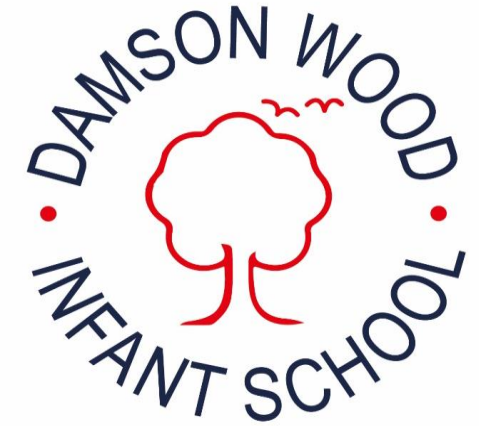


HEAD'S UPDATE

Curriculum Evening 2024



ORGANISATION OF THIS EVENING

- Head's Update
 - 5.00pm – 5.30pm
- Meet the Teacher – in classrooms
 - Approximately 5.30pm – 6.00pm
- You will be introduced to key staff in your child's year group.
- We advise you to go to your youngest child's classroom first.
- There will be plenty of time to ask questions.

MS STEVENS - HEADTEACHER

Headteacher at Damson Wood since the beginning of this term.

Roles in School: Leadership and Management, Designated Safeguarding Lead, Attendance, Behaviour and Attitudes, Curriculum - Teaching & Learning, amongst many other things!

I am usually on the gate every morning if you wish to talk to me or you can make an appointment via the school office.

You can pass messages to me by email:

office@damson-wood.solihull.sch.uk

or by phone to the school office: 0121 705 8652



MISS HULL

Roles in School: Assistant Headteacher & SENCo



For further information about SEND at Damson Wood, please visit: <https://www.damson-wood.co.uk/send/>

Please do come and see Miss Hull on the school gate or make an appointment if you need any help in school or to seek further advice.

You can pass messages on to Miss Hull via email:

office@damson-wood.solihull.sch.uk

or phone: 0121 705 8652

LEARNING

- Our pupils are taught an ambitious curriculum, covering a wide range of subjects, which supports and challenges everyone to increase their skills and knowledge over time and make sustained progress. We work particularly hard to ensure no child is left behind by providing equally high-quality learning opportunities for all our pupils, including those with SEND.

Reading
Writing
Maths
Science
History
Design & Technology (D&T)
Personal, Social & Health
Education (PSHE)



Music
Computing
History
Geography
Art
Physical Education (PE)
Computing
Religious Education (RE)



PROJECT PLANNERS

What will we learn?

PSED: Being Me in My World – How can I start to understand my feelings and emotions?

Discovery RE: Special People – What makes people special?

Maths and Maths meetings: Colour recognition, ordering things by size, number recognition 1-5, 2D shapes, weather, date and month, repeating patterns

Other things we will learn:

To understand where I belong in the classroom and how to behave.

To learn how to use the indoor and outdoor learning classroom.

To be able to identify and discuss about who is special to me.

To be able to communicate about my home and family.

To be able to recognise similarities and differences between myself and others, including likes and dislikes

To begin to recognise emotions and feelings

To learn about the season Autumn

To learn about independence- putting on our own coat, washing our hands

To learn the names of our body parts

To recognise my name

To learn about the importance of being healthy and looking after our body and teeth

To learn how to hold a pencil and control it

Phase One letters and sounds

Stunning Starter:

Starting Nursery

Fabulous Finale:

Visit from a Doctor/Dentist

Roleplay: Doctor's surgery

Key Texts:

Starting School, Colour Me Happy, Topsy and Tim start school, Spot goes to school, We're going to the doctor, Non-fiction texts about visiting the doctor or dentist



Damson Wood Nursery & Infant School Project Planner

Year: Nursery Term: Autumn One

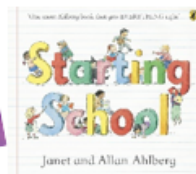
Topic: All About Me

SPARKS Value: Kind

Links to local resource and expertise:

Invite parents/carers in for a 'coffee morning', whereby the parents/carers can stay for a little while in the hall and become familiar with each other/build relationships.

Doctor/Dentist to visit to talk to the children about how to look after themselves and what the doctor or dentist do to help people.



Key Vocabulary

Family, house, home, likes, dislikes, names of body parts, healthy, unhealthy.

Adult led learning:

Dough gym and Funky fingers: Assessment of pencil grip and children grouped accordingly. Children use the dough daily or engage in fine motor activities

Pencil control: Assessment and activities linked to pencil control, pre-writing skills, drawing our family.

