



Welcome to Pandas



Meet the team



Miss White



Mrs Chown



Miss Pilgrim

Meet the team



Mrs Wakefield



Mrs Poole



Mrs Plunkett



Miss Allum

Next few weeks

- ✓ Getting to know their class
- ✓ Making friends
- ✓ Learning routines
- ✓ Discover and explore
- ✓ 'Happily, Ever After' topic



General class routines



- ✓ Colour groups
- ✓ Bookbags and PE bags
- ✓ Water bottles
- ✓ Fruit
- ✓ Toilets
- ✓ Playtimes

Uniform



		
Trousers	Grey, black or charcoal tailored trousers. School conventional material. Full length	Jeans, corduroy, leggings, Lycra, skinny trousers
Jumper/ cardigan	Purple with school logo	Other jumpers, hoodies, sweatshirts etc.
Skirts/ pinafore	Grey, black or charcoal knee length skirt/ dress	Fashion skirts or dresses, shorter than the knee
Socks and tights	Grey, black or white socks/grey or black socks Plain grey, black or white opaque or knitted tights	Fashion tights, coloured or patterned socks/ tights, bare feet
Polo shirt	Plain white	Coloured polo shirts, shirts with motifs
Shoes	Traditional flat black shoes. Velcro, laces, buckles or slip-ons.	Trainers, boots, high heels, wedges, open toed sandals, sling backs.

Uniform



Uniform



Pandas' Curriculum



Children in our specialist SLCN Resource Base provision will be accessing a thematic and cyclical curriculum, such as they would in a specialist setting.

The curriculum offer is broad, balanced and sequential, and designed to enable the best possible progress over time.

Overarching 'topics' are chosen to engage children and promote curiosity.

Pandas' Curriculum

Duration	Autumn		Spring		Summer	
	7 weeks	7 weeks	6 weeks	5 weeks	6 weeks	7.5 weeks
Topic	<i>Happily, ever after!</i>	<i>Oh No, it's a Gruffalo</i> <i>Jingle Bells</i>	<i>Blast off! (Space)</i>	<i>Walt Disney Wonders</i>	<i>Circle of Life!</i>	<i>Brilliant Bodies!</i>
Articles	Article 28 Article 29 Article 31	Article 28 Article 22 Article 4	Article 28 Article 29 Article 31	Article 28 Article 29 Article 31	Article 28 Article 29	Article 24 Article 28 Article 27
Sparkly Starters	<i>Fairy Tale Sensory Story</i>	<i>Gruffalo hunt</i> <i>Christmas Tree Assembly</i>	<i>Act out going to space- Neil Armstrong</i> <i>Space dress up</i>	<i>Watch part of a Disney film</i>	<i>Crazy Creatures / farm visit</i>	<i>Sports Activity Morning</i>
Fab Finishes	<i>Drama Workshop/Storyteller and dress up as a princess/king/prince</i>	<i>Perform Gruffalo story to Junior Base</i> <i>Gruffalo Exhibition</i>	<i>Watch Year 1 Nativity</i> <i>Christmas singing concert</i>	<i>Space Day! Space related arts and crafts, rocket launch and science activity</i>	<i>Walt Disney Performance</i> <i>World Book Day – dress up as a book character</i>	<i>Sports day!</i> <i>Moving on up/New Pandas activities</i>
Focus authors	<i>Hans Christian Anderson</i>	<i>Julia Donaldson</i>	<i>Michael Rosen</i>	<i>Mary Hoffman</i>	<i>Eric Carle</i>	<i>Sue Hendra</i>
Focus literature	<i>The Gingerbread Man/ Goldilocks and the Three Bears/ Little Red Riding Hood/Children's Cookbook</i>	<i>The Gruffalo</i>	<i>A First Poetry book</i>	<i>Frozen</i> <i>Jack and the Beanstalk</i>	<i>The Very Hungry Caterpillar</i>	<i>Avocado Baby/ When I Grow Up - Mo Farah and Ellie Simmonds</i>
Literacy genres		<i>Non-fiction</i> <i>Instruction: How to</i> <i>Poetry - acrostic</i>	<i>Non-fiction</i>	<i>Narrative – character description, setting</i>	<i>Non-fiction</i>	<i>Non-fiction</i>

