



"BEYOND THE DREAM!"

—Miss Burton



01

School Overview

All things Calderwood!



02

Learning & Teaching

Our playbased approach to learning & teaching in P1



03

Questions

Anything you need to know!





01.

School Overview

All things Calderwood





$\sqrt{123}$



Welcome to Calderwood Primary



Calderwood
Primary



+ x ÷



Calderwood Dictionary!



$\sqrt{123}$



Clan – Class

Clanroom – Classroom

Champion – All staff working in school

Conga – lining up

Calderwood Cares – HWB

Calderwood Counts – Numeracy & Maths

Calderwood Communicates – Literacy

Creative Calderwood - IDL

All classes from P1-P7 are named after their clan room $+ \times \div$



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TRANSITION - INTO CALDERWOOD PRIMARY

OUR PLAN FOR TRANSITION Into Calderwood Primary



TRANSITIONS MATTER: TO ME

Our transition programme offers a child centred approach with the understanding that every child's transition will be unique to them. It has been developed in collaboration with our children, parents and champions which provides consistency and clear communication to provide a smooth transition for all children. (Burns, 2019)



Week 1 W/B 8.5.22

- P7 BENS BUDDIES ALLOCATED AND SHARED
- WEEKLY HOME 'BUDDY BEAR & BEING ME' TRANSITION CHALLENGES BEGIN
- CALDERWOOD PRIMARY RICLE PLAY AREA IN NURSEY
- CLAN TIME STORIES ABOUT TRANSITION



Week 2 W/B 15.5.22

- DAILY VISITS TO SCHOOL BEGIN
- TRANSITION PROJECT: WE'RE GOING ON A BUDDY BEAR HUNT: LUNCH IN OUR CALDERWOOD CAFE WITH BENS BUDDIES
- 17TH & 18TH MAY - PARENT INFORMATION EVENING



Week 3 W/B 22.5.22

- DAILY SPORT & STORY ACTIVITIES WITH BENS BUDDIES
- WE'RE GOING ON A BUDDY BEAR HUNT TRANSITION ACTIVITIES: SCHOOL TOURS



Week 4 W/B 29.5.22

- DAILY ACTIVITIES STAG STARTS, SNACK & STORY, ROUTINES
- WE'RE GOING ON A BUDDY BEAR HUNT TRANSITION ACTIVITIES: PLAYGROUND



Week 5 W/B 5.6.22

- DAILY VISITS TO SCHOOL
- TRANSITION PROJECT



Week 6 W/B 12.6.22

- CELEBRATION 7th JUNE: OUTDOOR BUDDY BEAR PICNIC WITH PARENTS & BENS BUDDIES
- DAILY VISITS TO SCHOOL
- PARENT AND CHILD VISITS TO MEET THEIR CHAMPION

Summer Daily Visits



+ x ÷



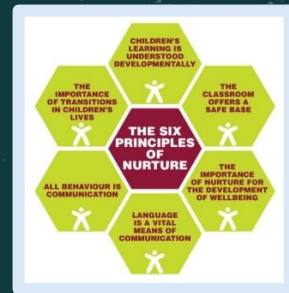
POSITIVE ETHOS




READY


RESPECTFUL

SAFE



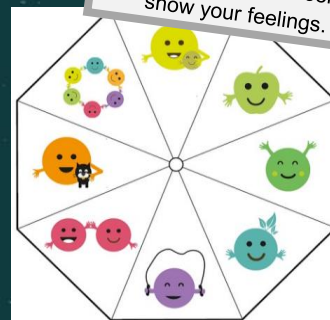


Calderwood Cares: Restorative Questions



- 1
 - Think back ... (past)
 - Can you explain what happened at the time?
 - What were you thinking?
 - How were you feeling?
- 2
 - Reflect ... (present)
 - Who has been affected by this?
 - How do you think they are feeling?
 - What are you thinking/feeling now?
- 3
 - Move on ... (future)
 - What do we need to do to put this right?
 - How can we make sure that this doesn't happen again?
 - Are we all happy that everything has been dealt with?

For each term, draw a smiley face in each section of the wellbeing wheel to show your feelings.



