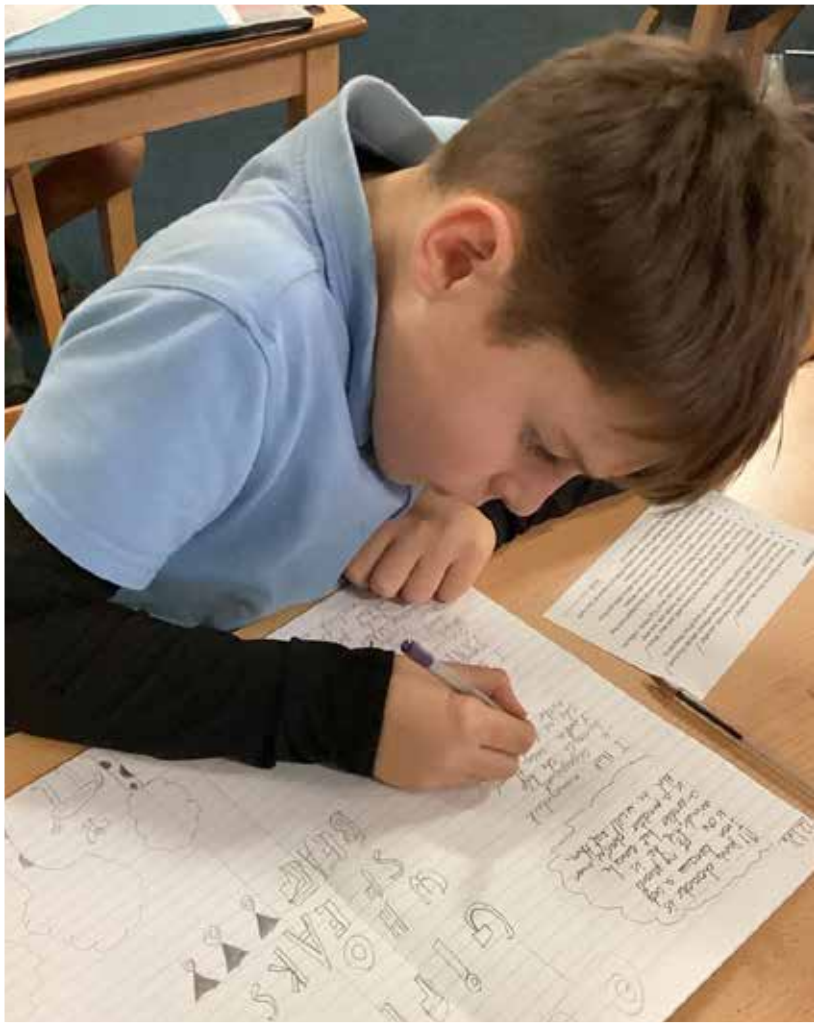
Thursday 29th January 2026

# Accomplishing great things at JCA

## Striving to be the best that we can be!

**As we have an INSET Day in school tomorrow, our newsletter is published a day earlier but there is still a significant amount of learning to share with you!**

**So far through the Spring term, the children have been fully immersed into their new themes and this week, it has been lovely to see the extra home learning that some children have completed!**



**Attendance at JCA is on the rise; it has been a real team effort throughout January to improve our whole school attendance week-by-week so thank you for your support with this.**

**We will continue to strive to get to at least 97%! Please also do note the new attendance page on the newsletter which provides more information about attendance as a whole.**

# Attendance winners

As you know as a school we continue to focus on excellent attendance as this is essential for children to make the best progress. As a whole school we have set a target for the year of **97.4%**

| Class | This week | Year to date from the start of September |
|---|---|---|
| RECEPTION | **98.20%** | 95.70% |
| YEAR 1 | **92.90%** | 97.10% |
| YEAR 2 | **97.60%** | 97.60% |
| YEAR 3 | **95.20%** | 96.00% |
| YEAR 4 | **96.70%** | 96.40% |
| YEAR 5 | **96.30%** | 94.70% |
| YEAR 6 | **94.60%** | 96.10% |

| | |
|---|---|
| **97.40%** | **WHOLE SCHOOL TARGET** |
| **96.20%** | **ACTUAL** |

**97% +**
AT OR ABOVE SCHOOL TARGET

**BELOW 95%**
CAUSING CONCERN & LESS CHANCE OF PROGRESS

**90% & BELOW**
PERSISTENT ABSENCE - SERIOUS ATTENDANCE CONCERN

# Curriculum over the last 2 weeks at JCA

# RECEPTION

**Continuing with our theme of "Frozen Planet", Reception have been reading the story "The Great Explorer" – about Tom who explores the North Pole to find his father!**