Pandas' Curriculum

	<p>Narrative – stories/ setting description (Traditional Tales)</p> <p>Non-fiction – instructions (making a fairytale character biscuit)</p>	<p>catch a Gruffalo!</p> <p>Narrative – character description</p>		<p>Recount: Going to space in a rocket</p> <p>Non-chronological report: Space</p>	<p>descriptions, story (adventure story)</p>	<p>Non-chronological report: Life cycles</p>	<p>Personal Recount: trip to the beach</p> <p>Narrative – story writing 'Supertato'</p>
Writing focus	<p>Writer's Workshop</p> <p>Handwriting</p> <p>Phonics-based</p> <p>Word level</p> <p>Sentence level</p>	<p>Writer's Workshop</p> <p>Handwriting</p> <p>Phonics-based</p> <p>Word level</p> <p>Sentence level</p>	<p>Writer's Workshop</p> <p>Handwriting</p> <p>Phonics-based</p> <p>Word level</p> <p>Sentence level</p>	<p>Writer's Workshop</p> <p>Handwriting</p> <p>Phonics-based</p> <p>Word level</p> <p>Sentence level</p>	<p>Writer's Workshop</p> <p>Handwriting</p> <p>Phonics-based</p> <p>Word level</p> <p>Sentence level</p>	<p>Writer's Workshop</p> <p>Handwriting</p> <p>Phonics-based</p> <p>Word level</p> <p>Sentence level</p>	<p>Writer's Workshop</p> <p>Handwriting</p> <p>Phonics-based</p> <p>Word level</p> <p>Sentence level</p>
Maths	<p>Baseline</p> <p>Number: Place value</p> <p>Number: Addition and Subtraction</p>	<p>Number: Addition and Subtraction</p> <p>Number: Place value</p> <p>Geometry: Shape</p>	<p>Maths Quiz (assessment)</p> <p>Number: Addition and Subtraction</p> <p>Number: Place Value</p>	<p>Measurement: Length and Height</p> <p>Measurement: Weight, Mass, Volume and Capacity</p> <p>Number: Place Value</p>	<p>Measurement: Length and Height</p> <p>Measurement: Weight, Mass, Volume and Capacity</p> <p>Number: Place Value</p>	<p>Maths Quiz (assessment)</p> <p>Number: Multiplication and Division</p> <p>Number: Fractions</p>	<p>Geometry: Position and direction</p> <p>Measurement: Money</p> <p>Measurement: Time</p> <p>Number: Place value</p>
Science	<p>Materials – identify common materials, sort properties</p>	<p>Plants – deciduous and evergreen</p> <p>Identify features</p>	<p>Environment - Space</p>	<p>Animals – naming common animals from groups</p>	<p>Animals – naming common animals from groups</p>	<p>Animals – butterfly and duck life cycles</p>	<p>Human Body – main parts - human life cycle</p>
Geography	<p>Where Am I?</p>					<p>Oceans</p>	

