

## Democracy in action—School Council

Each year in September each class is given the opportunity to vote for two school councilors, one boy and one girl. Once elected, the school council meets regularly to discuss whole school issues. The school council also provides a forum for concerns put forward by children in each class to be discussed and solutions sought. The school council is currently run by



Mrs Gilham who is very keen to give the children the opportunity to have their say in key decisions that affect them.

## Top of the School Sets Example

As well as being role models for the younger children, our year 6 class also have a number of daily responsibilities that ensure the smooth running of the school on a daily basis. These roles are shared amongst the children fairly during the year so that all the class have an opportunity to take on extra responsibility. These tasks include ringing the school bell to mark the different times of the school day, setting up the hall projector and laptop each morning in readiness for Wake and Shake, putting away the lunchbox trolleys before school, organising the certificates for the member of staff leading Friday's achievement assembly and laying out the chairs and benches in the hall each morning.

## House Captains Lead the Way

Throughout the year children at William Barnes take part in the House competition which culminates in the Summer term when the House Cup is presented to the winning team at Sports day.



Throughout the year in KS2 children take part in house tournaments within their classes. In September House captains are elected by the class. These children lead their teams in the competitions and help officiate during by recording scores and time keeping.

## Playtime Buddies

Supervising the children in Key Stage One and Reception class during playtimes and lunchtimes can be quite a challenge for the adults on playground duty and this is where the children in year 5 are given opportunity to really shine. The playtime buddies are absolutely invaluable, teaching the younger children how to get along with each and how to play safely and with consideration for

their class mates. This role gives the older children a perfect opportunity to demonstrate the caring and empathetic sides of their personalities.

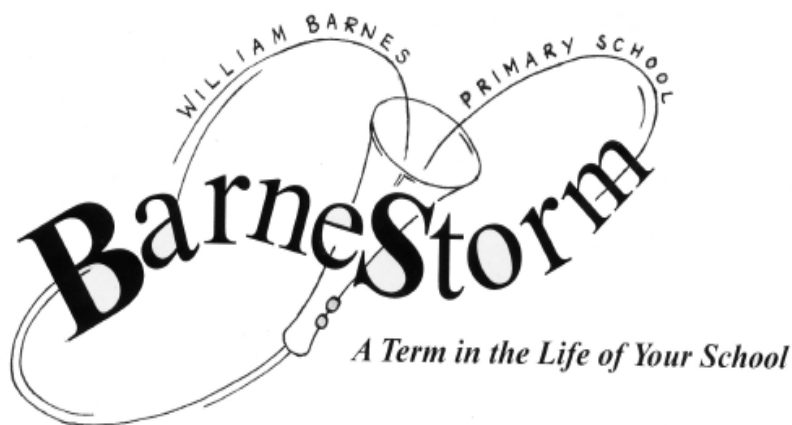


## Our Invaluable Sports Ambassadors

Each September motivated children from year 6 write a letter of application to Mr Field and Mr Newman hoping to become Sports Ambassadors. Those chosen normally attend a special training day where children from all over Dorset create PE action plans for their schools. At William Barnes, the sports ambassadors officiate during our cross country runs, organise equipment for playtimes and keep the equipment tidy in the PE store. In the Summer term, they organise playground games for younger children who are less active. Sports ambassadors receive a special and much coveted t-shirt and meet with Mr Newman regularly to ensure that they are being given the support they need to fulfil their role.







"A good school with outstanding pupil behaviour" - "Most groups of children make outstanding progress"  
OFSTED July 2013  
"A good school" - OfSTED March 2017



Where every child counts

The newspaper of William Barnes Primary School has been written by the staff and pupils to celebrate the school's successes. If you have any ideas or comments concerning the newspaper, please speak to Mrs Wrixon or Mr Hull. Issue 49 Christmas 2021

