



English Martyrs'
Catholic Primary School

Loving Jesus, Loving Learning, Loving Life

Welcome to Year 4

*Curriculum Information Evening
2024*





What we will cover...

- *Meet the staff*
- *School - BBCET*
- *Core Values/Ethos*
- *Curriculum / timetables*
- *Expectations - home/school*
- *Lunches*
- *Website/Communication*
- *Parent Survey*
- *'Online support drop-in'*



Meet the staff

Mr Thew - 4T Class Teacher

Ms. J. Dowling - 4D Class Teacher

Ms Morrison - Higher Level Teaching Assistant

Mrs Wahie and Miss Turner

Mrs E Clarke - Music Teacher

SCHOOL STAFF





BISHOP BEWICK **CATHOLIC EDUCATION TRUST**

Catholic Education in the North of the Diocese of Hexham & Newcastle

<http://www.bishopbewickcet.org/>



Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to comply with best practice and provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and maltreatment and will follow our procedures and government guidance to ensure that children receive effective support, protection and justice.



Mental health and Well-being

At English Martyrs' we are passionate about building strong mental wellbeing and resilience in all our pupils. This is why as a school we have embraced Zumos as a major part of our school's pastoral care. Zumos is a leading online wellbeing system that is CAMHS kitemarked and was developed as part of the HeadStart project.



Our Core Values

Our Core values underpin our expectations for Behaviour & Conduct. They strive to enable everyone to 'BE' happy here at English Martyrs' and 'BE' the best version of themselves.



'BE-attitudes' - our Core Values

Our most important Be-attitude is:-

"Do to others what you would have them do to you."

Matthew 7:2

This is supported and underpinned by the gospel values outlined in the Beatitudes.

Be Gentle - we don't hurt others

Be Just - we are honest and don't tell lies

Be Compassionate - we are supportive and comfort each other

Be Merciful - we don't hurt anyone's feelings

Be Humble - we celebrate everyone's gifts and talents

Be Peacemakers - we listen to each other.

Be Pure - we are kind

Be Courageous - we stand up for what is right



The Beatitudes are a roadmap for our life: they invite us to keep our hearts pure, to practice meekness and justice, to be merciful to all, to live affliction in union with God.

As a Catholic School we have the Catholic mission at our very core.

Everyone in school is expected to actively follow and live out our mission statement:

"Loving Jesus, Loving Learning, Loving Life."

We achieve our Mission Statement by following the Beatitudes as the foundation blocks of all we do. The Beatitudes give us the ATTITUDES that we want to BE.

We have Be-attitudes for Behaviour and Conduct (Our Core Values), Beatitudes for Learning and Beatitudes for Teaching.





Curriculum

At English Martyrs' we recognise that we are building the foundations for life-long learning with Christ at the centre. We want to capture and nurture a love of learning that our pupils will carry with them as they grow. We therefore strongly believe that learning should be memorable, hands on, active and challenging. Our curriculum is carefully designed to focus on the 'whole child', and harness all their unique gifts, talents and interests.

Our curriculum will maximise opportunities for children to:

- develop inquisitive minds, a spirit of curiosity and a passion for learning*
- be equipped with the skills to fully participate in an ever changing world*
- be respectful and productive members of the community*
- have high expectations and self-belief to enable them to reach their full potential*
- reflect on their learning and seek to extend themselves mentally, physically and spiritually and be aspirational*
- uphold the Catholic ethos of the school whilst respecting their own cultures and beliefs and those of other people*
- persevere and see any mistake making as a positive opportunity for new learning*
- develop an understanding and respect for the environment and God's creation and their role of responsibility for its stewardship*
- have the courage and confidence to take calculated risks and to apply their skills, knowledge and understanding to any problem-solving task.*



Values Curriculum

Living the Beatitudes



At English Martyrs' Catholic Primary School, it is our aim to raise standards by promoting a school ethos which is underpinned by core values (BE attitudes). These values support the development of the whole child to enable them to be the best version of themselves.

