



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

- 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">• Make this clear that this Is the last chance reminder, then...• 30 second intervention script delivered again. See appendix 1• Immediately acknowledge the positive choice once this has happened.
Stage four - last chance	<ul style="list-style-type: none">• Time out given to child for reflection on their choices• 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• Parents contacted