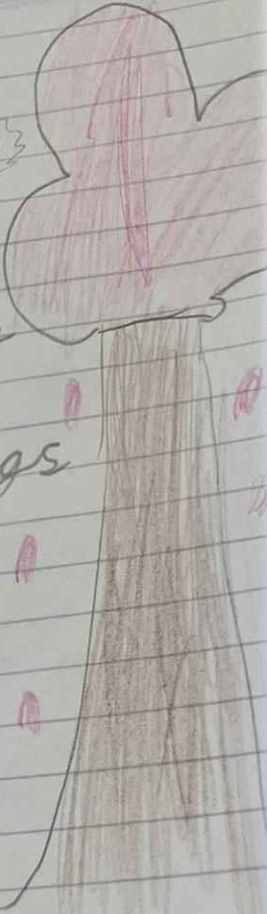
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Spring Ring

In Spring
 I always see black
 and yellow bumblebees
 always chasing me,
 near the pond
 I hear the cute ducklings
 quacking proudly
 very loudly,
 I see the blossom
 falling from the sky
 as birds are flying
 very high



On Monday, the whole school had a special assembly led by the FIRE SERVICE! The children learnt about water safety and what to do if they, or someone else, ends up falling into a body of water.



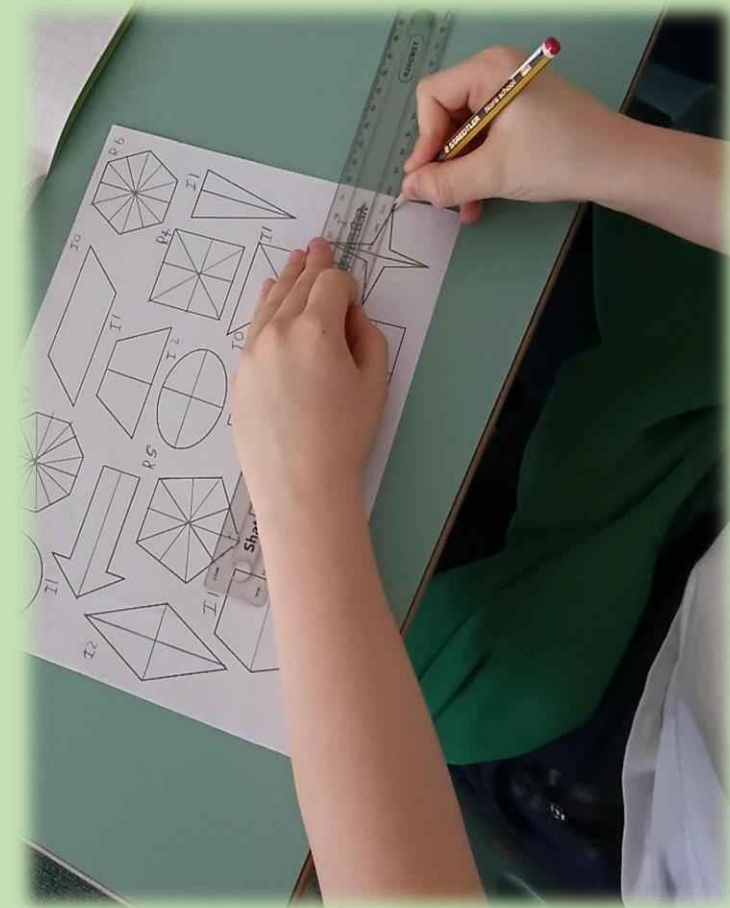
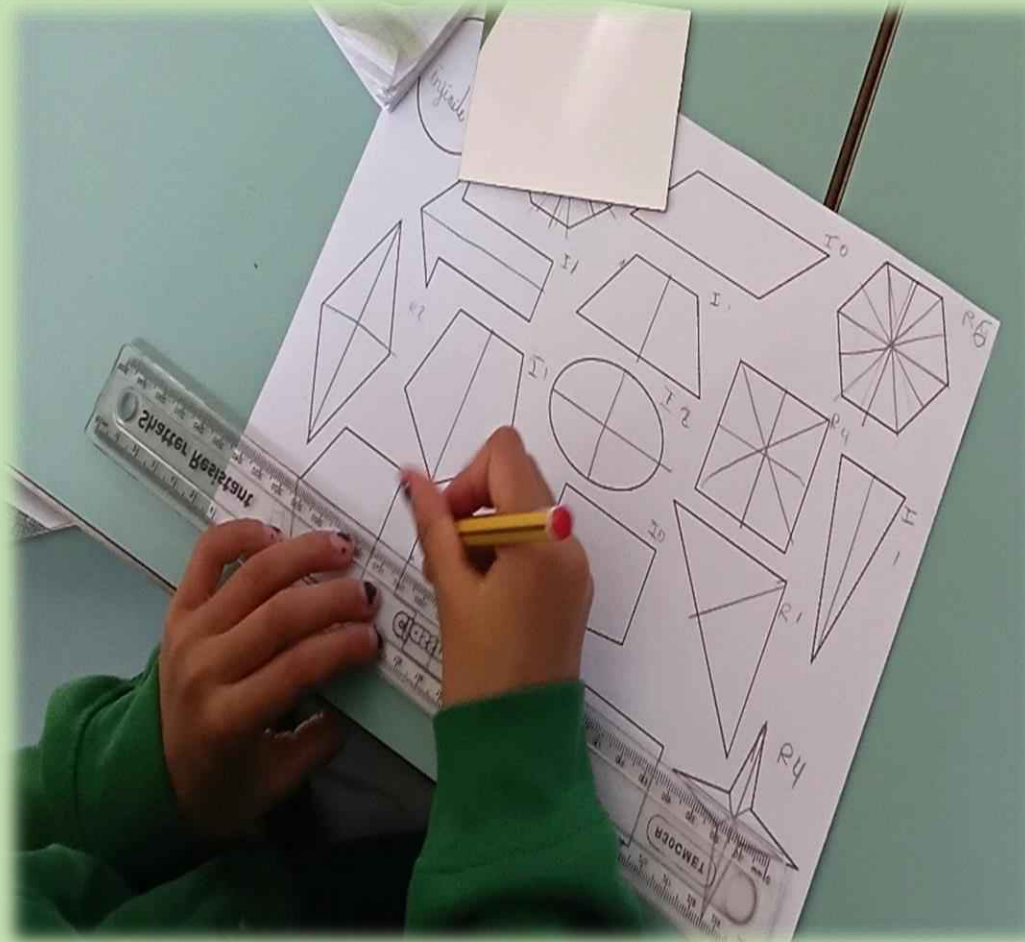
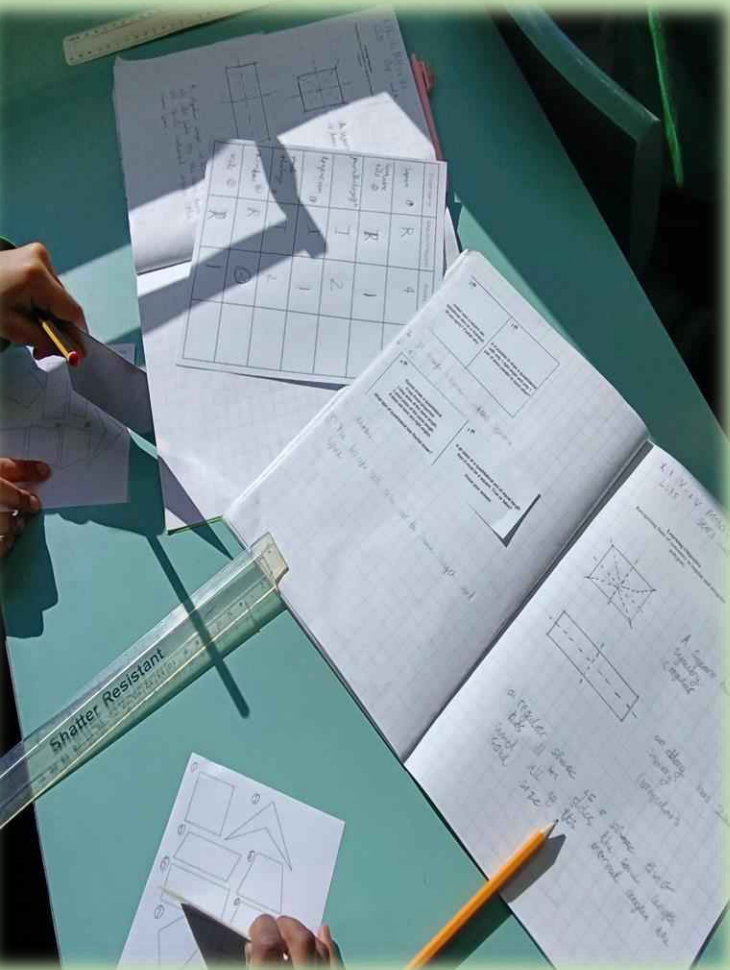
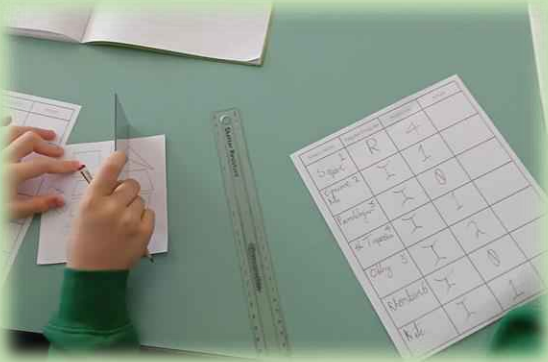
Reception pupils
are busy
exploring clay as
part of our topic
on sculpture.