Wellbeing check ins

ONE TRUSTED ADULT CONVERSATIONS

STAGE 1
The class will identify what the 'one trusted adult' is. They will then discuss the importance of this role.

What would help you feel more wellbeing satisfaction? How can I help you feel more wellbeing satisfaction?

How does this make you feel?

What would help you feel more wellbeing satisfaction? How can I help you feel more wellbeing satisfaction?

How do you feel now on this role at Calderwood?

1 of 1

Trusted Champions

Clan Organisation

| |
|-------------|
| P1 |
| P1 |
| P1 |
| P1 |
| P1 |
| P2/1 |

Clan Allocation

The continued development of Calderwood means that our school roll will continue to grow over the next few years. As a result of this, our classing structure is decided for us by pupil placement at West Lothian Council to ensure we keep adequate spaces at each stage to accommodate growth.

At Calderwood Primary our classes are known as clans. In cases where there are more than one clan within a stage or a composite clan we will use the West Lothian Criteria when creating clan

groupings:

- Date of birth
- Gender mix
- Academic ability
- Personal and social development

You can find a copy of the [policy here](#).

STRUCTURE OF THE DAY

Calderwood Primary Structure of the School Day



| | |
|-------------------|---------|
| Breakfast Club | 8:05am |
| Safe Arrivals | 8:25am |
| Start of Day | 8:45am |
| End of day | 3:15pm |
| Friday end of day | 12:00pm |



BREAKFAST CLUB



BREAKFAST CLUB

Drop your child off at the main school office

COME ALONG!

FREE TO ALL SCHOOL PUPILS EVERY MONDAY-FRIDAY
8:05AM-8:25AM

MONDAY, WEDNESDAY, FRIDAY
TOAST & FRUIT MILK & WATER

TUESDAY, THURSDAY
CEREAL & FRUIT MILK & WATER

AREAS AND ACTIVITIES:

- ACTIVE AREA
- QUIET AREA
- CONSTRUCTION AREA
- DANCING AREA
- ARTS AND CRAFTS



- Opens - 8:05-8:25am.
- No need to pre-book.
- Enter through the front door and a register will be taken on arrival.
- Children will be taken in to the playground at 8:25am.
- We will open the Glencoe entrance at 8:05am, so children who have a bike or scooter can drop them off at the bike rack. They should dismount on at the gate





DROP OFF

We would encourage families to walk to school or park and walk.



- **The carpark at the school is for staff and visitors only.**
- If parents need to use this space in an emergency to drop off their children, they should use the first two lanes of spaces and walk their child over to the gate.
- Children should not cross the car park on their own.
- Please do not walk across the flowerbeds.
- A one way system is operated in this area.
- We would prefer you use the car park for drop, and not the road alongside the school as this can be busy with construction traffic.





SAFE ARRIVALS

The playground will be open 8:25am-8:45am.

- In unfavourable weather conditions children will access their clan rooms, they enter their clan rooms through the playground door. On these days parents/ carers can walk them into the playground.
- Children enter through: Glenshee Entrance or Glencoe Entrance greeted by champions
- Children have free play in playground – no entry for parents/carers – champions supervise
- They should use the Glencoe Entrance if they want to leave their bike or scooter at the bike rack. They should dismount their bike/ scooter at the gate.
- For parents/carers who want to see their child enter the playground, the Glenshee Entrance would be the preferred entrance for you, as you can see your child walk into the playground.
- The gates will close at 8:45am, children who arrive after this time will need to access the school through the school office and will be recorded as late.



Glencoe Entrance



Glenshee Entrance





HOME TIME / PICK UP

Primary 1 - 3 children:



- The gates will open at 3:05pm and at 11:50am, please do not enter the playground before then as clans may be using the outdoor facilities.
- The adult can enter the playground to collect their child through the Glenshee or Glencoe Entrance.
- No dogs in the playground please
- P1 parent/ carers should wait at the wooden logs until they see their child.
- The Champion will match the child to an adult. Please ensure your child knows who is picking them up.
- The Glenshee Entrance does have steps, those who require an accessibility entrance should use Glencoe to enter and exit the playground.