## Learning journey

We have been busy in the role play area packing our rucksacks for adventures and zipping coats, practicing key life skills like Tom the Explorer. We have been particularly inspired by the Northern Lights in the story, and this key interest has saturated all of our areas of learning! We have also shown an interest in maps and have taken time to create our own Arctic maps including glaciers, tents, icebergs and polar bears.

## Phonics

We are continuing to embed our set 1 sounds, including the special friends. We are now all working on using "fred in our head" to secretly fred talk the words before blending, when reading review words. When your child can accurately "fred talk" the words in their blending book, challenge them to try "fred in your head" the next time!

Curriculum over the last 2 weeks at JCA

# RECEPTION

## Literacy

In Literacy, we have been busy writing CVC words to pack our adventure bags, alongside learning and applying the action word "I" We are starting to use finger spaces to separate our words.

## Maths

We have consolidated our learning of numbers 1 to 5, considering one more and one less. This week, our learning is around mass and capacity. We have been inspired by the story "Who sank the boat?" to create our own boats with a partner. We accurately counted how many animals could fit in our boats when we put them into the water tray!

# Curriculum over the last 2 weeks at JCA

# YEAR 1

**Year 1 are fully immersed and connected within our Paddington theme, and we are really looking forward to sharing some learning with you at our 'marmalade breakfast workshop' in the final week of this half term.**

During our **English** lessons, we've been working hard on our oracy and writing skills to draft a letter all about Paddington. We are striving with our vocabulary and using our very best handwriting to complete these ready to be published and take them to the post office.

Our focus in **Maths** has been on numbers between 11 and 20; we have conquered learning to use the vocabulary of tens and ones to describe these and recognise the different representations.

We have been keen to retrieve and develop our knowledge of vocabulary and significant people this half term in **History**. This week we have been learning about Queen Victoria and her life as well as looking at past events on our JCA history timeline.

In **R.E,** we have been learning about Islam and the special objects found in a Mosque. The children enjoyed handling special artefacts and asking questions to develop their understanding. We have been comparing and discussing what objects are special to us and to those found in a church linking back to our visit to St Anne's church for the Christingle service.

In **Art,** we are striving to create a drawing of Paddington and have been learning how to hatch with different art materials to create the effect of his fur! We especially enjoyed using charcoal yesterday and adding a hint of colour with chalky pastels to enhance our illustrations. What talented artists!

KEY DATES

**Paddington breakfast activity morning**
**Wednesday 11th February**

**Visit to the Post Office**
**Friday 13th February**

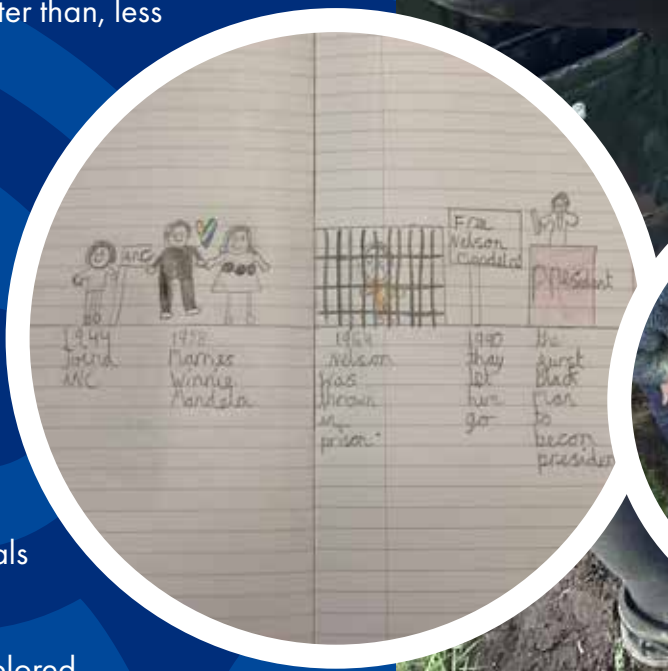
# Curriculum over the last 2 weeks at JCA

