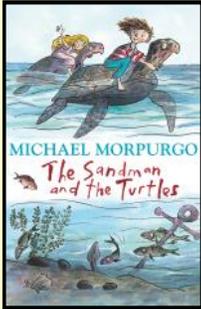




IN SCHOOL THIS WEEK ...

YEAR 3 HEAD TO THE BEACH ZONE



As part of their Book Club this half term, Year 3 took to the beach zone, next to the pirate ship, to sculpt a sandman similar to the one they are reading about in Michael Morpurgo's 'The Sandman and the Sea Turtles'. The children demonstrated their collaboration skills and all participated to make their sandman as close to the book's description as possible. Who knows, maybe they might come to life like the legend says?



"We are reading the book about The Sandman, we haven't finished it yet and are about an eighth of the way through. In the book, they described the

sandman and we made our sandman based on this. It took a long time to make his arms, legs and neck as we had to shape them into curves. At one point the legs looked too skinny so we had to add more sand. There were 5 sandmen in total. My group's sandman was a good one because it actually looked like a man made out of sand. We got two people to get the sand and the rest of us built the sandman. In the book they were on the beach, so the sandman has seaweed for hair, so we had to improvise with leaves. Unfortunately, because it is Spring we couldn't find enough leaves for his hair. To make his buttons we used a stone to make impressions in the sand. We then found an old pen and reused it to outline the eyes and mouth. In our group, we all had different ideas so we had to compromise to finalise our design. Another group made an outline of the sandman, so we all interpreted the book differently. Everybody tried really hard and did really well. It was great fun bringing the sandman to life!" Jack T

Amazing, what an immersive experience Year 3, 'The Sandman and the Sea Turtles' certainly seems to have captured your imagination!

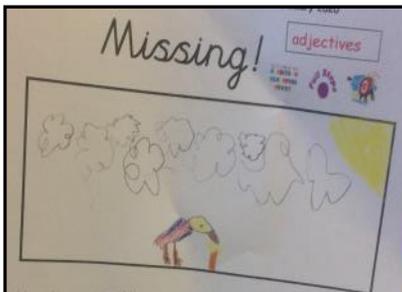
WANTED: SQUAWK THE PARROT!



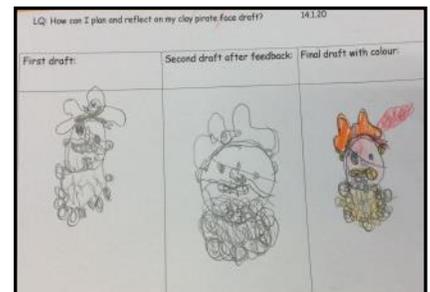
Year 1 had a worrying start to the week, Squawk the parrot from the Jolley Rogers crew had gone missing! Using their creative skills and including lots of wonderful descriptive phrases, such as "emerald ring feathers with yellow patches like the sun" and "talons as sharp as daggers" Year 1 created some fantastic MISSING posters to help find Squawk. Luckily, their hard work paid off, as one of the local neighbours (having seen Year 1's posters) spotted Squawk and brought him in to see the children before returning him to the Jolley Rogers crew. Well done Year 1, we're sure Squawk and the Jolley



Rogers will be very grateful!



Later in the week and further inspired by the pirate tales they have been learning about, Year 1 drew their own pirate faces, which they will make into clay models next week. Using their CAPTURE skill of reflect, each child reviewed their drawings and improved on them at every stage, until they had a final version on which to base their clay



model next week. Shiver me timbers landlubbers, what an action-packed week Year 1 have had!

HISTORY THE WRAY COMMON WAY!

At Wray Common, we are passionate about developing enthusiastic and inquisitive Historians who have a broad knowledge base to draw from and who are equipped with the investigative skills needed to find out more. We do this through inspiring curiosity in the children about the past in Britain and the wider world in a variety of ways. To ensure lessons are as practical and engaging as possible, we immerse the children in History through discovering real artefacts in the classroom, exploring ancient buildings during school trips and inviting historical experts to school. Children link their historical learning from each year group by using the timeline displayed in every classroom, which helps to embed their chronological understanding.