**Leadership Thrives for Everyone at William Barnes** Many people who have not worked in a primary school would probably say that high quality leadership is exclusively the responsibility of the head teacher. Whilst it is certainly true that the head teacher is ultimately accountable for the success of a school, it is not possible for the head to create the conditions for success without leadership at every level. Leadership could be viewed at William Barnes in the form of a pyramid. At the top of the pyramid there is the Head teacher, but just beneath the pinnacle is the Senior Leadership Team (SLT), currently consisting of Mr Field, Mr Hull and Mrs Wrixon. The SLT meet weekly to make decisions about the long term and day to day running of the school, as well as checking to see that planning, marking and the work in children's books is meeting expectations laid out in the school's policies. The next layer in the pyramid is formed by our school's subject leaders. Each teacher takes on a subject and is responsible for the curriculum in that area, ensuring that the learning experiences William Barnes offers their children meets national requirements but also matches the needs and interests of the children in the school. Beneath this layer, class teachers are also leaders of the children they educate, sharing their values and setting high standards for the relationships that form, and the learning that takes place, in each year group. Our dedicated teaching assistants uphold these values and expectations providing a further layer of leadership and guidance for the children. Underpinning this, at lunchtimes, our lunchtime supervisory assistants demonstrate the school's values by developing empathetic relationships with the children and giving them opportunities to solve the problems they encounter when playing alongside different ages and friendship groups. Forming the foundations of the pyramid, within each class, children are also given a variety of opportunities to show leadership and take responsibility (see below for more information on this), both as representatives and as individuals making the right choices and learning better ways to behave and learn. Furthermore, financial leadership is provided by our administrative staff Mrs Kendall and Mrs Pitman. Mrs Wrixon supports all of these tiers of leadership throughout the school and is supported in her role by the Governing body, who provide the support and challenge the staff need to ensure that William Barnes continues to be a thriving and welcoming educational community.

**Whole School Global Ambassadors** With our continued focus on the environment and sustainable living coming to the fore, two volunteers from each class with a particular interest in the environment have been chosen to become our global ambassadors. These children will take the lead



more about this initiative later in Barnestorm.

with all matters linked to the environment and with the school's work on meeting the United Nations Global Development goals. Mrs Gilham is the force behind the school's work with the United Nations Sustainable Development Goals and she explains

**Young Interpreters Arrive at William Barnes** When new children join the school and English is not their first language, it can be very difficult for them to settle in.

Following the suggestion of ex-Governor Cliff Walters, Mrs Wrixon has introduced the Young Interpreters programme, in which volunteers from each class in the school provide support for new children joining the school with English as an additional language (EAL). Our



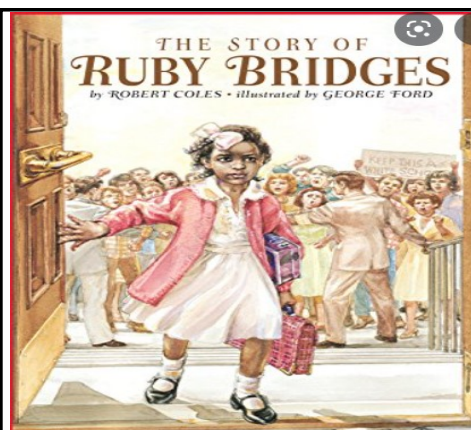
project underway.

young interpreters have been working enthusiastically over the last few weeks to produce pictorial dictionaries to help new arrivals with basic English instructions and vocabulary, giving up their play times to stay in and get the

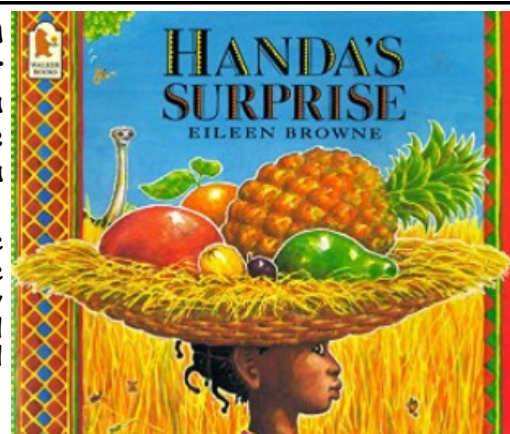




**Year 6 Reading Guardians**  
As children move through the school they often develop a love of reading. Mr Field taps into their enthusiasm, when he matches up keen year 6 readers with reluctant readers further down the school. Each Friday morning, the Reading Guardians spend time hearing these children allowing their positive attitudes about reading to spread throughout the school. Hopefully this positive experience of reading with older children will inspire the younger readers to pick up a book as a way to relax at home, rather than spending time on a screen.



**Black History Month**  
Thanks to an amazing effort by the PTFA, setting up a book donation scheme, the School Library now boasts a wonderful set of books celebrating Black History. The donation scheme, shared with the whole community, suggested a key focus for the wish list of books and books celebrating Black History and Achievements were chosen.



