



Kiveton Park Infant School



January 2015

Introduction

Welcome back, I hope you all had a lovely Christmas and New Year and we able to spend time with family and friends. We certainly experienced some winter weather from Boxing Day onwards, which I'm sure the children enjoyed.

The focus of this newsletter is to explain some of the 'new years' resolutions' we will be focusing on in school. Education and schools are constantly changing in one way or another, but sometimes a return to or recap of the good old fashion values is important and this is something we feel strongly about at KPI.

Below is an extract from our updated Staff Handbook. I introduced these expectations in a whole school assembly last week and all staff from teachers to the ladies serving the school meals are actively promoting them at all times. As always, the children have risen to this challenge and it has been lovely to hear them speaking in full sentences, using their manners and greeting each other around school. But, even greater than that, has been the looks on their faces when they succeed at doing something for themselves instead of asking an adult to do it. At this stage these successes might seem small; fastening their own coat or cutting their own lunch, but they are so proud of themselves for achieving it, and that's what this is all about!

Mr Krabbendam

KPI Golden Threads

Expectations:

In order to develop respect for others and ourselves, children should be expected to;

Always use good manners – please, thank you and sorry.

Greet people they pass/meet around school – good morning, hello.

Show consideration for others - Open doors, let other pass, don't interrupt whilst adults are talking.

In order to develop language and interaction skills, taking account of their level of language development, children should be encouraged and if needed prompted to;

Always use verbal communication to make a request for help – not tapping an adult for their attention, pointing at a dinner choice, holding items up.

In order to develop independence, children should be encouraged and if needed supported to;

Do things for themselves – fastening coats, dressing, cutting or peeling food, opening food items.

Resolve their own problems in learning and socially – resolve minor conflicts, try a different approach to a maths problem.

Cornerstones Curriculum

We have purchased a new curriculum planning tool for Year 1 and 2. The [Cornerstones Curriculum](#) features more than 70 Imaginative Learning Projects. Each project is split into sections, which see children progress through four stages of learning: Engage, Develop, Innovate, Express. The Learning Projects include a list of possible extension activities that can be completed at home to help the children extend their own learning.

These will be sent home each half term for the children to choose from.

Engage

At the 'Engage' stage, children:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- have lots of fun to fully 'engage' with their new topic.

Develop

At the 'Develop' stage, children:

- improve their knowledge and understanding of the topic
- develop and practice their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- complete homework activities that support their learning.

Innovate

At the 'Innovate' stage, children:

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- revisit anything not fully grasped at the 'Develop' stage.

Express

At the 'Express' stage, children:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community

Diary dates

Monday 19.1.15 - Parent Forum re collaboration with Harthill Primary School at 5.30pm.

Wednesday 21.1.15 - E-safety workshop for Y2 parents in the IT suite at 9.00am.

Tuesday 3.2.15 - Supporting your child with Number parent workshop (Mrs Idells class) at 9.00am.

Wednesday 4.2.15 - Supporting your child with Number parent workshop (Mrs Senior's class) at 9.00am.

Thursday 5.2.15 - Supporting your child with Number Parent workshop (both Reception classes) at 9.00am.

Friday 13.2.15 - Last day of term.

Monday 23.2.15 - INSET day (School closed to children).

Tuesday 24.2.15 - School re-opens to children.

Wednesday 18.3.15 - Parent/Teacher reviews 3.30pm - 6.00pm

Thursday 19.3.15 Parent/Teacher reviews 3.30pm - 6.00 pm. Nursery all day.

Wednesday 25.3.15 - Y1 visit to Lyceum (The Tiger Who Came For Tea).

Friday 27.3.15 - End of Spring Term.

Morning Activities in Nursery and Reception

We have decided that, rather than doing name cards, when they come in the morning we will now change the focus of the morning activities that you support your children with for the first 10 minutes of the day.

In Nursery the children will now find a new name card that they will use to show they are here before completing formation and pattern cards. These are designed to improve their fine motor skills.

In Reception the children have time to read. This can be done in one of 3 ways; You may choose a book from the classroom to share with your child, your child could read their reading book to you (and this can be recorded in their reading diary) or your child can read a book to themselves or another parent if you need to speak to a member of staff or rush get off to work.