# YEAR 2

**Wow, the weeks are flying by this half term and Year 2 are continuing to exceed expectations with their optimism and enthusiasm for learning!**

In **English**, Year 2 are enthralled in their core text 'Pretty Salma.' We have planned and started to create our own stories using the structure and characters as our inspiration. We have loved becoming our own authors and experimenting with our own ideas and imagination for the build up!

In **Maths**, we have continued our unit on money. We are striving to use a variety of coins to represent amounts in different ways using equivalent coins and amounts. Using our understanding of inequality symbols, we have compared total amounts to see how different combinations can be greater than, less than and equal to.



In **Computing,** we have loved developing our photography skills on the IPads. We have focused on the rule of thirds when taking landscape photos. We really enjoyed taking close up photos of dinosaurs in different areas of nature to make these look like animals in the wild!



For **History,** we have explored Nelson Mandela, who is our significant individual this term. We created a timeline of key events in his life and will continue to look at the impact he had on South Africa.

KEY DATES

**Trip to Wakefield Cathedral**
**Monday 9th February**

# Curriculum over the last 2 weeks at JCA

# YEAR 3

Year 3 enjoyed a serene and inspiring visit to **Wat Buddharam Temple**. It was a true highlight for us, giving us the chance to deepen our understanding of the Buddhist religion in such a peaceful setting. We had the wonderful opportunity to ask the monks about their experiences and learn firsthand about their way of life. As a kind and thoughtful gesture, the temple gifted us a plant to symbolise the coming of spring—a beautiful reminder of growth, renewal, and the special moments we shared during our visit.

In **English**, we have been drafting our paragraphs for our newspaper report and working hard to include a range of emotive language, adverbials and quotes. We have used lots of peer assessment to edit and uplevel our work so that we have been able to then complete our hot writes. We are now looking forward to being able to publish and share our newspaper reports with others.

In **Maths**, we have been working hard on our multiplication and division skills. We are continuing to strengthen our understanding of column multiplication, including using exchanges confidently. To support our division work, we have begun using related facts and partitioning, which is helping us to break down calculations and solve problems with growing confidence.

In **Science**, we have been exploring the forces of push, pull and friction. We planned and conducted an investigation with tested friction on different surfaces. We then concluded which surfaces had high friction and which ones had low friction.

KEY DATES

**Parent Workshop**
**Wednesday 25th February**

# Curriculum over the last 2 weeks at JCA

# YEAR 4

**We have had an exciting and productive fortnight in Year 4.**

In **English**, we have been busy writing our non-chronological reports. Everyone chose a subject they felt confident in, and we practised teaching our partners so we could write with clarity and expertise.

In **history**, we travelled back over 4,000 years to explore the Indus Valley civilisation. We examined real artefacts such as seals, pottery and jewellery, using them as clues to understand how the Indus people lived and traded.

In **maths**, we have begun learning short division in more detail. This has required rapid recall of our times tables and lots of focused practice. We have shown many of our learner traits during this unit, especially perseverance and inquiry. In geography, we have been debating the issue of deforestation. Many of us shared strong opinions about whether we agree or disagree with it, and we learnt how to express our views respectfully. We listened carefully to others and used evidence to support our ideas.

