



**Woolpit Primary Academy**

NURTURE • RESILIENCE • INSPIRATION • RESPECT

# Woolpit Primary School

## Hedgehog Class



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Welcome to Woolpit Primary Academy, we are so pleased to have your child join us in Hedgehog Class.

*Miss Bridge - Mon, Tues, Fri*  
*Mrs Brighton - Weds & Thurs*  
*Miss Alderton (TA)*



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## **Our vision:**

Our core values are; Nurture, Resilience, Respect, Inspiration, which are at the heart of all we do. This is to ensure children leave Woolpit Primary Academy with a love of learning, as resilient individuals who are prepared for their futures. Our nurturing approach will ensure all pupils grow into well-rounded individuals with healthy minds. Children will leave our primary school as respectful members of the community; inspired to learn and motivated to achieve.

**Our day:**

**Arrive in school between 8:45-8:55 - early morning task / register**

**9:05 Assembly (from after half term)**

**9.25 - Phonics, then own learning time**

**10.30 Snack - fruit / water / milk**

**10.40 - Maths, then own learning time**

**12pm - Lunch**

**1pm - Meditation**

**1:10pm Register followed by literacy / topic input and own learning time.**

**2:50pm - Tidy up, story and compliments for Child of the Day.**



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# Phonics

- ▶ <https://www.woolpitprimary.net/phonics>
- ▶ Phonics started in Reception on Day 1!
- ▶ We have started learning sounds in Week 2.
- ▶ We learn 4 new sounds a week and some tricky words most weeks
- ▶ We read these sounds in words
- ▶ Lots of work on blending sounds in words



# Reading approach for your child:

- ▶ Once children are confidently able to blend, they will bring home a reading book with words in.
- ▶ This will be read daily in school in small groups, then come home with them on a Friday, so when they read it to you they will be very confident.
- ▶ Please can this book be kept in the wallet in their book bag every day.
- ▶ We expect them to read every night to an adult - this is essential to enable them to keep up.
- ▶ They are assessed 6 times a year to ensure that their reading level matches the books that they take home.
- ▶ We teach explicit reading lessons every week will teach them specific reading skills.
- ▶ They will explore a wide range of books throughout the year
- ▶ We read to them everyday as this is important for their comprehension skills

# Our curriculum areas for learning

- ▶ Monarchs - we will think about the roles of kings and queens, stories that have kings and queens in them and how lives of ourselves and others differ.
- ▶ Technology - we will be learning about changes over time as well as about technology that we have in our homes and all around us.
- ▶ Global warming - we will be learning about how to help do small things that make a big difference such as growing our own food, recycling where we can and taking care of our planet.

# Maths

- ▶ We follow the Power Maths approach, which is a mastery way of learning. This means that we learn each concept in depth before moving, ensuring we come back to it regularly to reinforce it.
- ▶ Daily fast maths to support the quick recall key information
- ▶ Maths happens in group time as well as being followed up in own learning time - putting their learning into real life every day scenarios, allows us to challenge children as well as support them for mastery

# Knowledge organisers for each topic

## Bumblebee Class— Knowledge Organiser—Spring Term —2022

Without these explorers and inventors we would not be able to visit other countries by plane or find out more about space.

### Air exploration:

#### Orville and Wilbur Wright

##### Wright

- American brothers
- They first owned a bike shop and built their own bikes.
- On December 17th 1903 they were the first people to build and fly a plane. It stayed in the air for 12 seconds.
- By 1905 their planes could stay in the air for 39 minutes.



#### Amelia Earhart

- American
- She was the first woman to fly solo across the Atlantic Ocean—from Canada to Ireland in 1932, it took 15 hours and 18 minutes.
- She was awarded lots of medals, one was from the American president.
- Amelia wanted to be the first human to fly around the world following the equator.
- Sadly on this trip her plane disappeared over the Pacific Ocean on July 2nd 1937.



## Exploration

How has air travel allowed us to explore?

### Map of Europe



### Conflict: The Space Race

- The space race was a competition between the United States of America and Russia.
- Both countries wanted to be the first country to get into space.
- Russia was the first country to send a satellite into space called Sputnik 1 in 1957.
- Russia was the first country to send a human into space into 1961—Yuri Gagarin.
- However, America was the first country to send a human to the moon—Neil Armstrong and Buzz Aldrin in 1969

### Space exploration since 1969.

- Helen Sharman was the first British woman to go into space in 1991.
- The International Space Station began to be built in space in 1998.
- Astronauts take it in turns to live on the space station.
- Tim Peake, the first British astronaut to live on the space station in 2016.
- In 2021 the first non-astronauts travelled into space.



# PE

- ▶ Once a week. Our class day is Friday
- ▶ They come to school in their PE uniform for that day
- ▶ White t-shirt, Black shorts or jogging bottoms, Black jumper, plimsolls/trainers for outside (Jogging bottoms and jumpers in winter)
- ▶ Children must have tape for their stud earrings or they have to come out

# Homework

## Focus on:

- ▶ Reading together, sharing stories and encouraging your child to read to you.

# Uniform

- ▶ Neat and presentable
- ▶ Black shoes
- ▶ Black trousers, shorts, dresses or skirts
- ▶ Blue jumper or cardigan
- ▶ White shirt or polo shirt
- ▶ No jewellery in school. Studs allowed if small and plain
- ▶ **If they come into school with not correct uniform they will be asked to get changed into spare kit and parents informed.**

# Behaviour

**Be Ready, Be Respectful, Be Safe**

## How we celebrate good behaviour

- We use a recognition board in each classroom, where we share the names of children who demonstrate good behaviour. The board has a focus which is relevant to the class, for example the focus might be 'Speak politely'. The class works as a team to try to get everyone's name on the board by the end of the lesson/day/week as appropriate. Every child's name can go on the board, even if the teacher has had to speak to them privately about something else.
- We recognise behaviour that is 'over and above' the expected behaviour, for example helping collect up everyone's equipment at the end of a session. We acknowledge this 'over and above' behaviour by giving out positive postcards that can be given by all staff, children and visitors. Positive postcards go home to be shared with parents.
- Children that make the right choices all of the time will be recognised using positive notes, given directly to them by the member of staff.
- We recognise children in school that are linked to our values: Nurture, Resilience, Respect, Inspiration. These are shared in Friday's Celebration Assembly in our gold book.

# Behaviour

## How we deal with poor behaviour choices

- In communal areas the script Is used straight away when the choice to break a school rule has been made. See appendix 1.
- In classrooms:

|                          |   |
|--------------------------|---|
| Stage one                | Child given a non-verbal reminder   |
| Stag two                 | 30 second intervention script delivered - See appendix 1  |
| Stage three              | <ul style="list-style-type: none"><li>• Make this clear that this Is the last chance reminder, then...</li><li>• 30 second intervention script delivered again. See appendix 1</li><li>• Immediately acknowledge the positive choice once this has happened.</li></ul>  |
| Stage four - last chance | <ul style="list-style-type: none"><li>• Time out given to child for reflection on their choices</li><li>• Following reflection, the adult and child will complete a restorative conversation at the earliest given opportunity, where it can be focussed on with no Interruptions. See appendix 2</li><li>• Parents contacted</li></ul> |