

# Welcome to our new 2023-2024 parents



- The team
- Our aims
- A typical school day
- Topics and the EYFS
- Class DOJO
- How you can help
- WOW moments
- Important events

# The Team

Mrs Hatherley - In class  
on a Wednesday,  
Thursday and Friday

Mrs Bailey - In class  
on a Monday and  
Tuesday



Mrs Jones - In class  
everyday

# Our Aims

We want to develop:

- \* Happy and content learners
- \* A love of learning
- \* A positive parent partnership
- \* Independent learners
- \* Brave choices and risk taking
- \* Resilience
- \* The ability to try your best
- \* A 'have a go' and enthusiastic approach
- \* Kindness
- \* A Class 1 team
- \* Learning through play and to have fun



# What to expect in those couple of weeks

- \* The children will start school on Tuesday 29<sup>th</sup> August
- \* They will come in on their own through the back gate
- \* The first couple of weeks we will spend getting to know your children and complete mini play-based assessments
- \* Our first topic will be called 'Amazing Me'. You will be send a topic explaining all the things we will be doing during that half term in each curriculum area
- \* Once assessments are done, the children will start having lessons, including phonics (more info coming)
- \* The children will receive their first reading book

# A typical school day

- \* Gates open at 8:40am
- \* Morning activity - alphablocks, numberblocks, name writing or free reading
- \* Calendar, story vote and plan of action for the day
- \* Register and lunch orders placed
- \* Phonics
- \* Wake up shake up followed by choosing their learning
- \* Maths followed by choosing their learning
- \* Playtime and snack at 10:45am - 11am
- \* English following by choosing their learning
- \* Lunchtime 12 - 1pm (half an hour in class and then half an hour play with class 2)
- \* Adult led activity - Art, PE, Woodland walk, 1:1 reading, Understanding of the world, RE, PSHE, Music followed by choosing their learning
- \* Class story time
- \* Home time at 3:15pm



# Topics this year

- \* Autumn 1 - Amazing Me
- \* Autumn 2 - Celebrations
- \* Spring 1 - Favourite Stories
- \* Spring 2 - Space
- \* Summer 1 & 2 - The Circle of Life



**Communication and Language**

The children will be learning some new stories and retelling these in their own words. The children will be using Language for everyday situations: acting out scenes in the home corner, talking about things they like and dislike and talking to adults and children. We will also be learning about the different ways of communication and how we can use these appropriately.

**Expressive Arts and Design**

This half term the children will be exploring different art mediums during their free choice time. We will be looking at our faces, facial positioning and creating our own self portraits.

**Physical Development**

The children will be working on spatial awareness activities and using a variety of games apparatus. The children will be continuing with daily warm-ups and funky fingers to build their fine motor skills and pencil grip.

**Phonics and Reading**

The children will be taking part in daily phonics and weekly reading. The reception children will start with sounds from Level 2 phonics but we will also do a lot of Level 1 games to help us segment the sounds in words and blend them together. Reading sessions will take place 1:1 with your child and we will change their books when we feel it is necessary. These books link to the sounds they are using in phonics. Your child may start off with a wordless book until we have introduced the sounds using the school phonics scheme.

**Personal, Social and Emotional Development**

The children will be learning about the difference between right and wrong, following instructions in class as well as meeting new friends and building relationships. We will also be discussing the importance of school rules and routines.

**Mathematics**

The children will be focussing on number. We will look 1 numeral at a time, understand the value of this numeral, where it sits on a number line, what it looks like physically and pictorially as well as seeing that number represented in patterns, shapes and positions as well as using number to help us find 1 more and 1 less.

**Literacy**

The children will focus on hearing, saying and writing the sounds they can hear in simple words and phrases. We will use stories and texts to help with the theme of the week. We will be writing in all areas of the classroom and following the children's interests including labelling their work, making signs for the classroom and during all of our play. This gives us real reasons to write and gives meaning to what they are doing.

**Understanding the World**

The children will be learning all about the 5 senses, body parts, each others families as well as how to keep healthy, including our teeth, body and well being. We will talk about what we would like to be when we grow up and share the occupations of people in our family.

**Amazing Me!**

This half term the children in Class 1 will be learning all about our family, the 5 senses, our bodies and keeping healthy.

Please speak to a member of staff if you would like to contribute anything to our topic this half term. If you notice your child do something special at home, please complete a **WOW** slip to go into their learning journey. Please share stories with your child everyday and comment in their reading diary. Thank you

