

How do we learn in Little
Owls?

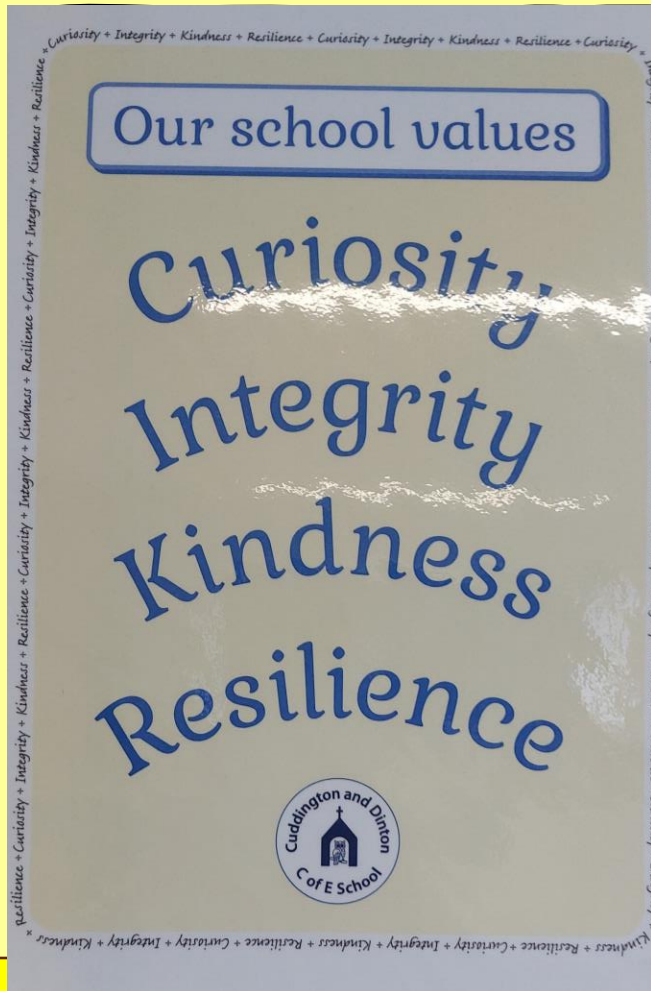
What do we learn in Little
Owls?



Aims and purpose of this session

- To help you to understand how your child learns in their first year at Cuddington and Dinton School
- The reasoning behind how and what we teach based on child development and where the children are when they start school. The planning is carefully considered and bespoke to the cohort each year.
- To help you support your child at home.

Rules and Values



- Be Ready
- Be Respectful- take notice of instructions, take notice of how people are feeling, look after property
- Be safe

Be Safe




Safer Eating Regulations- staff must be present during mealtimes, and children must be in sight and hearing.

Paediatric

first aid trained

- Rolling Snack- developing independence
- Supervised- new safeguarding rules when children are eating.
- Children need to know how to eat safely- sitting down, chewing and swallowing carefully thinking about how much food is in their mouth, not talking with their mouth full.
- Communication and language opportunity- children relaxed talking about what they've been doing on the weekend etc.

