



YR Welcome Meeting

September 2025

Foundation Stage



Mrs Price
Class Teacher
Early Child Development lead
Phonics lead

I have been teaching at St Mary's for four years now and this is my 5th year teaching in Reception class. I completed my undergraduate degree at BGU specialising in Early years then went on to get my teaching degree.

In my spare time I love to travel and explore new places. I enjoy spontaneous trips to new places.



My classroom aim is to create an environment which:

Children feel safe and happy to express thoughts and feelings.

Encourages to take risk and never be scared to make mistakes



- School starts at 8.45am and finishes at 3.15pm.
- In the morning the children come into the classroom, choose their dinner and wash their hands before accessing a funky finger activity.

We provide an on –going rolling snack time where children can access a snack at a time they would like it. We offer fruit and milk and will be soon introducing other snacks to the children. We would appreciate a donation of 50p per week to allow us to purchase these. Water is always available to the children. Please ensure their water bottle is clearly labelled. Please be aware school policy is only water is allowed in the bottles.



Attendance and Punctuality

▪ Session Times

Morning

- The morning register will be open from 8.45am to 9.15am (warning bell rings at 8.40am for children to line up).
- A child will be marked as **late** if they arrive at school after **between 8.50am and 9.15am**.
- The morning register will **close at 9.15am**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Afternoon

- The afternoon register will be open from 12.45pm to 1.15pm.
- A child will be marked as **late** if they arrive at school for the afternoon session between **12.50pm and 1.15pm**.
- The afternoon register will **close at 1:15pm**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

▪ School Absences

The procedures for following up absences is as follows:

Day 1

- **Parents:** should contact the school office before 9:00am using the dedicated absence line to give a reason for absence and an estimation of length of absence
- **Attendance Officer:** where parents have not contacted by 9.30am, make contact with parents by text or telephone. Appropriate register code applied.

Day 2

- **Attendance Officer:** if contact has not yet been established, continue to make efforts to engage the family. Record all contact as internal monitoring on CPOMS.

Day 3 Welfare Check

- **Attendance Officer:** if contact has been established but the pupil remains absent, carry out a welfare call. Speak to the child via telephone or undertake a home visit.
- **Attendance Officer & Safeguarding Team:** if contact has been not established, undertake a home visit alongside member of Safeguarding Team. Record all contact as internal monitoring on CPOMS.

Day 10 Referral

- **WHEREABOUTS KNOWN:** the absence meets the threshold for enforcement actions. **Attendance Officer/Safeguarding Team** to make joint referral to Family Services via Early Help (EHAF), evidencing actions taken.
- **WHEREABOUTS UNKNOWN:** absence could meet threshold for removal from role. **Attendance Officer/Safeguarding Team** to make joint referral to Children Missing Officer (CMO).

Health and Safety

Please find a link to our 'Medicines in School' policy:

<https://stmarymagdaleneprimary.secure-primariesite.net/medicines-in-school/>

Nut Free school – please do not send nut products into school.



Our School Values



Behaviour Policy 2022-23

- The policy focuses on developing the children's intrinsic motivation.

