



RELIGHT MY FIRE



This week, Year 3 met Mr Fensom outside who showed them how to make a fire - Stone Age style! They then used what they had learnt to write a set of instructions on how to light a fire. Ask your child to explain the steps to you at home. Mr Fensom also gave the children a fire safety talk to make sure they understood the dangers of fire. Here are a set of instructions, written by Amabel:

- * First, find a safe location away from any trees.
- * Next, gather your materials but they have to be dry.
- * Carefully, put the materials in a pile.
- * After that, place your stones in a circle around the fire so it doesn't spread to its surroundings.
- * With a lot of force, quickly strike your flint and repeat until the hay catches alight.
- * Finally, when the pile starts to smoke, blow lightly and it will create your own personal fire.



YEAR 6 WRITERS

As part of their *Workhouse Woes* topic and inspired by the classic story 'Oliver Twist' by Charles Dickens, the children in Year 6 have been working on their setting descriptions. They were set the challenge of writing a chapter from a Victorian novel based on their 'Book Club' reader 'Street Child' by Berlie Doherty. Here are a few extracts:

After what felt like an eternity of running, the curious Jason Round had reached the bustling streets of London. He made his way to a nearby marketplace, where there was a horse trough he could drink from. As he made his way to the stone trough, he smelt freshly baked bread and the pongy essence of fish. He could hear the bellowing shouts of the people saying, "Two for a shilling!", or "Three for a penny!" His shirt was aged with grime and his trousers were too big for him because he had stolen them from a sleeping beggar. He was exhausted, but couldn't lie down otherwise he would be taken back to the workhouse. By Disha

After a long and exhausting walk, Jim arrived at a busy marketplace. He slumped down on a small, stone step beside a marble water fountain with a spout shaped like a fish. He sat alone, more upset than he had ever felt before. What would he do next? By Georgia

Fearing the idea of being caught, Jim wandered into the bustling market. He instantly got hauled along by the rushed crowd, each heading off to auctions and stalls to see what there was. Jim was overwhelmed, never before had he seen or smelt such fruits or trinkets. Never before had he seen a white chicken. But then he looked down at his empty belly. He was weak with hunger. He sat down by a trough and drank, hoping it would fill his stomach. The water was dirty but clear and Jim was immensely tired. He lay down to rest, welcoming the uncomfortable stone floor. By Josh



Jim ran. Ran as fast as a wolf and didn't look back down the street, taking sharp turns. He had just escaped the workhouse. After what felt like hours, but was probably only one, Jim slowed down. Clutching his painful stitch and panting as if he'd run a marathon, he sat down and leaned his back against a tall, looming, brick house beside the road. There was a sign saying 'London 50 miles'. Jim recognised the word, London, and could read numbers thanks to his Ma. By Sophie

SCHOOL DEVELOPMENT PLAN

SUMMARY

CAPTURE

- Freshen up staff, children and parent understanding of CAPTURE and what we can all do to support impact
- Increase opportunities for children to review and apply prior learning

VALUES

- Supported by Professor Steve Peter's "Chimp Model," develop children's sense of control over their emotions which will support them in putting our Values into action

STAFF DEVELOPMENT and WELL-BEING

- Introduce "Partners in Pursuit of Excellence" development programme for all staff, supported by "professional learning dialogue" training
- Offer flu vaccinations, health-check and mindfulness training for staff
- Review Pupil Progress Meeting paperwork to reduce workload while increasing impact

PROGRESS & STANDARDS

- Increase frequency of reading at school and home, supported by parent volunteers, office and Senior Leadership Team
- Increase focus on times tables fluency
- Review whole school curriculum content

WC CITIZENS

- Further embed mental health into our curriculum
- Training for all staff re identification of mental health needs
- Establish child-led Eco Council to sustain and develop our environmental awareness and seize opportunities to positively impact on our local community

Wray Common guarantees that every child will:

Perform on stage

Cook food they grow at school

GUARANTEES

- Raise profile of "Aspire to be the best you can be" with children committing to achieving personal academic goals
- Extend children's international communication, currently in writing, to include talking
- Embed and enhance the use and impact of our peer mediators as part of our caring and supportive community

being successful

another country

Regularly engage with environments and expertise beyond their own classroom

SO THAT...