Our curriculum is designed around the Beatitudes from Matthew's Gospel, which have been shaped into 8 core values. We aim to support all children's social, moral, spiritual and cultural development as well as their understanding and use of British Values.

- ✚ As adults, we (all staff) try to live the values: we teach best by being role models.
- ✚ Our BE-attitudes curriculum is delivered during monthly House Group session. Each House group has pupils from Reception to Year 6.
- ✚ The session will follow a clear structure, giving opportunity for discussion, information sharing, reflection and prayer.
- ✚ Sources of evidence are used to construct arguments and aid discussion which helps us to understand that we are all part of a diverse community, that we have a role to play and that we are enough.
- ✚ We all have unique talents, to work as a team, and we are greater working together than acting in isolation.





End of Year - Expectations

English - Writing

Spelling:

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting:

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Punctuation:

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession and contractions in words.
- I use commas after fronted adverbials.





End of Year - Expectations

English - Reading

Reading

Word Reading:

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension:

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.





End of Year - Expectations

Mathematics

Number:

- I can recall all multiplication facts to 12×12 .
- I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
- I can count backwards through zero to include negative numbers.
- I can compare numbers with the same number of decimal places up to 2-decimal places.
- I can recognise and write decimal equivalents of any number of tenths or hundredths.
- I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.
- I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
- I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
- I can solve two step addition and subtraction problems in context.
- I can solve problems involving multiplication.





End of Year - Expectations

Mathematics

Measurement and Geometry:

- I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I know that angles are measured in degrees and can identify acute and obtuse angles.
- I can compare and order angles up to two right angles by size.
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can read, write and convert between analogue and digital 12 and 24 hour times.
- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.



Mathematics

TIMES TABLES ROCK STARS



[Multiplication Tables Check - Mathsframe](#)



End of Year - Expectations

Religious Education

AT1: Knowledge and Understanding (**'learning about'**)

Developing

Knowledge and Understanding

- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
- Describe, with increasing detail and accuracy:
 - a range of religious beliefs
 - those actions of believers which arise as a consequence of their beliefs
 - the life and work of key figures in the history of the People of God
 - different roles of people in the local, national and universal Church
 - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments

Making Links and Connections

- Make links between:
 - beliefs and sources, giving reasons for beliefs
 - beliefs and worship, giving reasons for actions and symbols
 - beliefs and life, giving reasons for actions and choices

Historical Development

Religious and Specialist Vocabulary

- Use a range of religious vocabulary

AT2: Engagement and Response ('learning from') Meaning and Purpose

- Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose

Beliefs and Values

- Make links to show how feelings and beliefs affect their behaviour and that of others

AT3: Analysis and Evaluation Use of Sources as Evidence

- Use a given source to support a point of view

Construct Arguments

- ☑ Express a point of view

Make Judgements

- ☑ Express a preference

Recognise Diversity

Analyse and Deconstruct





End of Year - Expectations

Religious Education

Skill areas		7-9
AT1: Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. • Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs - the life and work of key figures in the history of the People of God - different roles of people in the local, national and universal Church - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
	Making Links and Connections	<ul style="list-style-type: none"> • Make links between: <ul style="list-style-type: none"> - beliefs and sources, giving reasons for beliefs - beliefs and worship, giving reasons for actions and symbols - beliefs and life, giving reasons for actions and choices
	Historical Development	
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> • Use a range of religious vocabulary





End of Year - Expectations

Religious Education

AT2: Engagement and Response ("learning from")	Meaning and Purpose	<ul style="list-style-type: none"> Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose
	Beliefs and Values	<ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others
AT3: Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Use a given source to support a point of view
	Construct Arguments	<ul style="list-style-type: none"> Express a point of view
	Make Judgements	<ul style="list-style-type: none"> Express a preference
	Recognise Diversity	
	Analyse and Deconstruct	