Pandas' Curriculum

	<p>England and the UK</p> <p>Locational and Place knowledge</p>			Earth, weather and seasons	Looking after the world and plastic pollution	
History		<p>My past and present – past events in own and families' lives.</p> <p>Know that we do things at different times of the year</p> <p>Gunpowder Plot</p>	First moon landing – Neil Armstrong			Toys now and in the past
Art and Design	<p>Primary colours /secondary colours</p> <p>Colour wheel</p>	<p>Andy Goldsworthy</p> <p>Barbara Hepworth</p> <p>Henry Moore</p> <p>Clay – 3D sculptures</p>	Jackson Pollock - splatter painting	<p>Kandinsky</p> <p>- repeating patterns -</p> <p>- repeating prints</p>	<p>Bisa Butler</p> <p>- fabric art</p> <p>- self-portraits</p>	
Design Technology	<p>Make a 3D structure: joining and strengthening (castle/cottage/tower)</p>		Design and make: levers and mechanisms (moving part book cover)			Design, make and evaluate: a healthy food product (ice pop)
Computing	<p>Online safety and keyboard skills</p>	Coding following instructions	Create and follow simple codes	Taking photos and adding captions	Digital presentation	Create, follow and test simple codes
Music	Jolly Music	Jolly Music	Jolly Music	Disney Performance Songs	Jolly Music	Jolly Music
PE	<p>Fundamentals</p> <p>Gymnastics – travelling and balances</p>	<p>Fundamentals</p> <p>Ball Skills – sending and receiving</p>	<p>Net and Wall</p> <p>Striking and fielding</p>	<p>Walt Disney Wonders Dance</p> <p>(Parents invited to watch)</p>	<p>Gymnastics</p> <p>- travelling and jumping – use of apparatus</p>	<p>Athletics</p> <p>Competitive/Carousel-sports day practice</p>

Curriculum

7 areas of learning. 17 Early Learning Goals



- ✓ Prime areas
 - Communication & Language
 - Physical Development
 - Personal, Social & Emotional Development

- ✓ Specific areas
 - Mathematics
 - Literacy
 - Understanding the World
 - Expressive Arts and Design

A copy of the EY profile will be given and shared with you at parents' evening in October.

Forest Schools



- ✓ Using tools
- ✓ Making fires
- ✓ Exploring
- ✓ Appreciating nature



The Teach Trust Forest Schools aim to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. *Through appropriate risk and deep nature connection mentoring* we will inspire children to respect nature and foster an ethos of environmental stewardship.

Speech and Language Therapy



- ✓ Therapy approaches and strategies are embedded throughout the school day.
- ✓ 1:1 and small group therapy with SALTA and SLT.
- ✓ Displays and resources – considered through a therapy lens.
- ✓ Total communication approach.

Growth Mindset

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

PSHE – Trick Box

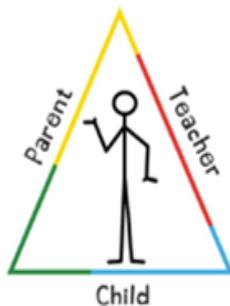
TRICK BOX[®]

Creating Happy Life Habits
and managing the tricky bits!



Join us in supporting your child to build their confidence and communication skills, manage emotions and find solutions to challenges.

The Trick Box programme develops personal skills in 4 key areas through positive habit formation. Confidence, calm, communication and creativity.



Together we will practise and model the tricks taught through the PSHE curriculum, encouraging your child to use their new found skills.

The following pages will indicate what tricks are taught each academic year along with the tricks that are continuously practised to ensure embedded learning.



PSHE – Trick Box

EYFS

Autumn 1



Mirror Mirror

Build a positive self-talk habit.

Demonstrate positive self talk at home. Support your child to give themselves daily positive encouragement.

When I say nice things to myself I feel happy and strong.

Spring 1



Breathing Colour

Regulate emotions with controlled breathing.

Place your hands on your chest and tummy and breathe in slowly – fill your tummy with air. Breathe in through your nose and out through your nose.

I can breath out my angry colour and breathe in my calm colour.

Summer 1



Win Win

I can be happy and you can be happy.

Support your child to be a problem solver - when we want different things can we come up with ideas on how we can both be happy.

We can find a way to both win.

Autumn 2



Stand Tall

Display confident and strong body language.

Encourage your child to use self-assured and strong body language. Show them how to walk tall, look up and move confidently.

I feel good today, I feel strong inside, I feel confident – I am standing tall.

Spring 2



Floating Cloud

Relax my body to relax my mind.

