



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Woolpit Primary School

Year 3&4 - Red Pandas





Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Our vision:

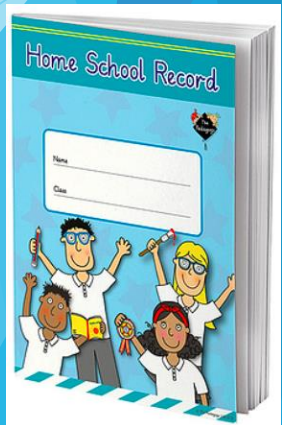
Our core values are; *Nurture*, *Resilience*, *Inspiration*, *Respect*, which are at the heart of all we do. This is to ensure children leave Woolpit Primary Academy with a love of learning, as resilient individuals who are prepared for their futures. Our nurturing approach will ensure all pupils grow 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.

Reading approach for your child:



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- ▶ They are assessed 4 times a year to ensure that their reading level matches the books that they take home.
- ▶ 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.
- ▶ Explicit reading lessons every week will teach them specific reading skills
- ▶ They will explore a wide range of books throughout they year
- ▶ We read to them everyday as this is important for their comprehension skills



Our curriculum areas for learning

- ▶ **Human Rights** - How have children's rights changed throughout history?

With a lack of voice, how have children through the past have been treated and who are the people who fought for children to make a difference to their rights today.

Dr Barnardo

- ▶ **Exploration** - How has sea travel allowed us to explore?

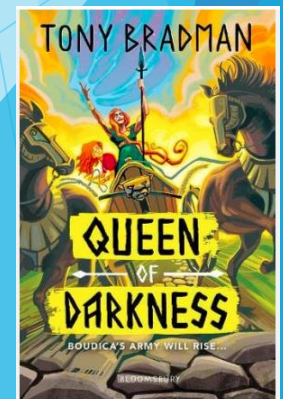
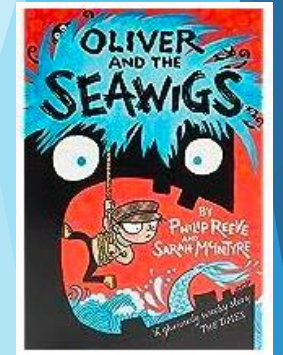
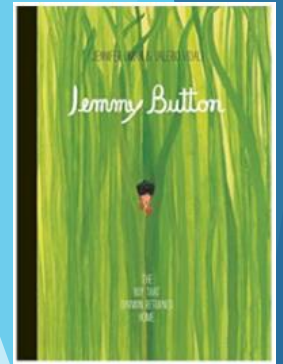
To recognise how travel by sea has allowed Tudor explorers to discover and conquer new lands. How the mode of sea travel has changed and developed. To recognise the dangers of sea travel.

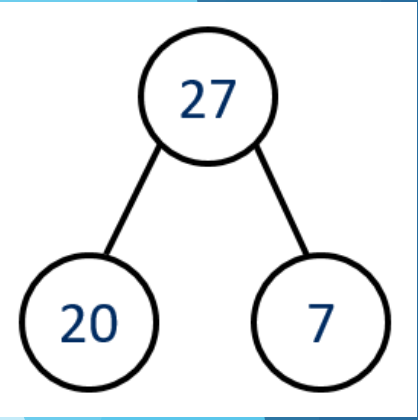
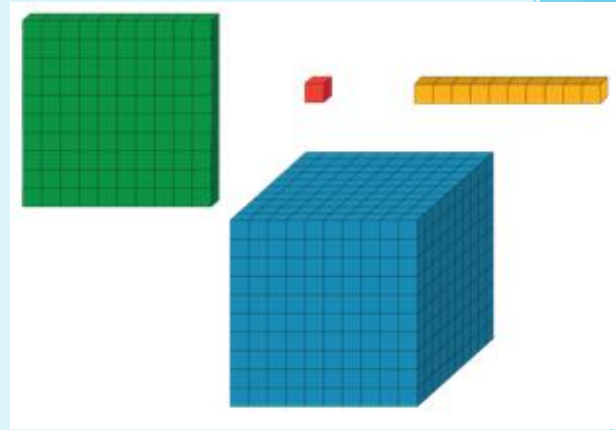
Vasco da Gama/Sir Francis Drake

- ▶ **Local Area** - How has our environment been influenced by the Romans?

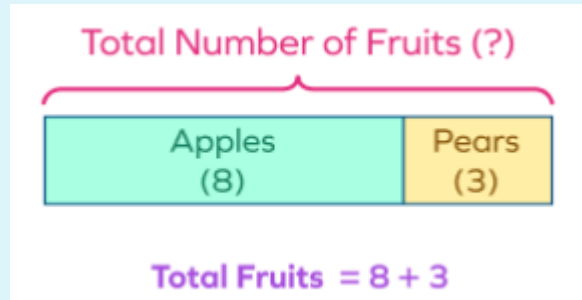
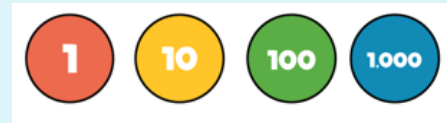
Romans settled in East Anglia- why and what has been their legacy.

Boudica





- 1 a) Divide the parcels and letter between the three sacks.
- b) What is the total mass of all the parcels and letter?