**Year Two - Adventures Down Under!** It may be cold outside now but Year 2 are just coming to the end of a wonderful term-long break to Australia where it has been lovely and hot!

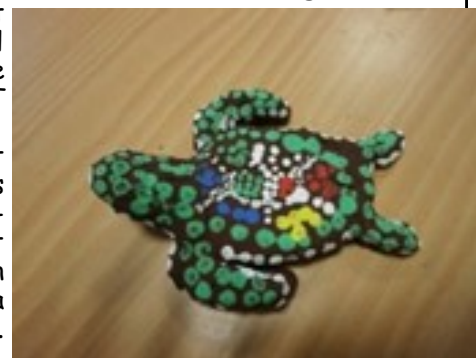


We have all thoroughly enjoyed our 'Australia' topic which we have been studying this term. The children were immersed in their learning from the off when they were issued with a passport and then took off on a long flight to the other side of the world where they made didgeridoos, played some cricket and began learning about the country.

We have mainly been developing our Geography skills in this topic through studying world and country maps and the vocabulary associated with mapping. We have also compared human and physical features of Australia and the UK, including a smaller scale comparison between Sturminster Newton and Alice Springs, which is a town right in the centre of outback Australia.

The children have learnt about the European 'discovery' of Australia and have enjoyed exploring some of the unique features of traditional Aboriginal life including Dreamtime story telling, Dot Art and foraging for bush tucker. We even went out and foraged for some local 'bush tucker' and made some delicious apple and blackberry crumbles as part of our DT work.

As always, we really appreciate the support that our parents give and the classroom is covered in some beautiful Aborigine inspired artwork produced during our parent workshop and some physical and human structures that can be found in Australia that were made as home learning projects. Well done all involved! (LG)





**Chair of Governors Cliff Walters Retires** Broad Oak resident Cliff Walter's time as a governor at William Barnes has sadly come to an end as he retired from the governing body in December. Mr Walters has been a governor for over twelve years and has been an influential member of the governing body throughout this time. Some of his most notable contributions have included finding funding for the school's Numicon maths resources, introducing various volunteers to help the KS1 staff hear readers and challenging parents who have not followed the safety rules for using the school car park. Mr Walters has been a brilliant governor because he has given the staff unswerving support whilst managing to ask the right questions in order to ensure that the school is moving in the right direction. His leadership has contributed to the school's success and continually improving reputation over the past decade. Cliff's warm, sensible and friendly presence and his wise advice will be sorely missed and we all wish him well with the next stage of his life.

## Year 1 Catch Fire in the Autumn Term

This half term Year 1 have enjoyed their topic Fire, Fire! which started with a visit from a fire officer and a Fire Engine, one of the first on site visits since the pandemic began. We learned how to keep safe on Bonfire Night and what to do if there is a fire. We have been finding out what being a historian means, investigating when and why the Great Fire of London started and why it spread so quickly. The children were quite shocked to learn that back then there were no toilets and bodily waste was



chucked into the street or in the river! We enjoyed imagining and acting what it must have been like at the time and learned more by finding out about Samuel Pepys.

Year 1 created a fantastic collage of the fire using different techniques like printing and drawing. We compared firefighters then and now and the children are currently busy using their designs to create fire engines.(JH)

## Eco Friendly Christmas Decorations

As part of our commitment to reduce, re-use and recycle Year 1 have thought carefully about using recyclable materials to create their Christmas decorations this year. We used toilet roll tubes and paper, along with fantastic listening to instructions to create our fully recyclable Elves and pine cones for our Christmas Trees. The pompoms are removable so you can use them again and we only used a tiny bit of glitter that we already had in class. I



am sure that you will agree the end results are super cute. Year 1 wish everyone a very happy Christmas. (JH)



## PGL - Let's Expand Our Comfort Zone

The weather was kind on Year 6's trip to Weymouth this year - the forecast was not good but they managed to dodge the rain and no activities were affected!

