Meet the Teacher

Miss Johnson and Miss Marylin – Nursery

Mrs Karimi, Mrs Fox, Mrs Leal- Reception

The Early Years Foundation Stage

Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in the early years have a major impact on their future life chances.

The EYFS Seeks to provide:

Quality and Consistency- so every child makes progress and no child gets left behind

A Secure Foundation- careful planning and assessment to meet the needs of every child in our care

Partnership Working- the school and parents and any other bodies who are supporting the best interests of the children

How we aim to achieve this:

- Understanding that every child is unique and capable, and supporting them to be resilient, confident and self-assured
- Building positive relationships with every child and supporting them to form positive relationships with others (which is why we heavily focus on the children's personal, social, and emotional development particularly in the first term)
- Creating enabling environments with teaching and support from the adults (looking at the individual interests, labelling, making sure resources are at their level so they can be independent in their learning)
- Remembering the importance of learning and development- every child learns and develops at different rates

Learning through play; ‘Choosing time’

Play underpins the EYFS. It also underpins learning and all aspects of children’s development.

Through play children are able to develop their: language skills, emotions, creativity, and social skills. For most children their play is natural and spontaneous although some children may need extra help from adults.

Play takes place at St. Mary’s both indoors and outdoors and it is in these different environments that the children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. Our role as practitioners is crucial in this, to provide time, space and appropriate resources for this play to take place.

Although a lot of the play is led by the children, it is important to note that the environment is set up for a purpose to ensure that children are learning through play across the curriculum (for example: we may have a ‘doctor’s surgery’ where the children use coins to pay for their treatment (maths) and learn more about people who help us (understanding the world).

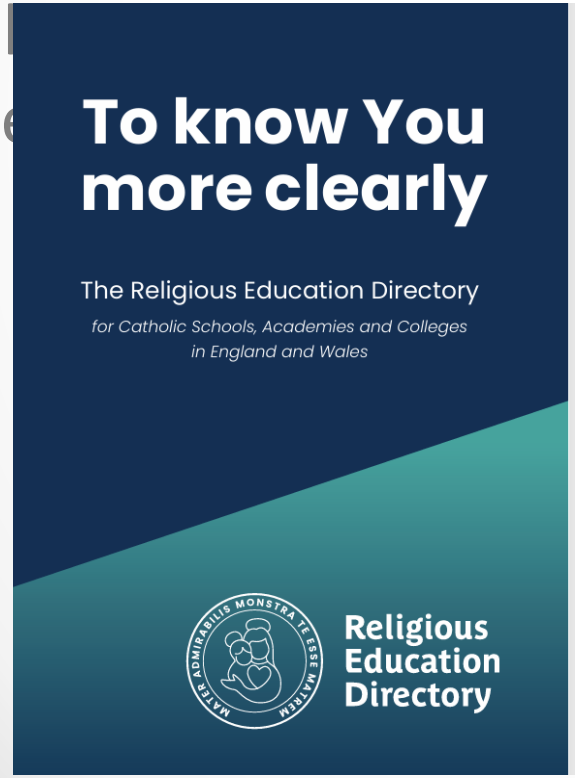
Our topics this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and My Friends	Let's Celebrate	Ready, Steady, Grow!	Animal Adventures	Tell me a Tale!	People Who Help Us
Reception	Feelings and Friendships	A World of Celebrations	Our Wonderful World	Life in the Wild: Habitats around the World	Once upon a time…	Where will we go? (Transition and Transport)

- We also have other areas we focus on throughout the year based on the children's interests and events taking place (for example: Saint's days, Book week etc.)

Religious Education- To know you more clearly

As a Catholic School, R.E is at the heart of our Curriculum and is 10% of our teaching timetable. We follow the Religious Education Directory (RED) and have dail… Worships and R.E lessons every wee…



Prophecy and Promise

Our Learning Intentions for this half-term:

To begin to understand God chose Mary.

To know that Mary said Yes to God.

To begin to understand that Advent is a time to get read… Christmas.

To know the Christmas story and recognise that Jesus wa… stable.

To retell the Christmas story.

To recognise the crib as a special tradition to retell the st…

To recognise that the shepherds visited Jesus.

To understand how various cultures celebrate Christmas…

The Early Years Curriculum

There are seven areas of learning and development. All areas of learning and development are important and inter-connected. The Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:

- Communication and language (Listening, Attention, Understanding and Speaking)
- Physical development (Gross Motor Skills, Fine Motor Skills)
- Personal, social and emotional development (Self-Regulation, Managing Self, Building Relationships)

The specific areas are:

- Literacy (Comprehension, Word Reading and Writing)
- Mathematics (Number, Numerical Patterns)

Personal, Social and Emotional Development

In the first term we spend a lot of time supporting the children to develop their personal, social and emotional skills so that they are confident within the school environment, build positive relationships with others and feel safe.

