

BEDTIME STORY INFORMATION EVENING

learning

January 30th 2023



MISS HULL

Assistant Headteacher
& SENCo

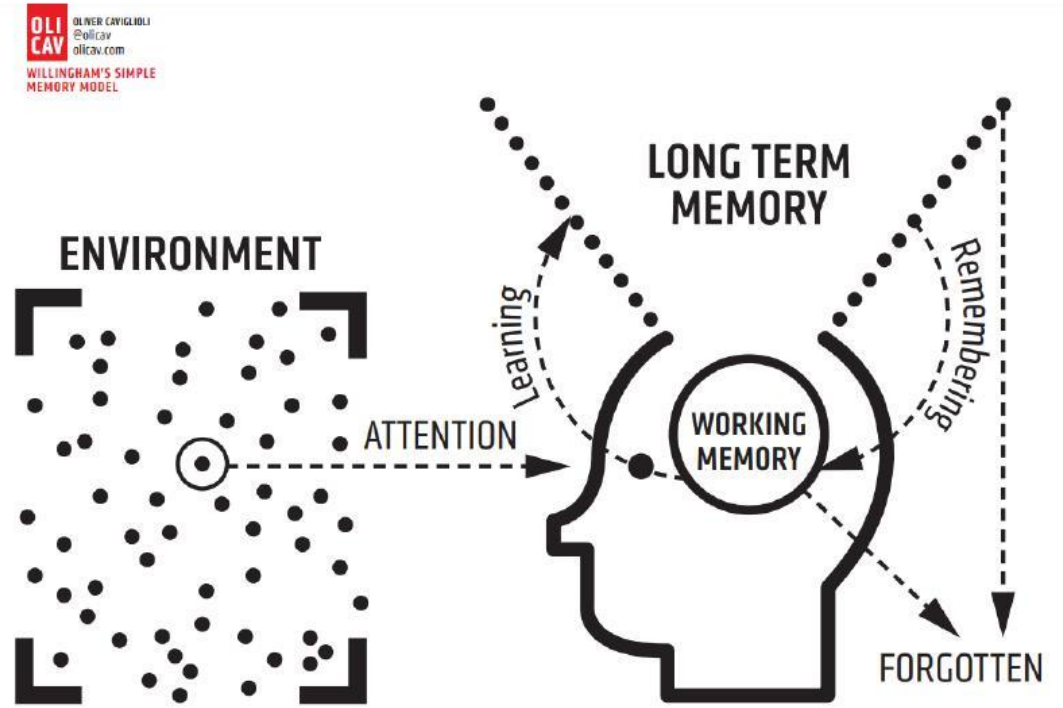


MRS HUME

Headteacher

CURRICULUM DESIGN

- How children learn
- Prior knowledge and future learning is incorporated
- Progression of knowledge and skills
- Defined end points
- Schemes
- Engagement
- Retrieval
- Assessment





Damson Wood Art Progression Map National Curriculum Coverage



EYFS Art Skills

Colour Skills						
Naming, sorting, comparing colours	Identifying primary colours	Using poster paints to mix colours	Using watercolours to mix colours and explore shades and tone	Using colour and pattern to show mood		
Using a variety of drawing and painting media		Collage and Texture			Print making	
Start with chunky pencils, wax crayons, chalk, chunky colouring pencils, poster paint	Progress to felt tips, fine liners, pencils, chalk & oil pastels, watercolours Draw on small and large scale	Use pre-cut/ torn paper and glue to create a collage	Use PVA and a variety of materials (uncut)	Use natural materials to place and arrange	Use fingers, hands, feet. Use sponges and rollers	Use natural and man-made objects to create a print. Print to create a pattern / repeating pattern
Textiles		Painting skills			Sharing and explaining processes	
Use a variety of different materials to create a collage	successfully make a simple running stitch	Use fat brushes and ready mixed poster paint	Use a variety of different brushes, powder paints and palettes.	Use thinner brushes and watercolours. Learn how to paint a wash.	Talk about what they like about their own art	Share their work with their peers. Show a friend how they made it. Talk about their finished art. Describe what they like and dislike about it

Creating with Materials - ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and expressive - ELG