- Attainment rises across the school for all subject areas
- Increase in percentage of children with additional needs who make rapid gains
- Children understand, protect and sustain their mental health
- All staff can say they have had a successful year as evidenced by successful and happy children

Wray Common will provide an education of such quality that every child will leave the school with better life chances than when they first entered

SPORTS LEADER TRAINING



Up until Wednesday, they were 'Sports Leaders in training', but now they are fully qualified Sports Leaders! Congratulations to Maysoon, Amelie, Abigail, Sasha, Max, Billy, Victor, Harrison, Lucas and Zachary for completing the rigorous training at Dorking Sports Centre and passing with flying colours. Thank you also to Mr Martin and Mr Savedra for supporting and encouraging the children.

PGL MARCHANTS HILL

Our residential trip for Year 6 to Marchants Hill gets underway next week, so parents/carers of the children in Year 6, please make sure that the children come to school on Wednesday dressed in their activity clothes, with their suitcase and packed lunch. The coach will be leaving school at around 10:30 a.m. and the children will be having their lunch once they arrive at the centre. We expect them all to arrive back at school on Friday 11th in time for normal end of day pick-up; any change to this time will be communicated via our website. Please may we remind you that all final payments are now overdue, so if you have anything further to pay, please do so as soon as possible. Thank you.



DATES FOR NEXT WEEK

- Mon 7th 8:50 a.m. Phonics Session for Reception
Parents/Carers (sign-up sheets in the classroom)
Volunteer Induction and Safeguarding 2:00pm
- Tues 8th 8:50 a.m. Phonics Session for Reception
Parents/Carers (sign-up sheets in the classroom)
- Wed 9th 8:50 a.m. Phonics Session for Reception
Parents/Carers (sign-up sheets in the classroom)
Year 6 Residential to PGL (leave 10:30 a.m.)
- Thu 10th Year 3 Fossil Hunters workshop
(during school time - if you haven't completed a permission slip or made payment, please do so ASAP)
- Fri 11th 8:50 a.m. Phonics Session for Reception
Parents/Carers (sign-up sheets in the classroom)
Year 6 return from PGL



COMMUNITY MATTERS

Please visit the Community Matters Page on our website to find out about the **Moving Forward Project** being run by Barnados for families with children with Autism, Asperger's Syndrome and learning difficulties.

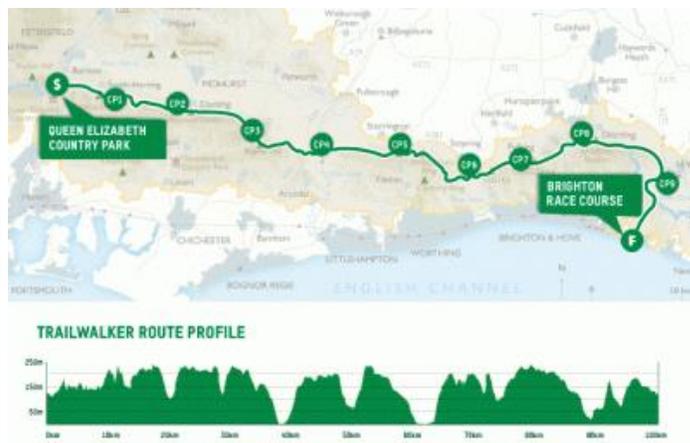
THESE BOOTS WERE MADE FOR WALKING

By Miss Ringwood

On 21st September I took part in the Oxfam Trailwalker raising money for Oxfam and the Gurkha Welfare Trust. The challenge was to walk 100km along the South Downs Way in 30 hours. After getting blisters at 10km, boiling hot sunshine throughout the day and downpours of rain at 4:00 a.m., my friends and I managed to finish the walk at 6:45am on Sunday 22nd. It took us 24 hrs and 46 minutes. It was no easy feat but, amazingly, we managed to raise over £2400 for the charity. Thank you to all the children who were so supportive before the walk and after - it kept me going through the toughest part!