Procedures for dealing with inappropriate behaviour: September 2022

	Examples of particular behaviours (this is not an exhaustive list)	Procedure for managing behaviour	Support following a sanction	Responding to the needs of SEND pupils										
<p>For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:</p>	<ul style="list-style-type: none"> Rudeness e.g. answering back, inappropriate voice tone, inappropriate body language, interrupting or talking over the teacher, rude facial gestures, refusal to share Low level disruption e.g. not settling to learning, talking at inappropriate times, not completing set tasks, deliberately distracting or interfering with others Unsafe actions e.g. running through school, rough play, playing where adults have asked pupils not to Lack of care e.g. littering, not tidying up, disrespecting school property Verbal insults e.g. unkind comments, name calling Attention-seeking e.g. calling out, silliness Disobedience e.g. refusal to follow requests/instructions from staff, bringing in banned items, use of mobile phones without permission Lack of correct equipment e.g. lack of tie/uniform items, lack of PE kit, not bringing reading diary Defacement e.g. purposely defacing books, graffiti on resources, school property, or property of others Evasion e.g. hiding from staff, walking away from staff Benevolent dishonesty e.g. lying to protect themselves or friends, not telling the whole truth Swearing e.g. blasphemy, verbal and hand gestures 	<ol style="list-style-type: none"> Any single example of these behaviours displayed will result in a verbal reprimand and reminder of behaviour expectations. A second example of these behaviours displayed will result in a yellow card. A yellow card is given to signal to the pupil that they need to reflect on, and change, their behaviour. This will not necessarily be accompanied by a comment. Within a single session: After a yellow card is given, no further warnings or yellow cards will be given within a session. Any further displays of these behaviours will be classed as 'serious unacceptable behaviour' – see below Over the course of a school day: if a pupil is given 3 yellow cards, this will be classed as 'serious unacceptable behaviour' – see below. <p>Session times are categorised as follows:</p> <table border="1" data-bbox="1217 601 1454 694"> <tr> <td>Session 1</td> <td>First lesson</td> </tr> <tr> <td>Session 2</td> <td>Break</td> </tr> <tr> <td>Session 3</td> <td>Second lesson</td> </tr> <tr> <td>Session 4</td> <td>Lunchtime</td> </tr> <tr> <td>Session 5</td> <td>Afternoon lesson</td> </tr> </table>	Session 1	First lesson	Session 2	Break	Session 3	Second lesson	Session 4	Lunchtime	Session 5	Afternoon lesson	<p>NA</p>	<p>Possible support mechanisms include but are not limited to:</p> <ul style="list-style-type: none"> Shortened session times Increased number of warnings before a yellow card is given Brain breaks Time out Strategically planned tasks to deescalate
Session 1	First lesson													
Session 2	Break													
Session 3	Second lesson													
Session 4	Lunchtime													
Session 5	Afternoon lesson													
<p>For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:</p>	<ul style="list-style-type: none"> A third example within a session of 'low level unacceptable behaviours' within a single session. Confrontation e.g. threatening body language, slamming of doors, verbal threats Discrimination e.g. to exclude, disadvantage, harass, bully, humiliate or degrade someone because of their protected characteristics (age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). Vexatious and malicious behaviour e.g. deliberately acting in a manner so as to cause annoyance, irritation or upset, slander, dishonesty intended to cause harm to others Harassment/Bullying e.g. persistent, targeted purposeful behaviour intended to hurt an individual emotionally or physically, including via electronic communication within school time Fighting, violence or aggression e.g. kicking, punching, pushing, fighting, biting, spitting Serious Vandalism e.g. purposely and irrevocably damaging school or others' property Sexual misconduct e.g. sexual name calling, sharing of explicit images, unwanted sexual attention sexist remarks, homophobic remarks, offensive name calling, laughing at, provoking or victimising others School avoidance e.g. truancy, running away from school, deliberate lateness Theft Possession of banned items Possession of legal or illegal drugs, alcohol or tobacco Persistent defiance, disobedience or destructive behaviour Refusing to comply with disciplinary sanctions Any behaviour that threatens safety or presents a danger Any behaviour that seriously inhibits the learning of pupils Any serious behaviour that requires the immediate attention of a staff member 	<ol style="list-style-type: none"> Any single example of these behaviours, or an escalation from low level unacceptable behaviours displayed will result in a consequence at this level. Where necessary, the pupil will be separated appropriately from the situation e.g. change of seating position, time out in another part of the classroom, alternative classroom. De-escalation techniques to prevent further behaviour issues arising will be used. Positive handling will only be used as a last resort. The member of staff dealing with the immediate situation will request a written account of the situation from the pupil. This will be reviewed in the first instance by the Behaviour and Inclusion Lead and will inform the consequence. The Behaviour and Inclusion Lead will liaise with the class teacher to decide upon appropriate consequences. These include, but are not limited to: <ol style="list-style-type: none"> a verbal reprimand and reminder of the behaviour expectations school-based community service e.g. tidying classrooms, litter picking loss of privilege e.g. the loss of a prized responsibility missed breaktime(s) to complete missed work, write a letter of apology and/or create a reflective presentation about the impact, or potential impact of their behaviour and how they plan to address this in the future detention outside normal school hours to complete missed work, write a letter of apology and/or create a reflective presentation about the impact, or potential impact of their behaviour and how they plan to address this in the future removal from classroom to allow for continuation of learning e.g. a set period working in another classroom, internal seclusion with a member of SLT fixed term or permanent exclusion: in line with the school's Exclusions Policy, only the headteacher has the power to exclude a pupil, however decisions will usually be taken in conjunction with the Behaviour and Inclusion Lead and/or other senior members of staff. Parents will be notified about the behaviour, consequence, and Behaviour Support Plan on the same day: with the exception of exclusion, notifying parents will be the responsibility of the class teacher. The next day, the pupil will begin a Behaviour Support Plan – see right. Any behaviour incidents at this level will be recorded on CPOMS. This should be initiated by the member of staff dealing with the incident. The Behaviour Lead will then add actions as appropriate. 	<ul style="list-style-type: none"> A Behaviour Support Plan will usually be issued by the Behaviour and Inclusion Lead for an initial period of 5 days. If a pupil is absent, this time will be carried over until the five days are fulfilled. It may be appropriate to extend this with an alternative support mechanism if a pupil's behaviour has not improved. Following a fixed term exclusion, a behaviour support plan will be issued to aid successful reintegration. <p>Possible support mechanisms include but are not limited to:</p> <ol style="list-style-type: none"> Time-limited alternative playtime arrangements Group interventions such as problem-solving circles, circle of friends and restorative discussions Alternative classroom/lunchtime seating arrangements Internal referral for individual mental health support KIT time with a member of the pastoral team Emotion coaching Brain breaks during sessions Internal referral for pastoral or behaviour intervention Referral to CASY Referral to outside agencies for consultation/advice e.g. Schools Behaviour and Attendance Partnership (SBAP) <p>Parents will be asked to sign the plan at the end of each school day. This is to ensure effective communication between school and home and enable parents to support the school to maintain good behaviour.</p> <p>The behaviour and Inclusion Lead will review and sign the plan at the end of the 5 days support.</p>	<p>Possible support mechanisms include but are not limited to:</p> <ul style="list-style-type: none"> Delay request for a written account enabling time for calming Use of emotion coaching Personalised Hierarchy of Support with specific scripts for emotion coaching and/or de-escalation 										

Behaviour Policy – Parents' Role

4. The Role of Parents

- The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Parents/carers are expected to:

- make children aware of the appropriate behaviour in all situations and be aware of the school rules and expectations;
- encourage independence and self-discipline, to show an interest in all that their child does in school and offer a framework for social education; and
- foster good relationships with the school and support the school in the implementation of this policy.

Reading/Phonics

Reading is vital! Please ensure that you read with your child at least 5 times a week and record this in their reading diaries. Your child will keep the same book for a week and will be changed on a Friday.

Reading diaries will be checked by staff regularly throughout the week and reminders sent to families that haven't read. Please ensure your child brings their diary to school everyday.

Please make use of our Lending Library – more info: <https://www.stmarymagdaleneprimary.co.uk/lending-library/>

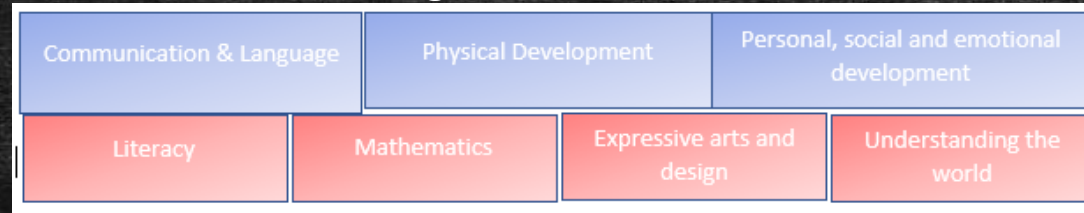
Tips to help at home with reading: <https://www.stmarymagdaleneprimary.co.uk/reading-strategies/>



As you may already be aware, the DFE introduced a new EYFS framework, commencing September 2021.

What does this mean for your child?

Your child will follow the updated EYFS framework and will work towards the final assessment at the end of the Reception year, using the new ELGs (Early learning goals). These goals are short statements that teachers assess your child against at the end of the year. The 7 main areas of learning remain the same. These are;



As part of the changes to the new framework, it also means that there is less emphasis on recording paperwork, meaning we, as adults, can spend more time with your child getting to know them and having those quality interactions. The new framework is also more aligned with the KS1 curriculum, further ensuring your child's educational journey from reception to KS1 is building upon previous knowledge.

Reception Baseline

The reception baseline assessment, or RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin in school. It will be undertaken with your child's class teacher and will measure your child's progress from reception to year 6. The school, the teachers and you, as parents will not be shared and the data will only be accessed by the DFE. The teacher will be able to spend quality 1-1 time with your child, getting to know them and if they need any further support in certain areas. When your child reaches year 6, you will be able to see the progress your child has made throughout their school journey. If you wish to read further on the reception baseline, then you can find a useful parent booklet here;

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

Prime areas Early Learning Goals

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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.
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Prime areas Early Learning Goals

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Maths	Number	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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.
	Numerical Patterns	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

What learning in our class looks like.