This week we have been manipulating the clay by pinching, rolling, twisting, stretching and bending.



Year 4DA using mirrors to help them find lines of symmetry in different shapes.





Reception pupils are
enjoying their time
using the balance
bikes.



We are following the Bikeability scheme and developing our balance and core strength.

Year 5 Agnesi have recently enjoyed learning about life cycles in their Science topic.

Tuesday 20th March 2026

To describe the life cycle of a plant



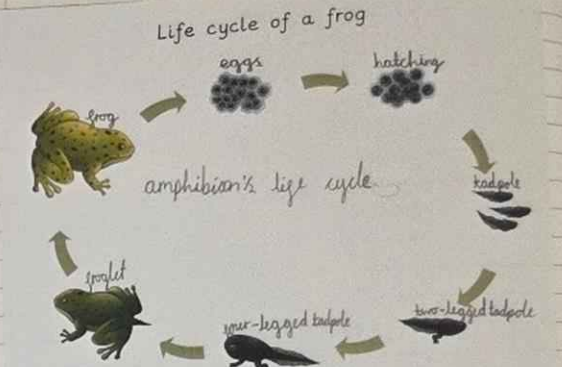
Next page for other 3

Seed stage - The life cycle of a seed begins with a seed which contains the offspring of the parent plant.

Germination Stage - The seed absorbs water and begins to sprout, emerging from the seed as a small shoot.

Seedling stage - growing roots from water and leaves for absorbing light.

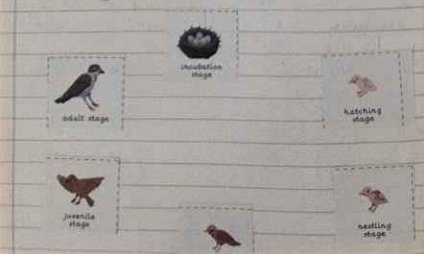
Thursday 16th April 2026
To describe the life cycle of an amphibian



- Eggs laid in water
- Egg stage: Hatch in 2-3 weeks after laid
- When laid they eat their eggs.
- When first born, breath through gills
- Skin slowly covers gills
- 2 legged stage: They are herbivores (only eat plants)
- Grows 2 legs
- 4 legged stage: Grows 4 legs
- Froglet stage: Start eating insects
- got a bit bigger
- Starts growing lungs

Friday 27th March 2026

To describe the life cycle of a bird and compare it with that of a mammal.




differences

- mammals give birth to live born but birds lay eggs
- The juvenile stage can leave but the mammal stage cannot

similarities

- The newborn and hatching animals rely on their parents
- at a certain age they leave their parents
- The mammal and birds both mate

So far, they have studied life cycles of flowering plants, mammals, birds and amphibians, and compared similarities and differences between them.



Reception children enjoyed working in small groups to describe the properties of 2D shapes to their friends before revealing them. They are very good at describing and guessing!



Year 1 have been designing and making pencil pots in DT.



Reception enjoyed their PE; lots of great listening, balancing and stretching.
We imagined ourselves entering the jungle and spotting different animals.





**Y3
had fun
tearing
to create a
wonderful
frottage of
a flower.**



Wow!!!
We certainly had fun
in year 3 creating
these fabulous
pieces of work.

