



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Woolpit Primary School

Red Panda Class



Woolpit Primary Academy

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Welcome back to this academic year!

September 2024



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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 curriculum areas for learning

- ▶ **Monarchs - ‘Were the Egyptian people ruled fairly?’** We will build on our historical enquiry skills by using artefacts to build up a picture of life in the past and using information to find out about two sides of a story. We will know about the impact that one period of history can have on the world, while looking at the key features and influences of the Ancient Egyptians. We will explore the hierarchy in Ancient Egyptian society and their social structure.
- ▶ **Technology - How far have we come? Changes in Britain from Stone Age to Iron Age.**
- ▶ **Global warming - ‘How has humans’ use of plastic affected our planet?’** As part of this unit, we will be exploring the water cycle.



Reading approach for your child:

- ▶ The children in school read a book which is matched to their phonic ability. After they have finished phonics, they will move on to the accelerated reader scheme. 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.
- ▶ They are assessed 4 times a year to ensure that their reading level matches the books that they take home.
- ▶ 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.
- ▶ 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.

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 number facts and 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

Key Vocabulary

Monarch
Hierarchy
Archaeologist
Artefacts
Civilisation
Culture
Tutankhamun
Pharaoh
Hieroglyphs
Mummification
Sarcophagus
Settlement
Society

Monarchs

Were the Egyptians ruled fairly?



Key Figure:
Howard Carter
Discovered the tomb of King Tutankhamun.

Sticky Knowledge

Egyptian Society was very hierarchical- this means that some groups of people were deemed more important than others.

We know about ancient Egyptian life because of evidence such as the pyramids, the artefacts that were found there and methods of communications.

The Ancient Egyptians lived alongside the Nile for farming and livestock.

The Ancient Egyptians believed in and worshipped many Gods.

Historical Enquiry Skills

Know how historical items and artefacts have been used to build up a picture of life in the past

Know about the impact that one period of history had on the world
Can explain the key features of the Ancient Egyptians.

Map Skills

Where is Egypt?

How would you get there?

How do the physical features of Egypt differ to the United Kingdom?

How was society structured in Ancient Egypt?



Statutory checks

- All year 4 children will have a multiplication tables check. MTC check. This will test their fluency up to 12×12 .
- Formative assessments in school.

Homework

Focus on:

- ▶ Reading everyday
- ▶ Spellings - these come home to learn every week and tested once a week.
- ▶ Times tables practise.
- ▶ In the Autumn term we will begin to send home weekly homework- a mix of maths tasks and comprehension tasks or some learning linked to our topic work.

PE

- ▶ Twice a week. Our class days are Wednesday and Thursday. Shorter session on a Thursday due to Forest School.
- ▶ They come to school in their PE uniform for those days.
- ▶ White t-shirt/ Woolpit P.E tops, 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.

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 without the correct uniform they will be asked to get changed into spare kit and parents will be 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.

Communication:

- ▶ I am always always available on the playground in the afternoon for a quick chat or to answer any questions. You can also book a meeting via the office if you have any concerns to discuss. If I need to follow anything up, I will make a phone call within a timely manner.

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

Child given a non-verbal reminder

30 second intervention script delivered - See appendix 1

- 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.
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- 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