End of Year - Expectations

Science

Topic	Learning Journey	Working Towards	Meeting the Standard
Living things and their habitats	Classifying Plants	Identify examples of flowering and non-flowering plants.	Use a classification key to identify different plants.
	Classifying Animals	Recall the different groups of vertebrates.	Use a classification key to identify different animals.
	Human Impact on the Environment	Identify 3 activities that impact the environment.	Describe how 3 activities impact the environment.
	Designing an Island	Identify resources needed by humans.	Describe how 3 activities impact the environment.
Summative Assessment			
Animals including humans	The Digestive System	State the function of the digestive system	Identify the organs of the digestive system.
	Teeth	State the function of teeth	Describe different types of teeth.
	Food Chains	Identify producers and consumers	Construct food chains.
Summative Assessment			
States of Matter	Solids, liquids and gases	State some properties of solids, liquids and gases and give examples.	Describe some properties of solids, liquids and gases and give examples.
	Heating and cooling	Name the four process for changes of state.	Describe how ice can become water, then water vapour and how these changes can be reversed.
	The water cycle	State where evaporation and condensation occurs in the Water Cycle.	Describe why evaporation and condensation are important in the Water Cycle.
Summative Assessment			



End of Year - Expectations

Science

Topic	Learning Journey	Working Towards	Meeting the Standard
Sound	Making Sounds	I can describe the sounds I hear around me. I can make observations about how sounds are made.	I can explain how sound sources vibrate to make sounds.
	Hearing Sounds	I know that sounds need something to travel through.	I can explain how sounds travel to reach our ears.
	String Telephone	I know how sounds change as they travel over a distance.	I can explain how sound travels through a string telephone.
	How's that sound?	I can identify high and low pitched sounds. I can identify loud and quiet sounds.	I can explain how vibrations change when the loudness of a sound changes. I can describe patterns between the pitch of a sound and the features of the object that made the sound.
	Sound Proofing	I can participate in an investigation to find the best material for absorbing sound.	I can identify the best material for absorbing sound.
Summative Assessment			
Electricity	Everyday Electricity	I can identify electrical and non-electrical appliances	I can sort appliances based on whether they use mains electricity or batteries
	Building Circuits	I can identify the parts of simple circuit I can build a circuit to light a bulb with support	I can identify when a circuit is complete I can build a circuit to light a bulb independently
	Conductors and Insulators	I can name at least 2 materials that conduct electricity and 2 that are insulators	I can carry out a simple investigation to find out if a material conducts electricity
	Changing Circuits	I can make changes to a circuit and observe the effect	I can say what happens when more bulbs are added to a circuit in different ways
	Super Switches!	I can use a switch to control part of a circuit	I know how a simple switch is constructed and can make one
Summative Assessment			

End of Year - Expectations

Geography

Term 1

Focus on Europe, Catalonia Spain -

Where is Catalonia?

- Physical features of Catalonia
- Climate in Catalonia
- Human geography of Catalonia
- Comparing Catalonia with the UK



Term 2

Rivers and Mountains

- Mountain landscapes in the UK
- Features of mountain landscapes
- Long profile of the river
- River landforms