ATTENDANCE

Research shows that children with less than 95% attendance – impact on learning

Attendance & lateness is monitored monthly

If child unwell, telephone school and report absence by 9.00am

NHS Summary of Recommended Periods of Absence for Communicable Diseases



Safe Arrivals to School policy



ATTENDANCE

WHY IS IT IMPORTANT?

ABSENCE FROM SCHOOL
Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.

How do YOU measure up?

| Attendance | Days | Weeks | Lessons |
|------------|---------|------------|-------------|
| | Absent | Absent | Missed |
| 95% | 9 Days | 2 Weeks | 50 Lessons |
| 90% | 19 Days | 4 Weeks | 100 Lessons |
| 85% | 29 Days | 6 Weeks | 150 Lessons |
| 80% | 38 Days | 8 Weeks | 200 Lessons |
| 75% | 48 Days | 10 Weeks | 250 Lessons |
| 70% | 57 Days | 11.5 Weeks | 290 Lessons |
| 65% | 67 Days | 13.5 Weeks | 340 Lessons |

89% & Below
Drastic effect on academic achievement

95%-90%
Cause for concern

100%-96%
Excellent





LUNCHTIME

- School lunches are ordered daily through iPay impact – All P1-5 children are entitled to free school dinner
- iPay log ins will be issued ASAP if you are new to Calderwood – until then your child can order within their clan
- All iPay logins from Calderwood Nursery will continue on into their new clan
- You can look at the lunches at home with your child and pre order your child's lunch.
- Three choices of meals daily: Red and Blue Trays are hot, cooked meals, the Green Tray is a Packed Lunch-type meal.
- Children can bring their own packed lunches from home and eat them in the Café with their peers
- Children going home for lunch must notify their teacher; sign in/out at office
- ☆ Primary 1 children eat together at 12.15 Monday to Thursday
- Packed Lunches are provided on Fridays
- FSM – on Welcome letter



CALDERWOOD COUTURE



OPTION 1 - COMFORTABLE CASUAL

- Navy sweatshirt or navy sweatshirt jumper with Calderwood logo
- White polo shirt or white polo shirt with choice of colour for the Calderwood logo
- Grey trousers, pinafore, skirt or shorts
- White, navy or grey socks
- Black school shoes
- Outdoor shoes e.g. wellies/old trainers

Other options to compliment this style include:

- Navy cardigan or navy cardigan with Calderwood logo



EXTRAS:

- Navy and white gingham dress or navy and white gingham dress with Calderwood logo
- Calderwood Tartan Pinafore
- Calderwood Tartan Kilt
- Calderwood Tartan Skirt
- Calderwood Tartan Hair Scrunchie

ORDERING:

BORDER EMBROIDERIES & CASTINGS

OPTION 2 - SHARP SET UP

- White Shirt
- Calderwood Tartan Tie
- Grey trousers, pinafore, skirt or shorts
- White, navy or grey socks
- Black school shoes
- Outdoor shoes e.g. wellies/old trainers

Other options to compliment this style include:

- Navy cardigan or navy cardigan with Calderwood logo
- Navy v-neck sweatshirt or navy v-neck sweatshirt with Calderwood logo



CALDERWOOD COUTURE - P.E. DAYS



CHILDREN CAN WEAR THEIR P.E. UNIFORM TO SCHOOL ON P.E. DAYS...

The P.E. uniform on their two P.E days would consist of:

- Navy sweatshirt **or** navy sweatshirt jumper with Calderwood logo
- White polo shirt **or** white polo shirt with choice of colour for Calderwood logo; **or** plain white round neck t-shirt **or** white round neck t-shirt with Calderwood logo
- Plain navy tracksuit bottoms **or** navy tracksuit bottoms with Calderwood logo; **or** navy shorts
- Black trainers
- Hooded tops are not part of our Calderwood Couture.



Communication @ Calderwood



Keeping Connected with our Parents/Carers and Community!



Sharing Information

Sharing Learning

Website

Every school in West Lothian has a consistent style of website informing families of the same types of information. Our website will have feeds to our blog and twitter accounts, providing a 'one stop shop' for information.