H	T	O

<p>I Do</p>	<p>We Do</p>	<p>You Do It Together</p>	<p>You Do It Alone</p>
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Knowledge organisers for each topic

Key Vocabulary and Definitions

Act: a law written by Parliament.

Charity: an organisation that provides help and money for those in need.

Child labour: forcing children to work for little money in jobs that are harmful and prevent them from attending school.

Employment: being paid to do work.

Industrialisation: machines are invented to do jobs that people used to do and big factories are built to manufacture goods.

Population: the number of people living in a certain area.

Poverty: being very poor and not having enough money to buy basic essentials.

Reform: making changes to something to improve it.

Rights: something all people have or can do that should be taken away from them.

Slums: an over-crowded and dirty area in a town where lots of poor people live.

Victorian era: the time in England when Queen Victoria reigned (1837-1901).

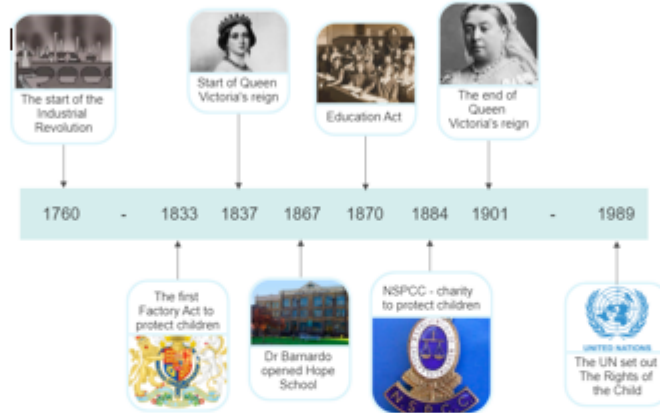
Welfare: the health and happiness of a person.

Workhouse: a place where Victorians sent very poor families to live and work in exchange for basic food and shelter.

Human Rights

How have children's rights changed throughout history?

With a lack of voice, how have children throughout the past been treated and who has fought to make a difference to the rights of children today?



Factory Acts

A series of laws passed during the 19th century to improve working conditions in factories, including the protection of child workers. The acts aimed to limit working hours, improve safety, and provide education for children.

The 1970 **Education Act** made it compulsory for all children aged 5-12 years old to attend school.

The Rights of the Child

In 1989, United Nations formed a list of over 40 rights that every child in the world has until they are 18.

The right to live; The right to be protected from harm; The right to live with their family; The right to an education.

The Life of a Victorian Child

At the beginning of 1800s, there were no laws to protect children - they had no rights and were treated badly.

The children of the poor did not have to go to school but were sent out to work instead.

Many families had moved from farming jobs in the country to live in dirty, over-crowded slums in the city so that they could work in the factories.

Children worked in dangerous conditions - down coal mines, in large factories and as servants in the homes of the wealthy.

Children were cheap to pay and could be forced to do the jobs no one else wanted to do. They often worked 12 hour days and were given severe punishments.

Dr Barnardo



Thomas Barnardo was born in Dublin in 1845. He moved to London to train as a doctor.

Dr Barnardo was shocked to find children living in terrible conditions with no education. He abandoned his medical training and dedicated his himself to helping children living in poverty.

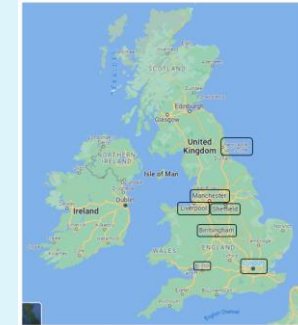
In 1867 he set up Hope Place "ragged school" where children could get a free basic education. He then opened homes for boys and girls.

By the time he died in 1905, Barnardo had opened 96 homes caring for 8500 vulnerable children.

Map Skills

During the Industrial Revolution, many families moved from the country to work in the new factories being built in the cities. These cities tended to be located by a river so that goods could be transported and traded easily. It also provided water for drinking, washing and hygiene.

Major cities in England during the Industrial Revolution



The Counties in England



PE

- ▶ Twice a week. Our class days are Tuesday (with the coach) and Fridays.
- ▶ They come to school in their PE uniform for that day
- ▶ White t-shirt, black shorts/jogging bottoms, black sweater/jacket, plimsolls/trainers for outside - all plain where possible.
- ▶ Children must have tape for their stud earrings or they have to come out. Long hair must be tied up.

Statutory Assessments

- ▶ No Government statutory assessments in Year 3.
- ▶ Year 4 - multiplication check in Summer term.
- ▶ We complete our own assessments termly.

Homework

Focus on:

- ▶ Reading everyday
- ▶ Spellings - these come home to learn every week on a Friday and tested once a week on a Friday.
- ▶ Times tables:
 - ▶ Year 4 all up to 12×12
 - ▶ Year 3 - 2, 5, 10 → 3, 4, 8
- ▶ Maths homework every week



Uniform

- ▶ Neat and presentable
- ▶ Black shoes
- ▶ Grey 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/veg only at break times
(no longer provided from them in KS2)
- ▶ Water bottles

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

- Recognition boards
- Positive postcards
- Positive notes
- Celebration assemblies - Nurture, Resilience, Inspiration, Respect

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