# The EYFS Curriculum

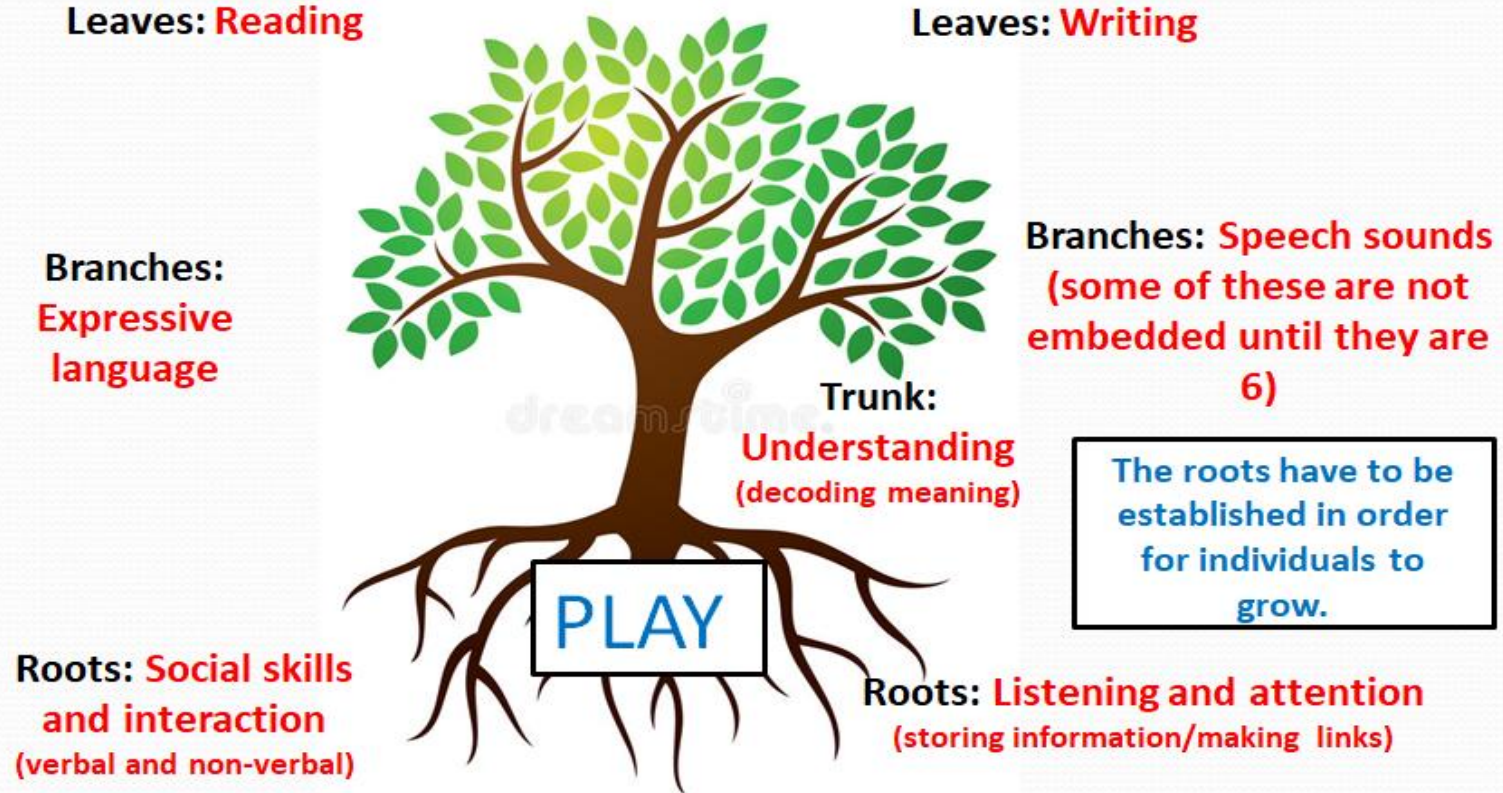
- \* Birth to 5
- \* 7 areas of learning that are then broken down with subheadings at the end (Early Learning Goals - 17)
- \* This is the final year that your child will be accessing the EYFS before they go onto the national curriculum
- \* At the end of the year they will be marked as 'Expected' or 'Emerging' in the 17 ELG's.

## Early Learning Goals

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

# Being school ready...

A huge emphasis is put on speech and language to help children socially as well as academically. Experiences and language is essential for children to be able to grow into confident learners.





# Class Dojo



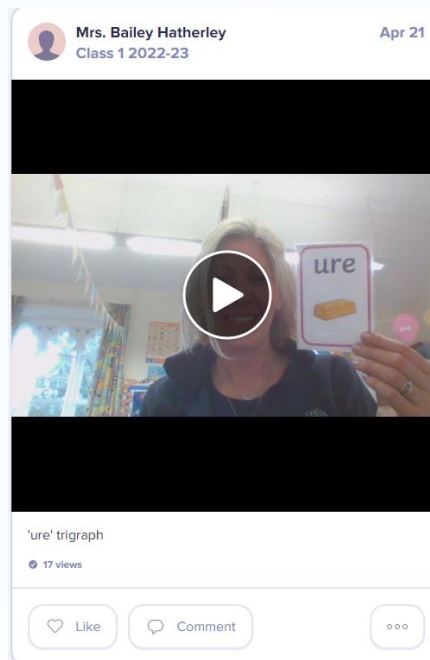
Good morning everyone!

Next week, we are looking at pets. We would love for you child to bring in a photograph or drawing of the pets they have (or would love to have if you don't have pets at home). We are going to learn from each other how we care for our pets so please talk this through with your child.

Can we ask them to be in by next Monday (26th June).

Thank you,

The Class 1 Team x



- \* When you can't catch us on the gate, Dojo is the next best place to reach us.
- \* Photo updates on what we are doing in the classroom
- \* Videos of the sounds we are learning in phonics
- \* We can send you important messages/reminders as a whole class
- \* We can send and receive 1:1 messages from you



# WOW Moments

- Swimming
- Riding a bike
- Helping at home e.g. preparing dinner
- Showing consideration and kindness to others
- Overcoming challenges
- Taking what they learnt at school and showing you at home
- Counting or recognising numerals, shapes or phonic sounds in the environment
- Achieving something new at a club



# Important Events

## Phonics:

- \* Monday 25<sup>th</sup> September - Phonics Open Event at 5:30pm
- \* Tuesday 26<sup>th</sup> & Thursday 28<sup>th</sup> September - Phonics drop in live session at 9ish

## Parents Evening:

- \* October TBC

## Woodland Walks:

- \* Volunteers needed - afternoon dates TBC