The children enjoyed the expert tuition we have come to expect from the Osmington Bay Crew, and the children safely expanded their comfort zones in such activities as Zip Wires, Abseiling, Rifle Shooting, Archery and the Giant Swing! The Olympic Sailing Centre again hosted the Raft Building that was a highlight of the trip, as



was the first morning on the pebble beach, skimming stones into the sea! Once again, William Barnes Primary School was commended for their outstanding behaviour in all areas of the camp; we really have built up an amazing reputation within the staff - so much so that there is often a scuffle to be our tutor! There was much evidence of good team skills throughout. The children



coped amazingly well with being away from home and this was a testament to their maturity as well as our well-organised residential programme, which has been luckily unaffected in recent times. (RF)



**Fun Filled Roman Day.** Recently, Year 4 had their annual Roman day to celebrate their Autumn term history topic. The children all looked fantastic in their Roman attire. All the children made their own laurel wreath crowns, clay brooches as well as making



their own bullas (a Roman bag). At the end of the day, we devoured a magnificent Roman feast with olives, sun-dried tomatoes and bread with honey. (LC)

**Bringing History to life.** Earlier this term, Year 4 were excited to have a visit from an archaeologist who specialises in Roman history. He came dressed in full Roman attire and showed the children all the equipment that a Roman soldier would need. The children enjoyed experiencing the history first hand and gave many of them inspiration for facts they included in their information texts about the Roman Army. (LC)

**Children in Year 5 Enjoying Experimental Science** During the Autumn term year 5 have been learning about 'Materials and their Properties'.

This topic is awash with opportunities for the children to learn using hands on experimentation. As a result, Thursday mornings have normally consisted of a 15 minute run before a practical on science experiment. The children have explored the properties of materials, electrical and thermal conductors, dissolving and separating mixtures as well as chemical reactions. Probably the most memorable moment came when the class watched a demonstration in the outdoor classroom of a reaction between bicarbonate of soda and vinegar in a plastic bottle. Mr Hull was quite nervous because in the morning he had practised the experiment only to misjudge the violence of the reaction and he end up covered in spray. Fortunately, the carbon dioxide released expanded a balloon attached to the bottle and was greeted with much excitement. At the end of the topic, the children completed an assessment quiz. Mr Hull was really impressed with the marks with several children scoring 100% and many others not far behind. This just goes to show the importance of hands on learning in science.

**Staff Begin Creating Learning Organisers** To improve the quality of the curriculum even further, staff at William Barnes will be creating 'Learning Organisers' during the rest of the academic year. These documents will lay out the core knowledge that the children will be expected to know at the end of a topic. The idea is that these will be made available to parents to help them support their child's learning, and share with the children so that they can self assess their progress. Although the exact format has not been decided yet, an example of a Learning Organiser for year 5's science topic is shown to the right.

## PROPERTIES AND CHANGES OF MATERIALS

### Solubility

All materials can be grouped or compared based on their properties

**Opacity**  
The amount of light a material allows to pass through it  
opaque translucent transparent

**Magnetism**  
Some metals (those containing iron) are attracted to a magnet

**Hardness**  
Materials that are hard to scratch and dent (durable)

**Strength**  
Materials that are difficult to break or bend

**Flexibility**  
Can be bent without breaking

**Absorbency**  
A material's ability to soak up water (opposite: waterproof)

**Conductivity (thermal)**  
A material that allows heat to travel through it easily is a good conductor of heat  
Thermal insulators are bad conductors of heat

**Conductivity (electrical)**  
A material's ability to allow electricity to flow through it (metals)  
Electrical insulators do not allow electricity to flow through them

**Flammable**  
Can be set on fire and will burn (opposite: non-flammable)

Some materials **dissolve** in water. This means they **break apart** into tiny pieces, spread out in the water and can no longer be seen. This mixture is called a **solution**

**soluble** (will dissolve) Sugar Salt  
**insoluble** (will NOT dissolve) pepper sand

### Separating Mixtures

When materials have been **mixed** together, sometimes it is possible to **separate** them again (the mixing process can be reversed)

**sewing** Use this method when there is a mixture of different sized solids. For example: sand and pebbles

**filtering** Use this method when there is a mixture of liquid and an insoluble solid. For example: water and sand

**evaporation** Use this method when there is a mixture of liquid and a soluble solid. For example: water and salt

**Changes of Materials**

Some changes to materials can be reversed, while some changes cannot be reversed

**reversible changes** This is a change that can be undone

**MELTING** You can melt chocolate and then reverse the change by allowing it to cool down

**FREEZING** You can freeze ice and then reverse the change by heating it

**BOILING/EVAPORATING** The steam (gas) from a boiling kettle can be turned back into a liquid by cooling it (condensing)

**Candles**  
Candles demonstrate both reversible and irreversible change. Some of the wax burns (irreversible change) and some of the wax melts (reversible change)

**irreversible changes** This is a permanent change (can't be undone)

**HEATING/COOKING** If you heat a raw egg to cook it, the cooked egg can't be changed back into a raw egg (you can't get the ingredients back from a cake either!)