WellComm: Children will be baselined and grouped accordingly for a speech and language intervention

How will we be creative?

Paint a self-portrait (Art)

Paint a picture of people who are special to me.

Mirrors and photographs of different facial expressions- children to make a happy/sad/shocked/angry etc face

Role play visiting the doctor/dentist

Listen to stories that are about different families and cultures

Use movement to express feelings by listening to different types of music

Autumn walk collecting things to show us the signs of Autumn

Making collages using natural materials

Exploring the Nursery environment and showing our preferences about where we like to play

PROJECT PLANNERS

What will we learn?

English - Describing characters, learning about adjectives, retelling the story of the Gruffalo using Talk 4 Writing, adapting the story.

Maths - To sort and count objects, one more and one less, addition, subtraction, comparing objects and numbers, writing numbers to 10 in numerals and words.

Science - To name the four seasons, identify different weather, to look at changes in Autumn, collect information about weather in Autumn, to know that the clocks go back in Autumn and to start and recognise/name deciduous and evergreen trees.

History - To understand that people change and grow. To have a look at a timeline of their lives so far and that of their parents. To ask parents/grandparents questions such as: what was life like for them as children? How is it different to now? To look at family trees together.

Geography - To name and recognise physical and human features in our locality, to know what an aerial map is and to draw a simple map to show some human and physical features in our school environment.

Art - Wildflower Meadow creation. To explore observation drawing skills and collage.

DT - To explore a range of wheeled products, to draw examples of wheeled products and label them e.g. chassis and to explore and make free and fixed axles.

Computing - To understand what is meant by technology and name examples in and out of school, to learn how to use technology safely and to explore Purple Mash.

Music - Style of song: Old School Hip Hop. To look at how pulse, rhythm and pitch work together.

PE - Gymnastics unit focusing on balancing, agility and co-ordination.

RE - To learn and re-tell the Christian Creation Story. To talk about ways we can look after our world.

PSHE - Theme: Being Me in My World. Key Question: How can I ensure that I feel safe and have a sense of belonging in the classroom?

Stunning Starter

Making Gruffalo Soup around the camp fire.

Tabulous Finale

We're going on a Gruffalo hunt!

Key Texts

The Gruffalo, Gruffalo's Child, We're Going On a Bear Hunt



Danson Wood Nursery & Infant School Project Planner

Year: 1 Term: Autumn 1

Topic: If you go down to the woods...
SPARKS Value: Safe

Links to local resource and expertise

Sensory exploration of our local area – what is around us when we are here?

Harvest Collection- Helping Hands

Parents and Grandparents



Key Vocabulary

Story, character, setting, describe, adjectives, re-tell, invent, sort, group, count, total, more, less, represent, sequence, consecutive, addition, equal, pattern, partition, subtract, backwards, compare, greater than, less than, equal to, season, Autumn, Spring, Summer, Winter, weather, forecast, sun, wind, rain, fog, deciduous, evergreen, change, grow, timeline, before, past, map, building, car park, playground, tree, grass, house, path, human feature, physical feature, aerial, Christian, creation, nature, environment, world, God, express, texture, colour, flower, meadow, rub, smudge, blend, draw, line, shape, vehicle, wheel, axle, join, fixed, free, chassis, body, assemble, purpose, function, pulse, rhythm, pitch

How will we be creative?

Use of indoor and outdoor areas for mirrored but suitable opportunities.

Making Gruffalo crumble and following a recipe.

Making Gruffalo faces with paper bags using instructions.