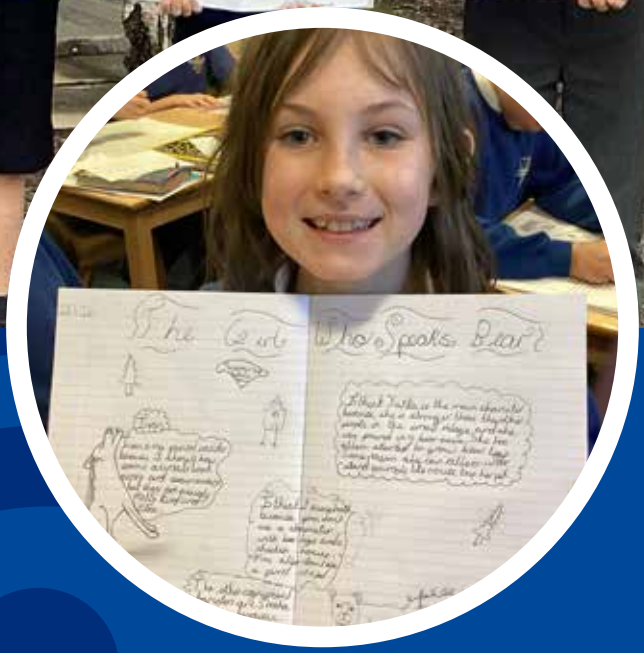
In **art,** we have explored colour theory and experimented with watercolour techniques to blend rainforest scenes. We are now planning our final piece inspired by the work of Andy Dyer, thinking carefully about composition, colour and atmosphere. Well done year 4, it has been another fantastic fortnight of learning!

KEY DATES

**Trip to The Royal Armouries Museum**
**26.2.26**

# Curriculum over the last 2 weeks at JCA

# YEAR 5




**Year 5 have had a very busy couple of weeks and have been striving across the curriculum, showing enthusiasm, resilience and a real love of learning in everything they do.**

In **English,** the children have been researching a range of fascinating polar animals. They explored each animal's diet, life cycle, habitat and the threats they face in the wild. Using this information, pupils have been developing their non-fiction writing skills, with a strong focus on improving sentence structure.

In **Maths,** Year 5 have begun an exciting new topic on fractions. The children have blown us away with their positive attitude and confidence when tackling new concepts. They have shown a secure understanding of key fraction skills and have been able to apply their knowledge to a wide range of question styles, including problem-solving and reasoning tasks.

