

Woodpeckers Class



Marsh Baldon
Church of England Primary School



Welcome to Woodpeckers Class (Class One)

Class One includes Reception, Year One and Two

- Teacher – Mrs Lisa Scott-Russell
- Teaching Assistant - Miss Joy Scott-Russell
- Teaching Assistant – Mr Tim Walker
- Teaching Assistant p.m. – Mrs Carly Mason-Fowler
- Forest School Leader - Mrs Fiona Varrie (Wednesdays)



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Early Years Foundation Stage Framework

Children follow the final year of this framework in their Reception year.

The areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



How Reception children learn In Woodpeckers Class

Children learn through a combination of approaches:

- Child initiated activities (e.g. play based explorer time)
- Adult initiated activities (e.g. resources introduced for children to learn with independently)
- Adult led activities (e.g. direct teaching)
- Enrichment opportunities



How year 1 and 2 Children learn in Woodpeckers Class

The National Curriculum

Core Subjects: English, maths, and science

Foundation Subjects: Art and design, computing, design and technology,
geography, history, music, religious education and physical education
Languages from key stage 2

We do not teach all the subjects every term.

We focus on quality teaching.

We follow schemes for some subjects

Children in reception have shorter lessons and more free flow where they are learning through play. This involves planned resources and activities supported by adults.

Although lessons are often taught separately we 'match' what is being taught across all three year groups when possible. This allows the environment to be support all children.

Key Knowledge:

That a habitat is a natural home which gives an animal what it needs to live (survive).

There are a variety of habitats such as:

Woods
Ponds
Oceans
Polar
Desert
Microhabitats

Working Scientifically:

Explore the natural world

After close observation, draw pictures of the natural world.

Describe what they see, hear and feel whilst outside

Discuss how we care for the natural world around us.

Vocabulary:

Habitat - a natural "home" that gives an animal exactly what it needs to live

Shelter - any structure, natural formation, or protective cover that shields animals from the weather, predators, and danger e.g. **Nests, burrows and dens.**

Survive - To continue to live

Environment - the surroundings where an animal, or plant lives

Wild - natural state

Micro habitat - a small, specific area within a larger ecosystem



This will be much more hands on - in the garden - making posters etc.

This will build on previous knowledge and extend learning such as food chains.

Key Knowledge:

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.

Identify and name a variety of animals in their habitats, including microhabitats.

Working Scientifically:

Asking questions and recognising they can be answered in different ways.

Observing.

Identifying and classifying

Using observations and ideas to suggest answers to questions.

Vocabulary:

Habitat: The natural home or environment of an animal, plant, or other organism.

Micro-habitat: A very small, specific area within a larger ecosystem such as a space under a stone or between the roots of a tree.

Survive: To stay alive.

Shelter: A place that gives protection from bad weather or danger.

Food chain: A linear sequence that shows how energy and nutrients are passed from one organism to another.

Environment - the surroundings where an animal, or plant lives.

Wild - natural states



Sometimes they are completely different.

Autumn 1 Reception History (UTW) - My Family

Key Knowledge:

What is a family?

A family is a group of people connected by love, care, and support.

While traditionally defined by biology, adoption, or marriage, a family is ultimately shaped by the bonds and commitment shared between its members.

Historical enquiry:

Who is in my family? How has it changed?

Families can grow or change over time through new siblings, marriage, moving houses, or loss.

What makes a family?

Families are made of people who love, care for, and support one another, regardless of how they are structured.

Are all families the same?

Families come in many shapes and sizes. Some children live with two parents, single parents, grandparents, foster parents, step-parents, or same-sex parents.

Vocabulary:

Parent

Sibling

Relative

Mother (mum) Father (dad)

Step Mother Step Father

Grandparents

Daughter Son

Brother Sister

Cousin

Aunt Uncle

Niece Nephew



Year 1 and 2 History - The lives of significant individuals in the past

Key Knowledge:

Queen Elizabeth 1



- Reigned from 1558 to 1603.
- Born in 1533 in Greenwich, London.
- She successfully reigned independently.
- She had no children.