Term 3

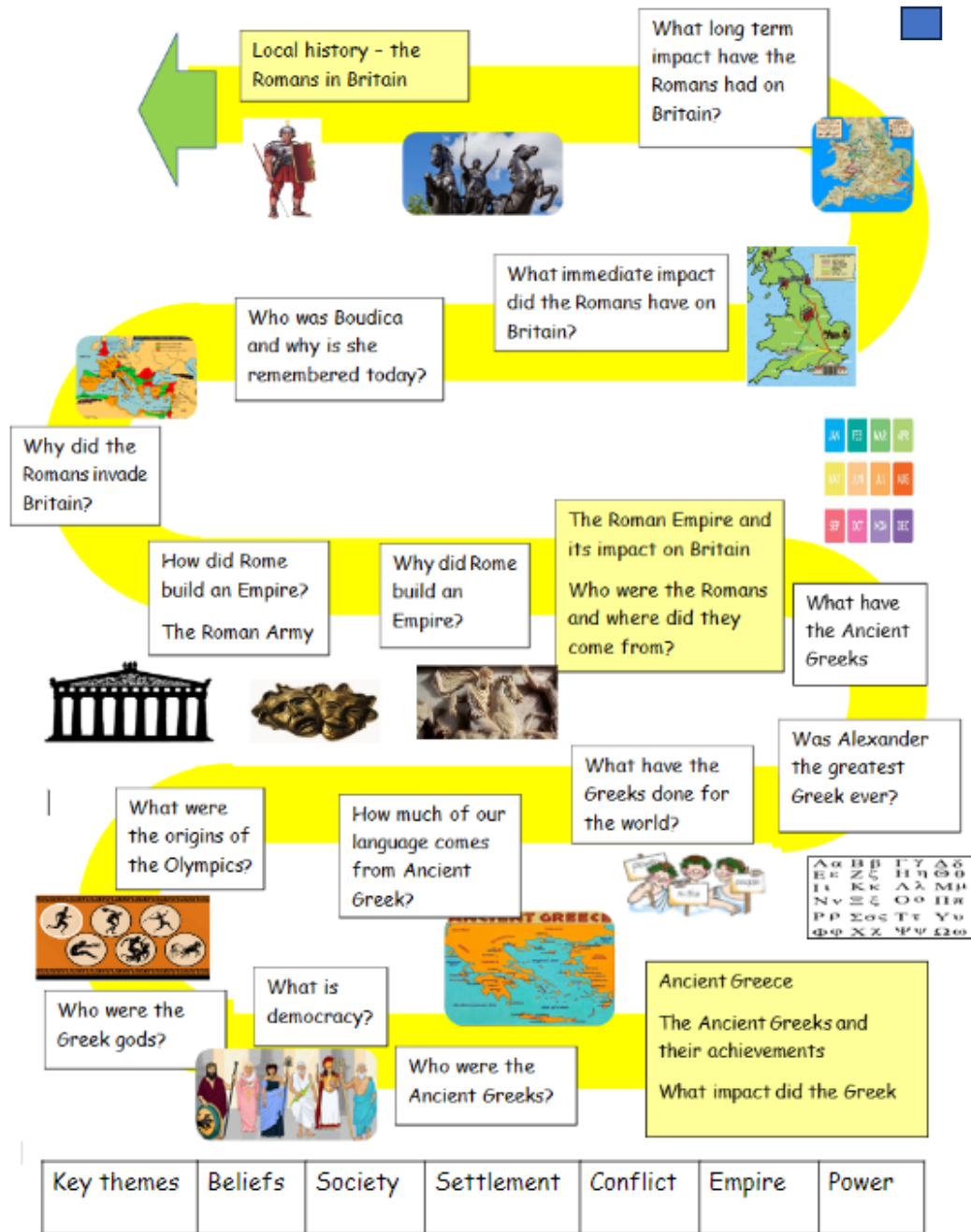
Resources and Trade

- Food around the world
- Minerals around the world
- Who do we trade with?
- Trading in the future



Year 4 History

Year 4 History Learning Journey





RSE Online Parent Portal

Online Parent Portal



As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. The education of children in human sexuality is an important, precious and privileged responsibility. The Church teaches us that this is very much a partnership with parents, in which parents are the 'first educators' of their children on these matters; ultimately, you confer on us the right to co-educate your children with you.

Through their programme, Ten Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.

Ten Ten have provided an Online Parent Portal which parents & carers can use throughout the year to keep you informed and updated about the work we are doing in school.