Practise squeezing your muscles nice and tight – and then relax – let out a big sigh!
Tense each of your muscles from your feet to your nose!

I can imagine I am floating on a big soft fluffy cloud. I am relaxed from my head to my toes.

Summer 2



Free Flow

Be confident to try new things.

Praise your child for trying new things - regardless of their success. Encourage the art of practise and help them to reflect on their own progress.

I can practice the things I am good at and I can also try new things.

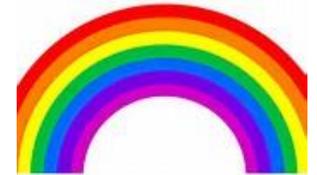
Classroom charter



Rights Respecting School – Gold

- Rights
- Rewards and consequences

Rainbow, sunshine, clouds and thinking brain



Sparkle time

Certificates

Gold 'Altogether Award'



A day in Pandas- EYFS



8:30-9:00- Fiddly fingers, sensory circuits, speech therapy

9:00 - Register and weather check and Attention Autism

9:30- Discover and Explore/ therapy sessions

10:00- Snack and Communication time

10:15- playtime

10:30- Whizzy Word Workshop

11:00 - Discover and Explore

11:40- Handwriting/ fine motor

12:00 - Lunchtime (earlier during the first few weeks)

1:00 - Register

1:05 - Maths

1:20 - Topic

1:40- Discover and Explore

2:45 - STAR time

PE

RWV

PSHE

Assembly

Reading workshop

Library Music

Show and tell

Reminder: We are a 'nut aware' school.

A day in Pandas- KS1



8:30— Fiddly fingers, sensory circuits, speech therapy

9:00 — Register and weather check

9:05- 9:20 — Reading workshop

9:30- English (writers' workshop)

10:00- Snack and Communication time

10:15- playtime

10:30- Whizzy Word Workshop

11:00 — Discover and Explore

11:40- Handwriting/ fine motor

12:00 — Lunchtime (earlier during the first few weeks)

1:00 — Register

1:05 - Maths

1:30- Geography/History

2:00- Art/DT

2:45 — Assembly

PE/ Forest School

RWV

PSHE

Library Music

Show and tell

Reminder: We are a 'nut aware' school.

Dressing Up in Pandas



Autumn term

- ✓ Drama workshop – fairytale dress up
- ✓ Sponsored Read- Julia Donaldson theme
- ✓ Christmas jumper

Spring term

- ✓ 'Space' dress up day
- ✓ Walt Disney Wonders performance- Frozen costume
- ✓ World Book Day- favourite book character

PE

Pandas' PE day – Friday



- Autumn 1 – indoors
- Autumn 2 – outdoors
- Spring 1 – outdoors
- Spring 2 – indoors
- Summer 1 – indoors
- Summer 2 - outdoors

*PE kit labelled, no earrings

*Mile a Day

Handwriting

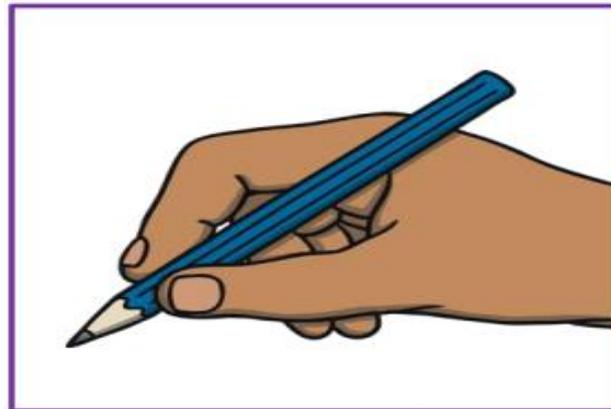


4 letter families

- Long ladder letters - l, i, t, u, y, f
- One-armed robot letters - r, b, n, h, m, k, p
- Curly caterpillar letters - c, a, d, o, s, g, q, e, f
- Zig-zag monster letters - z, x, w, v

Tripod pencil grip

- This is the best grip to ensure fluency and speed.