Queen Victoria



- Reigned from 1837 to 1901.
- Born in 1819 at Kensington Palace, London.
- She married Prince Albert
- They had nine children.

Historical enquiry:

How did their reigns shape the world outside of Britain?

- Queen Elizabeth I established early maritime exploration and trade networks (e.g., East India Company).
- Queen Victoria oversaw the height of the British Empire, expanding rule across Africa and Asia.

What were the key differences in how they held power?

- Elizabeth I ruled as an absolute monarch, exercising direct political authority and choosing to remain unmarried.
- Victoria ruled as a constitutional monarch, where political power was largely held by Parliament and the Prime Minister.

How did daily life change for ordinary people during their eras?

- The Elizabethan era saw the rise of public theater (Shakespeare) and agricultural developments.
- The Victorian era brought rapid Industrial Revolution growth, steam transport, factories, and social reforms.

Vocabulary:

Monarch: A sovereign head of state, such as a king or queen.

Reign: The period during which a monarch rules a nation.

Coronation: The ceremony of crowning a sovereign.

Victorian: Relating to the era of Queen Victoria's reign (1837-1901) or the culture and characteristics of that time.

Elizabethan: Relating to the period of Queen Elizabeth I's reign (1558-1603) or the culture and arts of that era.

Constitutional Monarchy: A system of governance in which a monarch shares power with a constitutionally organized government, such as Parliament.

Absolute Monarch: A ruler who holds supreme, unconstrained political power over their state and subjects.

Empire: A group of states or countries ruled over by a single monarch or sovereign state.

Industrial Revolution: A period of major rapid industrial development, technological advancements, steam transport, and factory growth during her reign

A Typical Day

Simplified

- 8:40 Gate opens - year 2 say goodbye at the gate
- 8:50 Registration and morning activity
- 9:00 Phonics
- 9.40 English
- 10:30 Snack (school fruit and milk) break
- 10:50 Maths
- 12.00 Lunchtime and outside play
- 1.00 Whole group/year group teaching
- 2.45 Assembly and/or story time
- 3.10 Children to be collected from class



Timetable Autumn 1

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40	Doors open morning activity	Doors open morning activity	Forest School	Doors open morning activity	Doors open morning activity
8.50	Register	Register	Register		Register
9.00- 9.45	Phonics	Phonics		Phonics	Phonics
9.45 – 10.30	English	English		English	English
9.20 – 9.45	Free flow (reading)	Free flow (reading)		Free flow (reading)	Free flow (reading)
9.45 – 10.15	English	English		English	English
10.15	wash hands Snack and story	wash hands Snack and story		wash hands Snack and story	wash hands Snack and story
10.30	play time	play time		play time	play time
10.50 – 11.55	Maths	Maths		Maths	Maths
11.10	Free flow	Free flow		Free flow	Free flow
11.55	Get ready for lunch	Get ready for lunch	Get ready for lunch	Get ready for lunch	Get ready for lunch
12.00	lunch	lunch	lunch	lunch	lunch
1.00	register	register	register	register	register
1.10 – 1.20	Handwriting	Science	Jigsaw	Handwriting	Handwriting
1.20	Art			Computing	History
2.00		RE <i>Reception straight after science and movement break</i>	Spelling 1 and 2		
	Free flow	Free flow	Free flow	Free flow	Free flow
2.25	tidy and story	2.45 Tidy and story	Tidy and story	Tidy and story	<i>Tidy and story</i>
2.45	assembly	2.55 Class assembly	assembly	assembly	assembly
3.10	Home time	Home time	Home time	Home time	Home time

Homework

- Daily reading or sharing of a book - so important!
- Practising tricky words
- Termly topic activities - eg countries and capitals of UK
- Year 1 - 2, 5 and 10 times tables
- Year 2 - 3 and 4 times tables

“

**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

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Toys - Ours and Yours

Toys can be brought to school to settle children - but we encourage them not to be in school if possible.