**BURNING** When wood is burned you get smoke and ash. You can't change the smoke and ash back into wood

**MIXING** Mixing substances like bicarbonate of soda and vinegar (an acid) creates a chemical reaction and carbon dioxide gas is created (bubbles). The gas and the leftover mixture can't be turned back into bicarbonate of soda and vinegar

**Post-it notes**  
Whilst trying to develop a super-strong glue, scientist Spencer Silver created the adhesive that you use today. Post-it Notes

The adhesive was perfect for the job because it didn't damage the item it was stuck to and could be unstuck and re-used.



**Average Attendance at 93.4% for the Autumn term.** Attendance has been difficult during the Autumn term with the combination of many winter colds and the pandemic combining to make parents take an understandably cautious approach to sending their children to school. Children who have been at home due to Covid 19 have been offered remote learning using the Teams and this has meant the children have been able to continue to progress, despite being at home.

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.6%	93%	94.5%	94%	95%	93%	92%

**New Oracy Push Spearheaded by Vocabulary Ninja** Research continues to show the link between the number of books read to children, the range of words they know and their future life chances. (<https://www.oneeducation.co.uk/news-blog/mind-the-gap-why-prioritising-vocabulary-matters>) In order to expand the vocabulary of all the children, the school has subscribed to a web site called Vocabulary Ninja. This site offers a wealth of resources to help children to learn and use more words. One resource that grabbed the staff's attention was the daily 'Grasshopper' and 'Shinobi' Words. Each class has approached the use of Vocabulary Ninja differently, but in year 5 a new word is explored

**VN Grasshopper Word of the Day**

**Word of the Day:** sticky  
Pronunciation / Syllables (stick-y)

**Word Class** (adjective)

**Definition:**  
A sticky substance is soft, or thick and liquid, and can stick to other things. Sticky things are covered with a sticky substance.



The mud was **sticky** and left footprints everywhere.

**Phrases:** gloopy and sticky

annoyingly sticky

**Synonym:** adhesive  
**Antonym:** dry  
**Rhyme:** tricky  
**Link Word:** situation  
gluey picky substance

every day straight after morning playtime. The children discuss the word class of the word, its synonyms and antonyms, definition, rhyming words and other words that are linked to it. They finish the five minute session by putting the word into a sentence. An example of two Vocabulary Ninja posters are shown below. Expanding the children's vocabulary was the inspiration for the main corridor displays that were put up by staff in the second half of the Autumn term.

**VN Shinobi Word of the Day**

**Word of the Day:** strain  
Pronunciation / Syllables (strain)

**Word Class** (verb / noun)

**Definition:**

If you strain to do something, you make a great effort to do it when it is difficult to do.



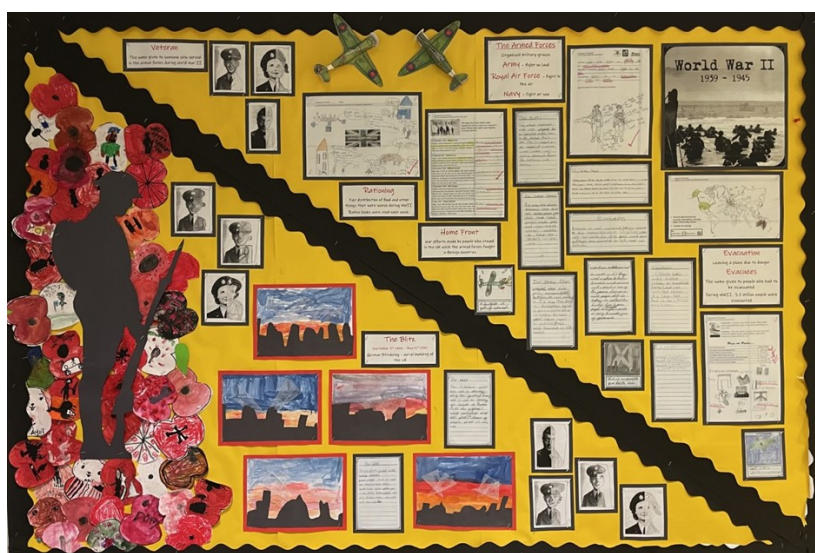
Alex **strained** to hold his position in gymnastics.