Login credentials for our school:

Username: Your Parent Login Username is - **english-martyrs**

Password: Your Parent Login Password is - **heart-5**

https://englishmartyrs.eschools.co.uk/web/rse_parentcarer_information_/560862





Day-to-day Expectations

Classroom

- Follow directions first time
- Listen when others are speaking
- Raise your hand before you speak
- Work quietly and do not disturb others
- Keep hands, feet and objects to yourself
- Show respect for school and personal property

Being prepared

- Arrive on time (8.40 - 8.50)
- Come to school in PE kit on PE day*
- No backpacks or unnecessary items in school
- Use school issued water bottle
- No ear-rings/jewellery
- Correct uniform - black school shoes - **trainers for PE days only**



Beatitudes for learning



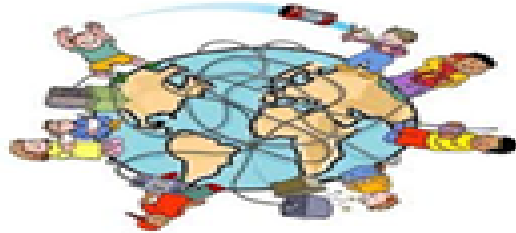
English Martyrs'
Catholic Primary School
Loving Jesus, Loving Learning, Loving Life

'BE-attitudes' for Learning

Our most important Learning Be-attitude is:-
'Living a life worthy of God's calling ... with
humility, gentleness, patience and love'
(Ephesians 4.)

This is supported and underpinned by our Curriculum aims:-

- Be Curious
- Be Knowledgeable
- Be Adventurous
- Be Ambitious
- Be Creative
- Be Collaborative
- Be Reflective
- Be Positive




Class Charts /house points / Star & Saint awards



ClassCharts


111 **0**



Graham Abbes

			4
5			

110 **0**



Samantha Acton

			8
9			

OUR SCHOOL HOUSES

St Aidan	St Bede	St Cuthbert	St Oswald	St Benet Biscop	St Bega	St Hilda
<i>St Aidan who was humble, teach us to be gentle.</i>	<i>St Bede, be clever, be kind, be good to others.</i>	<i>Always caring and always sharing.</i>	<i>Spreading generosity with every footstep.</i>	<i>We are the song writers of God.</i>	<i>Serve God, help others, be patient.</i>	<i>Faithfulness, sharing, kindness and caring.</i>
280	280	258	244			273





Curriculum overview - Map

Subject Area	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
RE	<ul style="list-style-type: none"> - People - Building Bridges - 	<ul style="list-style-type: none"> - Sacrament of Reconciliation - Judaism - Gifts 	<ul style="list-style-type: none"> - Community - Sacramental Preparation 	<ul style="list-style-type: none"> - Sacramental Preparation 	<ul style="list-style-type: none"> - New Life - Islam 	<ul style="list-style-type: none"> - Universal Church - Called
Literacy	<ul style="list-style-type: none"> - Character description - Setting description - Dialogue 	<ul style="list-style-type: none"> - Instruction writing - Suspense Story writing - Poetry – What would you do? 	<ul style="list-style-type: none"> - Information Text - Persuasive Writing - Debate 	<ul style="list-style-type: none"> - Persuasive Writing - Newspaper - Explanation 	<ul style="list-style-type: none"> - Characterisation and dialogue - Persuasion 	<ul style="list-style-type: none"> - Diary - Letter - Action Story
Quality Text Novel	Why the Whales Came Michael Morpurgo Warning story Model Text: Keep off the tracks	The Firework Maker's Daughter Philip Pullman Model Text: The Red Eye/ The Old Mill	Charlotte's Web E. B. White Model Text: Poppy, Waldo and the Giant	The Magicians Nephew C.S. Lewis Portal Story Model Text: Elf Road	The Snow Walker's Son Catherine Fisher Model Text: The Manor	Percy Jackson and the Lightning thief Model text:
Maths	<ul style="list-style-type: none"> - Place Value - Addition and Subtraction 	<ul style="list-style-type: none"> - Measurement - Area - Multiplication and Division 	<ul style="list-style-type: none"> - Multiplication and Division - Length and perimeter 	<ul style="list-style-type: none"> - Fractions and Decimals 	<ul style="list-style-type: none"> - Decimals - Money - Time 	<ul style="list-style-type: none"> - Properties of Shape - Statistics - Position and Direction
Science	Living things and their habitat	Animals Including Humans	States of Matter	Sound	Electricity	Electricity
Geography		Europe		Rivers and Mountains		Resources and Trade
History	Ancient Greece		Romans		Local study- the Roman wall- <u>Vindolanda</u> .	
Art	Drawing		Painting		3D - clay	
DT		Textiles		Healthy eating		Electronics
PE	Tag rugby	Swimming	Dance (SHHS)	Gymnastics	Cricket	Athletics
Computing	Information Technology Writing for different audiences	Computer Science – Coding & Computational Thinking Logo	Computer Science – Coding & Computational Thinking Coding	Information Technology Animation	Information Technology Making music	Computer Science – Theory The Internet
MFL	Getting to know You All about me	Food Glorious Food	Family and Friends	Our School	All Around Town	On the Move
PSHE	LLTF Module 2	Celebrating Difference	LLTF Module 1	Relationships	Healthy Me	Dreams and Goals
Music	<u>Ukulele</u> / Mama Mia!	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind, Replay