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

KS1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Whole School Progression Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Portraits Children paint a picture of themselves using fat brushes and poster paints</p>	<p>Autumn Walk Collage Use leaves and natural materials to place and arrange</p>	<p>Drawing Bears Pencil and crayons</p>	<p>Painting Flowers Draw and paint flowers from observation</p>	<p>Clay / Dough Farm Animals Manipulate clay or dough to make a farm animal</p>	<p>Undersea Creatures Make drawings of undersea creatures using pastels.</p>
Reception	<p>Portraits Children draw and paint a picture of themselves using fine liners and poster paints</p> <p>Pirate Ships Produce a series of rubbings using graphite on different surfaces. Using pre-torn shapes children select shapes to represent the parts of a pirate ship as a layered collage.</p>	<p>Firework Paintings Explore wax resist on a paint wash Print using manmade objects and explore colour</p> <p>Leaf Man Use leaves and PVA glue to create a collage of the character in Leaf man</p>	<p>Dinosaur Painting Use fine liners and water colours to create paintings of dinosaurs.</p> <p>Fossils Make a drawing of the spiral in an Ammonite fossil. Use fine liners to add line and detail and Brush paint to explore colour.</p>	<p>Drawing and painting settings from stories Children draw and paint settings from traditional stories using watercolours</p>	<p>Mixbeats Make observational drawings of insects using <u>fine</u> liners, chalk pastels and oil pastels</p>	<p>Plants Make observational drawings of plants using graphite, charcoal, fine liners, chalk pastels and oil pastels</p>
Year One	<p>The Wildflower Meadow In this activity children work collaboratively and explore simple drawing, collaging, and painting techniques to create artworks inspired by a summer meadow</p> <p><u>Monet</u> <u>Klimt</u></p>	<p>Spirals In this unit children closely examine spiral patterns that are commonly found in nature. They use their experience and knowledge of spirals in nature to explore line, shape, colour and form when drawing their own spiral patterns with a variety of different media.</p> <p><u>Van Gogh</u> <u>Georgia O'Keefe</u></p>	<p>Fruit Inspired Clay Tiles In this unit, children work in clay, taking their inspiration from drawings of fruit to make decorative clay tiles.</p>	<p>Pop Art In this unit children learn that Pop art is a style of art based on simple, bold images of everyday popular items. They learn about techniques such as Ben-Day dot printing to create colour and shade and they learn about two famous artists involved in this movement – Roy Lichtenstein and Andy Warhol.</p> <p><u>Roy Lichtenstein</u> <u>Andy Warhol.</u></p>	<p>Birds on a Beanstalk In this unit children develop their drawing and mark-making skills. Images of birds drawn in pen are collaged onto mixed media backgrounds, to produce a contrasting composition.</p>	<p>Sculptural Birds In this unit children develop their drawing and mark-making skills and learn how to manipulate paper, card and wire to create sculptures of birds</p>
Year Two	<p>Colour Wheel In this lesson children will explore how secondary colours are made by mixing equal parts of two primary colours together</p> <p>Self Portraits Over 2 lessons children will learn that a self-portrait is a representation of how an artist sees themselves what he's feeling, and how he wants to be seen by others. The children will paint their own self-portraits using watercolour and oil pastels.</p> <p><u>Van Gogh</u> <u>Gustave Courbet</u></p>	<p>Fantasy Creatures In this unit, the children will create a fantasy creature by drawing the body parts of different animals then combining them together to create a new composition.</p>	<p>Creating a Book World In this unit, children can invent stories or convey personal experiences through creating "book worlds" – sculptures made from card, paper, and found materials.</p> <p><u>Jodi Harvey-Brown</u></p>	<p>Houses From Around the World In this unit children produce a series of rubbings using graphite on different surfaces. These are used to make collages of houses from around the world.</p> <p><u>Le Corbusier</u> <u>Hundertwasser</u></p>	<p>Castles In this unit children look at the work of Hundertwasser whose architecture and paintings were influenced by the curved lines of nature. The children draw and paint a castle using his unique style of bold colours, uneven line, circles and spirals</p> <p><u>Hundertwasser</u></p>	<p>Printing with Plasticine In this unit children explore the patterns, line, texture and form of natural objects found on the beach. They make careful drawings using observational skills and explore monoprint using plasticine and carbon paper</p>

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

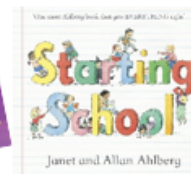
Listen to stories that are about different families and cultures

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 know? 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 axels.

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.

