

MARCH WINS:

- Year 4 had an amazing time at Pioneer. They impressed us with their confidence, courage and teamwork and we all had a fabulous time!
- World Book Day was enjoyed by all, and the children were very enthusiastic in performing stories to each other.
- The entries for our Easter House Festival are amazing- thank you so much for supporting your children with making these at home.
- Thank you for bringing in lots of silver coins to make our very special comic relief nose- raising over £70 for charity.
- Our Mothers' Day craft session was a lovely occasion- thank you to everyone who attended.



APRIL GOALS:

- Hopefully by the end of April our OFSTED report will be published ready for you to read. Thank you once again for your support throughout the inspection- our whole school community did us proud!
- As we head into the summer term, each class will be having a forest school session with the wonderful Wildflowers Forest School.

ATTENDANCE

We are thrilled to finally be inline with national attendance expectations for the first time in many years!

We hope that you will continue to work with us to maintain this throughout the summer term.



WORSHIP

As we come to the end of our half term focusing on 'challenging injustice' our children are now able to articulate what justice, fairness and equity mean. We have thought about how the only way to truly bring about justice for all is to change the system when something is not fair. We have always used the picture below, which represents equity, to reflect on how different people need different things to thrive. We are now also considering the second image- how can we change the system for good- removing barriers for all?



DIARY DATES

- 13.4.26- Return to school**
- 20.4.26- Curriculum newsletters sent out**
- 24.4.26- Building and construction workshop**
- 25.4.26- PTA Gardening Day- all welcome**
- 4.5.26- Bank holiday, school closed**
- 7.5.26- SCHOOL CLOSED- Polling Day**

CONTACTING SCHOOL

If you would like to request an appointment with the SENDCO (Miss Grant) or another member of SLT or for general enquiries, please contact the school office:

Phone Number: 01384818295

Email: info@st-mary-ki.dudley.sch.uk

You can also use Class Dojo Messaging to contact SLT and your child's teacher.

SAFEGUARDING

At St Mary's we appreciate that safeguarding is everybody's responsibility. If you have any concerns about a child, please do not hesitate to contact us using the details shared opposite. Our Safeguarding and child protection policy can be found on our school website.

HOUSE CAPTAINS' PUPIL VOICE- How do our children learn best?



**FIRE by
Munha and
Romeo**

At St Mary's, we learn best when teachers support our learning. We like to work in partners and in groups. Lots of children enjoy how they learn in phonics lessons. During Maths, children find it helps them to be able to count on their fingers.



**WATER by
Sam and
Esme**

At St Mary's our pupils work best when they work with partners and groups. We love when we do arts and crafts, especially when we do something physical. Some of us work best when we have fidgets. Reception like to use their knowledge organiser to help them remember what they are learning.



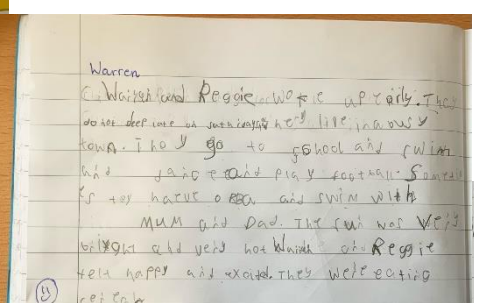
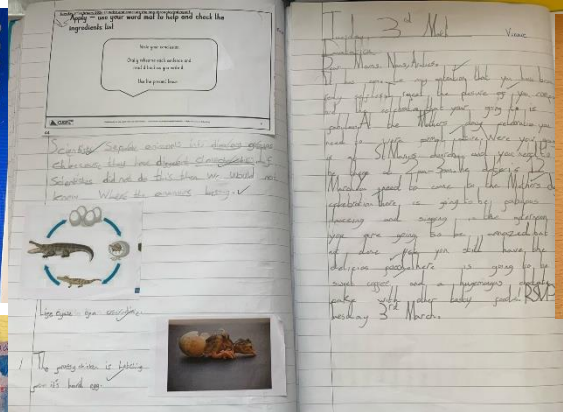
**EARTH by
Evie
and
McCauley**

At St Mary's we learn best when we work in groups or partners with our friends. We like it when it's quiet for a writing task but we do also enjoy an oracy task. We are learning to use the correct pencil grip- when children in Reception do this they find it helps them to write.



**AIR by
Lillie and
Freya**

At St Mary's we learn best when it is some sort of practical activity and when we can choose/ ask to work in groups. This can be dependent on the subject. We learn best when sometimes we spend more than one lesson on a subject. Sometimes doing an experiment helps us to remember more.



Can we support the first person's opinion?	When the speaker presents facts for the first person's opinion, do we understand the speaker's opinion?
<input type="checkbox"/>	<input checked="" type="checkbox"/>
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A Midsummer Night's Dream is a Shakespeare story, reproduced by Andrew Matthews and Tony Ross. It was originally written in the 1500s. It tells a story of romance, magic and comedy. The play is set in Athens (in ancient Greece). Hermia - a girl who is engaged to Demetrius but she loves Lysander. She was being stressed because she has to get married to Demetrius but she loves Lysander. Helena is also stressed because she loves Demetrius but he loves Hermia. He is obsessed with Lysander and makes her mad. Puck puts the magic on Lysander making him smitten with Helena. Puck tries to put it right but he just causes chaos with another sprinkle of magic the couples are back to normal.



Friday 20th March 2026 Ayver yrc

Part 1, Lesson 2 focus: use precise language and specific devices to create atmosphere

Explain	Example
The atmosphere in a narrative is the feeling or a sense that a reader gets from it. Authors develop atmosphere by using description and figurative language.	The boat glided on, seemingly with a mind of its own, as Trilla studied her strange surroundings. The cave was lit by a mysterious, soft green glow.

She was now dangerously close to the rocks, yet something strange caught her eye.

Apply

The murky, ominous lake lay flat and endless, calm far from shore, determined to go farther, she gripped her oars and all of a sudden a knock, then she waited. Another one. She instantly stood up, after using her oar for protection. Certain it was gone, she sat back down. She calmed down, writing in her notebook until another knock came but from underneath.

You created suspense with language choices and sentence length.



23/03/26

To compare and order non-unit fractions

Connect

2/3 > 1/2 > 1/3 > 1/4 > 1/5 > 1/6 > 1/7 > 1/8 > 1/9 > 1/10

Compare and order non-unit fractions

Write <, = or > to compare the fractions. Use the bar models to help you.

a) $\frac{2}{3}$ vs $\frac{1}{2}$

b) $\frac{1}{3}$ vs $\frac{1}{4}$

c) $\frac{1}{2}$ vs $\frac{1}{3}$

What do you notice?

Use the word bank to complete the sentences.

Compare answers with a partner.