**Phrases:** under great strain

strain and injure

**Synonym:** struggle  
**Antonym:** toil  
**Prefix / Suffix:** -ed  
-ing  
**Rhyme:** brain  
pain  
**Link Word:** muscle  
energy

**World War 2 Fascinates Mr Newman's Class** Year 3 have thoroughly enjoyed learning about World War II during history lessons this half term. Coinciding with Remembrance Day, year 3 kick-started their new topic by creating poppy artwork using a range of different mediums while discussing what they already knew about Remembrance Day and World War II. Over the next 6 weeks, children learnt about many different WWII events and procedures. These included: The Outbreak of the War, The Home Front, Evacuation, Wartime Entertainment, The Armed Forces and The Battle of Britain. Mr Newman was extremely impressed at the maturity and enthusiasm from the whole class during these lessons. This prompted some WWII inspired art work, sketching servicemen and women and painting a Blitz scene. The children ended their topic by creating a non-chronological report about WWII using all of their learnt knowledge from this half term and some independent research. Take a look at our display that shows off all we have done in our history lessons. (JN)



**Colourful Poetry Day.** Our third annual Poetry Day saw children from every year group contributing poems. The theme this year was Colour Poems – a recognised format where children link a favourite colour to memories and likes to create very personal poems. The day was wrapped up with a Poetry Assembly where each class contributed a poem that was presented to the gathering for celebration. Here is a selection of Year 6 poetry; I think you will agree there is much creativity and skill in these moving poems. (RF)

Colour Poetry

WBPS Poetry Week

October 2021

Yellow

The colour lemon feels like playing with a silk of long,  
beautiful hair,  
I once saw the sun glowing in the daylight and a star  
sparkling in grim moonlight,  
It sounds like an oak tree dropping leaves in the  
fascinating Autumn,  
Yellow smells like a gorgeous aroma from a freshly  
cut pineapple,  
It tastes like apple juice, peacefully running down  
your throat.

Isabelle

Colour Poetry

WBPS Poetry Week

October 2021

Cyan

Cyan feels like the crystal clear ocean  
Bashing against the rocks,  
I can spot the bright cyan sky merging amongst  
The clouds above the blueberry bush,  
The colour cyan smells like a blue bell bush  
In a natural green jungle,  
I can sense the cyan crystals sparkling in a pitch  
Black cave under the mysterious ocean,  
Cyan taste like blue Fanta fizzing when you pour  
it out into a glass cup,

Patryk

**House Competition Hots up at End of Autumn** With final Autumn scores being counted by our sports ambassadors the House competition has been really hotting up this term. **Cedar 30 Bulbarrow 30 Meadow 40 Stour 25**

Mr Hull and Mr Newman would like to thank the sports ambassadors for keeping the score board up to date. This is situated in the main hall by the pillar next to the curriculum cooking area.

**Seasonal Greetings**  
from Mrs Wrixon Mrs Wrixon would like to thank all the pupils, parents, staff and supporters of William Barnes for a fabulous Autumn term. We are all so proud of our children. We wish you all a merry Christmas and a very happy New Year. (KW)

**Mr Newman's Sports Ambassadors** Each year the year 6 pupils get excited about the prospect of becoming one of the schools highly important sports ambassadors. The hopeful students must write an application letter explaining why they would be a good fit for this role. This year, 5 students were chosen and completed a training session run by Nico Stone. The newly appointed sports ambassadors have conducted themselves in a mature manner, suggesting many ways in which sport could be improved at William Barnes. So far the team have come up with two new and exciting ventures which they hope to implement in the New Year, watch this space! (JN)



**Lights Camel Action! Throughout December, years 1, 2 and 3 have been rehearsing a Christmas show that portrays the nativity story in a more modern style.** Everyone had great

fun learning the catchy songs and I am sure that they will be stuck in our heads for months to come! During the many rehearsals and practices, it became clear that we are lucky to have pupils so confident in dancing, singing and acting while on stage. Unfortunately, performances to parents had to be cancelled but the children still had the opportunity to perform to an audience which consisted of other year groups. Everybody played their part superbly and the final performance is published on the school website for you to enjoy. (JN)



**Sporting Fixtures Return! On Tuesday 30<sup>th</sup> November, William Barnes competed in their first inter-house competition in a very long time.** The game, a football match against Child Okeford in the Davison Cup, was hotly anticipated by those chosen to represent the school. Unfortunately, it was not plain sailing for William Barnes conceding 4 goals in the first half. At half time the team rallied together and gave words of encouragement to one another and began the second half in a much more promising way. It was looking like the gung-ho tactics were working with Marcin and Thomas having very good chances in front of goal despite not scoring. With an attack minded focus William Barnes were left open in defence and Child Okeford scored 3 late goals to make the final score 0-7.

