



*Moving Into the
Tree House (Chestnut Class)
Transition Booklet: Courtwood Primary School*



Your class Teaching Assistant is Miss Bond

About Your Class



Your teacher will be Mrs Cook. Mrs Cook will have been your teacher last year too (other than our new Year 3 children) so you already know her well. She is looking forward to teaching you again this year.

A message from Mrs Cook:

I hope that you are looking forward to coming into Chestnut Class in September, as much as the Chestnut Team are looking forward to you joining us, we have lots of fun with our learning and we can't wait to have you all back and see your smiling faces again.



The other adults in your class will be Mrs Syred and Miss Banham:



What you will need ready for school

School Uniform

Please ensure all items are named.
Hair accessories must be in uniform colours. Long hair must be tied back.



PE Kit

Consisting of:

Plain black shorts

White, round neck T-shirt with the school logo

Plain black or white trainers

Green school jumper or cardigan

Plain black leggings or jogging bottoms (for winter)

No earrings, they must be removed or covered with a plaster. Staff are not allowed to remove earrings.

Water Bottle



Please provide a plastic water bottle with your child's name on it. We encourage children to have this with them and we can refill it at school. Only water is allowed, no additives please. You may also order cartons of milk for playtime.



Book Bag

This should be in school each day. Please check it each evening for hard copies of any letters (most will be sent via email.) You could miss valuable information if you don't.

Yourself!

You are the most important thing to bring to school each day! Being here on time and with a smile on your face, ready to learn, will mean you will make a super start to your year.



The Tree House Curriculum

The Courtwood Curriculum Intent and Offer

Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points

Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential

Pupils will develop, practice and apply a range of behaviours which equip them to be successful learners now and in the future

Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being

Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future

Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society

Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning

Reading and Phonics

Children will have a daily reading lesson and may have a phonics session if required. We follow the Letters and Sounds phonic scheme. Reading (decoding, fluency and comprehension) is taught linked to writing, and ensures children are able to practice skills regularly.

We strongly encourage children to hear and share stories at home daily.

Our 'Reading Challenge' supports children to acquire new knowledge about topics they will learn about in their next class, supporting children to know more and remember more.

Writing

Our writing lessons follow our reading lessons, so children can apply what they have learnt into their own writing. Children are immersed in a high-quality whole-class text, which is used as a stimulus to create purposeful writing opportunities.

Children are encouraged to explore writer's techniques, use of vocabulary and intent in their own writing, using the books from their reading lessons as models.

We use Spelling Shed to teach spelling rules and grammatical concepts, in line with the National Curriculum expectations.

Maths

We follow the White Rose scheme of work, which fully supports all National Curriculum objectives. Mathematical vocabulary, problem-solving and fluency skills, such as number bonds and times tables, are rehearsed regularly to support mastery. Children develop arithmetic skills and are supported to be able to meet end of year group expectations, through using concrete resources and mental models.

Pre-Teach

New concepts, vocabulary and methods are taught to children in smaller groups, prior to whole-class teaching, if teachers feel this will encourage independence, over-learning and confidence during class sessions.



The Tree House Curriculum

Social Skills

Social skills will include dressing, toileting, friendships, communication, managing feelings and behaviour. Will we address these issues through the use of modelling, social stories, peer-modelling, visual prompts, chatter box and chill and chat sessions. Children will also have an individual programme to follow from Speech and Language and Occupational Therapy professionals.

Real Life Situations

Real life situations will consist of activities such as cooking afternoons. Social outings will include visits to libraries, shopping trips, parks and restaurants, which will be travelled to via public transport. Children will learn skills such as how to interact with people in everyday situations, money skills, how to access public transport and how to stay safe.

Social & Emotional Targets

- Making Relationships
- Initiate play with others
- Demonstrate friendly behaviour
- Take turns with other children
- Learning to compromise
- Confidence in asking for help
- Say what they like and dislike and why
- Describe themselves in positive terms
- Engage in new play activities
- Cooperate with boundaries and routines
- Work as part of a group
- Negotiate and solve problems without aggression
- Independence

Occupational Therapy and Speech and Language Therapy

Children will work on programs devised, set and overseen by an Occupational Therapist/Speech and Language Therapist, which meet each child's individual needs.

EYFS and Key Stage 1 children also follow the Attention Autism program which builds up attention and focus of children on the ASD spectrum.

Independence

Children will need to learn to work independently and in small groups within the Treehouse and when accessing mainstream. For this to happen children will need to be taught this skill. This will be achieved with the use of TEACCH activities where children work at individual work-stations completing and revisiting previous learning, as well as through the use of visual prompts, visual timers, rewards, now and then cards.