Group Call: Email

It is important that the office have a record of your most up to date email address as we regularly use Groupcall email as our more 'traditional' form of communication. We use email to send information about events such as assemblies, trips, news, important dates, etc. If you do not have access to the internet these emails can be sent out in a paper copy. 



Contact Us

w/calderwood-ps@westlothian.org.uk

01506 280060 – East Calder

01506 280061 – Mid Calder

Find us at:

Website:

<https://calderwoodprimary.westlothian.org.uk>

Blog:

<https://blogs.glowscotland.org.uk/wl/calderwood>

Twitter: @Calderwood_pri



Twitter

Our Twitter feed is mainly used to alert families to blog posts. It also enables us to quickly share information and photos about learning and school events. Twitter also publicises our interesting and innovative approaches to learning and teaching, allowing us not only to be recognised for this but also to share ideas with other schools and partners. We have 462 followers who are mostly school families, local community groups, educational groups from West Lothian and across Scotland and partners, who we regularly engage with.



Blog

Our blog is a hub of activity and is updated with information from staff, children, management, parents and partners. It includes text, photos and videos about learning, events and news, keeping families up to date with all things #Calderwood. Our blog posts send feeds into Twitter to alert that there is a new post.



Profiling

Profiling means that learners will engage in regular discussions with staff about their progress. Profiling is integral to the production of a profile, 'a snapshot' of progress in learning and achievement. See Saw and Teams will be our main way to share this progress with you.



PHOTOS!

We are a very visible school who love to share the learning experiences of our children with our families and the community.

Please note:
photo permission is essential!



02.

Learning & Teaching

Our play-based approach



WHAT WILL YOUR CHILD BE LEARNING?

Children will build upon their learning from nursery in these areas:

Literacy (Listening & Talking / Writing / Reading/ Languages)

Maths & Numeracy

Health & Wellbeing (HWB)

Interdisciplinary Learning (IDL)

Expressive Arts – Dance/Drama/Music/Art

Technologies

Science

Social Studies

RME

Termly Learning Overviews will be available on the blog each term with a summary of learning.

curriculum for excellence



PLAY...



Play in all its rich variety is one of the highest achievements of the human species, alongside language, culture and technology. Indeed, without play, none of these other achievements would be possible. The value of play is increasingly recognised, by researchers and within the policy arena, for adults as well as children, as the evidence mounts of its relationship with intellectual achievement and emotional well-being". —*Whitebread, 2019*





PLAY-BASED LEARNING & TEACHING OUR VALUES



- Relationships based on mutual respect at all levels

- Empowerment which offers freedom with guidance

01

03

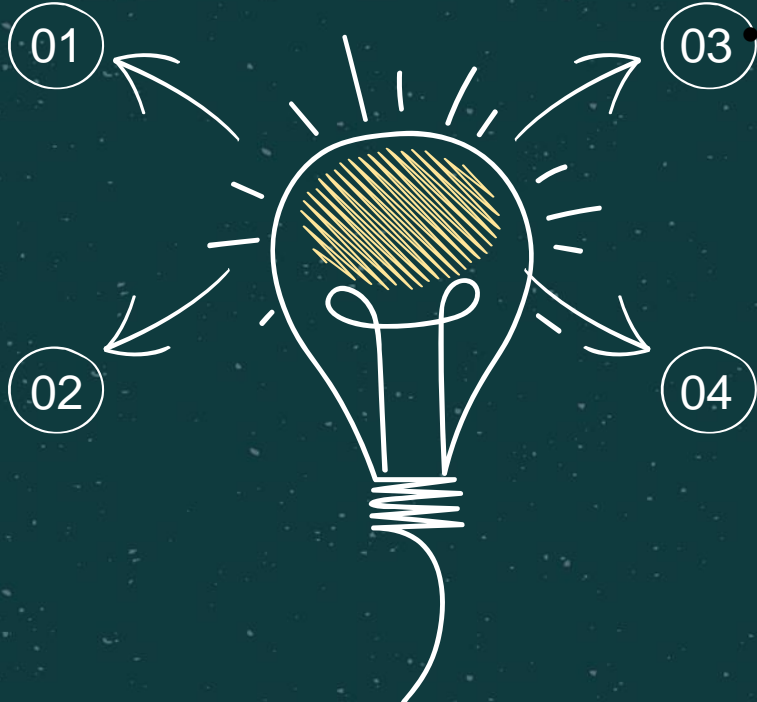
- Promoting Curiosity and Creativity with a flexible and responsive approach