Lots of play!



Open-ended activities to allow children to direct their learning



1:1 and small group activities led by an adult



Whole class teaching



Areas of learning overlapping



Learning not going as intended... but great learning nonetheless!



Learning often not-recorded by the child.



Mess, chaos, noise...engagement!

Reading in YR

Your child will bring home a book with no words and will do for the next few weeks.

Here are a few tips for sharing wordless picture books with your child:

- Recognise that there are no 'right' or 'wrong' ways to read a wordless book. One of the wonderful benefits of using wordless books is how each child creates their own story (or stories!) from the same pictures.
- Spend time looking at the cover and talking about the book's title. Based on those two things, make a few predictions about the story.
- Take a "picture walk" through the pages of the book. Look carefully at the expressions on characters' faces, the setting and the colours they can see. Talk to each other about what you see. These conversations will enrich the storytelling.
- Enjoy the pictures and point out a few things, but don't worry too much about telling a story yet. Just enjoy the pictures and get a sense of what the book is about.
- Go back through the book a second time and get ready for some great storytelling! Consider going first and acting as a model for your child. Have different voices for the characters, add sound effects and use interesting words in your version of the book.



Encourage your child to “read” you the book with their storytelling. Focus on the words your child uses when they tell the story. Help your child expand their sentences or thoughts by encouraging them to add information from the illustration’s details. One way to encourage more details is by asking “W” questions: Who? Where? When? Why?

- Finish your wordless book sharing by asking a few simple questions: What pictures helped you tell the story? What was your favourite part of your story? Have you had an experience like the one in your story?

Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension — and an increased awareness of how stories are “built,” as the storyteller often uses a beginning, middle, end format. For a book with no words, you’ll be surprised at all the talking you will do, and all the fun you’ll have



What is blending?

Oral blending is when children can HEAR the individual sounds (phonemes) in words and then push those sounds together to form the whole word. This is a skill developed in Phase 1. You say the individual sounds and children merge those sounds to say the whole word.

Play games like Simon Says. You say "can you stand u-p?" or "can you c-l-a-p your hands?" and they blend the sounds to perform the action.

Model Blending

Model blending sounds as much as you possibly can.

"I need my c-oa-t". "coat"

"I'm making a cup of t-ea". "tea"

"I can see a 'b-ir-d". "bird"

You can see if after a while they can naturally blend the sounds they hear rather than you.

Use Pure Sounds

Try to avoid using an 'uh' at the end of the letter sounds. So not 'muh, luh, suh' but 'mmm, lllll, ssss'. The technical term for the 'uh' is a Schwa.

Using the pure sounds makes it easier for children to blend the sounds together to form the word.

It's easier to merge "ssss, u, nnnnn" rather than "suh, u, nuh"

Struggling with oral blending of phonemes?

1. Try syllables in words for your child to practise blending chunks of sounds.

win - dow

rab - bit

You'll find that they will pick this up fairly quickly.

2. Move onto blending the onset and rime in words

c-at

b-at

h-at

Easier if you firstly concentrate on the same word family (rhyme)

Blending to Read

When children move on to begin blending for reading this requires a lot of complex skills all needed at the same time. Children need to be able to quickly identify the graphemes (letters or combinations of letters) and their corresponding sounds, remember them and then merge the sounds together.

If a child is struggling to do this then check whether they recognise all the graphemes and can recall the sounds quickly. You might need to go back and fill some gaps in grapheme recognition.

Start with VC words

A VC word is a word that is a vowel followed by a consonant. Blending two sounds will be easier than blending three. If they've had practise at blending two syllables this might come easily.

Words to start with using Set 1 and 2 sounds from Phase 2.

i-n

a-t

i-t

a-n

Continuous Consonants

To help children blend CVC words try starting the word with a continuous consonant. These are consonants that have a longer, stretched sound like ssss, mmmm, ffff rather than short sounds like p, d, g.

This will make it easier to merge the sounds together.

ssss-i-t

ffff-u-n

mmmm-o-p

Sound Buttons

These are the dots and lines you might see under words. A dot for a single letter that makes one sound and a line for combinations of letters that make one sound. Every time the button is pushed your child says the corresponding sound and then merges the sounds to form the word.

bat



moon



night



Blending Activities

- playdough sound buttons
- magnetic letters pushed closer together on a baking tray
- letter cards on a washing line moved closer together
- drive a toy car or train across letter cards
- jump on letter cards and blend
- letter cards on the stairs and blend the sounds as you walk up
- write letters on jigsaw pieces and place together
- write letters on Duplo pieces and build words

Soon your child will bring home a reading book that matches the phonics sounds they have been learning in their phonics sessions in school. There may also be some “tricky words” in the book that they have also covered in phonics (These are words you can not use phonics to sound out for example the , to, go.)

Parents Phonics meeting

- Handout recourses to support home
- Talk about different activities to do at home
- Questions

WRITING IN YR

Developing Early Writing Skills

Before putting pen to paper... building gross & fine motor skills



What you can do at home....

- Messy play – cornflour & water to make slime, mark-making in hair conditioner, tweezers/ spoons to collect pasta, buttons, beads, rice....the list is endless!
- Creative – painting, drawing & colouring
- Outdoor play – climbing, digging in the mud & throwing & catching games.
- Big scale mark-making – chalks on the floor, buckets of water & large paint brushes or rollers.
- Writing shopping lists together to take with you – can your child read their own writing and tick items off the list as you find them?
- Writing cards, diaries and invitations to friends and family – it is important that writing has a purpose.

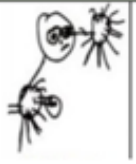

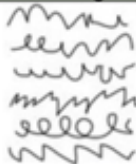
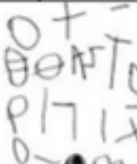
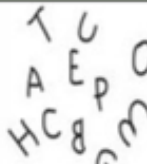

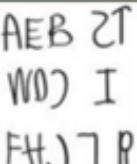
At school we have daily funky finger time where we develop the strength in our fingers and hands to help prepare us for the mechanics of writing.

Getting it right....

Helping your child to begin to write

- Mark-making with meaning – can your child talk about the marks that they make?
- Swapping hands & pencil grip – show your child how a pencil should be held & gently encourage this...every child will be ready for this in their own time.

Progression in mark making skills

Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Environment I print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
the I is see like 12345 and mv	I V A D A A O	We wn to the s (We went to the store.) I lk ml Bk	Thehcarr (The horse can run.) I lik to pla with my cat.	My fav orif dinosor the stegosaurus.	To days i won to play with the white board and the shapes and I won to pony won my fee	One day I saw my frid if was Israel and Antonio and they got lost I had them. The end Today I am going to the store with my mother I am going to buy a present for my little brother. He is five years old.
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.		Whole sentence writing develops.