Windows, Mirrors and Doors

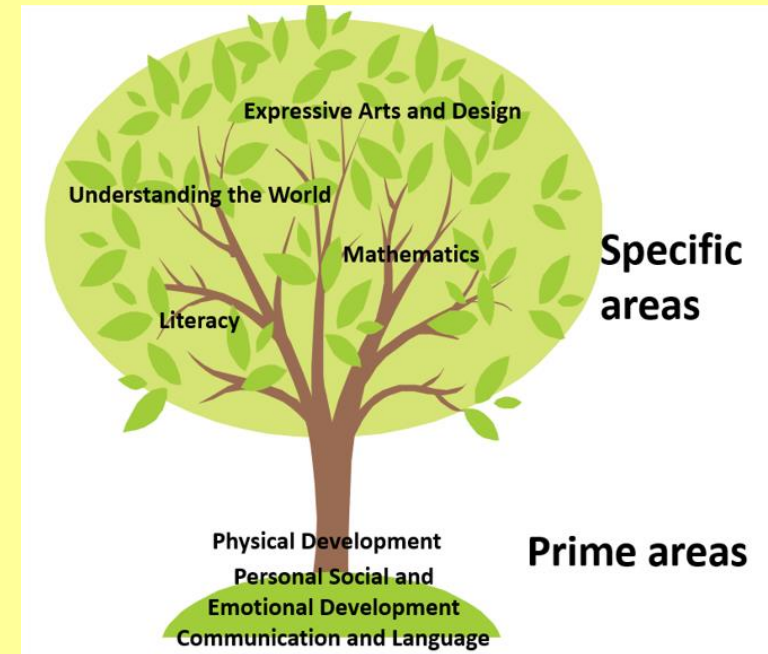
Spiritual Moments:	Focuses on:	What does this involve:
Window Moments Learning about life by looking out into the world 	The world around us Thinking about the beauty of the world	Developing a sense of awe and wonder Enjoying the miracles of everyday life- the changes in seasons Taking time for what really matters in life Appreciating beauty in art, music, poetry, dance, nature
Mirror Moments Learning from life by looking inward and reflecting 	Learning about myself Opportunities for self-reflection, self-awareness and exploring own beliefs	Awareness of own feelings; ability to reflect and express oneself Awareness of our own uniqueness and accepting who we are Gratitude for the things that we have Exploration of personal faith or spirituality
Door Moments Learning to live life by putting into action what they believe 	Thinking about others Impact on the wider community and world	Empathy and understanding Respect and tolerance To love thy neighbour- allyship, stewardship Making a difference

Prime Areas

Our focus initially on the Prime Areas as these feed into the Specific Areas.

The areas of learning are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development



Communication and Language



- Communication and language skills form the foundation of learning, enabling children to express themselves and interact with others.
- Effective communication helps children to build friendships, express emotions and engage with learning

Communication and Language



Daily opportunities to promote communication and language skills:

- Good relationships with adults and peers- adults modelling interactions
- Rhyme Time- helps with rhythm, pronunciation and memory
- Drawing Club- introduction of new vocabulary- through actions and daily repetition and being used in context.
- Bucks have a Communication and Language Week- author webinars etc- suggestions for activities to do at home
- Sharing stories- talking about what is happening. Learn new words, gain an understanding of sentence structure and get inspired to use language creatively.
- Adults extending children's play through developing narratives and conversations, modelling using new words within their play.
- Play opportunities- role-playing familiar experiences, imaginative role-play
- Phonics

Rhyme Time



Every week there is a new rhyme taught.

We use the 'I do, we do, you do' approach to learn it. I model saying the rhyme with actions, we do it together and then the children start to say it on their own with the adult modelling the actions. By the end of the week, they can do it independently.

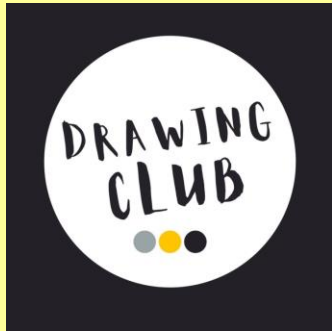
Communication and Language



Chatter Bag- This will start after half-term- a class mascot will come home with one child each weekend to have some adventures.

It is a speaking and listening activity. Your child will share with the class what they have been doing. The rest of the class will listen and ask some questions to find out more.

Drawing Club



Drawing Club is about bringing joy to the children linked to a story or sometimes retro video clip.

We introduce 6 new words to the children and explain their meaning.

We then focus on drawing a character from the story. The children are encouraged initially to mark-make and give meaning to the symbols, marks, letters they have used. When we read their "writing" back to the children, something exciting happens. Their writing is like a code- it's a creative way of encouraging children to write and sparking imagination.

We focus one day on character, setting and then adventure time.