- Engaging with nature and bringing the outdoors in

02

04

- Creating Connectedness and Community



STRUCTURE OF P1 DAY



ADULT-LEAD LEARNING:

Champions focus children's thinking

the champion sets up a starting point, invitation, provocation or stimulus with planned intentions and then stands back to wait, watch and wonder. Children engage independently until the adult joins to observe, interact or enhance learning



ADULT-INITIATED LEARNING:

Champions ignite children's thinking

the champion sets up a starting point, invitation, provocation or stimulus with planned intentions and then stands back to wait, watch and wonder. Children engage independently until the adult joins to observe, interact or enhance learning.





CHILD LED LEARNING:

Champions follow children's thinking




Children have daily opportunities for free flow play. Resources, experiences and outcomes are freely chosen by the child and are under the control of the child. This may or may not involve direct interaction with the adult.





MON-THURS

-  Stag Start
- Whole class session (e.g. literacy)
- Targeted learning groups
- Free Flow Play
-  Snack and story
- Whole class session (e.g. numeracy)
- Targeted learning groups
- Free Flow Play
-  Whole class session (e.g. IDL, HWB)
-  Outdoor/indoor play

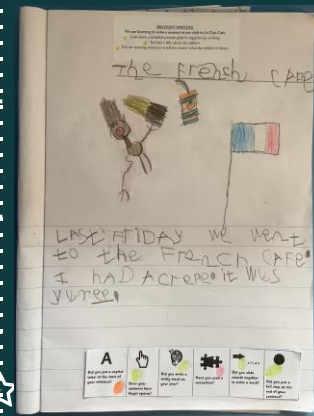
ROCT DAYS

- 
-  1 x per week
-  2 ½ hours with another teacher (e.g. STEM, P.E.)

FRI

-  Stag Start
- Holistic Assessments
- Free Flow Play
-  Snack & Story
- Calderwood Connects
- Free Flow Play

*Whole class sessions are roughly 10-15 minutes long and are before or after a natural break in the day so play is uninterrupted as possible





Calderwood Can: Profiling

At Calderwood, we recognise that profiling is creating a holistic overview of the child as a learner through reflection and dialogue. This is central to practice in recognising achievement, profiling and reporting.

What is profiling?

Profiling means that learners will be engaged in regular, on-going discussions with staff about their progress. This is a continuous process for all learners from 3 to 18. Profiling is integral to the production of a profile, a 'snapshot' of progress in learning and achievement, which happens at Primary 7 and S3.

What is profiling?

- Capturing a record of the progression in learning.
- Allows the learner to contribute to the learning process.
- Children & adults identifying key achievements in learning and next steps.
- Supports a learner at different parts of transition.

Features of profiling:

- Evidence of pupil voice.
- Evidence of dialogue between staff and learners.
- Summary of learner achievements and next steps.

Main Approaches to Profiling

Jotters

- A space to record learning explored by individuals and groups of learners. This promotes learner agency and flexible approaches to learning.
- A long-term record of learning for students and parents, which shows progression.
- A safe space for children to develop their written skills, make mistakes with time to action feedback, and showcase their achievements.
- Evidence of progress towards achieving targets and levels.
- Assessed pieces.
- **Evidence of learning may include:** worksheets, written tasks, QR code links to Sways.
- **Feedback on learning:** All tasks will be assessed. Feedback on learning will be either; teacher, self or peer. Feedback will always be linked to the success criteria and children have time to action their next steps. Pieces of writing will use the genre specific success criteria checklist. Teacher feedback will include written, verbal feedback by Qwiqr or a record of learner conversations.
- **Presentation:** All pieces of work will have a date and title. Writing jotters should have the long date. Jotters have a printed label with the child's name, clan and curriculum area. Children should learn to respect their jotters, there should be no graffiti on the front covers. They should be encouraged to use neat handwriting and good presentation skills. All worksheet should be trimmed and stuck into jotters.