Weekly Timetable

Day	8.40-8.50	8.50 - 9.45		9.45 - 10.45	10.45-11.00	11.00-12.00	Lunch		1.00 - 1.15	1.15 - 2.05		2.10 - 3.00	3.00-3.20
Mon.	Registration & prayers Welcome task	W/S Worship	Pre-Teaching	English	Break	Maths	Lunch	1.00 - Registration & Prayers	Basic Skills	Science	Brain break	Art	Class Focus time : Why the whales came. M Morpurgo
Tues.		Class Worship	RE	English		Maths			Basic Skills	RE		Computing:	
Wed.		KS assembly plus h ymc practice	Maths	PE - 4SM 4D- English		PE - 4D 4SM- English			Basic Skills	Music		French	
Thurs.		RE	PE - 4SM English	PE - 4D English		Basic Skills			Maths	Geography			
Fri.		Arithmetic	Spelling	English:		Maths			PSHCE	Celebration assembly			

Pre-teaching =
Class Focus =



Homework

- Spellings and worksheets to be given out on Friday.
- Reading books given out on Friday. Reading records to be completed.
- ALL homework to be completed and returned the following Friday please.





Assessment

Maths - PUMA

English - PIRA

Grammar, Punctuation and Spelling - GaPS

Writing - Independent writing





Uniform

General uniform BOYS & GIRLS

Royal blue sweatshirt - at least 1 embroidered with school logo OR Royal blue cardigan embroidered with school logo

Light blue polo shirt - with or without embroidered school logo

Grey trousers, Grey shorts (in summer)
Grey skirt or pinafore for girls

Light blue/white gingham dress (in summer)

Black or dark coloured shoes (no trainers)*

Blue or Black plain Headscarf (for Muslim girls)

Please note that LEGGINGS are NOT part of our school uniform

*** Trainers for PE days only**



https://www.emcps.co.uk/web/school_uniform/42813

You can purchase school uniform from Top Class Uniforms who are a locally based firm.

4 Moulton Place, Blakelaw, Newcastle, NE5 3RL

Telephone No: 0191 271000

Website: www.tcuniforms.co.uk



PE Kit

PE
(children to come dressed in PE kit on PE day)

BOYS & GIRLS

White/blue T shirt (boys and girls)

Royal blue or black shorts

Black or navy track suit or jogging pants

School sweatshirt or dark coloured hoodie.

Training shoes



PE kit



joggers



Every child in Reception, Year 1 and Year 2 will receive a free hot nutritious school meal as part of the Universal Free School Meals initiative which was introduced in 2014. You may also wish to apply for benefits related free school meals, and if you qualify you will also receive supermarket vouchers during the school holidays.

Once your child enters into Key Stage 2 (Year 3) you have the choice of your child taking a packed lunch or continuing with school meals. Please note whatever option you choose this needs to be a weekly pattern, i.e. if you want to change from packed lunch to school meals or vice versa you would need to give school **at least 1 week's notice** of the change.

Please note if you are not eligible for free school meals and would like your child to have a hot meal you will need to create an online account to pay for your meals weekly in advance. The current cost for school meals is £11.00 per week.