Learning at home



- ✓ Show and tell books
- ✓ Topic home learning (once a half term)
- ✓ Sound books / weekly challenges
- ✓ Home learning sheets/ wow moments
- ✓ Learning news

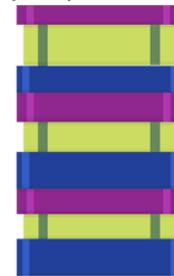
Reading – at least 3 times



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"	Student "B"	Student "C"
reads 20 minutes each day	reads 5 minutes each day	reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year

1,800,000 words



90th percentile

282,000 words



50th percentile

8,000 words



10th percentile

The Importance of Reading



Reading is key to all learning

'The best writers are always readers' Pie Corbett

- ✓ Reading with adults in school (twice a week)
- ✓ School policy - expectation that the children read a minimum of three times a week at home
- ✓ Usually, a more challenging text will be read in school than the one sent home
- ✓ Focus on phonics- sounding out and blending
- ✓ Comprehension focus during guided reading lessons

The Importance of Reading

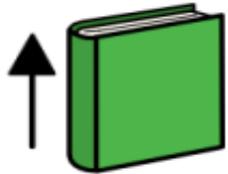


- ✓ Celebrating reading successes
- ✓ Changing reading books
- ✓ Library books
- ✓ Language development
- ✓ Little reading library on playground
- ✓ Phonics word cards
- ✓ Tricky words
- ✓ We encourage reading for enjoyment, this means a child can read a book a few times if they particularly love it

Reading with your child



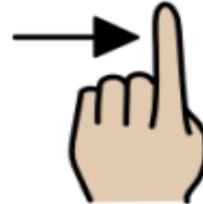
Reading with your child



Hold the book the correct way.



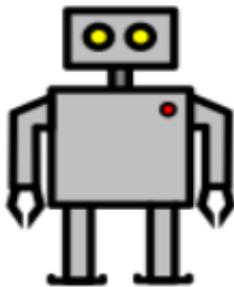
Turn the pages right to left.



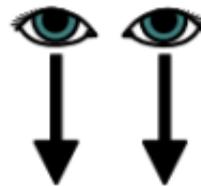
Use your pointing finger.



Sound out words carefully.

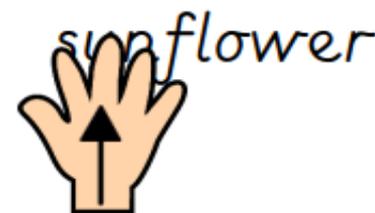


Use robot arms to help you blend.



look

Look for the graphemes you know.



Break up longer words - covering with your hand.

Things to practise at home....



- ✓ Getting changed – putting jumper the right way
- ✓ Doing coats up
- ✓ Putting on scarf, hat and gloves
- ✓ Using knife and fork
- ✓ Recognising and writing name
- ✓ Counting on and back in 1s
- ✓ Counting sets of objects – moving them
- ✓ Naming shapes
- ✓ Listening to stories and talking about them

Attendance



Being in school is important for your child's:

- Achievement
- Wellbeing
- Wider development

Primary school children in KS2 who did not achieve EXS for reading, writing and maths missed on average 4 more days per school year than those whose performance exceeded the expected standard (2019).

School nursing team



School Nursing help provide a link between the school, home and the community.

School Nursing can support you with advice on the following:

- Bed Wetting
- Behaviour
- Nutritional Advice
- Sleep
- Toileting
- Emotional Wellbeing
- General Health and wellbeing advice

ParentLine 5-19

Confidential text messaging advice service for parents and carers of children aged 5-19.

Message us for confidential advice on

07312 263131

to chat with a member of the School Nursing team



Bournemouth, Christchurch, Poole and Dorset – 01929 557558

*Thank you for
listening*