Seesaw: P1-3

Seesaw is an online space for champions to use to share progress in learning. Children will develop approaches to independently share their learning on Seesaw.

Learning Tasks: Tasks include learning intention, success criteria and details of the learning task.
Learning Observations: Observations may be in groups or individual and will include the success criteria and next steps in learning.

Feedback: All learning will be assessed in line with the success criteria and will have either self or teacher feedback. This may be recorded or written. Parents/carers are able to leave verbal or written feedback as a comment.

[Seesaw Video Guide](#)

Teams: P4-7

Teams is an online space for children to use to independently, and collaboratively, share their learning.

All Clans have a [Teams responsible use agreement](#).

Opportunities for profiling and sharing learning in Teams include:

- **OneNote:** Online individual jotter for children to record and share their learning. Tasks should be recorded as long date and then the task title.
- **Assignments:** These learning tasks request that the child posts evidence of their task in their online jotters or attached a document.
- **Channels:** Group tasks and learning tasks are set, organised by curriculum area.
- **Posts:** These are used to issue key information by adults, or set key tasks.
- **Document store:** For sharing and saving files.

Learning Tasks: Tasks include learning intention, success criteria and details of the learning task

Feedback: All learning will be assessed in line with the success criteria and will have either self or teacher (recorded verbal or written feedback).

[Guidance for Glow](#)
[Advice on how to access Teams](#)

| Type of Profiling | Early | First | Second |
|---|---|--|---|
| <p>Jotters Our jotters are our main profiles, as these have evidence of targets, learning and assessment. There will be evidence of teacher, self and peer feedback.</p> | <p>Children set learning targets each term for reading, writing and numeracy/maths in jotters. There is evidence of learning conversations. QR codes may link to sways to show progress in learning through photos and videos.</p> | | |
| | <ul style="list-style-type: none"> ● Calderwood Communicates: <ul style="list-style-type: none"> - At least one genre focussed extended piece of writing per week. - Evidence of other literacy tasks including phonics, handwriting, free writing, listening and talking, etc. ● Calderwood Counts: <ul style="list-style-type: none"> - At least one written piece of learning a week. ● Creative Calderwood: <ul style="list-style-type: none"> - Opportunities for recording learning across the curriculum. | <ul style="list-style-type: none"> ● Calderwood Communicates: <ul style="list-style-type: none"> - At least one extended piece of genre focussed writing per week. - At least one written piece of reading learning a week. - Evidence of other literacy tasks including phonics, spelling, handwriting, dictation, grammar, VCOP, free writing, listening and talking, etc. ● Calderwood Counts: <ul style="list-style-type: none"> - At least one written piece of learning a week. ● Creative Calderwood: <ul style="list-style-type: none"> - Opportunities for recording learning across the curriculum, including Stag Start learning. | <ul style="list-style-type: none"> ● Calderwood Communicates: <ul style="list-style-type: none"> - At least one extended piece of genre focussed writing per week. - At least two written pieces of reading learning a week. - Evidence of other literacy tasks including spelling, handwriting, dictation, grammar, VCOP, listening and talking, free writing, etc. ● Calderwood Counts: <ul style="list-style-type: none"> - At least three written pieces of learning a week. ● Creative Calderwood: <ul style="list-style-type: none"> - Opportunities for recording learning across the curriculum, including Stag Start learning. |
| <p>Seesaw: Primary 1-3 Seesaw is one of our main profiling tools which has evidence of learning and assessment. There will be evidence of teacher, self and parent/carer feedback.</p> | <p>Weekly learning observation post on one of the following areas of the curriculum:</p> <ul style="list-style-type: none"> ● Calderwood Communicates ● Calderwood Counts ● Creative Calderwood <p>Learning posts may be individual or a group learning observation. Links to QR codes will be shared here.</p> | | |
| | | <p>Children will learn how to upload their own learning observations.</p> | |
| <p>Teams: Primary 4-7 Teams is one of our main profiling tools which has evidence of learning and assessment. There will be evidence of teacher, self and peer feedback.</p> | | | <p>Children will use their OneNote jotter weekly to record their learning.</p> <ul style="list-style-type: none"> ● Calderwood Communicates ● Calderwood Counts ● Creative Calderwood <p>This will include text, photos, presentations, etc.</p> |
| <p>Calderwood Can: Sharing Our Learning</p> | <p>When Covid restrictions change: Families will have the opportunity to be part of a learning task in their child's clan in two terms over the school year.</p> | | |
| <p>Calderwood Can: Sharing Our Learning Profiles</p> | <p>When Covid restrictions change: An opportunity each term for families to look at learning in jotters and online with their child. Parents/carers are invited to write 2 stars and a wish about their child's progress.</p> | | |
| <p>Blogging:</p> | <p>P1-3 Champions regularly share whole clan learning opportunities with families on Seesaw.</p> | <p>P1-3 Champions regularly share whole clan learning opportunities with families on Seesaw. P4-7 Champions regularly share whole clan learning opportunities with families on our blog.</p> | <p>P4-7 Champions regularly share whole clan learning opportunities with families on our blog.</p> |
| | <p>The blog is also used to communicate information with families.</p> | | |
| <p>Champion Conversations</p> | <p>Champions will have dialogue with families in Term 1 and Term 3 about their child's progress in learning and next steps.</p> | | |
| <p>End of year report:</p> | <p>This is a more formal method of profiling, summarising progress made through the year in attainment and achievement.</p> | | |