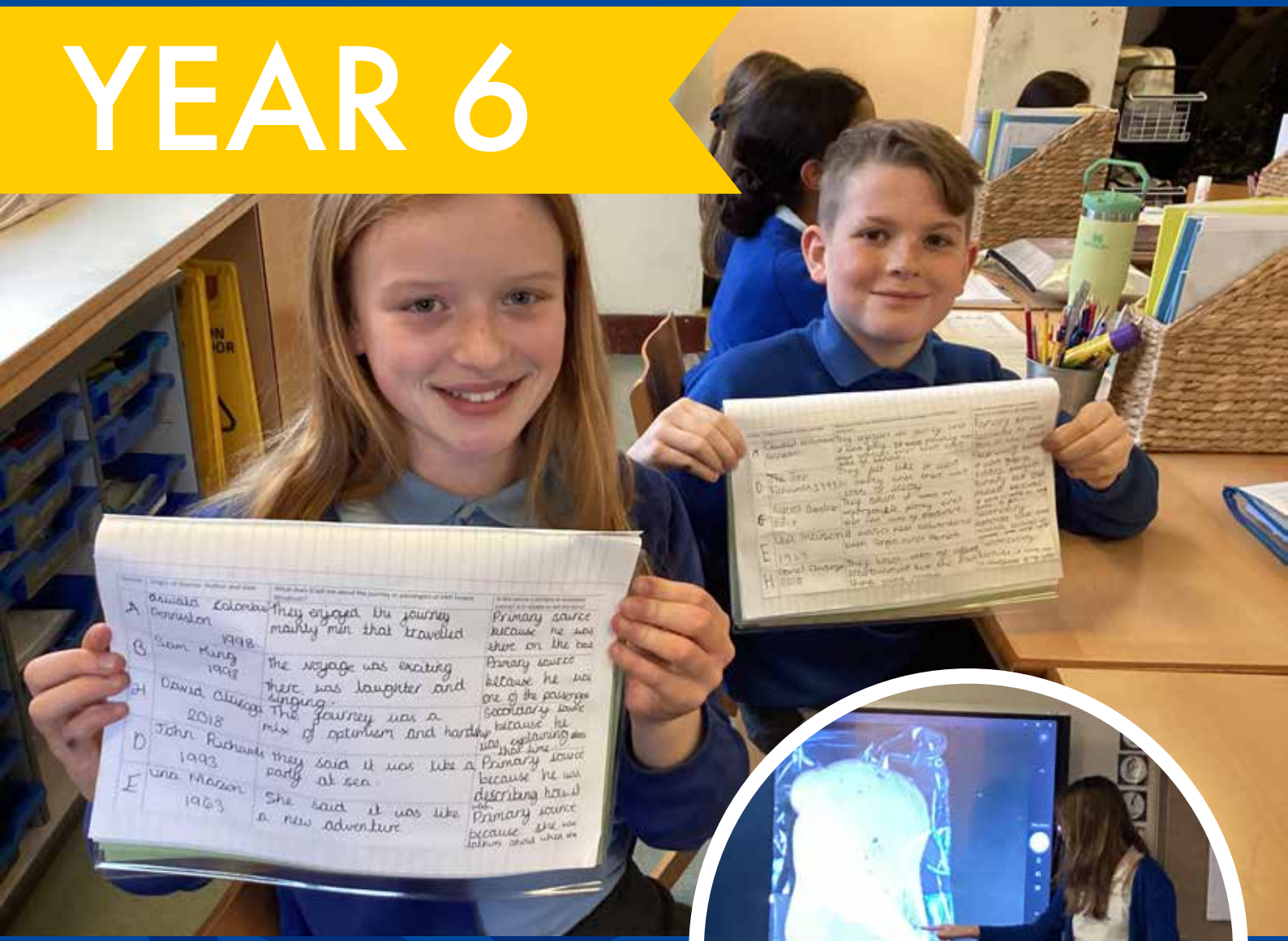
In **Art,** pupils have been developing their sketching skills in preparation for a final piece based on trees and during our Book Book sessions, we have delved deeper into understanding the characters in our core text, The Girl Who Speaks Bear. Using illustrations alongside the text, the children explored characters' personalities, emotions and motivations, selecting rich and descriptive vocabulary to express their ideas.

KEY DATES

**Hindu Temple Trip**
**18.03.26**

# Curriculum over the last 2 weeks at JCA

# YEAR 6



**We have had a brilliant couple of weeks in Year 6! The children have shone with their brilliant contributions to lessons and hard work.**

In **Maths**, we have been focusing on shape this week. The children have worked hard to complete challenges on different angles in shapes. They are fantastic at using protractors and have excelled in their reasoning questions!

In **English**, we have just finished our fantastic flashback stories based on the short film 'The Piano'. The children worked so hard to convey emotion and used fantastic literary techniques to execute this brilliantly. We are so proud of our published pieces!

In **PE,** we have continued to develop our whole class dance. The children have worked together to choreograph as well as evaluate different moves to ensure we were doing it correctly.

In **Science**, we have been learning about different organisms. The children investigated to see which environment mold would grow the most. We then left the bread for a week and were excited to see which place would help generate the most mold.

# Highlights of the Week from X

**Jerry Clay Academy** @JCAWakefield · Jan 22

Year 4 did some fantastic learning about Guru Nanak today in RE, focussing on his life and his teachings #sikhism @re_jca

**Jerry Clay Academy** @JCAWakefield · Jan 22

Year 5 have delved deeper into their core text, 'The Girl who Speaks Bear.' We thought carefully about the different characters and how we relate to each of them. @JCA_Reading