Fabulous 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, time line, 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.



Reception



January 2022
Home:
Reception 9
Learnin 9

Geography
SC: I can draw a simple map of the local area.
I can use a key to show human and physical features.
Tuesday 17th January 2022

A map to show the dinosaur how to get home.

Year One

Fabulous use of local landmarks!



Key
P-Physical
h-human

PROGRESSION

Year Two

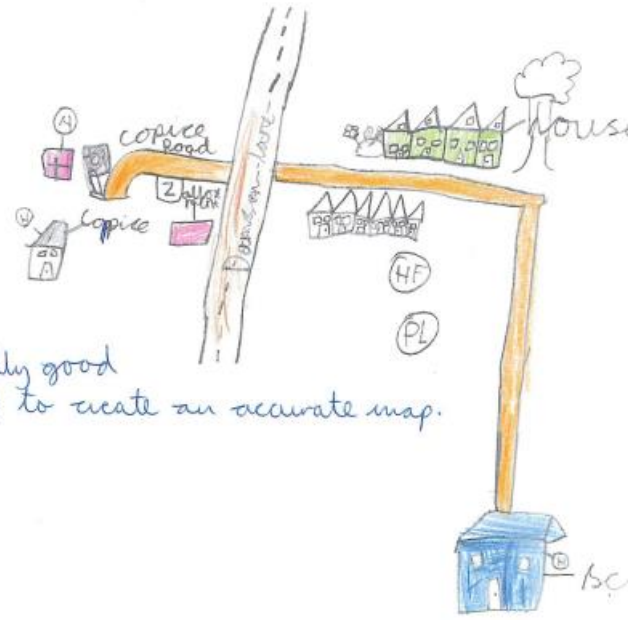
Geography
SC: I can record landmarks and geographical features in my local area on an aerial map and use basic symbols for a key and describe a route using locational language

Tuesday 30th November

November 2021

Key: Copice, School, Park, Allotments

houses
church



A really good effort to create an accurate map.

RETRIEVAL

10.01.22

1. What is a human feature?
2. Give two examples of a human feature.
3. What is a physical feature?
4. Give two examples of a physical feature.

*

1. A human feature is like a house because we made it.

2. house and glasses.

3. A physical feature ~~is~~ means that it was already there.

4. grass and wild flowers.

02.11.21

Retrieval—

What are the names of the four countries of the UK?

Which country do you live in?



England,
Scotland,
Wales, and
Northern Island.

England. //

RETRIEVAL

RETRIEVAL

1 - Deciduous trees:

- Lose their leaves ✓
- Stay green all year round

2 - In Autumn deciduous trees:

- Have blossom
- Have green leaves
- Lose their leaves

3 - Evergreen trees:

- Lose their leaves
- Stay green all year round ✓

4 - In winter the weather:

- Is colder ✓
- Is warmer

5 - In winter it:

- Stays lighter longer
- Gets darker earlier ✓

LEARNING – CURRICULUM

The screenshot shows a web browser displaying the website [damson-wood.co.uk](https://www.damson-wood.co.uk). The browser's address bar shows the URL and the search engine used is Ecosia. The website has a navigation menu on the left with the following items: ABOUT US, KEY INFORMATION, PARENTS, CHILDREN, WOODIES CHILDCARE, SPONSORS, and a sidebar with social media links (Twitter, Facebook), PARENTPAY, PARENTS EVENING BOOKING, and WOODIES. The main content area is titled 'Statutory Information' and lists several items: Ofsted Reports, Admissions, School Vision & Values, British Values, Curriculum (highlighted in red), SEND, Term Dates, Diary Dates, Timings of the School day, and School Uniform. A modal window is open over the Curriculum item, displaying the text: 'Skills Builder'. The Skills Builder is used in all schools, as well as colleges, to build essential skills. Essential Skills are those Skills that are absolutely essential. Essential Skills are defined as:'. The modal window also has a search icon, a close button (X), and a 'PrimarySite' logo at the bottom right.