In Reception, the children are transported back to the time of the dinosaurs where they are challenged with the questions such as: What happened to the dinosaurs and how do we know this? They have the opportunity to answer these questions by becoming palaeontologists and investigating real dinosaur fossils!

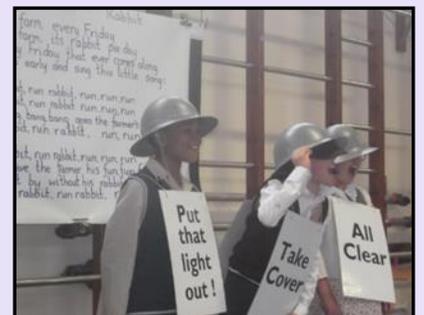


In Years 1 and 2, the children are expected to express their knowledge of the past using a range of words and phrases related to the passing of time. They discuss changes that have happened within and beyond their living memory and discover which significant individuals from the past have influenced their lives today, such as Christopher Columbus and Florence Nightingale. Year 1 return to 1666 to witness the City of London become ablaze, while Year 2 explore the magnificent Hever Castle.



During Years 3 and 4 the children are exposed to a wider range of historical terms such as 'prehistoric', 'empire' and 'artefact'. They are encouraged to devise their own questions about the past and are provided with a range of primary and secondary sources to support their understanding. Year 3 learn about the differences between nomads of the Stone Age to the settlers of the Iron Age and Year 4 become enthralled by the discovery of the Ancient Egyptian and Roman ways of life.

In Years 5 and 6 the children are expected to become more independent in their ability to ask and answer questions about the past. Using primary and secondary sources, they form and articulate opinions about democracy in Ancient Greece and the treatment of people in workhouses through their topic on the Victorians. Children are particularly fascinated by the lives of the people who lived through World War 2.



At Wray Common, History can be found threaded throughout the curriculum, where children have the chance to express their historical knowledge in a variety of formats, from Prehistoric pottery making in Year 3, to writing their own myths and legends in Year 5. There are also multiple opportunities for the children to continue their research at home and share their knowledge with the class through their 'Brain Build' creations. We are passionate about developing children's love of History beyond the classroom, so that their knowledge of the past can have an impact on the future.

SWIMMING AFTER HALF TERM

Please see below the new swimming timetable for our Reception, Year 2 and Year 4 children. The 16 week block will start after half term, on **Tuesday 25th February**. Swimming can only go ahead if we have enough volunteers and it is essential that swimming helpers have a DBS check with the school and have attended our Volunteer and Safeguarding Induction Training. If you are planning to help with your child's swimming sessions, please ask at the school office for details on how to apply for a DBS check.

MON	TUES	WED	THURS	FRI
	12:50-13:50 2B	12:50-13:50 RP	12:00-13:00 4M	12:50-13:50 2V
	13:50-14:50 2DS	13:50-14:50 RS	13:00-14:00 4P	13:50-14:50 4R

For Reception parents/carers and parents/carers of children new to the school, please look out for swimming ability slips, which will be coming home shortly. The swimming teachers will use these slips to allocate children to their swimming groups according to ability, so it is very important that these slips are returned please. Finally, please keep your swimming contributions coming in and thank you to those of you who have already contributed.

ATTENDANCE MATTERS

At Wray Common we passionately value education, excellent attendance and punctuality, so that the children benefit from everything our school has to offer. The Education (Pupil Registration) (England) (Amendment) Regulations 2013, which came into effect on 1st September 2013, states that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. The guidance from Surrey County Council states that if a parent/carer takes their child out of school e.g. on holiday or other unauthorised leave of absence, for 5 days (10 sessions) or more, without the authority of the head teacher, each parent/carer will be liable to receive a penalty notice for each child who is absent. We would like to remind you that penalty notices will be issued for 5 or more days unauthorised leave of absence. The amount payable on issue of a penalty notice is £60 (issued to each parent/carer, for each child) if paid within 21 days. These will then increase to £120 after 21 days but within 28 days. After 28 days, the LA may prosecute under Section 444 Education Act 1996.



