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AUTUMN TERM 2020



# Our School Day in pictures

 <p>Arriving</p>	 <p>Getting busy</p>	 <p>Playtime</p>	 <p>Carpet time</p>
 <p>Getting busy</p>	 <p>Wash hands</p>	 <p>Lunchtime</p>	 <p>Playtime</p>
 <p>Carpet time</p>	 <p>Getting busy</p>	 <p>Storytime</p>	 <p>Home time</p>

# Arriving

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We are really pleased with how the children have settled into school and they are becoming comfortable with the new routines.

They are all able to put away their water bottles, book bags and coats and put up their registration photos independently.

# Getting Busy

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The children choose what they would like to do and get busy and at 9 o'clock we all sit down as a class and discuss the day's challenge while drinking milk.

The challenge is an independent activity that the child will complete by themselves during the day. They then move their name on the challenge board to indicate they have completed it.

One group of children will go onto the canopy whilst the other children will get busy in the classroom. During this time the teacher and other adults will ask children to come and work with them either in a small group or individually on a variety of activities.

# Phonics



## Phonics

Phonics is the basis for early reading and writing skills. It is a way of teaching children how to read and write. It helps children hear, identify and use different sounds to decode words as they read and to know which letters to use when they are writing words.

We are following Letters and Sounds order of teaching initial letter sounds supplemented with the Jolly Phonics actions. In the next few weeks we will send out a Phonics presentation to further help you in supporting your child.

The letters and corresponding sounds of the week will be added to your child's purple sounds book each week so please ensure it is in the book bag every Monday! Please support your child by practising these sounds regularly as it is the foundation on which reading and writing are built.

This half term we will be concentrating on recognising the letter shapes and their corresponding sound and verbally sounding out words. Next half term we will introduce the correct letter formation of these letters.

# Number

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## Number

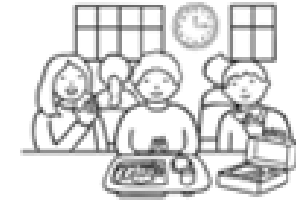
We will first be learning to count out, recognise and sequence numbers to 10 and then to 20. We focus on practically counting objects in sets, moving the objects as they are counted to ensure 1-1 correspondence. They need to be able to say what is 1 more or 1 less from a given number to 20 and to practically add and take away with single digit numbers.

We will be using 'Numberblocks' to enhance the children's understanding of each number, how it is made and where it sits in the number sequence.

We will also be looking at number bonds (this is different ways of making the same number, eg.  $1+4$ ,  $2+3$  both make 5.) We will then move onto how a teen number is made.

# Lunchtime

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**Lunchtime**

Our lunchtime runs from 11.45am to 12.50pm. The children eat their school lunch or their packed lunch in the school hall and each class sits together at their class table.

Please remember to look at the lunch menu on the website so you may choose with your child what they are having for lunch and so they can tell their teacher when they come into school.

Very importantly please do not include food in your child's packed lunch containing peanuts and/or nuts this includes some varieties of chocolate spread. Also please no sweets, chocolates, fizzy drinks or glass bottles.

When your child finishes eating they go onto the playground with their class.

# Start of the afternoon



Carpet time

We cover a variety of activities during this time

**Golden Rules** – we have 6 rules which underpin how we behave in our school.

Each rule has story associated with them to help the children understand how this rule applies to them.

**We listen carefully**

**We are kind and helpful**

**We look after property**

**We work hard**

**We tell the truth**

**We are gentle**

We play number and phonics games to revise the skills we have learnt in the morning.

We sing nursery rhymes and songs



# Afternoon

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Our afternoon Getting Busy time follows the same pattern as the morning  
We then tidy up the classroom and finish our day with a story.



**Getting busy**



**Storytime**

We then get all our belongings ready to go home.

Please remember to let us know in the morning if there any changes to who is collecting your child.



**Home time**

# Assessment in Year R

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## Baseline

This year there is no statutory baseline assessment in Reception however over the next few weeks we will be assessing your child against all areas of our curriculum to gauge their starting point so we can track their progress throughout the year.

The children will not feel that they are doing any 'tests', it is just some one to one activities with their teacher within the first six weeks of this half term as well as our observations of the children as they are getting busy.