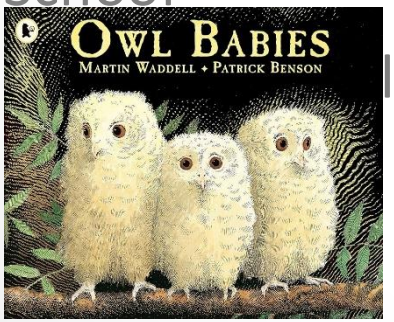
Ways that we can support the children:

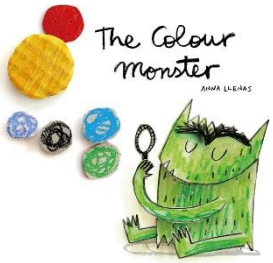
-Encouraging them to identify and express their emotions regularly

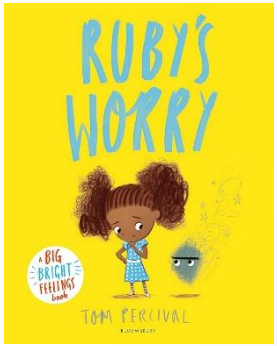
- Modelling positive behaviour (kindness, empathy, patience)
- Praising positive social interactions (sharing, taking turns, waiting their turn)
- Encouraging independence
- Supporting problem solving (encouraging them to 'have a go' by themselves)
- Promote a growth mindset (encouraging them to try new things and celebrate effort, not just success to help them to build resilience)
- Provide opportunities for group activities to practise their social skills and to be mindful of others and their needs

Books to support children's personal, social and emotional development

- Tom Percival- Ruby's Worry, Ravi's Roar, Tilda Tries Again, Meesha Makes Friends, Perfectly Norman, Milo's Monster
- Sophy Henn- Super Duper You
- Rachel Bright, Jim Field- The Squirrels Who Squabbled, The Lion Inside
- Anna Llenas- The Colour Monster, The Colour Monster goes to School
- ll- Owl I







Independence

Independence plays a crucial role in the Early Years Curriculum

- Looking after their own belongings (please ensure all items are clearly labelled)
- Toileting
- Hand washing
- Dressing/undressing (for example: putting their own coat on and zipping it up)
- Practise using cutlery
- ‘Having a go’ at trying something new before asking for help
- Tidying up
- Learning to resolve conflicts

Reading and Phonics

In the Early Years we provide plenty of opportunities for the children to be exposed to a wide variety of books, nursery rhymes and songs and for them to partake in many phonics activities and games . We believe this is of great importance as it prepares the children to be readers who will have a love for reading.

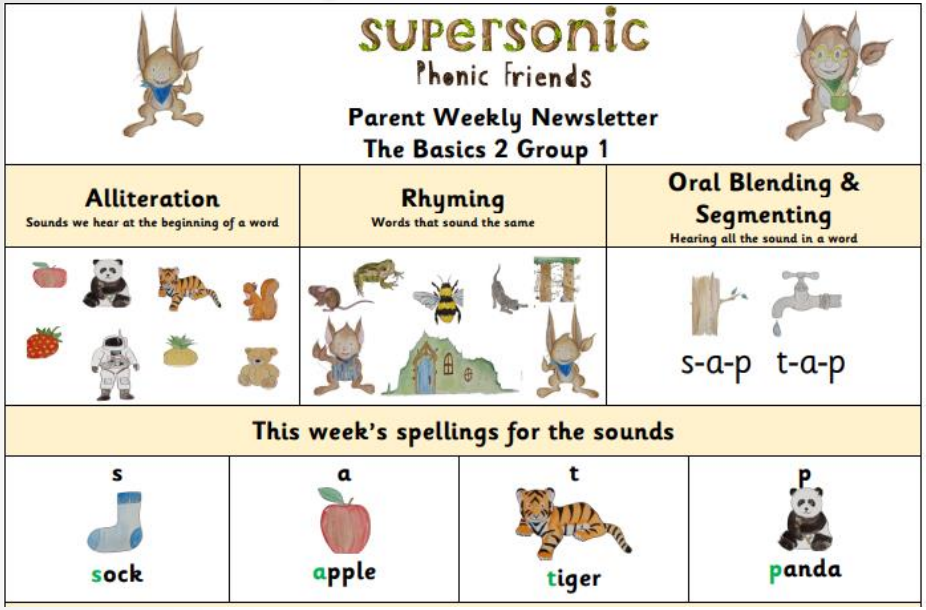
Phase One/ Firm Foundation Phonics (7 aspects)- Nursery These aspects are all 'dipped into' throughout the year, rather than teaching them at particular times in the year (with exception to Oral Blending and Segmenting which is taught later in the year)