Please contact the school office on 0191 274 7463 or by email to office@emcps.co.uk who will provide further details and account information to create your online account.



Food contained in a packed lunch

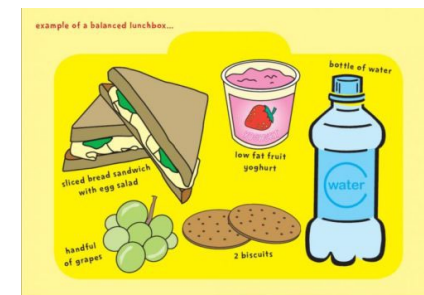
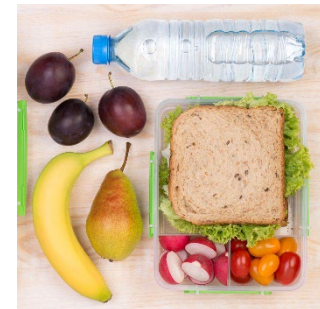
If you choose to provide your child with a packed lunch, in KS2 - it is expected that the food contained in the packed lunch is consistent with the nutritional standards based on the Eat Well plate model and the School Food Trust guidelines.

At English Martyrs' we encourage healthy eating, so if your child is having a packed lunch, in keeping with our healthy eating policy, their packed lunch could include:

- A sandwich or starchy salad (e.g. pasta/potatoes/rice)
- 2 fruit or veg
- Yogurt or cheese
- A drink
- Other items such as seeds, bread sticks, oat flapjacks, banana bread etc.

PLEASE NOTE: Chocolates, cakes and fizzy drinks are NOT allowed in packed lunches and will be sent home. We are a NUT FREE school. Please do not include products that may contain nuts

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>





School Website

<https://www.emcps.co.uk>



Important to check school website regularly as key information will be uploaded here, including; Messages from Miss Elliott and SLT, policy updates, dates/times of events - much more!



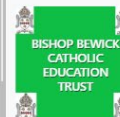
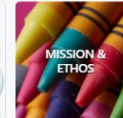
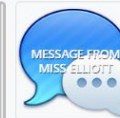
Welcome to English Martyrs' Catholic Primary School

A very warm welcome to our school website-welcome to our school community where we are 'Loving Jesus, Loving Learning and Loving Life' each day as we journey through school.

I hope this website gives you a flavour of life at English Martyrs' Catholic school and helps you to find information about the wonderful things we do here.

English Martyrs' is a Catholic Primary in the West End of Newcastle. We currently have 470 pupils on roll from Nursery to Year 6.

We are a warm, friendly Catholic school where the staff, Governors and parish community work together to provide a caring and safe environment in which children thrive.



