



Welcome to Dazzling  
Dragonflies and Sparkly  
Spiders

website- [oxhey.staffs.sch.uk](http://oxhey.staffs.sch.uk)

# Our School Uniform



Grey pinafore/skirt

Grey trousers

Black shoes

Plain green or Oxhey logo Sweatshirts

Plain green or Oxhey logo Cardigans

Plain white or Oxhey logo polo shirt

**SCHOOL LOGO UNIFORM CAN BE PURCHASED FROM ...**

**Smart School Uniform, Newcastle, 01782 713650**

**shop@smartuniform.co.uk**

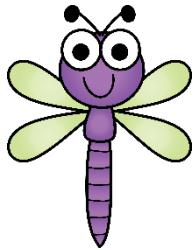
# General Information



- ▶ Please adhere to your class start and finish times.
- ▶ PE kit -Children to come in kits. Earrings must be removed at home for PE - Thursday for all Early Years classes.
- ▶ Named Reading folders- please bring in every day.
- ▶ Communicate through planners when you have read with your child- At least twice at home before their book change day.
- ▶ Proud clouds - non-academic achievements
- ▶ Labelled Wellies - to be kept in school please
- ▶ Labelled Water bottles - water only, not juice please. Please ensure your child has a drink with packed lunch from home.
- ▶ Snack - **Free fruit is now available in school for Early Years children. Snacks are now not required from home. Please note this is an update since the voice recording accompanying this slide was made.**
- ▶ Please check website regularly for news, letters and weekly updates.
- ▶ Poorly children- if sickness/upset stomach please stay at home please for 48 hours after last symptoms!
- ▶ Covid symptoms please see letter on website.
- ▶ If your child requires prescribed medicine please take it to the office and fill in the form.
- ▶ Secret storyteller- please speak to class teacher if you would like to do this- You would need to record yourself reading a story.

**If you would like to discuss any concerns....**  
**Drop in sessions.**

- Dazzling Dragonflies and Sparkly Spiders drop in is on Monday after school. Any nursery children in these classes that do not stay for the afternoon, please arrange a convenient time with the class teacher.
- Due to the current situation the 'drop in' will be a telephone consultation. Please call the office between 3.30 and 4pm. 01782 513000.
- Please feel free to pass messages to the member of staff on the gate in the mornings or email or ring the office.



# Up and coming events!

- \* CLASS MASCOTS
- \*SHINE SESSIONS FOR DAZZLING DRAGONFLIES AND SPARKLY SPIDERS.
- \*CHRISTMAS PERFORMANCE
- \*FOREST SCHOOLS
- \*FUNDRAISING EVENTS

PLEASE SEE THE WEBSITE FOR FULL DETAILS OF PARENTAL ENGAGEMENT EVENTS.



**FOREST SCHOOL.....**  
**CREATIVE, RISK TAKING, CO-OPERATIVE, NEW**  
**EXPERIENCES, INDEPENDENCE, NEW FRIENDSHIPS**

**Your child will need to come to school in their forest school kit and bring clean uniform and shoes to change into after.**

**These sessions are led by specialist forest school leader  
Mr Fox**

**Dazzling Dragonflies and Sparkly Spiders-**

- Summer term dates to follow.



## Areas of Learning and Development

### Prime Areas

<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Communication and Language</b>
<ul style="list-style-type: none"><li>• Making Relationships</li><li>• Self-confidence and Self-awareness</li><li>• Managing Feelings and Behaviour</li></ul>	<ul style="list-style-type: none"><li>• Moving and Handling</li><li>• Health and Self-care</li></ul>	<ul style="list-style-type: none"><li>• Listening and Attention</li><li>• Understanding</li><li>• Speaking</li></ul>

### Specific Areas

<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Numbers</li><li>• Shape, Space and Measure</li></ul>	<ul style="list-style-type: none"><li>• People and Communities</li><li>• The World</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• Exploring and Using Media and Materials</li><li>• Being Imaginative</li></ul>



The curriculum provides statements of what the children should achieve in each of these areas at different ages and stages.

Birth – 20 months, 16-26m, 22-36m, 30 – 50m, 40 – 60m, Early Learning Goal (by 5 years)

### Key Texts

During this topic the children will explore the texts listed below:

- Goldilocks and the three bears
- Beware of the bears
- The Gingerbread man
- The Gingerbread man baby
- One little Gingerbread man
- The three little pigs and alternative versions
- Jack and the Beanstalk
- Jasper's Beanstalk
- Cinderella

## Once upon a time



### Writing

The children will begin to write simple story recounts by writing the initial sounds heard in the words that they want to write. The children will compare stories and add actions to story maps to help them to remember the story sequence. The children will also sequence story cards. They will take part in shared writing where they will explore, with the help of a grown up, different endings to stories and different characters. They will describe characters by labelling them and they will add words that characters might say to speech bubbles. The children will also write letters, invitations and posters all linked to the traditional stories and fairy tales they have explored.

### Reading

During reading activities the children will sequence and talk about a range of traditional stories. They will begin to read and recognise 'Words to Learn' which will be added to key rings and sent home. They will begin to read words during phonics sessions and they will take part in guided reading sessions. The children will also take part in rhyming games.

