



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Woolpit Primary School

Blue Whales 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.



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.
- ▶ 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 - This term our geography and history work will focus on monarchs. Year 6 will investigate how the Benin kingdom differed from modern day monarchy. They will discover the main human and physical differences between developed and third world countries.
- ▶ Technology - We will be looking at structures, the materials and formations to create sturdy structures within the context of playground equipment.
- ▶ Trips - Bawdsey Manor - last three days of this half term

Maths

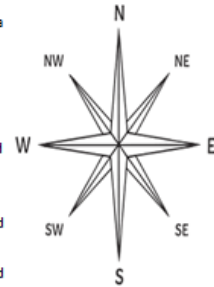
- ▶ We follow the Power Maths approach, which is a mastery way of learning. This means that we learn each concept in depth before moving, ensuring we come back to it regularly to reinforce it.
- ▶ Daily fast maths to support the quick recall of multiplication facts

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

We will be looking at the 8 points of a compass. North-east lives between north and east. Southeast lives between south and east. Southwest lives between south and west and northwest lives between North and West.



We will be looking at maps of France. France is a European country very close to England. The 5 largest cities in France are Paris (the capital city), Marseille, Lyon, Toulouse and Nice.

Monarchs

Was King Henry the 8th a good king?



Henry the 8th lived in Tudor times. He was a Tudor king. He was born in 1491 and died in 1547.

King Henry was married six times. His wives were Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr.

King Henry wanted to divorce his wife but the pope said no. Henry was so angry he decided to leave the Catholic church and set up The Church of England.

Grammar Crib Sheet. **Noun**—a person, place or thing. If you can see it and touch it, it's a noun.

Proper noun—someone's name. The name of a place. A day of the week. The name of a month.

A proper noun starts with a capital letter. Mike in Woolpit on Tuesday in May. **Adjective**—a word that describes a noun. The **brown** mouse. The **happy** boy. The **bright** sun.

Verb. A **verb** is a doing word. If you can mime an action, it's a verb. The man **shouted**. The girl **ran** all the way home.

Conflict: The church.

The church was very powerful when Henry was alive.

Lots of people were Roman Catholic. The Roman Catholic church is ruled by the pope. When Henry was King, the pope was called Pope Clement VII.

In Tudor times, everyone believed in God and went to church.

If there were any accidents, disasters or illnesses, people often believed they were punishments from God.

Road maps

Motorways are blue.

Primary A-roads are green.

Secondary A-roads are red.

B-roads are yellow.



PE

- ▶ Twice a week. Our class days are Wednesday and Friday
- ▶ They come to school in their PE uniform for that day
- ▶ New blue shirt, Black shorts or jogging bottoms, Black jumper, black 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 6, every child has to undergo statutory tests in reading, SPAG and Maths.

These happen in *May*

Homework

Focus on:

- ▶ Reading everyday
- ▶ Spellings - these come home to learn every week and tested once a week
- ▶ We will begin to send home weekly homework with revision-based topics responding to the needs of the children.

Uniform

- ▶ Neat and presentable
- ▶ Black shoes
- ▶ Black trousers, shorts, dresses or skirts (not too short)
- ▶ Blue jumper or cardigan
- ▶ White shirt or polo shirt
- ▶ No jewellery in school. Studs allowed if small and plain
- ▶ Simple wristwatches
- ▶ Personal items will be confiscated and returned at the end of the day
- ▶ Mobile phones straight to the office, if seen being used by children on school grounds these will be confiscated and returned at the end of the day.
- ▶ **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.

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