

# Wray Common Primary School Newsletter



Inspiring Lifelong Learning

## WHAT'S BEEN GOING ON THIS WEEK?

### BUILDING BRIDGES

As part of Reception's 'Tell Me a Story' topic, this week, the children focused on 'Three Billy Goats Gruff'. Using a variety of construction resources, Stickle Bricks, Lego and wooden blocks, the children rose to the challenge of building a bridge to help the goats cross the river (over the scary troll underneath!), safely to the luscious, green, grass on the other side.



Amazing design and construction skills Reception, the three Billy Goats Gruff would be in very safe hands if you were in charge of building their bridge!

### SPECTACULAR CIRCUS WRITING

This week, Year 2 were transported to another land when reading "Leon and the Place Between". Inspired by the story and using their CAPTURE skill of reflection, the children have been learning how to use adverbs to further improve their writing.

*"A fire breather elegantly walked onto the magical stage."* James

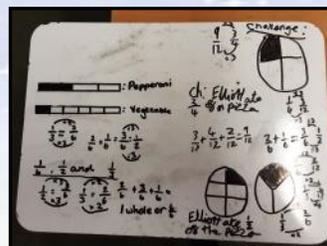
*"The brave, courageous boys carefully walked onto the long tight rope."* Sara



Watch this space for Year 2's very own circus stories which they will be writing over the next couple of weeks.

### YEAR 5 ASSEMBLY TIME

*"Earlier this week, Year 5 produced some brilliant, fact-filled assemblies. It all started with two classmates coming home from school. They decided to watch TV and on Channel 1 there was a documentary following a river from its source to its mouth. When 'Professor Flow' and 'Doctor Flood' had finished the programme, they signed off with the tilt of their caps. The school mates changed channels and saw a 'Dominoes Fractions' episode on channel 2. Who knew making and splitting different toppings for 5 pizzas was so hard?! The students had to stop due to some hungry bellies! Next, was a SPACE quiz to test everybody's brains! Did you know that the moon takes approximately 27 days to 30 days to orbit our planet EARTH?! The triumphant team 'Asteroid' finished first versus team 'Comet'. After that, we huddled around for a story of adventure, set in the East of England, in a county called Norfolk, in a place called Aylmerton! What happened next, was a quick expounded noun phrase lesson on Medusa. Finally, the TV was turned off as the two classmates' pizza had arrived!"* James L and Will



Congratulations to Year 5 for putting together such action-packed and informative assemblies. If your audiences came away remembering just a fraction of the knowledge you imparted, then they will have learnt an awful lot!

## COMPUTING THE WRAY COMMON WAY!

At Wray Common we provide children with a plethora of opportunities so that they can develop diverse skills that can be extended to enhance their experience of the wider 'computing' world. The focus for our computing curriculum is on computational thinking and creativity, as well as providing children with opportunities for creative work in programming and digital media.

The computing curriculum is made up of three aspects; **computer science**, **information technology** and **digital literacy**. The core of computing is **computer science**, in which children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Through **information technology**, children are equipped to create programs, systems and a range of content by finding things out, exchanging and sharing information and reviewing, modifying and evaluating work. Computing at Wray Common also ensures that children become digitally literate so that they are able to use and express themselves and develop their ideas safely through information technology at a level suitable for the future workplace and as active participants in a digital world. They will leave us knowing how computers, software, the internet, the web and search engines work and have a critical understanding of the impact of technology on their lives and society as a whole.

We aim to teach the three aspects of the computing curriculum through taught computing lessons and to provide opportunities for children to draw on prior learning, apply and consolidate their capability, across all curriculum contexts as well as to provide an environment where access to computing resources is natural.

In Reception, children explore everyday technology, taking photos using iPads or cameras and begin to learn about programming through beebots.



In Year 1 and 2, children use tablets and laptops to begin to present ideas through pictures, text and sound and delve into programming, spotting bugs and fixing algorithms.



In Year 3 and 4, children are expected to make decisions about how to present their information more effectively, using different formats and programmes for different purposes. They can write algorithms, testing them and recognising when they need to debug them.

In Year 5 and 6, children use and combine appropriate technology tools to create effects that will impact on others, as well as understanding audience and purpose when presenting their work. They support others by reviewing and suggesting improvements to their work. They encounter more challenging programming and are expected to design and write a program to accomplish a specific goal, explaining the steps involved and evaluating its effectiveness and efficiency. As well as this, in Year 6, children are given the opportunity to become 'Digital Leaders'. These children champion computing and support and challenge teachers and children in computing lessons.

Throughout computing learning and as part of the PSHE curriculum, children are also taught 'Online Safety'. Children in KS1 are taught about the importance of privacy and security with personal information and about online relationships. They are taught what to do if something they see online upsets or worries them. They begin to learn about the reliability of information found online and begin to recognise that information online belongs to someone else. Throughout KS2, children learn how to create strong passwords, how to change privacy settings and how many free apps may read and share private information. Children also learn how to make positive contributions and be part of online communities and know that other people's feelings can be hurt by what is said or written online, knowing that their online behaviour can affect others. They can explain the risks of communicating with someone online and that "knowing" someone online is different to knowing someone in real life. Screen time and the negative effects are discussed and children learn how to block abusive users and report online bullying. Children are challenged to think about their digital footprint and children in upper KS2 discuss why people might present themselves differently on social media by editing photos. We teach children to evaluate the digital content they read and what is meant by the term 'hoax'. Finally, children are taught about copyright and can explain why they must consider who owns the information they find before reusing it.