Home | Damson Wood Nursery x Ecosia - the search engine that p x +

damson-wood.co.uk

← CLOSE

KEY INFORMATION

PARENTS

CHILDREN

WOODIES CHILDCARE

SPONSORS

Statutory Information

Ofsted Reports

Admissions

School Vision & Values

British Values

Curriculum

SEND

Term Dates

Diary Dates

Timings of the School day

School Uniform

Skills Builder'. The Skills Builder is used in all schools, as well as colleges, to build essential skills. Essential Skills are those Skills that are absolutely essential. Essential Skills are defined as:

PrimarySite

<https://www.damson-wood.co.uk/topic/curriculum>

LEARNING – CURRICULUM

[HTTPS://WWW.DAMSON-WOOD.CO.UK/TOPIC/CURRICULUM](https://www.damson-wood.co.uk/topic/curriculum)

The screenshot shows a web browser displaying the Curriculum page of the Damson Wood Nursery and Infant School website. The browser's address bar shows the URL [damson-wood.co.uk/topic/curriculum](https://www.damson-wood.co.uk/topic/curriculum). The website header features the school's logo, a navigation menu, and social media links for Twitter, Facebook, and ParentPay. The main content area is titled "Curriculum" and includes a breadcrumb trail "Home >> Curriculum". Below this, there is a list of pages within the Curriculum menu: "Curriculum at Damson Wood", "Early Years", "Year 1", and "Year 2". A section titled "Subjects we offer at Damson Wood" lists "Little Wandle". The background of the website is a photograph of children in a classroom setting.

Curriculum | Damson Wood Nurs x Ecosia - the search engine that p x +

damson-wood.co.uk/topic/curriculum

MENU

TWITTER

FACEBOOK

PARENTPAY

PARENTS EVENING BOOKING

WOODIES

DAMSON WOOD NURSERY AND INFANT SCHOOL

Damson Wood Nursery and Infant School
'Learning and Growing Together'

Curriculum

Home >> Curriculum

Pages within the Curriculum menu:

- Curriculum at Damson Wood
- Early Years
- Year 1
- Year 2

Subjects we offer at Damson Wood

- Little Wandle

FLOOR BOOKS

Anti-Bullying Odd socks
We had kind hands roll the socks in the tray to create our artwork.

Week 3

Anti-Bullying Week

"We smile at friends Hannah"

"We share the toys" Kiana

We worked together to match the socks together to find the same patterns. These were socks hidden in the changing room, we used brushes to

Friendship bracelet

"I made one for my cousin" Isla

We used a variety of paint sticks to make a large bowl. We cut them together to make birthday cake.

Sharing Smiles

Love

Friendship Potion

Kindness

"Mittie is sticky" Bella

"It is yellow" Isla

Our Birthday Cake!

"We can all have our friends are" Elias

"Kind hands" Harley

"Cupcakes" Joshua

"I have the cookies" Leo

"Cake" Sam

"Have a cup of tea" Mia

We enjoyed a birthday party with our friends just like Mia and her friends!

Forest
School



This week we began learning knots to help us with building shelters.

We practiced tying a simple overhand knot.



It was very tricky, but with some perseverance we were able to make the loop, tuck the end and pull it tight!

FLOOR BOOKS

FLOOR BOOKS

Sharon:

"That circle is on the map."

Phoebe:

England is east of Wales.

Harvey:

England is south east of N.Ireland.

Sharon:

England is east of N.Ireland.

Geography - using compass points.

We looked at how people navigate the world using compass points.

We used North, East, South and West to explain the positions of the U.K. countries in relation to each other.



Some of us could even use intermediary points to describe position, such as North East, North West, South East and South West.

Harvey:

It's a compass.
"It means North, South, East, West."

Alfie:

"You can hold a compass to get around."

Ermish:

N.Ireland is west of Scotland.

Jensen:

Scotland is North of Wales.

Imogen:

Wales is west of England.

Ewie:

England is South of Scotland.

Mrs Wright's Parent's Presentation 2022 with Voiceover



LW Parent's Presentation 2022 with voiceover.mp4

BCPS



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading



SKILLS BUILDER

One day, everyone will build the essential skills to succeed

800+ schools, colleges, universities, employers and other organisations in the partnership



600+
Schools and colleges

100+
Employer partners

160+
Impact organisations

RATIONALE





Listening

The receiving, retaining and processing of information or ideas

This skill is all about being able to effectively receive information - whether it comes from a peer, a teacher, or someone else entirely.

Initially, the skill steps concentrate on being able to listen effectively to others - including remembering short instructions, understanding why others are communicating and recording important information.

Individuals then focus on how they demonstrate that they are listening effectively, thinking about body language, open questioning and summarising and rephrasing.