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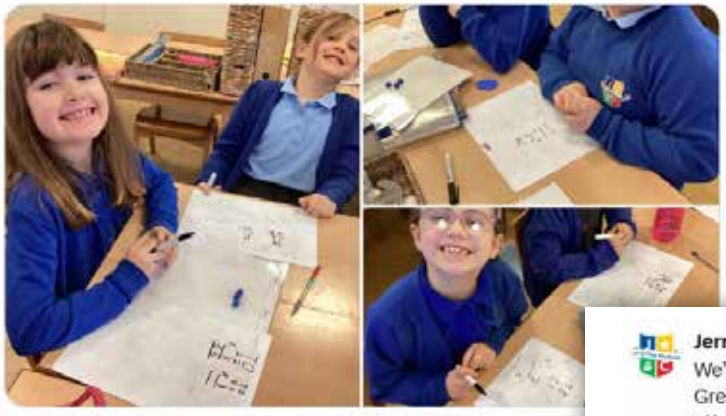
**Jerry Clay Academy** @JCAWakefield · Jan 23

Year 3 have been persevering with column multiplication in maths. They used concrete resources to help their understanding when multiplying 2 digit numbers. @JCANumeracy ✕



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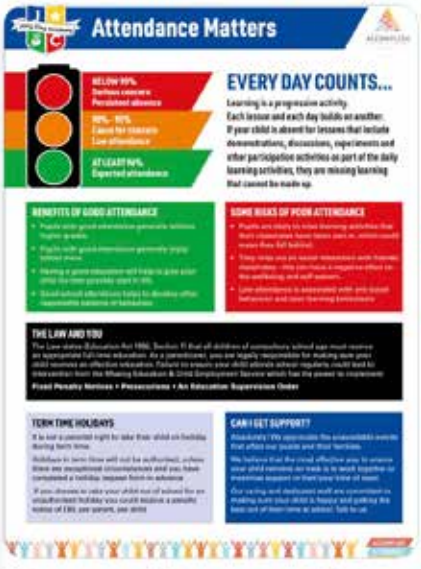
**Jerry Clay Academy** @JCAWakefield · 14h

We're having a wonderful month of attendance. Every day, every child. Great attendance makes all the difference to fabulous learning. January's attendance currently stands at 97.5%- we can do even better with one more week of January! #AttendanceMatters #TogetherWeCan

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**Jerry Clay Academy** @JCAWakefield · Jan 23

What a fantastic opportunity to play at @BarnsleyFC. The team demonstrated brilliant teamwork skills and we are so proud of all of them!

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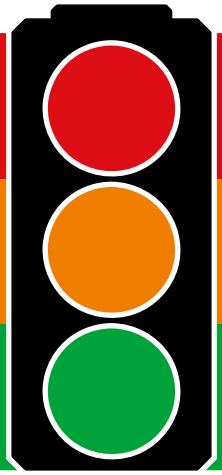
# Dates for Your Diary 2025-26

| | |
|---|---|
| **INSET DAYS** | Monday 1st September 2025 |
| | Monday 24th November 2025 |
| | Friday 30th January 2026 |
| | Friday 22nd May 2026 |
| | Monday 20th July 2026 |
| **Parents Evenings** | Monday 1st December and Wednesday 3rd December 2025 |
| | Monday 23rd March and Tuesday 24th March 2026 |
| **Coffee Mornings** | Monday 1st December and Wednesday 3rd December 2025 |
| **Reports** | Friday 28th November 2025 – Interim Reports |
| | Friday 20th March 2026 – Interim Reports |
| | Friday 10th July 2026 – End of Year Reports |
| **Theme Days/ Weeks** | Thursday 5th March 2026- World Book Day |
| | wc 23rd March 2026 – Theme Week – TBC |
| | wc -18th May 2026 Creative Arts week |
| **Performances** | Friday 5th December 2025 – Reception Christmas Activity Morning |
| | Tuesday 9th December 2025 (9.30am) and Wednesday 10th 9.30am – Reception nativity |
| | Monday 15th December 2025 – Christmas carols around the tree (ASC) |
| | Tuesday 16th December 2025 (2pm) and Wednesday 17th (9.30 am) – Year 1 and 2 Nativity |
| | Wednesday 10th June 2026 Art gallery evening |
| | w/c Monday 13th July 2026 – Celebration week |
| **Sports Day** | Friday 12th June 2026 |
| | Friday 26th June Reserve Sports Day |
| **Summer Fair** | (TBC) |

# Attendance Matters



**BELOW 90%**
**Serious concern**
**Persistent absence**

**90% - 95%**
**Cause for concern**
**Low attendance**

**AT LEAST 96%**
**Expected attendance**

## EVERY DAY COUNTS...

Learning is a progressive activity.
Each lesson and each day builds on another.
If your child is absent for lessons that include demonstrations, discussions, experiments and other participation activities as part of the daily learning activities, they are missing learning that cannot be made up.