PERSONAL SURVIVAL WATER SKILLS

The children in Year 6 will be taking part in some personal survival water skills training over the next few weeks. This training will take place in their normal swimming sessions and the children will need to bring in a t-shirt, in addition to their normal swimming kit on their swimming day. It is important that every child takes part, so please help them to remember their swimming kit on the correct day.



CLUBS SPACES FOR THE SPRING TERM

We are very proud of the amazing array of clubs we are able to offer at Wray Common School, so it is with sadness, that due to insufficient numbers, Tennis and French club will not be running this term. However, there is a possibility that French club will run one afternoon after half term. If your child would be interested in taking part in French club in this new slot, please let the School Office know.

Sama Karate, which runs on a Thursday after school (on a drop-in basis) would like to advise that they still have spaces available this term, as do Fletchers Feathers' Badminton club, which runs on a Tuesday after school. For further information please enquire at the School Office.

COMMUNITY MATTERS

The latest edition of Families magazine is available to view online [here](#).

ACADEMIC YEAR 2020/21

We will be in a position to advise dates for the next academic year in the newsletter next week, so please watch this space.

COMING SOON!

DATES FOR NEXT WEEK

Tues 21st	9:00 - 9:30 5B Class Assembly
Weds 22nd	9:00 - 9:30 5Bu Class Assembly
Wed 22nd	3:30 - 4:30 5B Additional Maths Lesson to aid Staff Training

SEVERE WEATHER PLANNING PROCEDURES

With the weather being unpredictable at this time of year, we felt it would be a good idea to remind/inform you of our severe weather plans, so that you are all aware of the procedures and therefore prepared for the worst. In the event of severe weather, our planned response will consist of three options ...

Option 1:

School open as normal - this assumes the majority of roads are just about passable and most staff are able to make it into school. Normal lessons will take place, although there may be some internal flexibility required if one or two staff members are unable to make it. Rangers will offer a full service.

Option 2:

Partial opening - school will be open and parents/children and staff will be encouraged to come in, but only if they can do so safely. In this situation, we will be able to offer lunch, and a decision will be made about Rangers. Depending on how many staff are able to make it in, we will endeavour to provide as normal a day as possible for children.

Option 3:

Full closure - this will be activated if either the site cannot be made safe in any way or the conditions are so severe, even walking is ill advised.

For Option 2 (and possibly 1), we will try to provide a 'Walking Bus' across Wray Common from Batts Hill along the pathway, but this will obviously depend on staffing. Please avoid driving onto the school site as road conditions will be treacherous.

We will aim for a decision to be communicated re. opening/closure by 7:15 a.m. as follows:

- A text message sent to all Priority 1 contacts - please ensure that school has your current mobile number
- A message on the home page of our website www.wray-common.surrey.sch.uk
- Announcements on local radio stations

The school website will be updated regularly during periods of poor weather conditions.

HONOUR BOOK

1S	Eva	For using great adjectives in her 'missing poster' to help find Squawk the parrot.
1W	Chloe	For super pirate vocabulary in her missing poster.
2B	Nathan	For rising to the challenge of a new writing skill. Using commas effectively.
2DS	Scarlett	For including a sentence with a conjunction in her circus writing. This was our 'challenge' for our writing in class that particular day. Well done!
2V	Harry F	For fantastic problem solving involving measuring lengths in Maths today.
3F	Jack C	For being a supportive Maths learning partner by asking helpful questions.
3LS	Ella	For fantastic effort in all she does ... your efforts are paying off!
4M	Finlay	For a great Clara collaboration story showing great understanding of the skills of collaboration.
4P	Joseph	For working so hard to write more neatly and accurately in English sessions. I loved reading your story!
4R	Ethan	For an <u>amazing</u> piece of independent writing. You remained focussed and wrote an exciting journey story.
5B	Benito	For an excellent start to our space topic—what great knowledge you have.
5Bu	Emma	For fantastic collaboration all week—especially in Maths. What a fantastic class mate.
6C	Amelie	For a great attitude to learning, collaboration and attention to detail, resulting in a super newspaper article.
6E	Luc	For great focus in Reading Workshop and making links with the semantic map.



Well Done!