Beyond that, the focus is on being aware of how they might be being influenced by a speaker, through tone and language.

The final steps are about critical listening - comparing perspectives, identifying biases, evaluating ideas and being objective.

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Step	Statement
Step 0	I listen to others without interrupting
Step 1	I listen to others and can remember short instructions
Step 2	I listen to others and can ask questions if I don't understand
Step 3	I listen to others and can tell someone else what it was about
Step 4	I listen to others and can tell why they are communicating with me
Step 5	I listen to others and record important information as I do
Step 6	I show I am listening by how I use eye contact and body language
Step 7	I show I am listening by using open questions to deepen my understanding
Step 8	I show I am listening by summarising or rephrasing what I have heard
Step 9	I am aware of how a speaker is influencing me through their tone
Step 10	I am aware of how a speaker is influencing me through their language
Step 11	I listen critically and compare different perspectives
Step 12	I listen critically and think about where differences in perspectives come from
Step 13	I listen critically and identify potential bias in different perspectives
Step 14	I listen critically and use questioning to evaluate different perspectives
Step 15	I listen critically and look beyond the way speakers speak or act to objectively evaluate different perspectives



Speaking

The oral transmission of information or ideas

This skill is all about how to communicate effectively with others, being mindful of whether they are talking to peers, teachers or others in different settings. Initially, this skill focuses on being able to speak clearly - first with well-known individuals and small groups and then with those who are not already known.

The next stage is about being an effective speaker by making points logically, by thinking about what listeners already know and using appropriate language, tone and gesture. Beyond that, individuals focus on speaking engagingly through use of facts and examples, visual aids, and their expression and gesture.

Beyond that stage, speakers will be adaptive to the response of their listeners and ready for different scenarios. The final steps focus on speaking influentially - using structure, examples, facts and vision to persuade listeners.

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Step	Statement
Step 0	I speak clearly to someone I know
Step 1	I speak clearly to small groups of people I know
Step 2	I speak clearly to individuals and small groups I do not know
Step 3	I speak effectively by making points in a logical order
Step 4	I speak effectively by thinking about what my listeners already know
Step 5	I speak effectively by using appropriate language
Step 6	I speak effectively by using appropriate tone, expression and gesture
Step 7	I speak engagingly by using facts and examples to support my points
Step 8	I speak engagingly by using visual aids to support my points
Step 9	I speak engagingly by using tone, expression and gesture to engage listeners
Step 10	I speak adaptively by changing my language, tone and expression depending on the response of listeners
Step 11	I speak adaptively by planning for different possible responses of listeners
Step 12	I speak adaptively by changing my content depending on the response of listeners
Step 13	I speak influentially by changing the structure of my points to best persuade the listeners
Step 14	I speak influentially by changing the examples and facts I use to best persuade the listeners
Step 15	I speak influentially by articulating a compelling vision that persuades the listeners



Problem Solving

The ability to find a solution to a situation or challenge

This skill focuses on how to solve problems, recognising that while part of Problem Solving is technical know-how and experience, there are also transferable tools that individuals can develop and use.

The first steps focus on being able to follow instructions to complete tasks, seeking help and extra information if needed. The next stage focuses on being able to explore problems by creating and assessing different potential solutions. This includes more complex problems, without a simple technical solution.

Beyond this, the focus is on exploring complex solutions - thinking about causes and effects, generating options, and evaluating those options. This extends into analysis using logical reasoning and hypotheses.

Finally, individuals implement strategic plans to solve complex problems, assess their success, and draw out learning for the future.

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Step	Statement
Step 0	I complete tasks by following instructions
Step 1	I complete tasks by finding someone to help if I need them
Step 2	I complete tasks by explaining problems to someone for advice if I need
Step 3	I complete tasks by finding information I need myself
Step 4	I explore problems by creating different possible solutions
Step 5	I explore problems by thinking about the pros and cons of possible solutions
Step 6	I explore complex problems by identifying when there are no simple technical solutions
Step 7	I explore complex problems by building my understanding through research
Step 8	I explore complex problems by analysing the causes and effects
Step 9	I create solutions for complex problems by generating a range of options
Step 10	I create solutions for complex problems by evaluating the positive and negative effects of a range of options
Step 11	I analyse complex problems by using logical reasoning
Step 12	I analyse complex problems by creating and testing hypotheses
Step 13	I implement strategic plans to solve complex problems
Step 14	I implement strategic plans to solve complex problems and assess their success
Step 15	I implement strategic plans to solve complex problems and draw out learning to refine those plans over time



Creativity

The use of imagination and the generation of new ideas

Creativity is the complement to Problem Solving, and is about generating innovations or ideas which can then be honed through the problem-solving process.