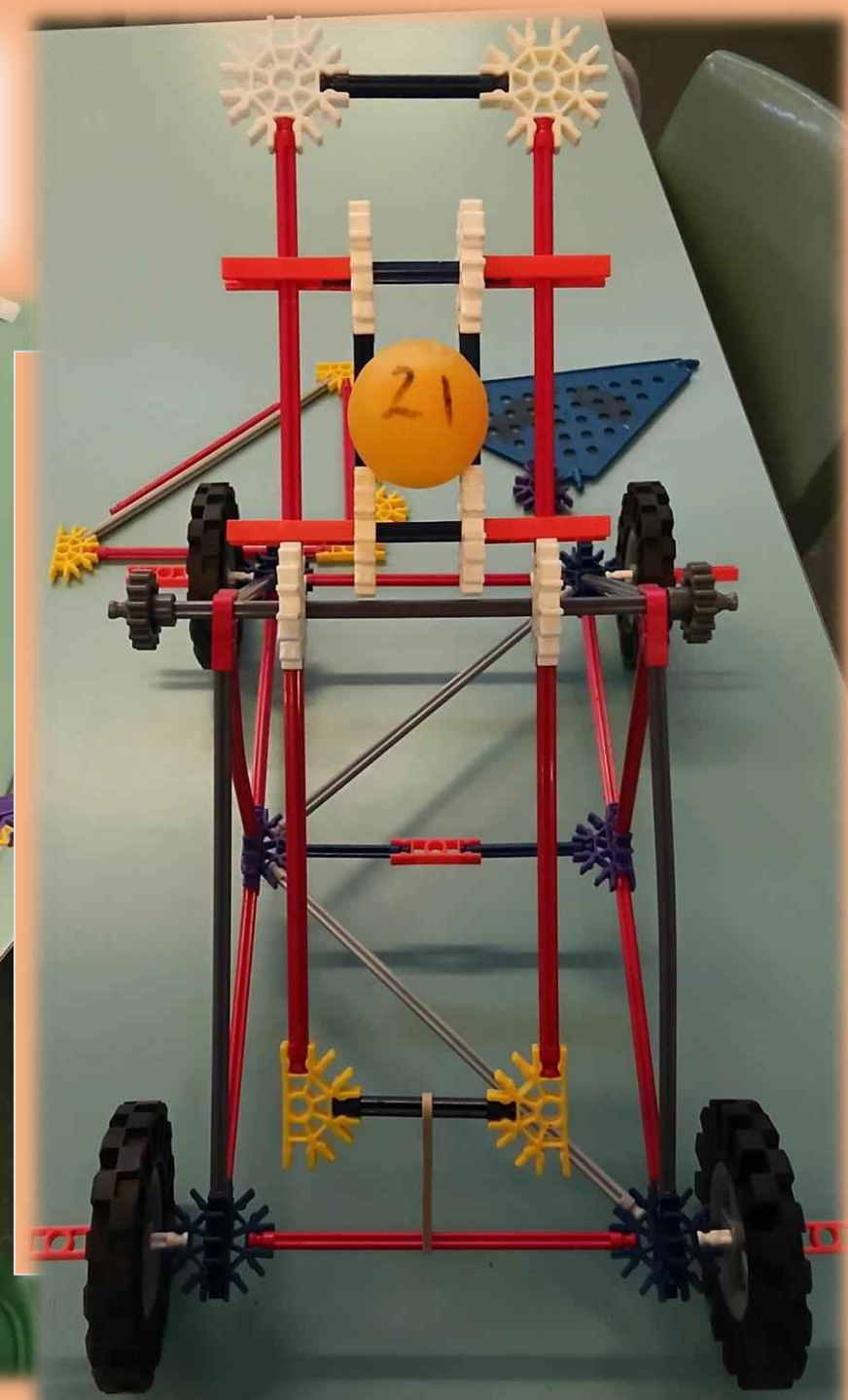
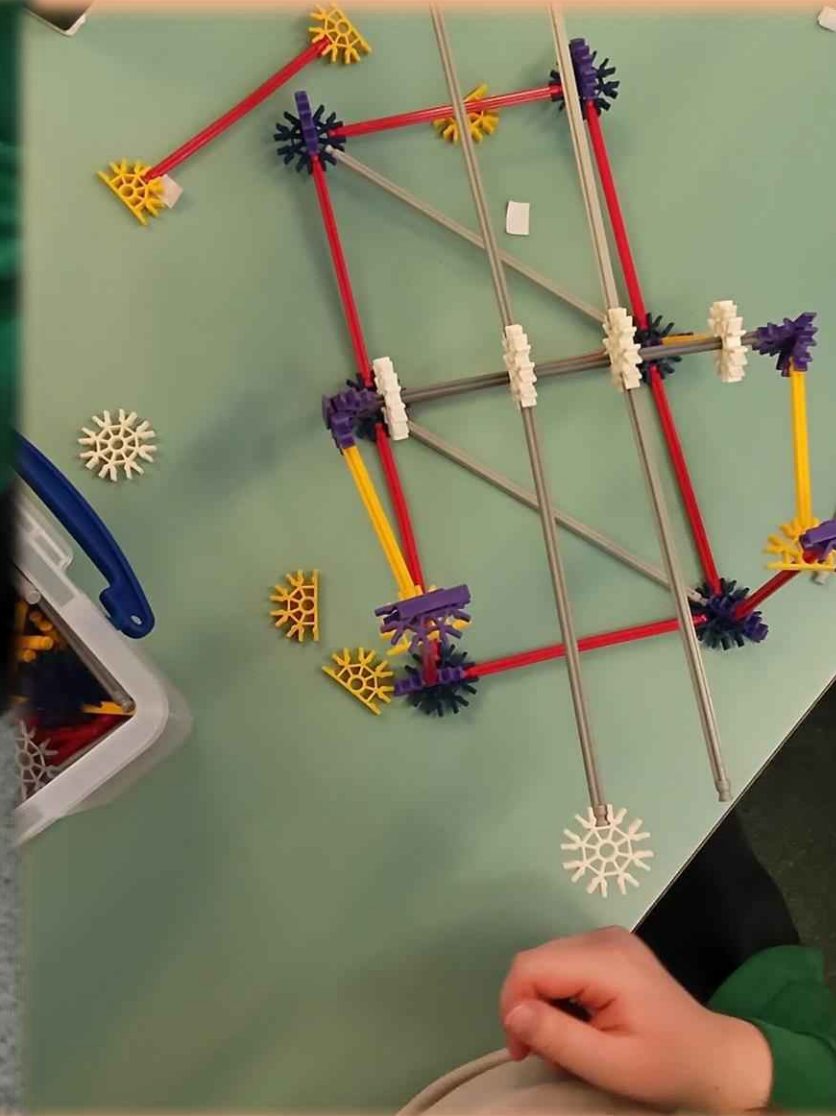