### Maths—Number

In Maths the children will work in groups to collage large numbers to 20 for a huge class number line display. They will practise counting objects and sounds and they will recite numbers in order to 10 and beyond. The children will also learn how to recognise and order numbers to 10 and beyond and they will begin to write them too! The children will take part in a range of number activities which are linked to the traditional stories and fairy tales that the children have explored. We will be introducing 'Numicon' as a practical resource to support all number-based activities. The children will also learn a variety of different counting songs.

### Maths - Shape, space and measure

In their shape, space and measures work the children will order pictures from the texts they have explored in order of length and height. The children will also put items from the classroom in order of size. Children will explore positional language by describing where the bear is. The children will begin to make repeated patterns and they will select and name 2-D shapes in the environment.





### Communication and Language

#### Listening and Attention

The children will learn to predict events in stories. They will listen to a range of traditional stories and fairy tales. The children will also explore a range of music linked to the traditional and fairy tales that they are learning about.

#### Understanding

The children will talk about story titles and they will begin to describe characters. They will take part in drama activities and act out different parts of the stories. The children will also follow instructions so that they can move and act like different characters.

#### Speaking

The children will begin to say words that they want to write. They will learn a range of vocabulary linked to traditional and fairy tales. They will also begin to read their own writing out loud and share their news. The children will also learn how to describe the taste of

### Understanding the World

#### People and communities

The children will become familiar with the school community and routines. They will also learn about Harvest customs.

#### The World

The children will make porridge for Goldilocks and they will explore building materials for the three little pigs. The children will also bake gingerbread men and they will test materials to make the gingerbread men waterproof coats. They will compare different castles and sort old items from Cinderella's kitchen with new items from the role play kitchen.

#### Technology

The children will explore colour magic and different computing programmes which are linked to traditional and fairy tale characters. They will also send Beebots around to meet different story characters and they will use the iPads for different activities.

## Once upon a time



### PSED

#### Self confidence and self awareness

The children will learn and begin to use the classroom routines. They will take part in circle time activities and proud clouds will be introduced!

#### Managing feelings and behaviour

The children will be introduced to the school rules and they will learn all about stranger dangers through the story of Goldilocks and the three bears.

#### Making relationships

The children will begin to learn the names of their new friends. They will be encouraged to talk during all of their activities and they will follow simple instructions. The children will read to different adults within the setting.

### Religious Education

The children will explore Puddles Harvest story and they will make simple harvest baskets and begin to learn how to weave. They will use collage and pastels to create fruits and vegetables and they will learn a range of harvest songs and poems.

### Physical Development

#### Moving and handling

The children will focus on following pathways through the woods and they will design their own routes with obstacles for others to follow. They will learn a Goldilocks and the three bears dance! The children will continue to mark make in paint, water, sand, with chalks and pencils and they will explore a range of funky fingers themed activities.

#### Health and self care

The children will practise washing their hands and they will learn about healthy eating!

### Expressive arts and Design

#### Exploring media and materials

The children will learn the three bears rap and draw and paint their own bear. The children will create pastel vegetables and they will use different materials to collage a picture. They will also make a giant classroom beanstalk and they will begin to colour mix shades to paint castles.

#### Being imaginative

The children will draw, paint and colour different characters. They will then make up their own characters. The children will add actions to different sounds and they will put narratives to their own play inside and outside. Children will also make and use their own magic wands and tell stories using musical instruments. The children will make a large outdoor castle.

# How do we deliver the curriculum?

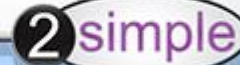


- ▶ Adult led
- ▶ ‘Enabling environment activities’ themed and differentiated through adult interaction and questioning
- ▶ Challenges- linked to writing, maths and phonics.
- ▶ Evidence recorded in learning journeys- books and via electronic observation tool called 2simple.
- ▶ All evidence to show what your child has achieved is called their ‘Learning Journey’





## Parent Share

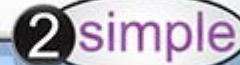


- In school we use the online package '2simple' to record evidence of Continuous Provision activities
- 'Parent Share' package available
- This allows parents to view the observations we have made of your child at home, including photographs, with a short description of the activity or outcome and the area of learning it relates to.
- Through parent share you can also make contributions to your child's learning journey by sending in photographs of the things your child has achieved at home.
- Please note you can not communicate with the teacher regarding general enquiries through parent share.





Parent Share



Here's how!

- Provide your preferred email address to school (via 2simple letter)
- Accept the invite that will be emailed to your given address
- 'observations' will be emailed to you.
- Contribute to your child's learning journey.





**Date: 13-Sep-2017**



**Notes**

Role playing in the water tray being bad guys and good guys with the frogs. Taking turns and listening to each other's instructions

**Observed by**

Mrs Bibby



**Aspects contributed to by this experience:**



- Builds up vocabulary that reflects the breadth of their experiences.  
*Communication and language>Speaking>30-50 months*
- Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.  
*PSE development>Making relationships>30-50 months*
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  
*PSE development>Making relationships>30-50 months*

Parent Share



2 Build a Profile