The first few steps focus on the individual's confidence in imagining different situations and sharing their ideas.

The focus is then on generating ideas - using a clear brief, making improvements to something that already exists and combining concepts. Individuals then apply creativity in the context of their work and their wider life. They can build off this to develop ideas using tools like mind mapping, questioning, and considering different perspectives.

The most advanced steps focus on building effective innovation in group settings and by seeking out varied experiences and stimuli. Finally, individuals support others to innovate, by sharing tools, identifying the right tools for the situation and through coaching.

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Step	Statement
Step 0	I imagine different situations
Step 1	I imagine different situations and can say what I imagine
Step 2	I imagine different situations and can bring them to life in different ways
Step 3	I generate ideas when I've been given a clear brief
Step 4	I generate ideas to improve something
Step 5	I generate ideas by combining different concepts
Step 6	I use creativity in the context of work
Step 7	I use creativity in the context of my wider life
Step 8	I develop ideas by using mind mapping
Step 9	I develop ideas by asking myself questions
Step 10	I develop ideas by considering different perspectives
Step 11	I innovate effectively when working in a group
Step 12	I innovate effectively by seeking out varied experiences and stimuli
Step 13	I support others to innovate by sharing a range of tools
Step 14	I support others to innovate by evaluating the right creative tools for different situations
Step 15	I support others to innovate by coaching them to be more creative



Staying Positive

The ability to use tactics and strategies to overcome setbacks and achieve goals

This skill is all about individuals being equipped to manage their emotions effectively and being able to remain motivated, and ultimately to motivate others, even when facing setbacks.

The early steps focus on identifying emotions - particularly feeling positive or negative. Building off that is the ability to keep trying - and then staying calm, thinking about what went wrong, and trying to cheer up and encourage others.

The focus then turns to identifying new opportunities in difficult situations, sharing those, and adapting or creating plans accordingly. At more advanced steps, individuals identify and manage risks and gains in opportunities.

Finally, individuals support others to stay positive by managing their own response, helping others to see opportunities and creating plans to achieve them.

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Step	Statement
Step 0	I can tell when I feel positive or negative
Step 1	I can tell when others feel positive or negative
Step 2	I keep trying when something goes wrong
Step 3	I keep trying and stay calm when something goes wrong
Step 4	I keep trying when something goes wrong, and think about what happened
Step 5	I keep trying when something goes wrong and help cheer others up
Step 6	I keep trying when something goes wrong and encourage others to keep trying too
Step 7	I look for opportunities in difficult situations
Step 8	I look for opportunities in difficult situations, and share these with others
Step 9	I look for opportunities in difficult situations, and adapt plans to use these opportunities
Step 10	I look for opportunities in difficult situations, and create new plans to use these opportunities
Step 11	I identify risks and gains in opportunities
Step 12	I identify risks and gains in opportunities, and make plans to manage them
Step 13	I support others to stay positive, by managing my own responses
Step 14	I support others to stay positive, by helping others to see opportunities
Step 15	I support others to stay positive, by helping others to see opportunities and creating plans to achieve them



Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them

This skill is about being able to plan effectively - both to achieve organisational goals, and also to set their own personal development targets. Initially, this is about knowing when something is too difficult, and having a sense of what doing well looks like for an individual.

The focus is then about working with care and attention, taking pride in success and having a positive approach to new challenges. Building on this, individuals set goals for themselves, informed by an understanding of what is needed, and then order and prioritise tasks, secure resources and involve others effectively.

At the higher steps, the focus is on creating plans informed by an individual's skill set, with clear targets, and building on external views. At the most advanced level, individuals develop long-term strategies. These are informed by an assessment of internal and external factors, structured through regular milestones and feedback loops.