Personal, Social and Emotional



Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental for their cognitive development.

- Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.
- Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
- Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.
- These attributes will provide a secure platform from which children can achieve at school and in later life

Mindfulness Monday

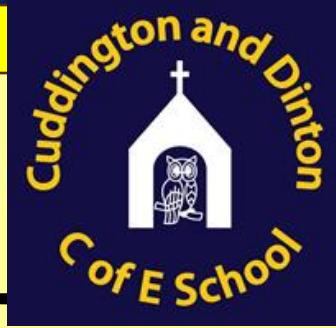


Children need self-regulation to focus attention, persist with challenges, learn how to learn, manage emotions, take turns with peers and engage in playful learning that propels their development.

- We want children to:
- Be intrinsically motivated to learn.
- Have the power to plan their play and make choices
- Take part in peer-to-peer learning- engaging in conversations and collaborative play



Mindfulness Monday



Executive function refers to a set of skills that are often used together. These require teaching and modelling, practice and repetition to develop. Executive function can help children resist their impulses and control how they direct their attention. Executive function also helps children to hold information in their mind so they can apply it, such as remembering the rules of a game while they play.

Mindfulness Monday- Zones of Regulation



The ZONES of Regulation™ Reproducible & The Zones of Regulation Visual

The ZONES of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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From "The Zones of Regulation" by Carol R. Koomer • Available at www.socialthinking.com

We will be teaching strategies to help the children to get back to the green zone.

Physical Development



Initially we focus on Gross Motor Skills- it is really important to develop the core muscles as these are necessary in learning to draw, write and cut.

We do something called Funky Fingers for 5 minutes on Tuesday-Friday. It's a weekly carousel of activities- fast paced and punchy put to a piece of music to work on developing firstly the core bigger muscles before moving onto small fine motor control.

It is impossible for children to learn to hold a pencil without first strengthening muscles in the back, shoulders, arms, elbows, wrists and hands. On the journey to become confident mark makers, children also need to develop shoulder, elbow and wrist pivots.

Physical Development



Core strength is essential for children's overall development, impacting their motor skills, posture, and ability to perform daily activities effectively. Core strength refers to the muscles surrounding the abdomen, pelvis and back, which provide stability and support for the body. A strong core is crucial for children as it helps them maintain proper posture, balance and coordination. It serves as a foundation for various physical activities-running, jumping and even sitting still while learning

- **Shoulder pivots**- activities that involve working on horizontal and vertical surfaces that encourage children to reach and stretch as well as use the full circular motion of their shoulder joint.
- **Elbow pivots**- emergent stage elbow bends but shoulder still in control- sawing motion. Proficient stage- using muscles in upper and lower arms with circular motion from elbows - develop circular push/pull movement with upper and lower arm
- **Wrist Pivots**- with the wrist pivot the child's grasp changes and they can bend their wrist nearly 45 degrees, grip their pencil or mark making tool with three fingers and use their first finger to manipulate the pencil

Physical Development



We focus on:

- **Thumb Opposition-** Ability to rotate the thumb so that it can touch each fingertip of the same hand.
- **Finger isolation-** to do this you need to be able to move each finger one at a time- this mechanism will allow children to hold and manipulate a pencil or paintbrush, push buttons and later tie laces

Pencil Grip

TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

10 Months
Pincer Grasp



12-15 Months
Palmar Supinate Grasp



2-3 Years
Digital Pronate Grasp



3-4 Years
Quadrupod Grasp



3-4 Years
Static Tripod Grasp



5-6 Years
Dynamic Tripod Grasp



- Palmer supinate grip- shoulder pivot
- Then palmer supinate with elbow pivot
- Digital pronate grasp- wrist pivot
- Tripod Grasps- should have a good pincer grip-picking things up with thumb and index finger- thumb opposition and finger isolation

Physical Development

We focus on:

- **Low load control**- your shoulders ability to support your arm and hand as you write- you don't slap your hand down on the page and drag it across the paper- as you write you hand glides across the paper- your shoulder and upper arm are supporting you to achieve this.
- **Bilateral coordination**- we all need to be able to coordinate both sides of the body at the same time in a controlled way. This can mean using both sides to do the same thing, such as, pushing open a door or jumping in a puddle. We also need to be able to be proficient at using alternating movements when both sides of the body are doing the same thing. but not at the same time. E.g. walking- arms and legs will be making similar movements to each other but in sequence. The most complex level of bilateral coordination is where the body has to do two completely different movements on each side at the same time- such as cutting with scissors whilst holding and controlling the paper with the other hand.

Physical Development



We focus on:

- **Hand-eye coordination**- it is the ability to control hand movement guided by vision. We need this skill to draw, paint, thread, cut, pour, eat, build and write your name.... And loads more.
- **Crossing the midline**- The midline is an imaginary line that divides the body in half. 'Crossing the midline' refers to a person's ability to reach over this imaginary line with an arm or leg and perform a task on the opposite side of their body. It's a bilateral skill which means that a person can spontaneously move one hand, foot, or eye into the space of the opposite body part. This happens when we :
 - sit cross-legged on the floor
 - scratch our elbow
 - read or write from left to right
 - draw a horizontal line from one side of the paper to the other
 - connect intersecting lines to draw a cross without switching hands.

Physical Development



We focus on:

- **Balance and proprioception** In simple terms, proprioception is your child's internal sense of body awareness. It helps them understand where their limbs are in space, how much pressure to use when picking something up, and how to move smoothly without constantly looking at their hands or feet.

Funky Finger Activities



- Tyre rolling
- Paintbrushes and rollers
- Sweeping
- Moving things from one hoop to another crossing the body
- Throwing and catching balloons/jumping up and popping bubbles
- Dough Disco- standing up to work the whole body- moving dough around the body from right hand to left or vice versa.

The aim is to strengthen and develop children's fine and gross motor dexterity, balance and hand-eye co-ordination.

Funky Finger Activities

- Pegging the washing
- Geoboards and elastic bands
- Cotton bud painting
- Tweezer skills
- Pre-handwriting patterns small scale
- Cutting



Pre-handwriting shapes



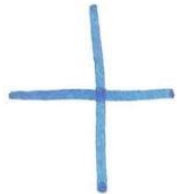
2 years
10 months



3 years



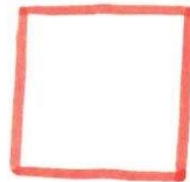
3 years



4 years
1 month



4 years
4 months



4 years
6 months



4 years
7 months



4 years
11 months



5 years
3 months

We focus on making lines and circles before we start writing.

The diagonal lines are the hardest to do and many children find it difficult to draw a triangle when they first start school.

These shapes are necessary to be able to write as many of our letters are made up of these.

If you would like to practise making these shapes at home that's fantastic but it is beneficial to model the correct way of forming a circle- starting at the top and going anticlockwise as a whole family of letters start this way and it will help with children not reversing letters such as d and b.

Letter Formation

We focus on letter formation linked to our Bug Club Phonics Scheme. We practice the formation as the letters are introduced- firstly on a larger scale. We say a writing patten for instance. For s- we say Curl out, curl in, curl out. Once we have learnt all the letter shapes (graphemes) to represent the sounds we have been taught we start to practise the letters in families.