Letter formation

- ❖ When your child begins to show signs of being ready to write, please encourage the correct letter formation.
- ❖ Please encourage your child to use lower case letters (with exception of initial letter of their name). Capital letters should only be introduced when your child is beginning to write sentences with some confidence and they are aware of upper case letters from their learning in phonics.
- ❖ Bad habits are very difficult to 'un-learn' – let's get it right from the very beginning!

MATHS IN YR

What Maths might look like in Early Years...



Children learn best when...

- Maths is practical
- Maths is fun
- Maths is used as part of their own play or a game.
- Maths is purposeful.

What you can do at home...

- Singing number songs e.g 5 little ducks, 10 green bottles etc – YouTube have lots of videos to watch and sing along to!
- Practical maths – counting items into a shopping basket, adding small quantities of coins together, sharing toy food at a teddy bear's picnic etc.
- Play should include opportunities for size, shape, capacity, number and simple addition and subtraction vocabulary.
- Remember to write down significant learning on a WOW moment!
- Board games
- Online games exploring number, shape and more!
- Playing I spy whilst on walks out and about – which shapes or numbers can you see? Number plates, numbers on buses etc are great for this.
- Baking – support your child in reading numbers for ingredients, counting spoon fulls into a bowl, timing the baking of cakes etc.

Outdoor learning (Wednesday)

Every ... afternoon we use the larger outdoor spaces within school as part of our learning time. Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being.

- Learning outside the classroom gives children contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons.
- Playing and learning outside also helps children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles.
- Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.
- Children need an outdoor environment that can provide them with space, both upwards and outwards, and places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities.
- The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. Very young children learn predominately through their sensory and physical experiences which supports brain development and the creation of neural networks.
- For many children, playing outdoors at their early years setting may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations.

We ask that you send wellies into school (these can be let in a bag on their pegs if you like). It is important that children have shoes to change into as we do get muddy during these sessions and we do not want to track this mud back into school.

You may also like to send a different outdoor coat for this session as it also may get dirty.



Continuous Provision

- Continuous provision describes all of the different provision areas which are available for children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year.
- **Why is Continuous Provision Important?**
- Carefully planned continuous provision will enable children to learn skills, will challenge their thinking and help them to embed concepts. It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes.
- To embed concepts. It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes.

The purpose of Continuous Provision is to provide a **continuous** and constant resource to allow children to explore their interests, start projects or consolidate learning.

We will be introducing plan, do, review to the children soon.

In the plan-do review process, children **make plans, carry them out**, and reflect on what they have done. In doing so, children learn to take initiative, solve problems, work with others, and accomplish their goals - their play becomes more purposeful and focused.

Our Curriculum



EYFS Curriculum Intent & Progression (linked to whole school Concept Curriculum)



Literacy (Supported by Physical Development and Communication and Language)

This Curriculum supports 4-5 year olds with their development in CLL & Literacy and prepares pupils for the KS1 English Curriculum

Phonics				Language Acquisition				Reading & Comprehension				Writing						
Speaking and Listening				Speech & Language				Pre-Reader				Physical Development						
Sound discrimination	Rhyme and rhythm	Alliteration	Voice sounds/ oral blending and segmenting	Receptive language skills- understanding instruction		Expressive language skills – Put thoughts into words.		Handling books	Show interest in print and pictures	Recognising print in the environment	Looking at a range of books.	Gross Motor skills	Fine motor skills, including pencil grip (Fitted grasp – palmer grasp – static tripod – dynamic tripod)					
GPCs and HF words				Listening and Understanding				Emerging Reader				Mark Making						
Reception sequence from Rocket Phonics	Letter Sounds and Names	Rapid recall/alph. abetical order	Rapid recall of HF words within Reception sequence from Rocket Phonics	Listen attentively in a range of situations. They give attention to what others say and respond appropriately.	Interpret & expression and tone of voice	Understanding individual word, then in connected speech	Having ideas and actions to respond. Following instructions involving several ideas or actions.	Knowing print carries meaning	Using forms of speech from books.		Recalls basic information	Writing the environment using different materials	Tracing over a model	Copying under /over a model.				
Segmenting & Blending				Communication				Expected Reader				Early Writer						
Single Letters	Digraphs		Trigraphs	Deciding how to respond and what to say. Developing their own narratives and explanations by connecting ideas and events.	Joining in with conversations and taking turns	Forming clear sounds/words & express themselves effectively.	Speaking clearly and smoothly (less stops and starts) Shows awareness of the listeners needs.	Demonstrate understanding when talking about what they/others have read	Reads and understands simple sentences and books that are consistent with their phonic knowledge	Applying phonic knowledge	Reads some common irregular words.	Forming letters correctly	Representing sounds correctly	Writing simple/ CVC words				
Application				Vocabulary				End of year assessment (taken from ELG)				Expected EYFS Writer						
Blend to read phonetically regular words.	Segmenting to write phonetically regular words	Writing unknown words in a phonetically plausible way.		Recall of taught numbers and words	Understanding of taught numbers and words	Discuss unfamiliar vocab Word aware programme.	Use new vocabulary					Write labels (correct/phonetically correct)	Write/spell some irregular common words	Write phrases and sentences that can be read by themselves and others.				
End of year assessment (taken from ELG)				End of year assessment (taken from ELG)				End of year assessment (taken from ELG)				End of year assessment (taken from ELG)						
ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read about simple sentences and books that are consistent with their phonic knowledge, including some common exception words.				ELG: Listening, Attention and Understanding 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.				ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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				ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.				ELG: Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.		
Educational Opportunities																		
Opportunities through continuous provision (see 'Common Play Behaviour' document) Daily phonics sessions Directed teaching focused as below.																		
Autumn Term Core texts: Owl Babies, Peace At Last, Can't You Sleep Little Bear Writing opportunities to demonstrate phonic knowledge include: Captions Labels Speech bubbles Wanted posters Letters				Spring Term Core texts: Polar bear, polar bear what do you hear? Blue Penguin, Encyclopedia of Arctic Animals, Traditional stories (Little Red Hen, Goldilocks and the Three Bears, Three Billy Goats Gruff) Writing opportunities to demonstrate phonic knowledge include: Narrative sequencing and retelling Poetry-repetition Non-fiction-fact file Title-whole class innovation Letters Wanted poster				Summer Term Core texts: Farmer Duck, Jack and the Beanstalk, books from other cultures (Over the Hills and Far Away, Little Red and the Hungry Lion, The Runaway Chapatti) Writing opportunities to demonstrate phonic knowledge include: Recount Narrative character descriptions Non-fiction leaflet-farm animals Poetry-riddles Narrative-setting description TEW-innovation-class and own										