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Step	Statement
Step 0	I know when I am finding something too difficult
Step 1	I know what doing well looks like for me
Step 2	I work with care and attention to detail
Step 3	I work with pride when I am being successful
Step 4	I work with a positive approach to new challenges
Step 5	I set goals for myself
Step 6	I set goals informed by an understanding of what is needed
Step 7	I set goals, ordering and prioritise tasks to achieve them
Step 8	I set goals and secure the right resources to achieve them
Step 9	I set goals and plan to involve others in the best way
Step 10	I create plans that are informed by my skill set and that of others
Step 11	I create plans that include clear targets to make progress tangible
Step 12	I create plans that are informed by external views, including constructive criticism
Step 13	I develop long-term strategies taking into account strengths, weaknesses, opportunities and threats
Step 14	I develop long-term strategies that use regular milestones to keep everything on track
Step 15	I develop long-term strategies that include feedback loops to support flexibility and adaptability



Leadership

Supporting, encouraging and developing others to achieve a shared goal

This skill is relevant not only for individuals in a leadership position, but also for individuals working with peers in teams. At the earliest stages, the focus is on basic empathy - understanding their own feelings, being able to share them, and recognising the feelings of others. The focus is on managing - dividing up tasks, managing time and sharing resources, managing group discussions and dealing with disagreements.

Beyond that, individuals build their awareness of their own strengths and weaknesses, and those of their teams. This allows them to allocate tasks effectively. They then build techniques to mentor, coach and motivate others. At the highest steps, individuals will be able to reflect on their own leadership style and understand its effect on others.

Ultimately, they should be able to build on their strengths and mitigate their weaknesses, and adapt their leadership style to the situation.

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Step	Statement
Step 0	I know how I am feeling about something
Step 1	I know how to explain my feelings about something to my team
Step 2	I know how to recognise others' feelings about something
Step 3	I manage dividing up tasks between others in a fair way
Step 4	I manage time and share resources to support completing tasks
Step 5	I manage group discussions to reach shared decisions
Step 6	I manage disagreements to reach shared solutions
Step 7	I recognise my own strengths and weaknesses as a leader
Step 8	I recognise the strengths and weaknesses of others in my team
Step 9	I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly
Step 10	I support others through mentorship
Step 11	I support others through coaching
Step 12	I support others through motivating them
Step 13	I reflect on my own leadership style and its effect on others
Step 14	I reflect on my own leadership style, and build on my strengths and mitigate my weaknesses
Step 15	I reflect on my own leadership style, and adapt my approach according to the situation



Teamwork

Working cooperatively with others towards achieving a shared goal

This skill applies to working within both formal and informal teams, and also with peers, teachers and others. Initially, this is about individuals fulfilling expectations around being positive, behaving appropriately, being timely and reliable and taking responsibility. This extends to understanding and respecting diversity of others' cultures, beliefs and backgrounds.

The next steps focus on making a contribution to a team through group decision making, recognising the value of others' ideas and encouraging others to contribute too. Beyond that, individuals improve their teams through managing conflict and building relationships beyond the immediate team. At the top steps, individuals focus on how they influence their team through suggesting improvements and learning lessons from setbacks.

Ultimately, individuals support the team by evaluating others' strengths and weaknesses and bringing in external expertise and relationships.

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Step	Statement
Step 0	I work with others in a positive way
Step 1	I work well with others by behaving appropriately
Step 2	I work well with others by being on time and reliable
Step 3	I work well with others by taking responsibility for completing my tasks
Step 4	I work well with others by supporting them if I can do so
Step 5	I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds
Step 6	I contribute to group decision making
Step 7	I contribute to group decision making, whilst recognising the value of others' ideas
Step 8	I contribute to group decision making, encouraging others to contribute
Step 9	I improve the team by not creating unhelpful conflicts
Step 10	I improve the team by resolving unhelpful conflicts
Step 11	I improve the team by building relationships beyond my immediate team
Step 12	I influence the team by reflecting on progress and suggesting improvements
Step 13	I influence the team by evaluating successes and failures and sharing lessons
Step 14	I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly
Step 15	I support the team by bringing in external expertise and relationships

HOMEZONE



Framework

Work with us

Tools

Language

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Welcome to Homezone

Helping parents and carers to build their child's essential skills at home.



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!

KEY MESSAGES

- Every minute counts – school starts at 8.45am for ALL children
- After 9.00am 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 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 Mrs Hume via the office.



ANY QUESTIONS?

Feel free to contact Mrs Hume or Miss Hull
via the school office: 0121 705 8652 or
office@damson-wood.solihull.sch.uk