Letter Formation

Curly letters- these are probably the trickiest as they have an anticlockwise movement. But they all follow the same pattern as the 'c'

c, o, a, d, g, q

e, s, and f link to this family too. All letters start from the top except 'e'

Letter Formation



One armed robot letters- these are the next trickiest as children often start them at the bottom

r, n, m, b, h. p, k (We write k with a loop, kick and flick- see the letter formation sheet that came home)

Letter Formation



Ladder letters- these all start straight

l, i, t, u, y j

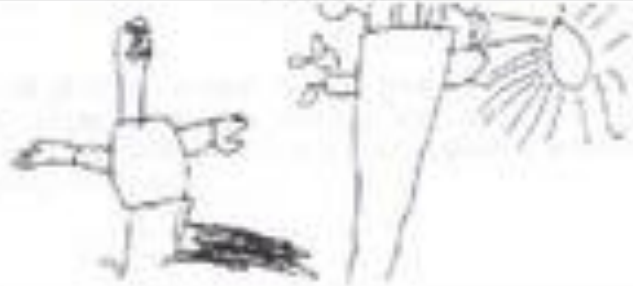
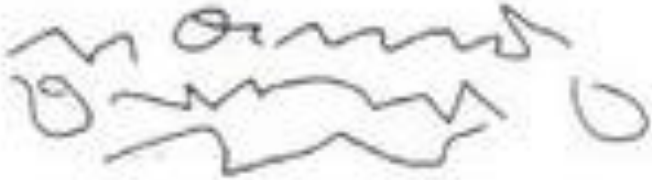
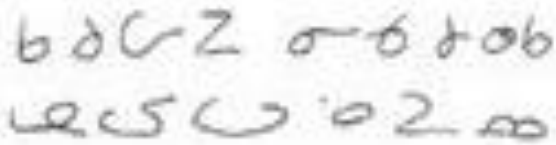
Letter Formation



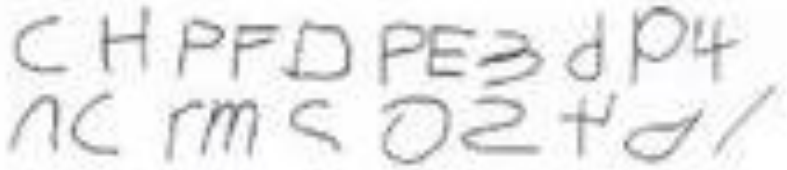
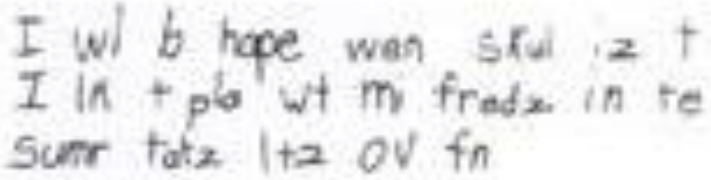
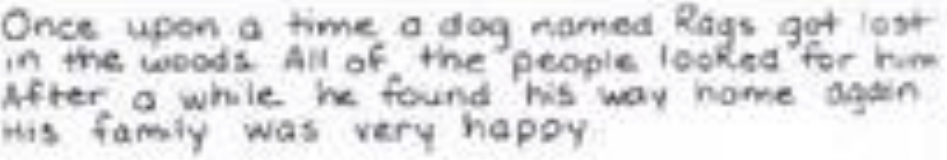
Zigzag letters- these can be difficult to start with as they contain some diagonal lines

v, w, x, z

Writing Development

Stage	Example
Preliterate: Drawing <ul style="list-style-type: none"> • uses drawing to stand for writing • believes that drawings / writing is communication of a purposeful message • read their drawings as if there were writing on them 	
Preliterate: Scribbling <ul style="list-style-type: none"> • scribbles but intends it as writing • scribbling resembles writing • holds and uses pencil like an adult 	
Early Emergent: Letter-like forms <ul style="list-style-type: none"> • shapes in writing actually resemble letters • shapes are not actually letters • look like poorly formed letters, but are unique creations 	

Writing Development

<p>Emergent: <i>Random-letters or letter strings</i></p> <ul style="list-style-type: none"> • uses letter sequences perhaps learned from his/her name • may write the same letters in many ways • long strings of letters in random order 	 <p>CHPFDPEZdP4 ACrmS02t8/</p>
<p>Transitional: <i>Writing via invented spelling</i></p> <ul style="list-style-type: none"> • creates own spelling when conventional spelling is not known • one letter may represent an entire syllable • words may overlay • may not use proper spacing • as writing matures, more words are spelled conventionally • as writing matures, perhaps only one or two letters invented or omitted 	 <p>I w/ b hope wen skul iz t I ln + plo wt m fredx in te Sumr totz litz ov fn</p>
<p>Fluency: <i>Conventional spelling</i></p> <ul style="list-style-type: none"> • usually resembles adult writing 	 <p>Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.</p>

PE



PE will be taught on a Thursday morning.

