



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Woolpit Primary School

Fox class



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Welcome to back to this academic year



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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.

Phonics

- ▶ <https://www.woolpitprimary.net/phonics>



Reading approach for your child:

- ▶ The children in school read a book which is matched to their phonic ability.
- ▶ On a Friday that book is bought home, the children should be incredibly confident with this book, and they shouldn't find this difficult.
- ▶ Please return the book to school every Friday so that the child can get their new book.
- ▶ We expect them to read every night to an adult - this is essential to enable them to keep up.

- ▶ After they have finished phonics, they will move on to the accelerated reader scheme.
- ▶ They are assessed 4 times a year to ensure that their reading level matches the books that they take home.
- ▶ When the child has finished their accelerated reader book they will complete a comprehension test on the book and will be able to choose a new book, this can be done at any point during the week.

- ▶ 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 learn about Henry the 8th and how his actions changed British history.
- ▶ Technology - we will be learning about changes from the stone age to the iron age. We will also be learning about Ancient Egypt.
- ▶ Global warming - we will be learning about the how plastic has affected 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 of multiplication facts

The structure of a lesson is the same through out KS1 and KS2 and follows this pattern:

- **Discover** – each lesson begins with a problem to solve, often a real-life example, sometimes a puzzle or a game. These are engaging and fun, and designed to get all children thinking.
- **Share** – the class shares their ideas and compares different ways to solve the problem, explaining their reasoning with hands-on resources and drawings to make their ideas clear. Children are able to develop their understanding of the concept with input from the teacher.
- **Think together** – the next part of the lesson is a journey through the concept, digging deeper and deeper so that each child builds on secure foundations while being challenged to apply their understanding in different ways and with increasing independence.
- **Practice** – now children practice individually or in small groups, rehearsing and developing their skills to build fluency, understanding of the concept and confidence.
- **Reflect** – finally, children are prompted to reflect on and record their learning from each session and show how they have grasped the concept explored in the lesson.

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

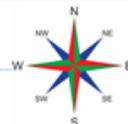
- American
- She was the first woman to fly solo across the Atlantic Ocean—from Canada to Ireland in 1932, it took 15 hours and 18 minutes.
- She was awarded lots of medals, one was from the American president.
- Amelia wanted to be the first human to fly around the world following the equator.
- Sadly 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

- ▶ Twice a week. Our class days are Wednesday and Thursday
- ▶ 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

SATs and checks

- ▶ In Year 3 there are no government checks.
- ▶ In Year 4, children sit a multiplication check in June. This check is carried out online. Children are given a random selection of 25 times table questions and are given 6 seconds to answer them correctly.

www.timestables.co.uk - Multiplication Check

Homework

Focus on:

- ▶ Reading everyday
- ▶ Spellings - these come home to learn every week and tested once a week, a link to Spelling Shed will be sent home
- ▶ We will be sending homework on a Friday.

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.**

Being healthy

- ▶ Healthy snacks - fruit only at break times
- ▶ Water available

Beginning and end of the day

- ▶ School starts at 8:55, gates open at 8:45. Children go straight into the classroom so learning can start swiftly.
- ▶ School finishes at 3:15, where they will be taken on to the playground by their teacher to be collected.

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
Stage 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