Mathematics

This Curriculum supports 4-5 year olds with their development in Number and SS&M and prepares pupils for the KS1 Maths Curriculum

Number & Counting			Calculation			Shape & Space			Measure				
Noticing Numbers			Quantity			Noticing Shape			Exploring Language				
Recognise number names spontaneously	Selects small amount (1 or 2) objects correctly.	Listens and begins to join in with counting rhymes.	Begins to make comparisons between quantities.	Knows that a group of objects can change in quantity if something is added/taken away.		Notice shapes and patterns in pictures	Grouping objects by shape/size		Use language of size spontaneously in play.				
Counting			Recognise			Exploring Shape			Refining Language				
Recognise numbers 1-10 (stable order)	Counts accurately with 1:1 correspondence	Knows that the last number spoken names the quantity (cardinality)	Knows that numbers identify how many is in a set and subitise up to 5		Separate a group into smaller groups, beginning to recognise that the total is still the same.	Making arrangements with shape	Select shape and use appropriately.	Notice shape in the environment	Talk about shape (round, tall)		Use positional language		
Counting beyond 10			Use marks they can explain			Emerging Mathematician			Use appropriate language to talk time/money.				
Counting beyond 10	Find one more/less using objects.	Counting irregular arrangements (order irrelevant)	Read and select numerals to 10	Finds total amount of two sets by counting all	Use language of more, less, same to compare amounts to 10	Name and select 2d some shapes	Name and select some 3d shapes	Create patterns using familiar shapes		Order by length/height			
Counting beyond 20			Use mathematical language to describe objects and shapes.			Expected Mathematician			Order by weight/capacity				
Count objects to 20 and verbally count beyond 20 recognising the number patterns	Order numerals 0-20	Say 1 more/less than a given number to 20.	Add/subtract two single digit numbers using objects	Count in and back to find an answer.	Solve everyday problems including doubles, halves & sharing.	Recall number bonds to 5 and some bonds to 10	Recognise Patterns	Create and describe Patterns	Use mathematical language to describe objects and shapes.		Compare measurements and explain findings		
End of year assessment (taken from EIG)			End of year assessment (taken from EIG)			End of year assessment (taken from EIG)			End of year assessment (taken from EIG)				
EIG – Number: <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aid) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 			EIG: Numerical Patterns: <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally. 			No end of year EIG assessment but it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.							
Educational Opportunities													
Opportunities through continuous provision (see 'Common Play Behaviour' document) Directed teaching focused as below.													
Autumn Term Weeks 1-3: Baseline/Setting into provision Week 4: Sorting and matching Week 5: Comparing measures and subitising Week 6: Patterns Week 7: Numbers 1-3 Week 8: More/less/fewer & addition within 3 Week 9: 2D Shape (circles, triangles (linked to 1-3), positional language) Week 10: Numbers 4 and 5 Week 11: More/less/fewer & addition within 5 Week 12: 2D Shape (circles, triangles, squares and rectangles (linked to 1-4), positional language) Week 13: Time incl. sequence of the day				Spring Term Week 1: Composition to 5 with equal/unequal groups Week 2-3: Numbers 6, 7, 8 (including 1 more/1 less, addition, subtraction) Week 4: Measures (length/length/time) Week 5-6: Numbers 9 and 10 (composition/ordering/comparing) Week 7: 3D shapes Week 8-10: Consolidation of numbers within 10 (incl. estimation/combining 3 groups/ comparison of amounts) Weeks 11-12: Assessment and consolidation				Summer Term Week 1-2: Number patterns, ordering and estimation within 20 Week 3: Consolidation of 2D and 3D shapes Week 4-5: Addition and subtraction within 20 Week 6: Exploring patterns and creating shapes Week 7: Doubling Week 8: Sharing/grouping Week 9: Odd and even numbers Week 10-12: Problem solving and consolidation					

Understanding the World – The Natural World & Technology



This Curriculum supports 4-5 year olds with their development in Understanding the World- The World and prepares pupils for the KS1 Science, Computing & Geography Curriculums.

