



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Woolpit Primary School

Orangutans class



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Welcome 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 which 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 and White Rose 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.
- ▶ Our daily plan consists of
 - ▶ DISCOVER TASK - children have a go at the task independently/ with a talking partner, then discuss it as a class.
 - ▶ SHARE
 - I DO, teacher led and modelled
 - WE DO, Whole class work alongside teacher
 - YOU DO, Independent practice
 - ▶ INDEPENDENT WORK - Within this children are able to use resources, teacher support and guidance, small group work.
 - ▶ If they complete the independent practice successfully they then move onto a
 - ▶ CHALLENGE

Our curriculum areas for learning

- ▶ Monarchs - What makes a good monarch?
- ▶ Technology - How has technology changed children's play?
- ▶ Global warming - How have humans affected animal habitats?

Trips

- ▶ Bury St Edmunds - Skills Escalator Day
- ▶ Jimmy's Farm - Polar bears
- ▶ London?

Knowledge organisers for each topic

Orangutan Class—Knowledge Organiser—Autumn 2024

Conflict: Gunpowder plot—1605

- Guy Fawkes and his friends did not like the King. He was a Protestant and Guy Fawkes and his friends were Catholic.
- King James I was not kind to Catholic people.
- They plotted to try and kill the King by placing gunpowder under his throne.
- They were caught. The plot did not work.

Remember, Remember the 5th of November
Gunpowder, treason and plot.
I see no reason
Why gunpowder, treason
Should ever be forgot.



King James I—was the King at the time of the Gunpowder plot

- James became the King of Scotland when he was 1.
- His mum was Mary Queen of Scots.
- He became King of England and Ireland after Queen Elizabeth I died in 1603.
- King James was married to Queen Anne of Denmark, his son was Charles I.
- He died in 1625



Vocabulary

Monarch—The King or Queen of a country

Plot—to make secret plans for a bad or illegal reason

Plague—a deadly disease or any terrible thing that harms many people.

Treason—being dishonest and betraying your country.

Betraying—breaking the trust of other people

Catholics and Protestants—both are Christians but have different ways of believing in God and the Bible.

Monarchs

What makes a good monarch?

Great Fire of London—1666

- The fire started on September 2nd.
- It started in a bakers house on Pudding Lane.
- It lasted for four days
- Samuel Pepys wrote a diary about the fire.
- Most of London was destroyed.
- Some people buried their valuable belongings, like cheese!
- Between 4 and 6 people died.
- After the fire London was rebuilt, and rebuilt better.
- There were no fire brigades during the Great Fire.



The United Kingdom

The United Kingdom is made up of Northern Ireland, England, Scotland and Wales.



King Charles II—was the King at the time of the Great Fire of London.

- He was the son of Charles I.
- He became King in 1660.
- He was accepting of Catholics and Protestants.
- There was a deadly plague in London in 1665–1666.
- Charles was clever and liked science, art and reading.
- After the fire he asked his friend Christopher Wren to rebuild London so that it was safe.
- He died in 1685. He had no children so his brother became king James II



PE

- ▶ Twice a week. Our class days are Tuesday and Friday
- ▶ They come to school in their PE uniform for that day
- ▶ Woolpit PE top, 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

- ▶ There are no more SATs in year 2.
- ▶ Every term the children will be doing a maths test and a reading test, this is used in school for our own assessments and helps us with supporting your children.

Homework

Focus on:

- ▶ Reading everyday
- ▶ Spellings?

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
- ▶ As the children are in Key Stage One we do get fruit delivered for the children.
- ▶ 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