I would like to congratulate all of those that played in this fixture and thank them for their effort and enjoyment in this game, you all represented the school in a fantastic manner! (JN)

**Congratulations to All Reception Children! It has been thirteen weeks since the Reception children first stepped through William Barnes' doors to embark on their school journey.** All



of the Reception children settled in to school life so quickly, they were able to follow class rules and routines and as a result have had an exceptional start to their Reception year. Mrs Lewis and Mrs Dyke would like to take this opportunity to thank and congratulations all the children in Reception,

their parents, carers and families for helping to make this transition so effortless. We are thoroughly looking forward to the Spring Term. (HD)

**School Choir Refine Performance Skills** Despite the many challenges of this term, we have managed to get a great KS2 choir together this year and they have been working really hard to practise their performance skills. We were really proud of their performance at the Sturminster Newton Christmas Lights event where they braved awful weather to come and entertain the shoppers in town. The choir also sang at the Reception nativity in school in lieu of our usual church service and we look forward to hearing them sing a new repertoire of songs as we go into the new year. (LG)



**Reception Outside Equipment Installed!** I wrote an article in the Summer Term Barnstorm about how excited we were to inform you that we were making improvement to our outside area to include a log climber and a new bike track. The work has now been created and it looks amazing.

In late November, Pentagon Play, installed a wooden log climber and new thermoplastic markings including a bike track in the Reception outside learning space. Reception children have been thoroughly enjoying the new equipment and Year 1 and 2 are going to be using this area break-times and lunchtimes.

Throughout next year we will be continuing to improve our outside learning area - so watch this space! (HD)

(The children and staff would like to thank Mrs Dyke and Mrs Lewis for all the hard work they have put in to raise funding for this project and organise its implementation).



**Climate Action and Global Learning @William Barnes** Following on from the success of our International School Award - Foundation level that we received last year for developing Global Learning in our school, we are continuing to work towards being a more environmentally sustainable school and teaching our children about the importance of conserving and protecting our planet.

You may be aware that as a school we have chosen to focus on three of the United Nations Sustainable Development Goals; SD3 Good Health and Wellbeing, SDG 12 Responsible Consumption and Production and SDG15 Life on Land. This term we have been focusing on SDG 12 and have been looking at ways in school to Reduce, Reuse and Recycle, with the driving force coming from our Eco-Warrior pupils across the school. In view of the recent COP26 Climate Action conference in Glasgow, each class decided to make a pledge this term to support the campaign #Do1Thing to contribute towards the local, national and global efforts towards reducing the human impact on the climate. Some of these actions have included reducing paper waste, turning lights and projectors off when not in use and reducing laminating.

We also asked families to make their own pledges to #Do1Thing and we have been thrilled with how many families have sent their pledges back to school and it's wonderful to see the commitment and passion within our school community. A massive well done to all involved - keep up the good work! (LG)

## SUSTAINABLE DEVELOPMENT GOALS



**Music Thriving at William Barnes** Anyone who has seen the uploaded videos of the school's Nativity and Christmas Production, could not fail to be impressed by the confident singing performances given by the children. This is in part due to the hard work of Mrs Gilham, who gives up one lunchtime each week to work with the choir. The school has also invested in a whole school online scheme of work for Music called 'Charanga' which allows non-specialist teachers to give rich and enjoyable music lessons from reception to year 6. The children in year also get the opportunity to learn an instrument for a term (this year guitar was chosen), and their parents may opt for further musical instrument tuition in years 5 and 6 if they so wish.