## THE GREATEST GANG SHOW!

Last year a group of Year 4 Wray Common pupils came together in their spare time to put on a show stopper... "On Saturday 7th December 2019, 'The Gang' (Owen, Polly, Alice, Holly and Lara) did a fantastic Christmas Show at Lara's house. Lara's Dad (Ben) made a stage and did the lights, music and curtains. All of 'The Gang' made treats for the interval and sold our treats to the audience for money, that we then gave to charity. We raised £34.80 which we donated to the 'Children's Trust'. Please help charities all over the country like we have." Owen, Polly, Alice, Holly and Lara

Well done to 'The Gang' for not only putting on a captivating Christmas show but for also demonstrating their Wray Common value of kindness, by raising money for such a deserving cause, what exemplary Wray Common citizens you are!



## HOW MUCH SUGAR?

This week is 'Sugar Awareness Week' and as part of their learning about the human body, Year 3 used a food scanner app on the tablets to find out the sugar content of various drinks. They were horrified with some of the results... A 750g bottle of Volvic strawberry flavoured water contained 8.6 sugar cubes or 34.5 g of sugar! This is over their total DAILY allowance for sugar!



## SWIMMING AFTER HALF TERM

Reception, Year 2 and Year 4's, 16 week swimming block will start after half term, on Tuesday 25<sup>th</sup> 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 and have not attended our **Volunteer and Safeguarding Induction Training** this academic year, you must attend either one of these sessions:

2:30 p.m. Tues 11th February

9:00 a.m. Thurs 13th February

Please can you let the school office know which session you are planning to attend. Thank you.

Swimming ability letters were sent out earlier this week for children in Reception and those new to Year 2 and Year 4. Please fill these forms in and return them to the school office by 4th February 2020. This is so that children can be allocated to swimming groups according to ability by the swimming teachers, ready for the children to start their swimming lessons after half term.

## COLLECTION ARRANGEMENTS AT THE END OF THE SCHOOL DAY

We would like to remind parents of the collection times at the end of the school day. KS1 (Years R, 1 and 2) must be collected at 3:05 p.m. and KS2 (Years 3, 4, 5 and 6) at 3:20 p.m. If for any reason you are late, your child will be taken to the school office where they will wait in the medical area (wearing a high visibility sash for their safety). When you come to collect your child it is imperative that you sign them out with the office staff and provide a reason for your child's late collection. This is crucial to the safeguarding of your child and others left in our care. Thank you in advance for your understanding.



## COMMUNITY MATTERS

- SESDA are running a talk on "The Importance of Study Skills for Children with Dyslexia" in February. For further information, please click [here](#).
- Wild Learning are holding holiday clubs in Reigate over the half term holidays. Please click [here](#) for more information.



## ACADEMIC YEAR 2020/21

Please find attached with this Newsletter the dates for the academic year 2020/21. Please note that the first day back to school for children, following the summer holidays, is Wednesday 2nd September 2020 (normal school times apply). Tuesday 1st September is an INSET day—no school for children.

## CONCERNED THAT A CHILD MIGHT BE BEING ABUSED?

If you are concerned for the welfare of a child, please visit our website [here](#) for guidance on what to do from HM Government.



## DATES FOR NEXT WEEK

Mon 27th Year 4 Cultural Day (in school time)  
Weds 29th Physifun Champions Workshop (invited children only, in school time)

**Wray Common Primary School**

**School Term and Holiday dates 2020/2021**

	SEPTEMBER Autumn Term 2020	OCTOBER	NOVEMBER	DECEMBER
Monday	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Tuesday	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Wednesday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Thursday	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Friday	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25
Saturday	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Sunday	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27

	JANUARY Spring Term 2021	FEBRUARY	MARCH	APRIL Summer Term 2021
Monday	4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26
Tuesday	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27
Wednesday	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28
Thursday	7 14 21 28	4 11 18 25	4 11 18 25	1 8 15 22 29
Friday	1 8 15 22 29	5 12 19 26	5 12 19 26	2 9 16 23 30
Saturday	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24
Sunday	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25

	MAY	JUNE	JULY	AUGUST
Monday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Tuesday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31
Wednesday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25
Thursday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26
Friday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Saturday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Sunday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29

**Bank and Public Holidays 2020/2021**

- |                   |   |                    |                      |   |                  |
|-------------------|---|--------------------|----------------------|---|------------------|
| Christmas Day     | - | Friday 25 December | Easter Monday        | - | Monday 05 April  |
| Boxing Day (subs) | - | Monday 28 December | May Day Bank Holiday | - | Monday 03 May    |
| New Year's Day    | - | Friday 01 January  | Spring Bank Holiday  | - | Monday 31 May    |
| Good Friday       | - | Friday 02 April    | Summer Bank Holiday  | - | Monday 30 August |

- |           |   |               |   |                 |   |
|-----------|---|---------------|---|-----------------|---|
| Inset Day | ○ | Start of Term | □ | School Holidays | □ |
|           |   | End of Term   | □ | Public Holidays | ■ |

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