## BENEFITS OF GOOD ATTENDANCE

- Pupils with good attendance generally achieve higher grades.
- Pupils with good attendance generally enjoy school more.
- Having a good education will help to give your child the best possible start in life.
- Good school attendance helps to develop other responsible patterns of behaviour.

## SOME RISKS OF POOR ATTENDANCE

- Pupils are likely to miss learning activities that their classmates have taken part in, which could mean they fall behind.
- They miss out on social interaction with friends/ classmates - this can have a negative effect on the wellbeing and self-esteem.
- Low attendance is associated with anti-social behaviour and poor learning behaviours

## THE LAW AND YOU

The Law states (Education Act 1996, Section 7) that all children of compulsory school age must receive an appropriate full-time education. As a parent/carer, you are legally responsible for making sure your child receives an effective education. Failure to ensure your child attends school regularly could lead to intervention from the Missing Education & Child Employment Service which has the power to implement:

**Fixed Penalty Notices • Prosecutions • An Education Supervision Order**

## TERM TIME HOLIDAYS

It is not a parental right to take their child on holiday during term time.

Holidays in term time will not be authorised, unless there are exceptional circumstances and you have completed a holiday request form in advance.

If you choose to take your child out of school for an unauthorised holiday you could receive a penalty notice of £80, per parent, per child.

## CAN I GET SUPPORT?

Absolutely! We appreciate the unavoidable events that affect our pupils and their families.

We believe that the most effective way to ensure your child remains on track is to work together to maximise support in their/your time of need.

Our caring and dedicated staff are committed to making sure your child is happy and getting the best out of their time at school. Talk to us.

ACCOMPLISH
ATTENDANCE
ACTION

# You might be eligible to Pupil Premium.
# **What is the Pupil Premium (PP)?**

**The Pupil Premium is extra government money which is paid to schools to support children's learning and development. We can support you in finding out if your child could receive the extra money. We can choose how to best spend the Pupil Premium money and will work with you to make sure your child benefits from the extra funding.**

## Who could benefit from this money?

Children from the reception year to year 6 may be eligible if they:

- are registered for Free School Meals (FSM)
- have been registered for FSM at any point in the last 6 years
- are or have been in care
- have parents in the armed forces *If your child could claim for FSM but takes a packed lunch to school, it's still important you tell us. This will let us know if your child is able to receive the Pupil Premium.

Your child could benefit from:

- exciting new learning activities and experiences
- one to one or small group sessions
- extra tools, materials and equipment to help with learning in school or at home
- before/after school clubs or activities

## Why should I register my child for Free School Meals (FSM)?

Children who are registered for Free School Meals (FSM) are entitled to the Pupil Premium. Your child isn't automatically registered for FSM, even though all infant children are entitled to receive a free school meal.

## How do I register my child for Free School Meals (FSM)?

Follow the link below to the Wakefield online portal for parents:

https://parentportal.wakefield.gov.uk/web/portal/pages/home

***If you need any support with this, please don't hesitate to ask the school office or myself personally on the gate.***

# Child Protection & Safeguarding

The designated Child Protection Officers for this academy are:

**Mrs T Swinburne**

Trust Safeguarding Lead.

Tracy.swinburne@amat.org.uk

**Mr T Palin**

Safeguarding Lead

anthony.palin@jca.amat.org.uk

**Holly Dyson**

Deputy Safeguarding Lead

holly.dyson@jca.amat.org.uk

**Helen Jones**

Designated Safeguarding Governor

helen.jones@jca.amat.org.uk