Mainstream Schooling

Children will learn to access their mainstream classroom for a set period of time depending on need and age. In these sessions it may be that your child has access to maths and literacy or it could be that they attend foundation subjects such as, P.E., Art and Design and Technology. Children will also play with their mainstream peers during playtimes and lunchtimes. Depending on the emotional needs of your child they may or may not be supported by an adult at these times when in their mainstream class.

Physical Development Targets

- Show increasing control of an object
- Handle objects safely
- Manage own dressing and toileting
- Manage own sensory needs
- Understand the need for a varied diet
- Fine and gross motor development

The Wider Curriculum

Our wider curriculum is structured to ensure that all children receive a broad and balanced curriculum offer, which supports them to know more and remember more.

Topics, lessons and activities are focused to ensure learning is incremental and has clear end points so children can build their learning step-by-step.

Content taught is returned to at spaced intervals, allowing children the opportunity to retrieve information, make links to prior learning and strengthen their long-term memory.

Knowledge Organisers are used to support key topic learning, with vocabulary development an important part of this.

Art

Children develop drawing skills painting and colour understanding and their knowledge of world art.

History

Children will learn about significant events and work in English may also be linked to history topics.

PSHE/RSE

Children learn about positive relationships, including with family and friends, and about their physical health and mental wellbeing.

Computing

Children learn how to use technology safely, respectfully and responsibly.

PE

PE coaches deliver one lesson a week, with class teachers delivering the other, via The PE Hub scheme. Children learn dance, gymnastics and other units designed to support physical development, OT and gross-motor skills.

DT

Children will learn how to design, make and evaluate products and develop their understanding of technical language. Cooking and nutrition is also taught.

Music

Children will learn to listen to music, learn simple musical terms and develop an enjoyment of music.

Science

Children will develop their scientific enquiry skills, alongside learning about plants, materials and animals including humans.

RE

We follow the Croydon SACRE scheme. RE develops children's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Geography

They will use simple geographical vocabulary and develop skills such as map reading.

The Wider Curriculum

As well as the traditional National Curriculum subjects, children at Courtwood will experience:



Forest School

Children in the Tree House will take part in half a term's Forest School, led by our specialist Forest School leaders, in our Wise Owl Woods. Children are able to play, explore, observe and learn in the woods, whilst developing new skills including physical coordination and communication.

Edible Playground

Children are able to learn the basics of planting seeds, caring for their crop and harvesting it, in their class raised bed in our Edible Playground. Children learn how to safely use simple tools and basic vocabulary related to gardening and outdoors.

Trips and Visits

Children will go to Gatton Park to complement learning in geography. They will take part in a workshop at school, relate to history learning about old and new toys (all visits are currently cancelled due to Covid-19)

Assemblies

Assemblies are daily and support pupil's wider understanding of the world, our school and wider community, as well as expectations of them as Courtwood ambassadors. They are also used as celebrations to reward positive behaviour, effort and attainment.

Clubs

Children can choose from a variety of clubs, which run either before or after school. A timetable is sent home half-termly (we are currently unable to offer clubs due to Covid-19)

Nurture

Any child at Courtwood, who may be in need of some nurture support, will be offered it as part of our on-going inclusive provision. Parents will be consulted with, prior to a child beginning any formal nurture support.

Celebrating Success

We use our Courtwood Rights and Responsibilities as a way for all the children in the school to understand the school rules. The principle is that children understand that they have a right to certain things, but with that right comes a responsibility to behave in certain ways. Our rights are:

- A right to learn
 - A right to be safe
 - A right to be treated fairly
 - A right to be happy
 - A right to be listened to
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The RIPPLE effect is a set of six learning behaviours that we believe will enable the children to do the best they can in their learning, whilst at Courtwood. They are:

- R – Resilience
- I – Independence
- P – Perseverance
- P – Practise
- L – Listening
- E – Effort

Merits – 5 or 6 awarded weekly in Friday assembly to celebrate good work, behaviour, kindness etc

Behaviour Stars – one child is chosen per class each week, as a role model for good behaviour

Team Points – awarded to children throughout the week by staff, which contribute to overall weekly team winners

Wise Owls – awarded to two children each half term for all round effort, hard work or personal progress

Celebrating Success

Children at Courtwood are friendly, hard-working, confident and well-behaved. We celebrate success and like to reward positive behaviour. We use the following ways to do this:

Attendance Awards – awarded termly for attendance of 95% or more

RIPPLE Award – certificate awarded termly to a child who has positively demonstrated one of the learning behaviours

Golden Book Certificate – awarded by the Principal or Deputy Headteacher for outstanding work

Individual Class Reward Systems – teachers may set up their own behaviour reward system within class to encourage positive learning behaviours