PARENT PARTICIPATION

- Parent/Teacher Meetings – twice a school year
- School Report at the end of the school year
- Assemblies
- Termly Learning Overview
- Open Afternoons
- Curriculum Evenings
- Volunteering – (PVG Check)
- ‘Parents as Partners’ meetings and events





PARENT PARTICIPATION

Parent

Appoints the Parent Council

All parents and carers of children in the school

Has the right to decide on the PC constitution – at an AGM or EGM



Clan Reps

Parents aligned to each clan to support clear communication between parents

Parent Council

Must be parents/ carers with a child in the school

Must represent views of parents at the school

News/ info of activities

Invite/ involve in activities

Seek opinion on issues

Listen to all views: represent fairly and equally

Purpose and activity types set out in Constitution

Headteacher has a right and duty to attend meetings

Parent Council meeting attendance open to all members of the Parent Forum

Parent Council sets agenda – cannot take up individual parents' issues

Contact: calderwoodpspc@gmail.com

More info:

www.connect.scot

HOME LEARNING

1

LEARNING GRID

Challenge based activities you can choose at home!

2

READING

Weekly reading books/blending practise

3

TRICKY WORDS

Activities to practise tricky words

Mull/Orkney/Shetland - Term 3

Home Learning Choice Board



My interdisciplinary context for learning is **Dinosaurs** (Alongside responsive learning opportunities and a short Scots topic)

Use the choices below to decide what home learning tasks you would like your child to take part in. It is up to families as to how many activities they complete.

My weekly reading homework is: tricky words and allocated weekly group reading book or blending practise

Numeracy

Task 1
Skittles:
Stand up a few bottles, cans or any other objects you find in your home.
Using a ball, roll it and try to knock some of your 'skittles' over.
How many did you knock over? Can you write a number sentence to show this? i.e. $6 - 3 = 3$

Literacy

Task 4
Free Writing:
Spend 10/15 minutes writing a story, drawing a detailed picture, creating a comic strip or designing something digitally. There are no rules! Spelling does not matter, just enjoy literacy! The topic is up to you.



Across Learning

Task 7
As part of our Scots topic, find out an interesting fact about:
- Mull
- Orkney
- Shetland
(Choose as appropriate)



Task 2

Grab & Guess!
In this game, you grab a handful of objects and try to guess (estimate) how many you have in your hand.
You might use: pompoms, dry pasta, pencils, sweets, cereal, Lego bricks... anything!
Did you get it right?