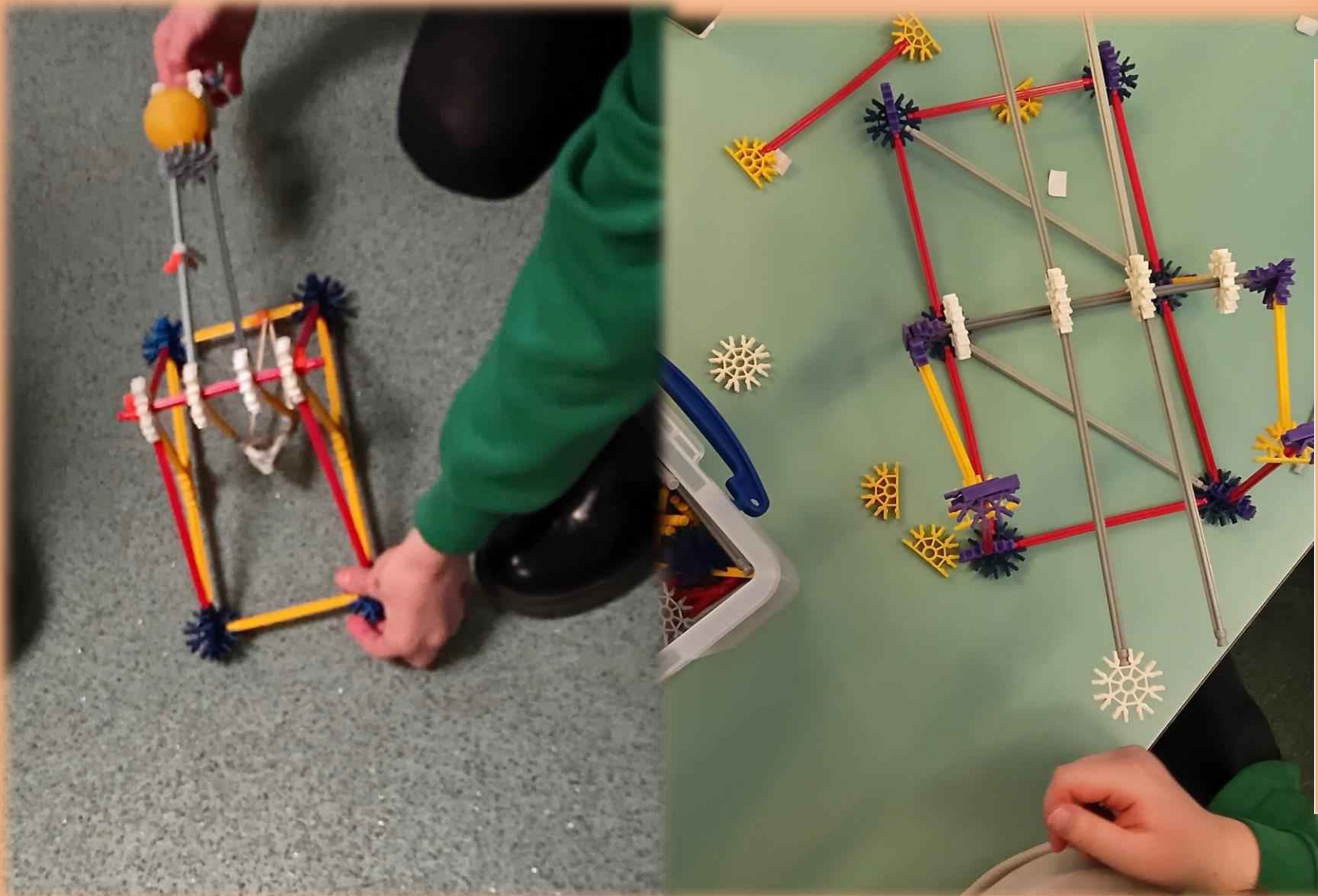