Congratulations, Miss Ringwood, from all of us here at Wray Common. You can follow Miss Ringwood's amazing journey in the video she took during the challenge.

<https://www.youtube.com/watch?v=q6Kv-BHHn6Y>



DON'T FORGET YOUR COATS

As we move into the colder and wetter weather, can we please remind all parents that children must bring a coat in to school every day. The children go out for break and lunch break every day, with the exception of very rainy days, so a coat is an absolute must. If children do not have coats on wet days, they will be asked to spend the lunch times under the shelter of the gazebo. One other request - please make sure the coat is clearly named. Thank you.

HONOUR BOOK



1S	Toby D	For great effort and enthusiasm when writing a recount of the Great Fire of London.
	Aspen	For being a super supportive talk partner in Maths when finding different ways to make 10.
1W	Jessica	For challenging herself to use a conjunction independently in her Great Fire of London writing!
	Aanya	For a brilliant attitude to all her learning, especially reading!
2B	Zack	For super focus when working with Mrs Jackson.
	Maeve	For amazing work adding two digit numbers using dienes to help.
	Ameera	For super effort to add extra detail to her information text about Christopher Columbus.
	Annabel	For amazing reflections in her maths learning, leading to progress in column addition.
2DS	Drew	For using her imagination to think of great items she would pack in her bag if she were an explorer and then writing super sentences about them.
	Henry C	For persevering with his maths even though he was finding it tricky.
2V	Monty	For always giving his best in everything and always participating and being ready to learn.
	Soha	For independently writing a lovely sentence about Christopher Columbus that included a capital letter and a full stop.
3F	Angel	For her character description using all the tools, even a Year 3 expanded noun phrase.
	Amabel	For always putting her all into everything that she does.
3LS	Harry	For his fantastic use of part, part whole model to add 100s in any three digit number
	Hayley	For her fantastic commitment to learn her spellings. You nailed it!
4M	Elsie-May	For her effort and perseverance with rounding.
	George	For excellent description and vocabulary when writing his own Egyptian change story.
4P	Cameron	For his improved attitude to both his learning and his behaviour. Keep it up!
	Sophie	For working so hard in all areas of her learning despite feeling under the weather.
	Lara	For always having such a positive attitude to her learning and for being an excellent Wray Common Citizen!
4R	Phoebe	For a gripping Egyptian change story. Fabulous use of language!
	Ryan	For being focussed in lessons and patient with others; a lovely role model!
5B	Charlie	For an impressive, hard working attitude to his learning.
	George	For his fabulous hard work at school and at home.
5Bu	James L	For bringing his temple to life in his writing by using powerful descriptive language.
	Habieba	For using impactful and powerful vocabulary in her Medusa and Perseus character descriptions.
	George W	For his fantastic use of multiplication in our addition lessons.
6C	Amy	For super confident work when using long multiplication.
	Sophie Ea	For solving our first 'super challenge' in Maths in record time.
	Henry	For super perseverance when using long division and solving problems.
	Megan	For super perseverance when using long division and solving problems.
6E	Josh	For his team effort in solving a 'super challenge' in Maths.
	Lucas	For his team effort in solving a 'super challenge' in Maths.
	Alex	For his carefully created story of a Victorian child using relative clauses to develop the detail and description.
	Ruby	For her perseverance when calculating long division using a new method.

Well Done!

... AND FINALLY

We would like to remind you of our medicine administration policy. Wray Common has always been keen to support parents/carers with their children's medical needs but in order to minimise disruption to the children's learning, we want to highlight that a mild painkiller will only be given to a child in exceptional circumstances, e.g. returning to school with a broken limb. Paracetamol etc. cannot be left at the school office for minor ailments such as colds and sore throats. We will continue to dispense prescribed medication but would ask that you give your child their morning and afternoon dose at home to reduce the number of times that children have to leave class to come to the office for their medicine. All medication coming into school must be left with the office and a medication request form completed before any medicine can be administered.