Children sometimes take toys home - we would be grateful if you could bring them back.

Show and Tell

It is 'tell' not just show

Once a week - if no time that day it will be done the next day

Toys not encouraged

Something made or achieved or of particular interest

Photos can be sent to the office email

Lunches

- All children are entitled to a free hot school meal until the end of Year 2 under the Universal Infant Free School Meal scheme
- Children may bring a packed lunch if you prefer
- If your child has any dietary requirements or allergies, please complete the *Medical Diet Application Form* for our caterers
- We aim for all children to eat lunch in the hall, and we spend time with them, encouraging good manners and social skills
- Children will be helped with cutting up, and though encouraged to eat, NOT forced!
- We are beginning a new initiative this year around oral health. This will include a focus on food eaten at school, including school lunches, lunch boxes, snacks and treats.

Lunch box shopping list

Date: _____

Choose one or two items from each food group below or an alternative to create your own healthy lunch box

Protein	Fruit & Vegetables
☐ Chicken	☐ Banana
☐ Hummus	☐ Carrot
☐ Eggs	☐ Blueberries
☐ Tofu	☐ Cucumber

Carbohydrate	Dairy or alternative
☐ Bread	☐ Cheese/soft cheese
☐ Chapati	☐ Plain yoghurt
☐ Crackers	☐ Plant based alternative
☐ Pasta	

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Each day your child will need

- School uniform or PE Kit - Forest School this term on Wednesdays
- Book bag
- Water bottle
- Change of clothes in case of a toileting accident / getting wet or muddy in play
- A coat (weather dependent)
- A sunhat (weather dependent)
- Wellies
- Suncream to be applied before school

Top tip - add a key-ring to your child's book bag for easier recognition!

Please make sure everything is labelled clearly with their name – use your Sharpie!



Uniform



Girls

- Grey trousers or grey skirt/pinafore dress
- White/green polo shirt / white blouse / Green and white checked summer dress
- Green sweatshirt, jumper or cardigan
- Grey or white socks or grey tights
- *If they are not wearing tights, we advise that the girls wear close-fitting shorts under their dress / skirt so they are ready for all types of play*

- **Boys**

- Grey shorts or trousers
- White shirt or green or white polo shirt
- Green sweatshirt or jumper
- Grey, white or black socks

Hair tied back, please.
(Helps avoid head lice! )

- **Footwear**

- Black flat shoes, trainers or boots
- Outdoor footwear (e.g. Wellies)

PE Kit: White T-shirt, black shorts, plimsolls or trainers. Children may wear their Marsh Baldon PE hoodie, a green or dark plain hoodie or sweatshirt on their PE day

Forest School: Long sleeve top and trousers. (No shorts!) Waterproofs. Wellies for wet weather or old trainers

<https://myschoolwear.co.uk/>

Wraparound Provision

- Did you know that we are one of the early adopter schools for funded breakfast club? Our free Breakfast Club starts at 8:10am
- We also offer an 'early bird' option. Children can arrive from 7:30am and costs £3:40
- We offer After School Club Mon - Fri. Mon - Thurs is until 5:30pm and Friday until 4:15pm. The charge for this is currently £5 until 4:15pm or £10 until 5:30pm



Attendance

- Every day matters
- Statutory from 5 onwards
- Inform school - phone call or email
- Term-time holiday will not be authorised
- Please be on time for school. Children will be marked as late if they arrive after the gates close.

“Research has shown that there is a close link between attendance at school and a child’s achievement. Being late results in a loss of learning: If your child is 5 minutes late every day, this amounts to the same as being absent for 2 weeks a year: All time out of school affects learning and achievement for both primary and secondary pupils. Please make sure your child arrives at school on time.”

“High attendance = More learning opportunities, More qualifications , More choice”

OCC Attendance Team

There will be a specific phonics
meeting on Thursday 24th
September, 2:30pm

Please come.