Geography				Science				Computing		
Place				Life: Identify and name common animals and plants; talk about change				Safety		
Know that some places are special to them.	Identify significant local places including their home, street, school, town and county.	Know that every house has its own address: use maps to explore the locality	Know that the world is made up of different countries	There are four seasons which affect temperature, plants, animals and daylight.	Some things are living, others are non-living: introduce plant/animal life cycles and conditions for growth.	The natural world supports life. Different environments have specific characteristics and need to be cared for.	Notice changes that happen in the natural world.	Use apps under the guidance of the teacher.	Use online activities with the support and permission of adults	Know that the internet is useful for a variety of different purposes
Space				Energy: Explore the effect of simple forces (i.e. pushes and pulls, magnets)						
Identify features of their immediate environment.		Know that features can be represented pictorially		Use toys/equipment that require pushes and pulls to control	Explore the effect of magnets on a range of materials	Start to use the vocabulary of 'push', 'pull' and 'magnet'				
Cartography				Matter: Experience, explore and describe a range of common materials						
Know that maps give information about the world	Engage with simple maps to talk about everyday life	Reproduce their own maps	Know that directions can be followed and lead to different places.	Explore the properties of common materials and begin to select appropriate materials for a task.	Know that temperature can change materials	Know that some changes are reversible and irreversible.		Select and use technological devices to capture images, sounds and mark making including 2Paint, simple city, maths city 1, mashcams, mini mash		
Physical and Human Geography				Being Scientific: Explore, describe and question the world around them				Creation		
Know that resources should be cared for and that some can be recycled	Identify daily weather patterns	Recognise natural landscapes including woodlands and forests.	Start to recognise physical and human features.	Know some key vocabulary associated with science	Recognise and name equipment that they use	Handle equipment carefully, safely and appropriately	Know that Science impacts on their life.	Understand that technology plays a role in our lives. Understand cause and effect through the use of programmable toys to explore coding including beebots		
End of year assessment (taken from EUG)				End of year assessment (taken from ELG)				End of year assessment (taken from EIS)		
EUG: People, Culture and Communities				ELG: The Natural World				No end of recognition assessment but it is important that the curriculum includes listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our technologically diverse world.		
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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.				Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
Educational Opportunities										
Opportunities through continuous provision (see "Common Play Behaviours" document) Directed teaching focused as below.										
Autumn Term Place-focus on important areas within school and their immediate area. Link to owl babies and homes. Where owls make their home (woods-Physical-recognise natural landscapes including woodlands and forests) and the homes we live in. Recognise and talk about significant local places. Link to visit to Brierley Park. Walk around local area identifying key features. Simple maps to explore the locality. Physical-Treemendous Tuesdays outdoor learning linked to seasons.	Spring Term Physical-Treemendous Tuesdays outdoor learning linked to seasons. Space/Cartography-focus on whole school environment, linked to simple map work. Explore maps and Google earth. Use of simple maps to locate subjects in real life, linked to Treemendous Tuesday. Explore similarities and differences in life in this country and other countries-link this to English text of Blue Penguin...	Summer Term Physical-Treemendous Tuesdays outdoor learning linked to seasons. Use of maps and globes. Physical and human features-linked to Re topic of Creation. Human – links to Creation in RE and taking care of our world. Cartography - Explore similarities and differences in life in this country and other countries-link this to English texts of Little Red and the Hungry Lion and stories from other countries/cultures.	Autumn Term Life: Woodland animals and their habitat, nocturnal animals & hibernation	Spring Term Life: Arctic animals and their habitat Matter: Exploration of materials to create a) strong houses for 'The Three Little Pigs' and b) a floating raft for 'The Three Billy Goats Gruff' to cross the river.	Summer Term Life: Farm animals, minibeasts, wild animals. Growing their own beanstalks. Matter- suitable materials to create a sweeping brush for farmer duck. Changes- growing/plants, life cycles when looking at minibeasts	Autumn Term Creation and Coding are taught through Continuous Provision using apps and everyday classroom technology. These include Beebots, IWB, iPads with specific apps including 2Paint, simple city, maths city 1, mashcams and mini mash	Spring Term Creation and Coding are taught through Continuous Provision using apps and everyday classroom technology. These include Beebots, IWB, iPads with specific apps including 2Paint, simple city, maths city 1, mashcams and mini mash	Summer Term Creation and Coding are taught through Continuous Provision using apps and everyday classroom technology. These include Beebots, IWB, iPads with specific apps including 2Paint, simple city, maths city 1, mashcams and mini mash	Safety is taught discretely in each term through Smartie the Penguin, Project Evolve and Detective Digiduck.	Safety is taught discretely in each term through Smartie the Penguin, Project Evolve and Detective Digiduck.
Visit to Brierley Park			Visit to White Post Farm							
Expected Vocabulary (by end of EYF5) Geography: rain, cloud, rainbow, wind, sun, litter, green, reuse, recycle, map.				Expected Vocabulary (by end of EYF5) Science: identify, name, explore, experience, describe, question, change, similarities, differences, push, pull, magnets, attract, plastic, metal, paper, wood, hard, soft, rough, smooth, bumpy, shiny, spring, summer, autumn, winter.				Expected Vocabulary (by end of EYF5) Computing: consent, internet, app, screen, video, equipment, technology, buttons, instruction		

Understanding the World – Past and Present; People, Culture and Communities

This Curriculum supports 4-5 year olds with their development in Understanding the World- People & Communities and prepares pupils for the KS1 RE, History, PHSE & RSE Curriculums alongside their spiritual development.

History					RSE					Religious Education																
Chronology- Be able to correctly use simple terms to talk about chronology, including old, new, today, tomorrow and yesterday.					Relationships & Friendships					Incarnation and People Of God																
That time passes in sequential order e.g. days of the week, seasons, times of day	Use vocabulary associated with the passage of time	The passage of time changes living things e.g. human growth, animals and plants change over time	That the passage of time changes the world around us e.g. seasons	That events/ celebrations take place at specific points of the year.	Name people who are special to me: both friends and family members		Say what makes a good friend			Know that Christians believe that God came to Earth in human form as Jesus to show that all people are special		Listen to stories about The People of God														
Evidence: Be able to use items to talk about the past:					Physical & Mental Health					Salvation, Gospel and Kingdom of God																
Talking about physical evidence e.g. artefacts/pictures /photographs			Talking about oral evidence e.g. shared memories and stories from members of family		Name a range of emotions	Know what physical health is	Demonstrate good personal hygiene	Say what their bedtime routine looks like	Name body part: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth		Know that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter		Know that Christians believe that God loves everyone.	Recognise that Christians try to show love to others.	Listen to parables and stories from the Bible											
Significance- Ask questions to find out what happened					Identity & Equality					God and Creation & Fall																
Asking questions about physical evidence e.g. artefacts/pictures/ photographs			Asking questions about oral evidence e.g. shared memories and stories from members of family		Talk about things that I like.	Name people who are special to me and talk about what they like.	Say at least three things that people like about me.	Talk about how we are the same and different, respect and celebrate each other's differences.		Use courtesy and manners with everyone.		Know that God is a name.		Understand that Christians believe that God is the creator of the universe	Discuss how to look after the world that Christians believe God made											
End of year assessment (taken from ELG)					Safety & Consent					End of year assessment (taken from ELG)																
ELG: Past and Present Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been learned in class; understand the past through settings, characters and events encountered in books read in class and storytelling.					Recognise danger and know that there are things I can do to keep myself safe.		Identify when a place is safe and comfortable	Know it is okay to say no		When something isn't safe or comfortable	Know when I need to ask for and seek permission.	ELG: People, Culture and Communities 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.														
ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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.					ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.			ELG: Building Relationships Work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.																		
Educational Opportunities																										
Opportunities through continuous provision (see 'Common Play Behaviours' document) and learning about the festivals from a range of cultures throughout the year- Eid, Lunar New Year, Diwali, Easter, Christmas																										
Directed teaching focused as below.																										
Autumn A focus on personal history using chronological language. Exploring simple family tree to include siblings, parents and grandparents & learning about family birthdays and celebrations. <u>Learning from texts:</u> Owl Babies, exploring growth from babies to present; contributions and review of learning journey floor books. <u>Subject links:</u> Seasons in Science, celebrations in RE			Spring Focus on family history using chronological language. <u>Learning from texts:</u> Traditional tales - Little Red Hen, Goldilocks and the Three Bears, Three Billy Goats Gruff. Listening to stories through the ages - which traditional stories did parents, grandparents enjoy? <u>Subject links:</u> Seasons in Science, celebrations in RE			Summer Focus on the history of others using chronological language. <u>Learning from texts:</u> Traditional nursery rhymes from a range of countries and cultures. Family to share their favorite songs and rhymes from their childhood. Jack and the Beanstalk - link to brief history of cavies. <u>Subject links:</u> Seasons in Science, celebrations in RE			Autumn P4C small group sessions to be delivered weekly. Key concepts and texts to include: Relationships and Friendships: Autumn 1-Where are you like Kangaroo? (Name people who are special to me) Autumn 2-Moose Rabbit-Natalie Russell (Say what makes a good friend) Mental Health: Autumn 2-A Great Big Cuddle-Michael Rosen (name a range of emotions) All also link to autumn English focus texts of Owl Babies, Peace at last and Can't You Sleep Little Bear.			Spring P4C small group sessions to be delivered weekly. Key concepts to include: Identity: Spring 1-Colourful Buttons (talk about things that I like, name people who are special to me and talk about things that they like, say at least three things that people like about me) Links to focus English text of Blue Penguin Equality: Spring 2-We are All born Free (Talk about how we are the same and different, respect and celebrate each other's differences) Links to focus English text of Blue Penguin Safety: Spring 2- links with focus English texts (Little Red Hen, Goldilocks and the Three Bears, Three Billy Goats Gruff)			Summer P4C small group sessions to be delivered weekly. Key concepts to include: Safety: Summer 1-Look out he's behind you. (Recognise danger and know that there are things I can do to keep myself safe) Equality: Summer 2-Spots and Dots Identity and Equality: Summer 2-Focus English texts of stories from other countries and cultures			Autumn Understanding Christianity- Incarnation: Why do Christians perform a Nativity play at Christmas? Listen to and explore the Christmas story and perform a simple Nativity play. Key texts-Autumn 1-The Creation story. Autumn 2-Simple version of the Christmas story. NAS F1- which stories are special and why? NAS F4- Which times are special and why?			Spring Understanding Christianity – Salvation: Why do Christians put a cross in the Easter garden? Listen to and explore Palm Sunday stories Key texts-simple version of the Easter story, The Good Samaritan. NAS F1- which stories are special and why? NAS F4- Which times are special and why?			Summer Understanding Christianity – Creation: Why is the word of God so important to Christians? Listen to and explore the Creation story. Key texts- The Creation story-links to concept of know that resources should be cared for and some can be recycled. NAS F2- Which people are special and why? NAS F3- Which places are special and why?		
Expected Vocabulary (by end of EYF5) History: Today, tomorrow, yesterday, before, after, first, next, mother, father, aunt, uncle, brother, sister, grandparents.					Expected Vocabulary (by end of EYF5) PSHE: friends, family, special, same, different, danger, safety, emergency, permission, emotions, feelings					Expected Vocabulary (by end of EYF5) RE: Christian, God, Adam, Eve, garden, Jesus, Mary, Joseph, Christmas, neighbor, cross																