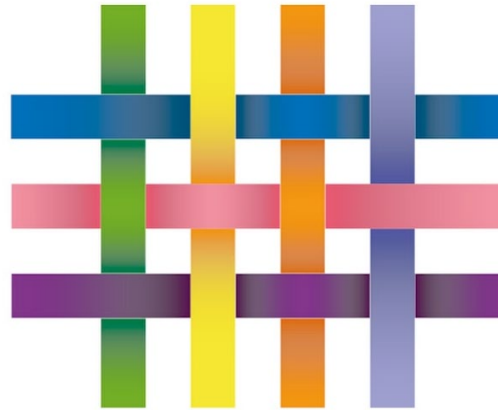
Facebook



English Martyrs' Catholic Primary

499 likes • 556 followers





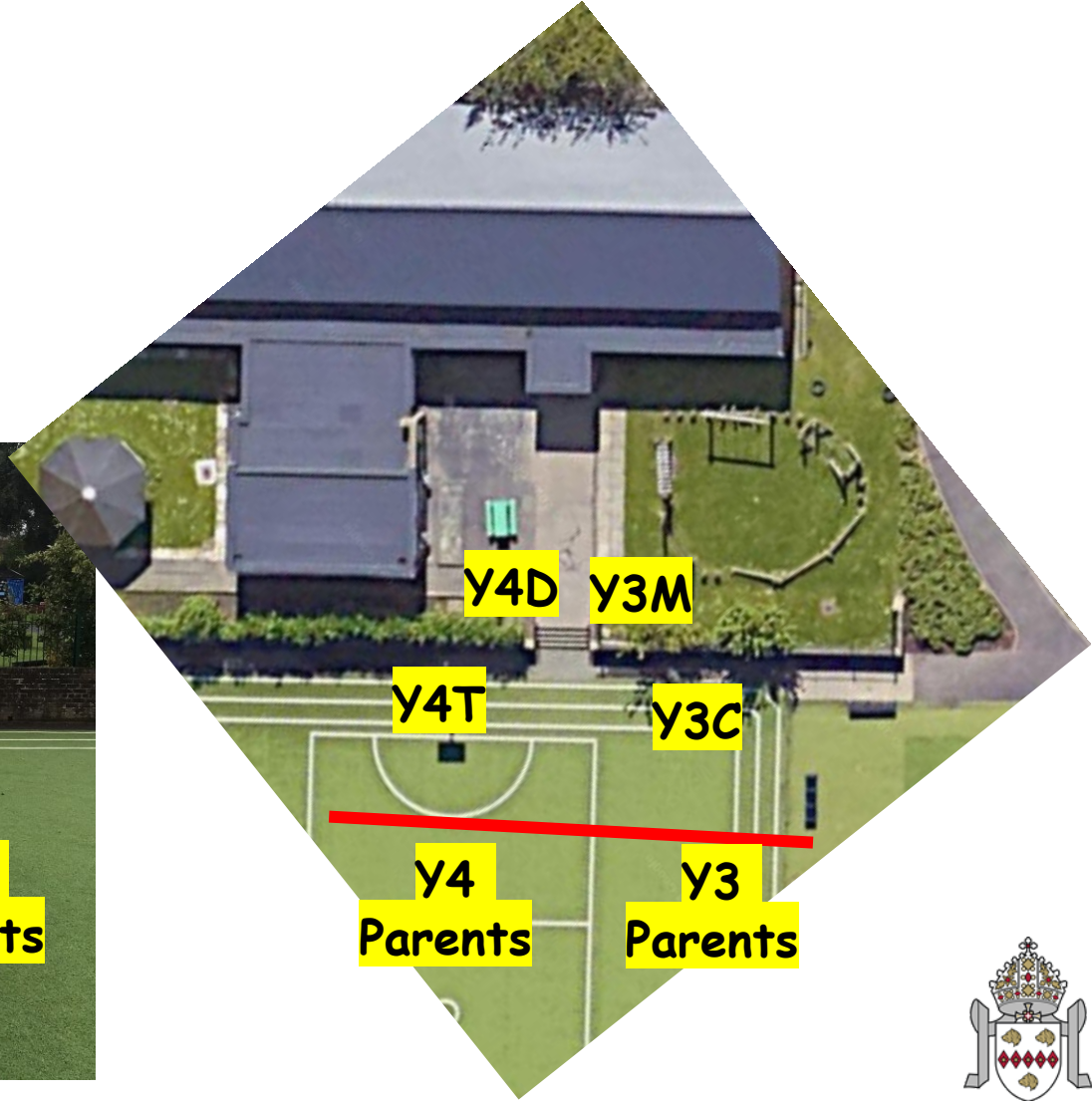
TAPESTRY

- *Tapestry is a secure online Learning Journal to record photos, observations and comments to build up a record of your child's experiences during their time with us at English Martyrs'.*
- *Tapestry is a website which can be accessed on a computer or laptop, and also on any Apple or Android device such as a tablet or smart phone.*
- *Parents and carers are given their own log-in using their email and password (which is pre-set by us but can be changed by you to make it more secure). All our staff are given a secure log-in. They can then upload observations, photos or videos; recording children's achievements and assessing their learning*



Home Time

Can parent please stay behind the semi circle as we dismiss the children.



Thank you for your continued support.

Thank you for
listening



Email contact: 4T@emcps.co.uk
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Parent/Carer Survey