Miss Culkin will be putting them up in our class gallery.



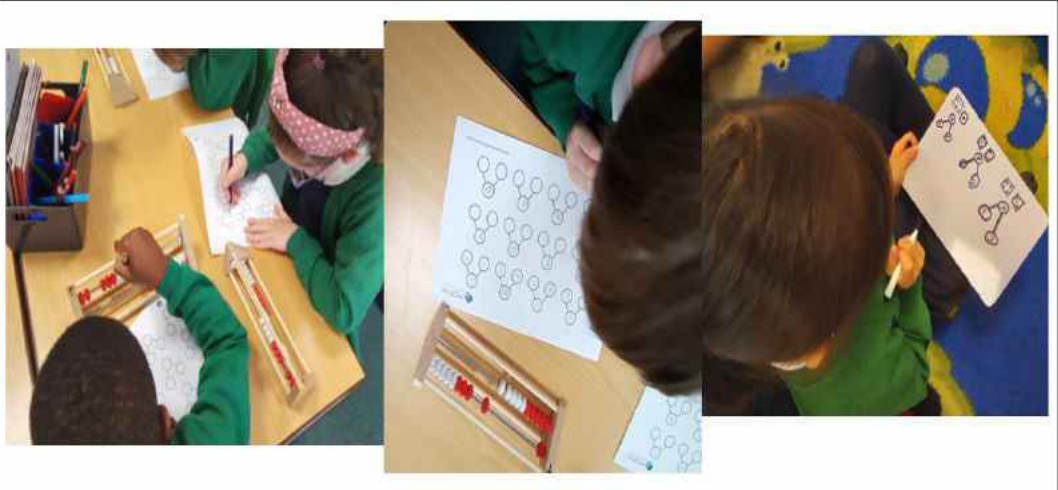
Year 4 children were designing and building catapults in their STEM workshop.



Year 1 have had a busy week. They have been working out how to look after our planet Earth with the help of the Messy Magpie book.



They have been learning about St George and the Dragon as well as regrouping numbers into parts during Maths fluency.



Reception enjoyed
'Earth Day.'

They helped to plant up some flowers and made choices about how to care for the Earth by playing a sorting game.

Then we went on a nature walk and even found some frogs which weren't on our checklist!!





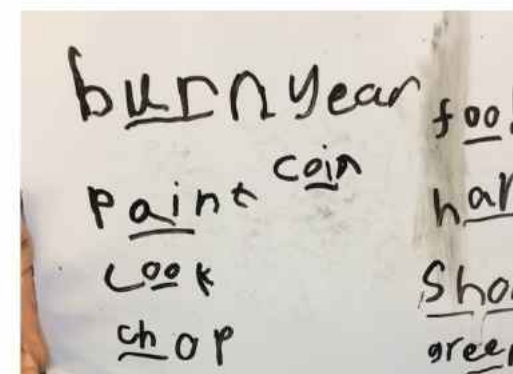
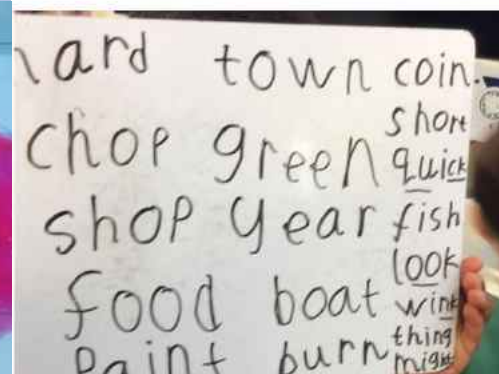
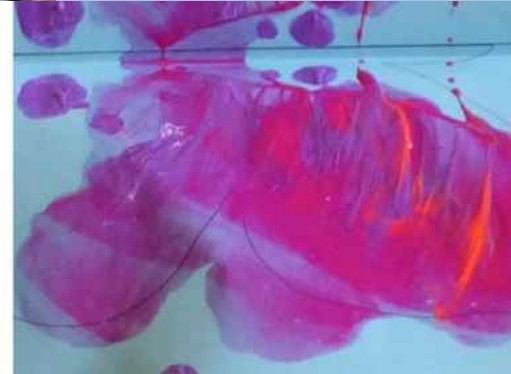
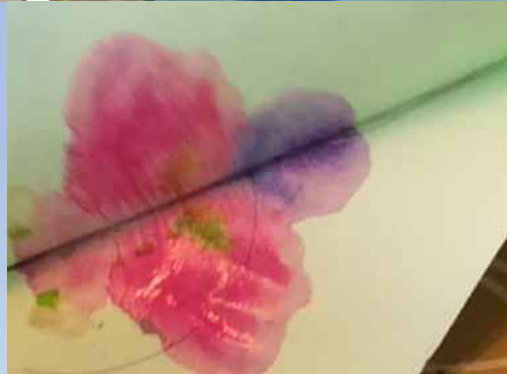
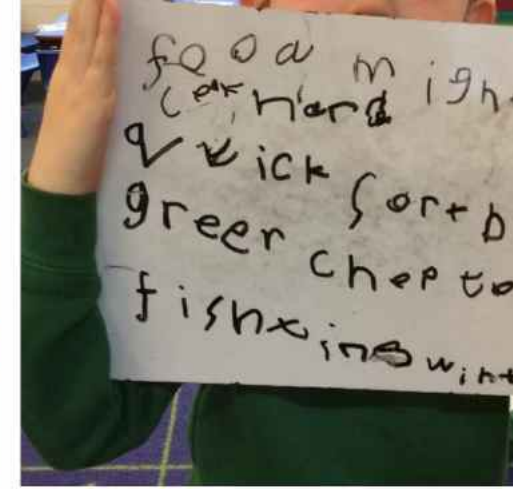
Nursery have been investigating 'Push' and 'Pull'.
They explored a range of objects and thought
about whether they had to be pushed or pulled.