Please practice getting changed independently at home-
talk your child through it- take your shoes and socks off

We have lots of opportunities for gross motor and fine
motor development within our continuous provision.

Specific Areas



The areas of learning are:

Literacy

Mathematics

Understanding the World

Expressive Art and Design

Literacy and Phonics



Bug Club phonics- as we introduce the sounds, we learn to recognise the letter shape (grapheme) we learn to pronounce the sound (phoneme), and we learn to write the letter shape for the sound we need. Grapheme-phoneme correspondence. As we learn the sounds, we put them together to make words- a-t at s-i-t sit. This is called blending.

Literacy and Phonics



When we go to write the word, we say it aloud 'pig' then we break it up into p-i-g. This is called segmenting. We use our fingers to help us segment.

Literacy and Phonics

Typical progression for writing:

- Initial sound for each word
- Initial and final sound
- All sounds in vc word, then cvc word (v-vowel, c- consonant)
- Then build up to short captions cat and dog
- We teach short sentence stems- I am a... it is a... I can see a.... This is a... He can.... She can... They can...

Literacy and Phonics

Library and Book Change happens on a Friday. The children must return a book before new books are issued.

The children get to choose a reading for pleasure book to share at home and they will begin with a wordless picture book. These books are important to build up story language and an understanding of how stories work and use of imagination.

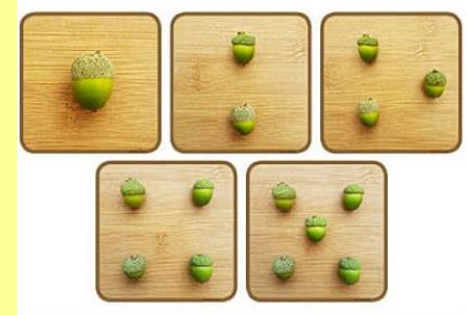
Once the children have learnt enough sounds, they will be issued a Bug Club phonics book. Please read a minimum of three times a week and write a comment each time they have read.

Mathematics

Focus on noticing- what do you notice? What can you see?

Subitising first- rather than counting. The "twoness of two" How do you know there are two?

Mastery of numbers to 10.