Expressive Arts and Design - Exploring Media, Being Imaginative, Physical Development

This Curriculum supports 4-5 year olds with their development in Expressive Arts and Design – Exploring Media and Materials and Being Imaginative, preparing pupils for the KS1 Art, DT, Music and PE Curriculum and supporting physical development including early mark making skills.

Art		Design Technology		Music		Physical Development		
Composition		User		Shape		Fitness		
Name artistic elements (e.g. colour, patterns, textures, lines, shapes, forms and spaces) in a range of artwork (e.g. in their own work, or that of artists)		Ask questions to find out who the product is for and how it can be used.		Hear elements of musical shape (i.e. high, low, loud, soft, long, short, fast, slow, steady beat)		Recognise ways to be healthy	Take part in physical activities	Make healthy choices during free flow snack time.
Communication		Implementation		Communication		Skill		
Experiment with artistic elements (e.g. colour, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art.		Use resources and tools safely for cutting, shaping, joining and finishing to make own products.	Say why techniques and resources were chosen.	Copy and keep a steady beat	Compose and improvise music (including song), using their early knowledge of musical shape, using a variety of resources and instruments.	Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing)	Show good control in smaller movements (e.g. throwing, catching and kicking)	Show control and hand eye coordination in small movements.
Comprehension		Innovation and evaluation		Comprehension		Resilience & Competition		
Identify how a piece of art makes them feel		Explore imaginatively and create new products.	Say why resources and techniques were chosen.	Say how a piece of music makes them feel		Willing to try new activities Identify when help is needed	Understand and follow the rules of a team game	Work as part of a group
End of year assessment (taken from E16)		End of year assessment (taken from E16)		End of year assessment (taken from E16)		End of year assessment (taken from E16)		
ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.		ELG: Being Imaginative and Expressive Children at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher;		ELG: Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery; begin to show accuracy and care when drawing.								

Educational Opportunities

Opportunities through continuous provision, including free flow to the outdoor area (see 'Common Play Behaviours' document). Directed teaching focused as below.

Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Composition: Line-to know and know how to draw straight lines Colour-to know the primary colours and experiment with them. Shape and form-to recognise and draw 2D geometric shapes. Communication: natural materials (rock, pebbles, sand) white chalk, black chalk Comprehension: Identify how a piece of art makes you feel Focus Artist/Place: Hansel & Gretel (linked to Blue Penguin) Outcome: Natural sculpture with chalk lines	Composition: Tone-to know the terms light and dark and to use them to describe light and dark shades. Texture: to know how to create simple collages using a range of different textures. Communication: Collage materials eg textures paper, fabric, cotton wool Comprehension: Identify how a piece of art makes you feel Focus Artist/Place: Hansel & Gretel (linked to Blue Penguin) Outcome: Landscape collage	Composition: Line-to know how to draw straight lines with different thickness Pattern: to know the difference between regular and irregular patterns Proportion: to be able to compare sizes of materials Communication: Card, 2D shapes to print, printing ink Comprehension: Identify how a piece of art makes you feel Focus Artist/Place: Aina Woodsey Thomas-Irit, Tulips, Jonquills and Crocuses Outcome: Abstract print	Autumn Cooking: rolling snack – children independently access toast, crackers, fruit, hummus. Main focus-making toast User-themeselves and friends: Implementation: tools/materials-toaster, plate, knives, spoons, dishes, washing up bowl, sponges and tweezers Innovation: Give reasons for using tools Evaluation: verbal – recorded by teacher.	Spring Structure: exploring woodwork tools User-themeselves, friends, family, school staff Implementation: tools/materials-saws, hammer, drill, nail, soft wood, dowel Innovation: give reasons for using tools Evaluation: verbal recorded by teacher	Summer Textiles: fabric collage on bins User-themeselves, friends, family, school staff Implementation: materials/tools-scissors, bins fabric, large needles, thick thread, natural resources Innovation: give reasons for using tools and chosen fabrics Evaluation: verbal recorded by teacher	Autumn Music through rhymes and stories; loads (Jibber); songs and rhymes as part of whole class sessions; NWB (Wake up, Shake up/GoNoodle). Focus Music: Away in a manager Learn and perform: for Nativity performance	Spring Music through rhymes and stories (Blue Penguin-creating own friendship song); loads (Jibber); songs and rhymes as part of whole class sessions; NWB (Wake up, Shake up/GoNoodle); creating instruments and use of other instruments. Focus Music: Green Millar "In the Mood" Listen and discuss: How does the music make you feel?	Summer Music through rhymes and stories; loads (Jibber); songs and rhymes as part of whole class sessions; NWB (Wake up, Shake up/GoNoodle). Explore music linked with texts: Jack and the Beanstalk (Edward Greg, In the Hall of the Mountain King) and Minibeats (Peer Gynt - Flight of the Bumble Bee) -How does the music make you feel? Focus Music: Stamp Create and compose: improvise a percussion piece	Autumn PE Focus: Handball/Basket ball Throwing with one hand, catching with two hands in a cup shape Sportball Athletics: jumping over obstacles with two feet together, running (small steps) Fine motor development: Daily Funky Fingers sessions; independent use of utensils and cooking equipment for snack; dough disco. Gross Motor Development: Planned "Tremendous Tuesday" time to develop large scale movements in a larger outdoor area; free flow to outdoor area of the classroom.	Spring PE Focus: Dance 8 bar routine, repeated (16 bar), incorporating Reception knowledge-danced with the teacher Gymnastics: balancing, shapes, tuck, pile, straddle and stretch. Travelling (on floor)-bunny, straddle, duck and giraffe. Jumps (onto mat), stretch jump. Main focus on jump technique (ball, small jump) and landing. Rolls-tuck roll and log roll. Fine motor development: Daily Funky Fingers sessions; independent use of utensils and cooking equipment for snack; dough disco. Gross Motor Development: Planned "Tremendous Tuesday" time to develop large scale movements in a larger outdoor area; free flow to outdoor area of the classroom.	Summer PE Focus: Tennis Throwing underarm and catching, hand eye coordination, holding tennis racket, balancing bean bag, introduction to physical targets and aiming Cricket: Throwing underarm and catching, hand eye coordination, throwing at different targets, holding cricket bat correctly and hitting larger balls with bat. Fine motor development: Daily handwriting Funky Fingers keep up interventions; independent use of utensils and cooking equipment for snack; dough disco. Gross Motor Development: Planned "Tremendous Tuesday" time to develop large scale movements in a larger outdoor area; free flow to outdoor area of the classroom.