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

Reading at home

- Creates interest in books and reading print
- Gives opportunities for the children to use their imaginations
- Develops a love for reading
- If children see you reading as a source of pleasure it will motivate them to value reading too

Supersonic Phonic Friends



We are using a Phonics programme called Supersonic Phonic Friends. During our phonics lessons we introduce a new sound to the children which we will look at over a two day period. On day one we focus on reading and day two we have a focus on writing. Please continue to check our class dojo page where I will continue to upload the parent newsletter which shares which sounds we are focusing on.

Please note: We teach the children letter sounds first, not letter names. If you are unsure of how to say the sounds when you are supporting your child at home I have uploaded a document to our Reception class page where you can scan the QR code

Reading

Phase two and three phonics

- Initial sounds
- Blending sounds together- cvc
- Segmenting sounds- cvc
- Tricky words
- Reading simple sentences
- Talking about and showing understanding of what they have read or of what had been read to them.

Reading Books

Your child's reading book will be changed once a week, either on a Monday or a Tuesday. However, we ask that you ensure your child has their reading book in their book bag every day, as we aim to read with the children as often as possible. Your child will usually be heard reading two to three times a week. At least one of these sessions will be a group read, focusing on **book talk**. During this session, we will explore the front cover, discuss what the children think the story might be about, look at the illustrations and encourage conversations about what they can see and understand. The second and third sessions will focus more on reading the text itself, developing confidence, accuracy and fluency through re-reading. We strongly encourage the children to read at home daily, even if this is just for a few minutes. Your child's reading record is also a really useful tool for communication between home and school. Please use it to share how your child is getting on, including what they are doing well and anything you feel they may need a little more support with.

Writing- Nursery

- We will be encouraging the children to give meaning to their marks.
- Use different kinds of marks for ‘writing’ and for drawing/ painting.
- Encouraging and modelling to the children how to write some letters correctly, for example letters from their own name.

Writing- Reception

There will be a writing workshop in the Spring Term.

- Whilst the children are learning their basic phonics (initial sounds) we will encourage them to use this in their independent play (shopping lists, doctors forms).
- This will then progress to the children writing words and then simple sentences.
- We encourage children to use their phonics so we do not expect children to spell all words 'correctly', although there are some words which this does not apply to (tricky words).
- We will be supporting the children to form lower case and capital letters of learnt sounds correctly using our handwriting scheme Kinetic Letters.
- At home please encourage your child to write for a purpose (for example: cards, letters, labels, lists).

Introduction to Phonics

The way children are taught to read, write and spell in schools today is called phonics or sometimes 'letters and sounds.' This guide tells you about some of the terms you may hear teachers use when talking about phonics or how your child is making progress in Literacy. There are also some top tips to help your child with phonics at home.

Word	What Does It Mean?
blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
CVC words	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound). Other similar abbreviations include: • VC words e.g. on, is, it. • CCVC words e.g. trap and black. • CVCC words e.g. milk and fast.
digraph	Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph: • **Vowel digraph:** a digraph in which at least one of the letters is a vowel, for example; boat or day. • **Consonant digraph:** two consonants which can go together, for example shop or thin. • **Split digraph** (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.
grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

Mathematics

As a school we use the White Rose Maths Scheme of work. This covers the DfE statutory framework for the EYFS and Educational Programme for Mathematics. It supports the EYFS ethos (practical, hands-on learning) and allows for key mathematical concepts to be revisited throughout the year. More information is provided on our class Curriculum letter about what the children are covering this term, and we will upload pictures to the Class Dojo of what the children are up to.