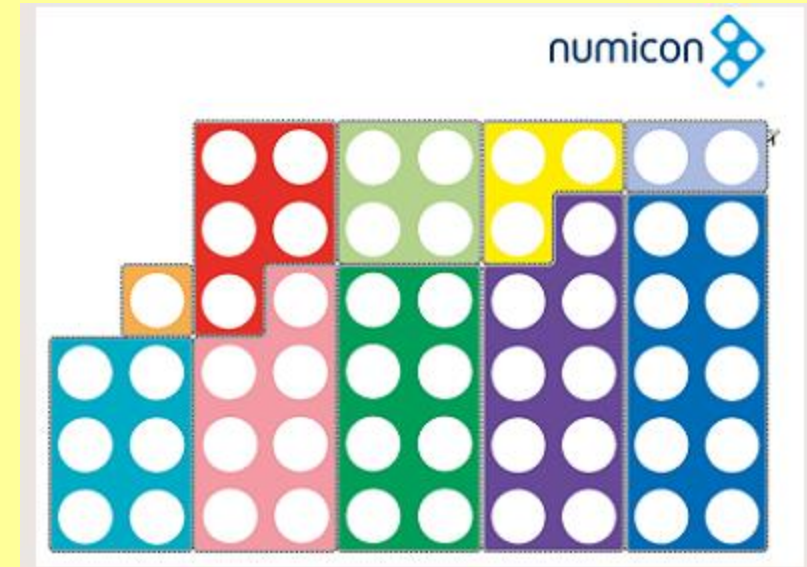
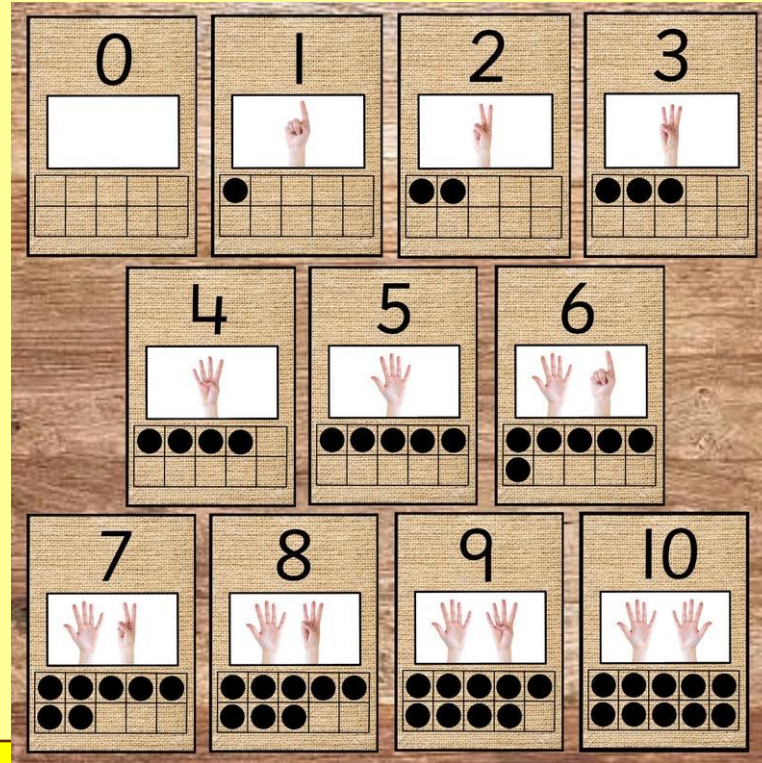
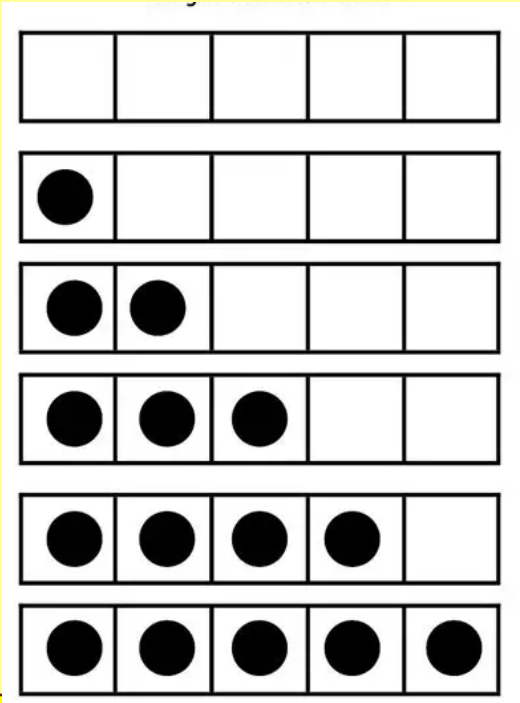


Begin with a focus on sorting- noticing differences and similarities.

Mathematics



We talk about and use:



Understanding the World



Understanding the World helps children explore and make sense of their environment. It encourages curiosity and discovery about the world around them, including their community and nature. Activities in this area support children's development by fostering skills such as observation, questioning, and critical thinking.