Vision		Mission
<ul style="list-style-type: none"> <li>*An inspirational, stimulating and well-resourced environment</li> <li>*A safe and secure school at the heart of the community</li> <li>*Inquiry, independence and enthusiasm for learning</li> </ul>		Where every child counts
<ul style="list-style-type: none"> <li>*Preparing all children for life</li> <li>*A high quality professional team</li> <li>*Taking pride in all our achievements</li> <li>*High standards of behaviour</li> </ul>		
<p>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</p>		
<p><b>Preparing Children for Life</b></p> <p>We believe that we are preparing children for 21<sup>st</sup> Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p>		
<p><b>Aims and Objectives</b></p> <p><u>At William Barnes Primary School, we believe that children deserve:</u></p> <ul style="list-style-type: none"> <li>To be set appropriate and stimulating learning challenges</li> <li>To be taught well and be given the opportunity to learn in ways that maximise the chances of success</li> <li>To be given quality feedback which highlights successes and areas for improvement.</li> <li>To have adults working with them to tackle the specific barriers to progress they face.</li> </ul> <p><u>It is also our aim that :</u></p> <ul style="list-style-type: none"> <li>Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.</li> <li>Children are given the opportunity to experience the widest variety of the written and spoken word possible via a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.</li> <li>Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.</li> </ul>		
<p><b>Knowledge and Skills</b></p> <p>As a school, we believe in the equal relationship between knowledge and skills in our curriculum.</p> <p>We believe that:</p> <ul style="list-style-type: none"> <li>Knowledge can be declarative (to know that) or Procedural (to know how).</li> <li>Both these forms are important and that Declarative knowledge is turned into Procedural knowledge through action and the act of applying.</li> <li>Skills can be Procedural knowledge as a result of the application of Declarative knowledge.</li> <li>Skills can be linked to dispositions and behaviours.</li> </ul> <p>In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.</p> <p>We prefer to see the debate laid out as:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Knowledge → Comprehension → Application → Evaluation</p> </div>		
<p><b>Global Community</b></p> <p>We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.</p>		<p><b>Parents</b></p> <p>“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)</p>



# Physical activity for children and young people (5–18 Years)



**BUILDS  
CONFIDENCE &  
SOCIAL SKILLS**



**MAINTAINS  
HEALTHY  
WEIGHT**



**DEVELOPS  
CO-ORDINATION**



**STRENGTHENS  
MUSCLES  
& BONES**



**IMPROVES  
SLEEP**



**IMPROVES  
CONCENTRATION  
& LEARNING**



**IMPROVES  
HEALTH  
& FITNESS**

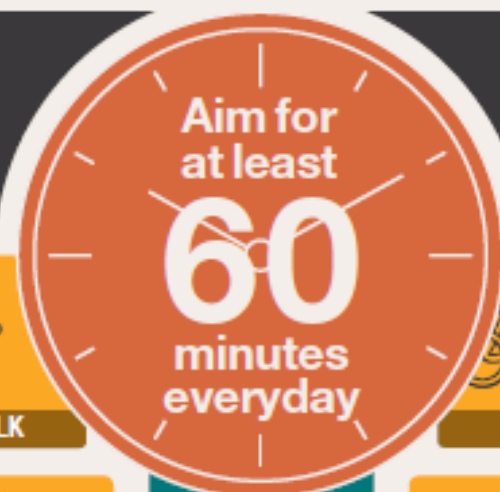


**MAKES  
YOU FEEL  
GOOD**

## Be physically active

**Spread activity  
throughout  
the day**

**All activities  
should make you  
breathe faster  
& feel warmer**



**PLAY**



**RUN/WALK**



**BIKE**



**ACTIVE TRAVEL**



**SWIM**



**SKATE**



**SPORT**



**PE**



**SKIP**



**CLIMB**

**Include muscle  
and bone  
strengthening  
activities**

**3 TIMES  
PER  
WEEK**



**WORKOUT**



**DANCE**

## Sit less



**LOUNGING**

## Move more

**Find ways to help all children and young people accumulate  
at least 60 minutes of physical activity everyday**

UK Chief Medical Officers' Guidelines 2011 **Start Active, Stay Active:** [www.bit.ly/startactive](http://www.bit.ly/startactive)



An inspirational,  
stimulating well resourced  
environment.

preparing all  
children for  
life

A high quality  
professional  
staff team

A safe and secure  
School at the heart  
of the community.

inquiry,  
independence  
and enthusiasm  
for learning

Taking Pride  
in all our  
achievements

High Standards  
of behaviour  
From all



***William Barnes Primary School***  
Where every child counts