Expected Vocabulary (by end of E16)	Expected Vocabulary (by end of E16)	Expected Vocabulary (by end of E16)	Expected Vocabulary (by end of E16)
Art: straight line, draw, pattern, regular, irregular, compare, proportion, size, big, small, black, white, light, dark, texture, rough, smooth, fluffy, bumpy, spiky, primary colour, red, yellow, blue, 2D shape, square, rectangle, triangle, circle, geometric	DT: safety, explore, finish, user, join, heat, product, shape, cut, tool, spread, toaster, plate, knife, spoon, dish, washing up bowl, sponge, tweezers, wood, saw, hammer, nail, drill, fabric, scissors, glue	Music: high, low, loud, soft, long, short, fast, slow, tempo, steady beat, instrument, song, music, verse, chorus	PE: Throwing, catching, running, jumping, tuck, pile, straddle, stretch, bunny, duck, giraffe, jump, landing, tuck roll, log roll, balancing, striking, fielding, target, batting

Homework

- Reading 5 times per week.
- Weekly/ termly homework will set online on the class page.

Vocabulary homework

Your child's vocabulary will develop faster if you get involved.
Homework will be simple things that do not require too much effort.

Fridge words

Your child will come home with words they are learning. Stick these on the fridge or somewhere you all see every day. Use the words in sentences when you can. Your child needs to hear new words lots of times before they start using them. Asking 'What does this word mean?' is not helpful.



Objects from home

Sometimes you may be asked to send an object from home which shows a word that is being learned at school. These will often be describing words such as **furry, flat, spiky** or **tiny**. Encourage your child to join in the search at home looking for suitable objects.

Photographs

We may ask you to take a photo of your child or their toys, showing what a new word means, and send the photo to school. This could be your child **escaping** out of the front door, holding their most **precious** teddy bear or being all **cosy**, wrapped up in a blanket.

On-the-way-home challenges

Some of the suggestions we will send you ask you to look out for things on the way home. For example, 'On the journey home, talk about things you see that there are **lots** of. It might be **lots** of cars, **lots** of people or **lots** of dogs.'

Special challenges

From time to time, we will also send home special activities to do. As with all of these activities, the aim is to have fun as well as learn. Do the activities for a few minutes once or twice.

General pointers

When introducing your child to new words, make sure that you use the words lots of times as this will help your child. Avoid asking lots of questions. Also avoid using opposites at the same time.

For instance, when introducing **behind**, instead of using **behind** and **in front**, use **behind** and **go behind** until your child has got a really good understanding of **behind**.

<https://www.stmarymagdaleneprimary.co.uk/foundation-stage-1/>



PE and Sports

- PE uniform – this can be found here: <https://stmarymagdaleneprimary.secure-primariesite.net/uniform/> - please ensure correct kit is worn and that earrings are not worn for PE.
- We are supported by Next Level Sports
- <https://www.nextlevelsportsltd.com/>
- Last year, we were awarded the **Gold** School Games Award.
- One PE lesson each week will be taught by a qualified Sports Coach.
- Our PE day is Monday. Please send your child to school in their PE kit.

PE Uniform

- Plain white T-shirt
- Plain navy blue shorts
- Plain navy jogging bottoms
- Plain plimsols or trainers

Can we kindly request that you label all children's clothing clearly to prevent losses. Please note that earrings are not allowed to be worn for PE.



OPAL



As we enter autumn and the field gets muddier, please ensure your child has a pair of named wellies in school for lunchtimes. You may wish to provide a puddle suit too. Please make sure these are named.

Shorter term projects for this term include the addition of slack lines, scooter boards, sociable seating areas and new hammocks.

Longer term OPAL projects include expanding the mud kitchen, creating large flower beds outside of Y2 and KS2 classrooms and rewilding areas of the field.

If you think you can help please let us know!

We're grateful to receive any donations, from pallets to small world items - please drop them at the school office.



Proposed Fieldwork

Please be aware that these are not guaranteed and have to be risk and context assessed before going ahead

Autumn

Spring

- Perlethorpe
- (Traditional tales)

Summer

- White Post Farm



Diary Dates



17.10.25- Break up for half term.

07.1.25- Individual photos

W/C 10.11.25- Parents Evening

25.11.25- Panto trip

11.12.24- Christmas Disco

16.12.25– Nativity

TBC – Phonics meeting (Parent drop in sessions)

TBC – Reading at home

Questions and Feedback

- Please use the QR code to provide feedback on tonight.
- If you have any questions that we didn't have time to answer, there is an opportunity at the end of the questionnaire.

Welcome Meetings September
2025 Feedback