Nursery have been exploring vegetables in a variety of ways, developing their knowledge of vegetable names.



Our Reception children have had a busy and creative time in their learning! They have been exploring symmetry by creating beautiful butterfly paintings. Alongside this, the children have been embedding their phonics knowledge through a range of writing activities, showing great enthusiasm and growing confidence.



Child-initiated learning has been in full swing, with the children immersing themselves in the classroom environment.

We've seen some truly extravagant ramps being designed and built for cars, as well as fantastic modelling using junk materials—showcasing imagination, problem-solving, and teamwork. It's been lovely to see such creativity, independence, and joy in their learning!

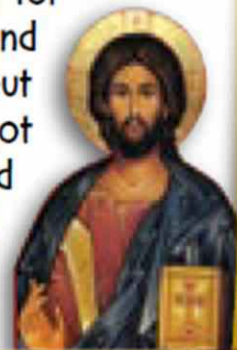


JESUS

**"What really matters in life is that we are loved by Jesus,
and that we love him in return."** *St John Paul II*

Our lives are enriched when we know Jesus. He is with us at all times and in all places. We can encounter him in prayer and in one another. The more we know about Jesus through reading the gospels, the easier it is for us to recognise him. Knowing and following Jesus helps happiness and love to grow in our families. Each of you choose something to do for each other at home or at school to be more like Jesus. Perhaps we can: decide to pray each day; read the gospels together; remember to regularly ask ourselves, "What would Jesus do?" and then try to do the same ourselves.

After Jesus had been crucified, two of his disciples were on their way to a village called Emmaus. They were feeling sad and talking together about all that had happened and how some women had seen a vision of angels who declared that Jesus was alive. Then as they were talking Jesus came and walked by their side and talked to them about the scriptures; but something prevented them from recognising him. As evening approached, the disciples begged Jesus to stay with them for supper. It was when Jesus took the bread, blessed it and broke it and gave it to them that their eyes were opened and they recognised him; but then he vanished from their sight. Then they said to each other, "Did not our hearts burn within us as he talked to us on the road and explained the scriptures to us?" Filled with joy, they set out immediately and returned to their friends to tell them all that had happened and how they had recognised Jesus at the breaking of the bread.



Luke 24:13-35 (the 3rd Sunday of Easter,

**"We must not fail to help our neighbours,
because in them we serve Jesus."** *St Rose of Lima*

Dear Lord Jesus, we thank you for always being there for us. Help us to recognise you as we journey through life together. Amen.