We assess against the Early Years Foundation Stage Profile as did your child's nursery/ pre school.

We have opted to be an **Early Adopter** for the New Early Years Foundation Stage so some of the areas may have slightly different names and content.

# Early Years Foundation Stage

## Early Adopter

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Each class teacher completes individual profiles with the support of the Learning Support Assistants (LSA's) through focused observations to collect evidence during the year, identifying the progress your child is making in the six areas of learning. We will gather the evidence we need from everyday observations of the children as they go about their school day.

### **There are 3 Prime areas**

Personal, social and emotional development; Communication and Language and Physical development

### **There are 4 Specific areas**

Literacy which includes comprehension, word reading and writing

Mathematics which includes number and Numerical Pattern.

Understanding the World; which includes People, Culture and Communities, The Natural World and Past and Present

Expressive Arts and Design which includes Creating Materials and Being Imaginative and Expressive

# Early Years Foundation Stage Reading

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Every Wednesday your child will take part in a guided reading phonic session where they will be encouraged to use the letter sounds they have learnt to read simple words. They will then bring this book home for you to practice together. Alongside this we will be sending home a story book without any words in it. This is so you can support your child in building the very important skill of using the pictures to help them work out what the words might say: this skill is vital for their confidence as they start to read.

We will also send home a reading diary for you to make a comment about how they are reading these books at home. Your comments are invaluable so we can gauge your child's confidence and enjoyment of reading. **So please comment at least once a week.**

**Books will be collected in every Monday and kept in school until Wednesday when they will be re-issued with new books.**

In a few weeks your child will bring home a matching game with pictures of the main characters and their names from the Oxford Reading Tree Scheme for them to learn (these will need to be cut up so that you can play the game).

Once your child has become confident with the ORT character names they will then bring home an ORT book alongside their phonic reader and their reading diary. Your child's book will be changed once a week.

We will hear your child read every week as part of a guided reading group and once a fortnight individually

They will also have a list of words which we would like you to support them to learn. These words are not necessarily words you can sound out, we call them 'tricky words' and therefore they need learning as a whole word.

The word lists, reading diary and reading books all need to be kept in their zippy wallet and brought into school every day.

# Early Years Foundation Stage Writing and Letter formation

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All classrooms have writing areas and your child will have lots of opportunities to write freely.

We encourage them to write their name on all pieces of work. Please remember that it is first letter in their name which is the capital and the rest are lower case. Please continue practising this at home using your name card and letter formation sheet.

Children are encouraged to mark make and tell us what their marks mean to them. We call this emergent writing.

We start to encourage the children to orally segment simple words eg. cat is c-a-t and once they have become familiar with the letter sounds and the corresponding letter shapes we encourage them to transfer this skill into writing of simple words.

# How we work together to support your child

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**Homework** each week we publish on the website an overview of what we are covering in class and some ideas of practical activities which you can do together to support your child's learning.

**Book bags** please can you check your child's book bag every night to look for things like pictures, invitations or other school communication. Also please can you ensure that reading books, word lists and sounds books are sent to school **every day**. **We will collect in reading books and add new sounds to the purple sounds book on a Monday so please ensure it is in their bags.**

**Water** we actively encourage the children to regularly drink water and bring in their own named water bottle for the classroom please no juice or flavoured water in these water bottles. **It is very important that you do not store the water bottles in the book bags as they often can spill and ruin the contents of the book bags and damage will have to be paid for.**

**Proud Clouds** we value your observations and we will be sending home 'Proud Clouds' in the next couple of weeks where you will be able to record these achievements. A letter explaining them and giving some examples will be sent out with them.

**Labels** please can you make sure that coats, sweatshirts and shoes are clearly labelled as it is these items which are taken on and off most frequently and often all look the same!

**Independence** please ensure your child is able to take off and put on their jumper and make sure it is the right way round as this is an essential skill in a busy Year R classroom.

# In Conclusion ...

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Working in partnership with you is very important to us so please come and talk to us at the end of the school day with any concerns. Alternatively if you do not collect your child from school you can email or call the school to arrange a mutually convenient time to talk.

**If you have any questions about this power point please fill in the online form in your parent email accounts and we will collate them and create a FAQ slide for further clarifications.**



*Working in partnership*