Task 5

Use tricky word grid to practise this week's words. See attached document for tricky word activity ideas.



Task 8

Choose a dinosaur you are interested in or create a new one:
- Draw it (adding as much detail as you can)
- Label the body parts
- Name it
- Colour it



Task 3

SumDog
Log into SumDog and play for about 20 minutes.
(SumDog Logins were given out at the start of the year. Let your teacher know if you need a reminder)
Your teacher has set your work, so the more you play, the trickier the questions get! How many coins can you earn by playing the games?

Task 6

Can you invent a new warm up game? What are the rules? Remember everybody must keep moving (nobody can be put out).



Ask me

1. What was the best thing that happened at school today?
2. Tell me something that made you laugh today.
3. Tell me a new word that you heard today.
4. If I called your teacher tonight, what would they tell me about you?
5. How did you help somebody today?
6. Tell me one thing that you learned today.

Sharing your homework:

- Take a photo of your learning/ make a video/ create a document.
- Login to your Seesaw account.
- To see activities from your teacher, tap the Activities tab and look for the Term 3 Home Learning Choice Board (on the right side under class name).
- Click 'Add Response' to respond and add your learning.
- Always press the green check to save work to your journal.



| Week Beginning | Tricky Words | | |
|----------------|--|------|-------|
| 17.01.22 | my | by | |
| 24.01.22 | one | like | |
| 31.01.22 | have | live | give |
| 07.02.22 | revise all tricky words learned so far | | |
| 21.02.22 | only | old | |
| 28.02.22 | little | down | |
| 07.03.22 | what | when | why |
| 14.03.22 | where | who | which |
| 21.03.22 | revise all tricky words learned so far | | |

Tricky word activities:

1. Write the words with white crayons and then use watered down paint to brush over them to see the word appear or write the words in rainbow writing.



2. Make the tricky words out of things you can find in your house, e.g. pasta, lego or buttons.
3. Look, cover, write and check. Look at one of the tricky words and then cover it up. Once it is covered try to write it out by yourself and then check how you got on afterwards. You can try this for a few of the words.
4. Go on a hunt to try and find some of the tricky words in your books at home.



THE LEARNING ENVIRONMENT



FAVOURITE SPACES AT SCHOOL



FAVOURITE EXPERIENCES AT SCHOOL



FAVOURITE INTERACTIONS AT SCHOOL



SPACES

INDOORS

OUTDOORS

RESPONSIVE

CHANGING

CHILD'S INTEREST



EXPERIENCES

SKILLS FOR LEARNING & LIFE

REASONING

CREATIVITY

PROBLEM SOLVING

RISK TAKING

OPEN-ENDED

Children have choice of:

- Multiple clans and spaces
- Social interactions across the year group
- A wide range of resources and open-ended materials

INTERACTIONS

RELATIONSHIPS

SELF-REGULATION

CHOICE

NEGOTIATION

responsive and intentional planning



PLAY OPPORTUNITIES



Early Level emergent and extended writing skills
Gross motor control – core strength
Fine Motor control – pencil grip and letter formation

MARK MAKING



Introducing and modelling new vocabulary
Asking open ended questions to extend thinking and promote enquiry and wonder
Encouraging children to talk to one another by modelling conversation

MAKING CONVERSATION



Opportunities for counting and exploring mathematical concepts
Exposure to number formation, ordering and sorting
Problem solving through children's inventions, designs and games
Use of money, weight, measure, capacity, speed, distance, time, data-handling
Shape, symmetry, pattern often occur naturally through the provision of interesting loose parts

MATHEMATICS



WHAT DO YOU NEED TO DO?



COMPLETE



Complete the digital forms on the Welcome Letter
EE2, Medical, Photo permission

Provide emergency contact details (please update us if this information changes)



ORGANISE

Label all uniform, jackets shoes, bags, waterbottles and clothing

SUPPORT

Support your child with their transition
Read the social story
Take part in transition activities
Take a walk by the school



03.

ANY
QUESTIONS





FEEDBACK

SCAN TO GIVE US FEEDBACK ON
THIS SESSION.

