



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Woolpit Primary School

Black Rhinos' class



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Welcome to this academic year!



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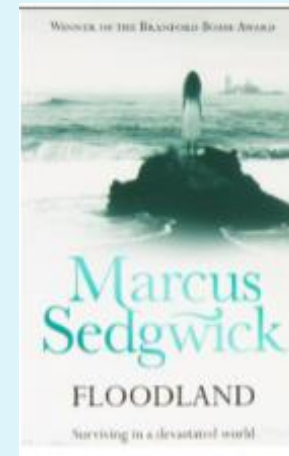
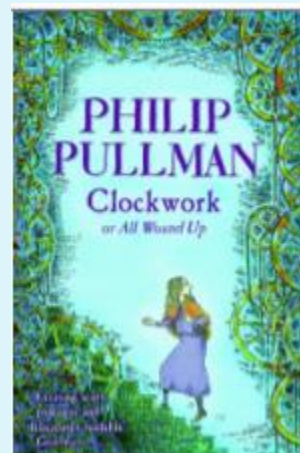
Our vision:

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:

- ▶ We teach an explicit reading lesson once every week will teach them specific reading skills.
- ▶ They will explore a wide range of books throughout the year.
- ▶ We read to the children everyday as this is important for their comprehension skills.
- ▶ The class reading book is linked to our English curriculum and writing lessons.



Accelerated Reader

- ▶ The children in school read a book which is matched to their fluency and understanding. This is called a ZPD code.
- ▶ We expect them to read every night to an adult - this is essential to enable them to keep up.
- ▶ The children are assessed 4 times a year to ensure that their reading level matches the books that they take home.
- ▶ When your 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.

[Accelerated Reader Bookfinder UK & Ireland - Welcome \(arbookfind.co.uk\)](http://arbookfind.co.uk)

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.

Our curriculum areas for learning

- ▶ Monarchs - The Kingdom of Benin, Treason (linked to Henry VIII)



- ▶ Technology - Looking at whether technology has helped or hindered our lives



- ▶ Global warming - To explore and discuss how humans' use of plastics have affected our planet



Knowledge organiser for Monarchs

The Kingdom Of Benin

KEY VOCABULARY

Trade – exchanging of goods

Oba – the Yoruba word meaning 'King'

Yoruba – the name of the group of people who lived within the area of the holy city of Ife

Ife – the holy city nearby the Kingdom of Benin, ruled by the Yoruba people

Edo – The name of the group of people who lived within the ancient Kingdom of Benin

Eweka – the first Oba of the Kingdom of Benin. He came to power in AD 1180

Benin City – the modern city located in Nigeria. It used to be called Edo and Igodomigodo before that

Ogiso – the Edo word meaning 'Kings of the Sky'

IMPORTANT PEOPLE

Ogiso Igodo – the first king or Ogiso of Benin

Ogiso Owodo – the last of the Igiso kings. He was exiled.

Oba Eweke – the first of a new dynasty of kings called the Obas

Oba Oguole – built the Benin City Wall

Oba Ewuare – expanded the Kingdom greatly and set up the trading links with Portugal

Oba Ovanramwen – the last king of Benin, exiled by British troops after their invasion

THE ANCIENT KINGDOM OF BENIN: AD 900-1900

The Kingdom of Benin rose to become a powerful empire in the 16th Century but was destroyed when it was invaded by British forces.]

It began as a small group of villages that joined together to improve trading and security. The people worked hard as farmers and craftsmen so that the Kingdom had high quality goods to trade with foreigners.

The Obas were very powerful and were treated like gods, during their rule the Benin Kingdom expanded its boundaries.

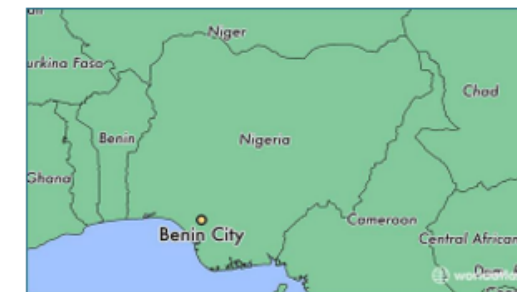
Over time, there were arguments about who would be the next Oba and this led to civil wars. British troops invaded, gained control and colonised Benin. In the 1960s it became part of independent Nigeria.



Bronze sculptures of Obas

LOCATION

Benin city is the location of the ancient Kingdom of Benin. It is located in Nigeria, which is in the west of Africa. The Ancient Kingdom of Benin is NOT located in the modern country of Benin, this is a different country in Africa.



PE

- ▶ Our PE is on *Monday*
- ▶ 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



MTCs

- ▶ The year 4 children will be completing an official Multiplication Tables check towards the end of the school year.

To prepare the children for this test, it is important they know their multiplication facts to 12. These need to be recalled in 6 seconds.

Homework

Focus on:

- ▶ Reading everyday
- ▶ Spellings - these come home to learn every week and tested once a week
- ▶ Times tables - these come home to learn too and will be checked during fast maths

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 children come into school with incorrect uniform they will be asked to get changed into spare kit and parents informed.**

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

Thank you for listening.

Any questions?