FOLLOW

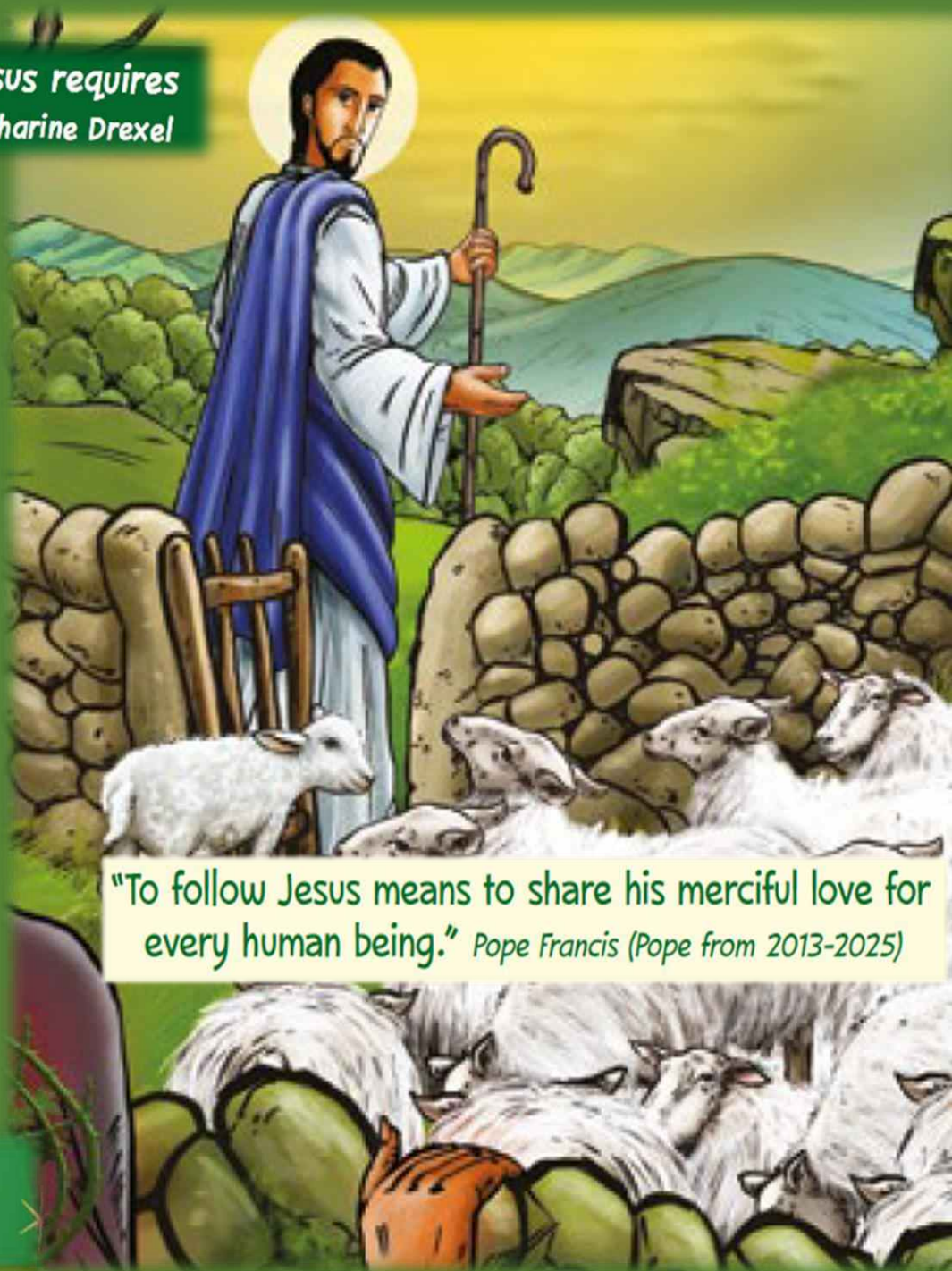
"It is for each of us to learn the path by which Jesus requires us to follow him, and to follow in that path." St Katharine Drexel



Jesus said, "I tell you most solemnly, anyone who does not enter the sheepfold through the gate, but gets in some other way is a thief and a brigand. The one who enters through the gate is the shepherd of the flock. When the shepherd has brought out his flock, he goes ahead of them, and the sheep follow because they know his voice. They never follow a stranger, but run away from him: they do not recognise the voice of strangers." The disciples failed to understand what Jesus meant. So Jesus spoke to them again: "I tell you most solemnly, I am the gate of the sheepfold. All others who have come are thieves and brigands; but the sheep took no notice of them. I am the gate. Anyone who enters through me will be safe: they will go freely in and out and be sure of finding pasture. The thief comes only to steal and kill and destroy. But I have come so that they may have life and have it to the full."

*Adapted from John 10:1-10
The 4th Sunday of Easter, Year A*

Dear Lord Jesus, you are the Good Shepherd who knows us by name and guides us through life. Please help us to hear your voice and **follow** you always. Amen. >



"To follow Jesus means to share his merciful love for every human being." Pope Francis (Pope from 2013-2025)