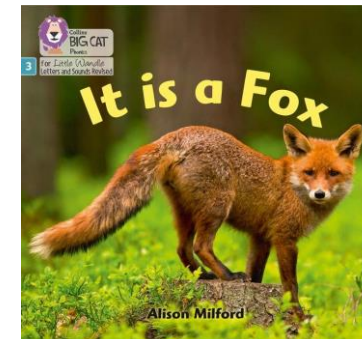
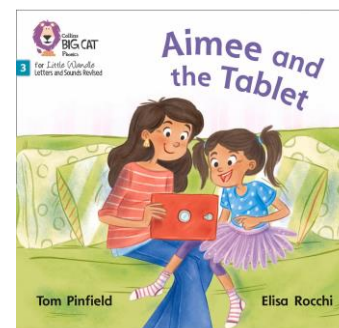
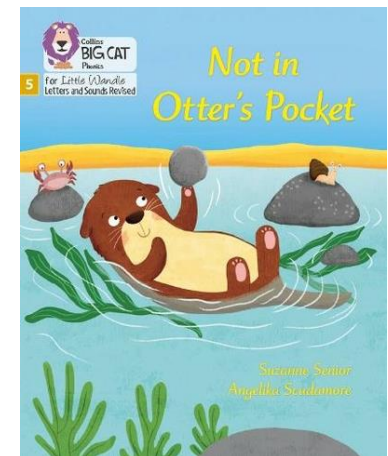
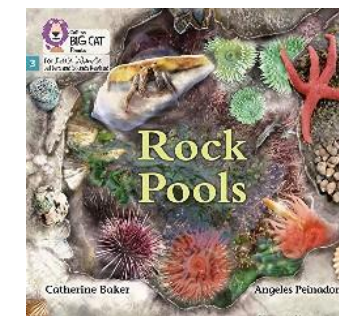
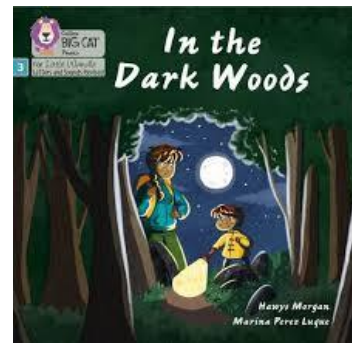
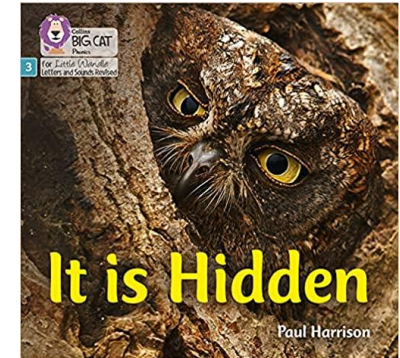
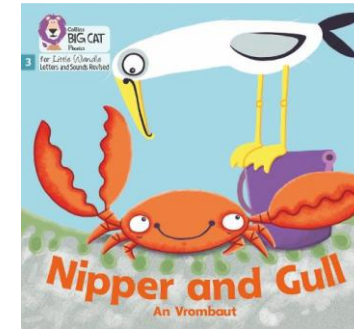
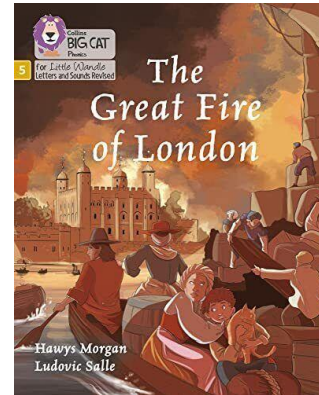
Sensory walks in the Paddock.

Acting out stories using props.

Family timelines/family trees.

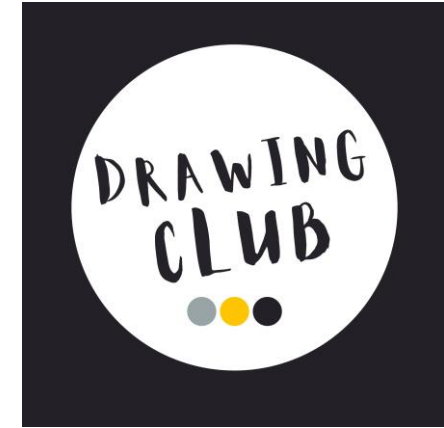
TEACHING READING - PHONICS

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



TEACHING WRITING

- Children's reading and spelling skills have improved thanks to Little Wandle.
- We are now continuing to further improve children's Writing.
- Need to ensure children enjoy writing in EYFS and learn the basic skills – Drawing Club
- Then need a systematic approach to teaching writing skills - Literacy Tree



COMMUNICATION AND LANGUAGE

- **Evidence shows that, in order to prepare children for literacy (reading and writing), we need to prioritise the development of communication and language.**
- *Language provides the foundation of thinking and learning and should be prioritised.*
- *High quality adult-child interactions are important - talking with children not just talking to children.*
- *Adults have a vital role to play in modelling effective language and communication.*
- *Use shared reading, storytelling and work to extend children's vocabulary.*



Responsive relationships builds strong brains | Serve & Return | NSPCC

BEYOND THE CLASSROOM

- Outdoor Learning
- Stunning Starters & Fabulous Finales
- Celebration Days / Weeks
- Fundraising
- School Council
- Anti-Bullying Ambassadors
- Eco-Club
- Trips
- Visitors
- Sports Events
- And more...!