Magical Me Topic

Weekly Focus:

Week 3: Magical Me and You

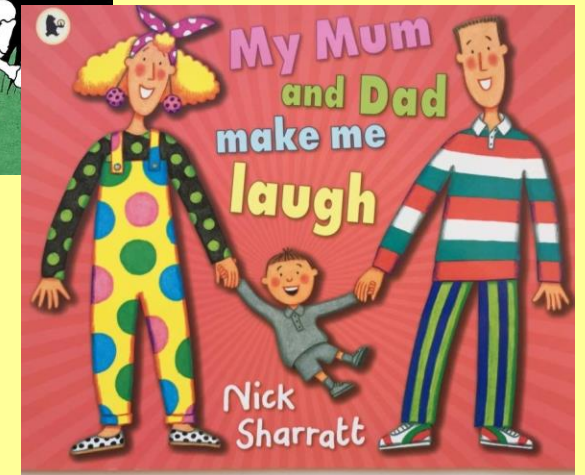
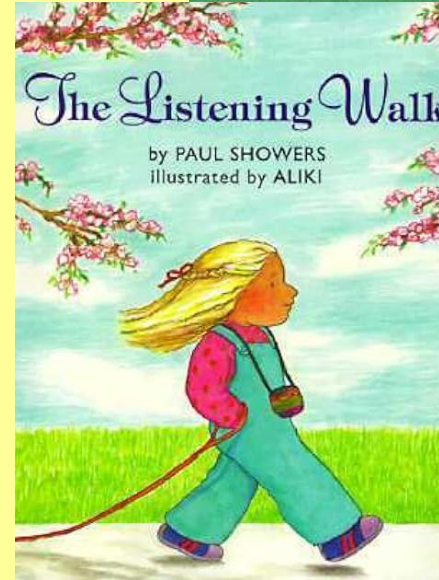
Week 4: Fantastic Families

Week 5: Where do I live?

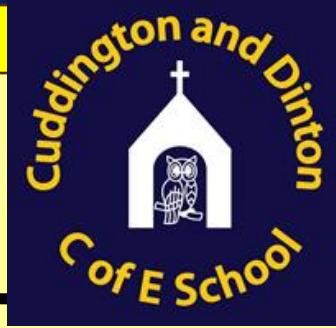
Week 6: Brilliant Bodies

Week 7: Our senses

Week 8: Our senses



Magical Me Topic



We will be exploring cultural heritage and diversity throughout the year. Children are curious and notice differences. We will openly talk about race, culture, gender, disabilities and neurodiversity at an appropriate level for their age. We want to represent everyone in our school.

Expressive Arts and Design



- It focuses on enabling children to engage with arts, develop artistic awareness, and respond to culture. We want to foster creativity and self-expression.
- Includes music, dance and role-play which help children explore their creativity and express themselves.

Wonder Time



Purpose:

To insure we develop an environment that allows inquiring minds to ask questions is key to promoting a democratic way of thinking.

- A time for sharing ideas and collaborating with others.
- Listening to other's opinions and thoughts
- Involving children in decision making and raising hands to vote.
- Challenge stereotypes
- Using early reading activities and story sessions as an opportunity to learn about diversity.
- Develop enhanced thinking skills- critical thinking, creative thinking and problem-solving skills.
- Foster respect, empathy and the ability to engage in constructive dialogue.
- Links to our Windows, Mirrors and Doors

Forest School



Forest School will be on Thursday afternoon. The children will need a mud suit or waterproof trousers and coat. They will also need a pair of wellies. We hope the children will have many "Window Moments"

Please check everything is named.

Forest School



The sessions will be linked to picture books, exploring the awe and wonder of the natural world.



Tapestry



We are in the process of putting everyone onto Tapestry so please look out for an email with log in details. If you don't log in-your link will expire. This is my main way of communicating with you about upcoming dates and what we have been learning with photos, videos etc so please use it and make comments about the learning you see at home. I hope to upload the first weekly update at the end of next week.

Executive Function and Self Regulation



We will be holding an evening session to explain the importance of Executive Function and Self Regulation on

13th October 7pm