GROWING

- Our pupils are encouraged to successfully grow in their confidence, self-awareness and emotional intelligence. We focus on the whole child at Damson Wood and our hope is that children instil our core values, including safety, kindness and pride. We treat our children with care and respect and use consistent systems within a positive ethos to support children with their behaviour and to take care of their well-being.
- **SPARKS Values** – At Damson Wood, we are all:



Safe

Sarah Squirrel



Proud

Peter Panda



Ambitious

Andy Alligator



Ready

Rosie Rabbit



Kind

Katie Koala



Successful

Steve Snail

TOGETHER

- Damson Wood is a close community with a shared vision to provide the best possible learning and growth opportunities for our children from when they arrive in Woodies Childcare to when they leave us to embark on their journey to junior school.
- Staff work in collaboration with parents to understand and support our pupils in the best way possible and this partnership is highly valued by all.
- Children come together in many different ways and learn to play and live together successfully.
- We really value the link between home and school.



HOME-SCHOOL PARTNERSHIP

- Supporting learning – attendance, reading and writing are priorities
- Information & Openness
 - Website and Newsletters
 - Information Evenings / Workshops
 - Parents' Consultation Evenings
- Health & Medical Needs
- Communication
 - Messages & Appointments
- Compliments & Concerns
- Ofsted Parent View - <https://parentview.ofsted.gov.uk/>





ONLINE SAFETY

Preschool [Supporting preschoolers online \(0-5s\) | Internet Matters](#)

6 -10 year olds

[Supporting young children \(6 -10s\) online | Internet Matters](#)

ATTENDANCE

- The number one thing that will make a difference to our pupils – good attendance and punctuality.
- If children aren't in school, they are not learning!

Days off school add up to lost learning

175 NON SCHOOL DAYS A YEAR

175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments



Every Minute Counts

LATENESS = LOST LEARNING

(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

Be at the
classroom on
time and ready to
learn!

ATTENDANCE

- Good attendance improves pupils outcomes.
- Poor attendance SIGNIFICANTLY impacts on learning and outcomes.

Year 2 (22-23)	Maths Standard A chieved
19 days or more missed (Below 90%)	12.5%
0-18 days missed (90-100%)	84%

KEY MESSAGES

- We have high expectations for every child from Nursery.
- We will listen, understand, empathise and support.
- It is the legal responsibility of parents to make sure their child receives the full time education they are entitled to and attends school regularly.
- Regular attendance is essential for pupils to get the most out of their school experience, including their attainment, well-being and wider life chances.
- Only exceptional circumstances warrant a leave of absence. Family holidays will not be authorised.

KEY MESSAGES

- Every minute counts – school starts at 8.45am for ALL children
- After 8.45am is LATE; after 9.15am is ABSENT (unauthorised late)
- Every day counts – every day children are well enough, children should be in school
- Absence should be only for illness or exceptional circumstances. Please contact school via StudyBugs when your child is absent. Please be open and honest with us.
- Good attendance will be praised and rewarded – we notice!
- Below 90% will result in a referral to an Education Attendance Officer from CSAWS and the requirement for medical evidence. 10 sessions of unauthorised absence (including lates) could result in a fixed penalty notice – fine of £60-120 per parent per child.
- If you need support, please tell us – contact Ms Stevens via the office.

OTHER WAYS TO SUPPORT

- Studybugs



- ParentPay

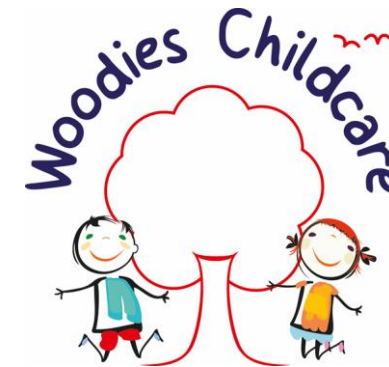


- Lunches



- Woodies Childcare:

- Please contact Nicola or Stella at Woodies directly on 0121 705 8652 Option 3



- Volunteering

- Fundraising

- PTA





@damsonwoodinfants

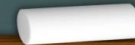
Exciting News: We're on Instagram!

We are thrilled to announce the launch of our new Instagram account! Follow us @damsonwoodinfants for the launch. This will be a great way to stay connected, celebrate our pupils' achievements and see the amazing learning moments happening throughout the year. Make sure to follow, like, and share to spread the word.



QUESTIONS

?



DIRECTIONS TO CLASSROOMS

EYFS - Nursery and Reception

Reception (Willow Class)
= on the left

Nursery (Ash) = on the
right

Year 1

Maple Class = down the
corridor, down the steps,
turn right, all the way
down the corridor and
on the left

Year 2

Beech Class = down the
corridor, down the steps,
on your left

Rowan Class = down the
corridor, down the steps,
straight ahead