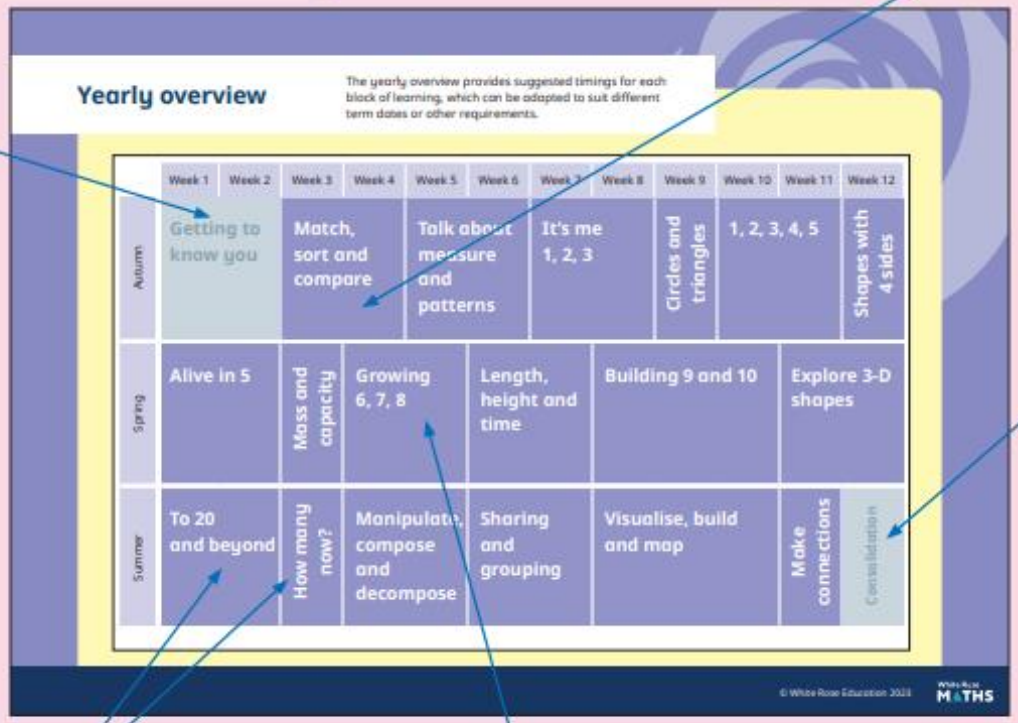
Our classroom environment is also set up to encourage the children to engage in independent mathematics activities (such as lunch time tally charts, buying and selling in our role-play areas, water and sand play for capacity etc.)

Yearly overview

Overview with suggested weekly timings. Block titles are clear and show progress through number and spatial reasoning.

Early blocks focus on use of provision to support key early maths and routines.

The first 2 weeks are for you to get to know children, develop routines and give you the flexibility to complete baseline assessments.



Consolidation weeks allow for a degree of flexibility in the suggested block lengths or to consolidate learning based on the needs of your children.

Content is consolidated so all concepts are explicitly taught before assessment for ELG.

Subitising is taught both perceptually and conceptually through the blocks. Concepts such as doubling and 1 more / 1 less is focused on in the progression of the numbers.

Activities and symbols

An activity introduced by a reading from a fiction or non-fiction book.

Show children the illustrations from pages 1, 2 and 3 of the story *Anno's Counting Book* by Mitsumasa Anno.

Encourage them to look at the pictures and identify where they can see the different representations of 1, 2 and 3

Where do they see each representation?

How do they see it?

A suggested daily routine to be supported by a teacher.

Daily routine

- When lining up in the day, ask children to join the line depending on different attributes, for example, line up if you have a sister.

An activity that has accompanying teaching slides to support adult-led learning as part of a premium subscription.

Prepare a set of dot plates or number cards which have 1, 2 or 3 dots in different arrangements.



Hold up the dot plates and ask the children how many dots.

Can children show the correct number of fingers?

Ask children if they can match the numerals 1, 2 and 3 to the dot plates.

An activity which includes a rhyme or musical instrument.

Have a pile of beanbags.

Beat a drum either 1, 2 or 3 times.



Children listen carefully and count out 1, 2 or 3 beanbags from a larger group to match the number of beats.

An outside activity or one that uses resources from nature.

Go outside and model how to make simple large-scale patterns, such as stick, leaf, stick, leaf, stick, leaf.



Support children to copy the patterns and see if they can continue them. Encourage children to use loose parts to make simple patterns for a partner to copy and continue.

A digging deeper activity to deepen children's understanding is provided for each small step.

Wrap up a range of boxes, each with a different mass.

Ensure that some of the small boxes are heavy and some of the large boxes are light.

Pick up a box and ask children to predict if it will be heavy or light.



Ask them to test their predictions using a balance scale.

Are all small boxes light?

Observations and Assessment

- Assessment in the EYFS is different to the rest of the school as it in mainly based on interactions with the children (instead of workbooks, paper evidence, tests etc.). We have on-going 'assessments' throughout the year through our conversations, and interactions which shape the teaching and learning. We do have learning journals for each child which is mainly used to monitor their writing progression and for any 'wow moments'.
- Three times a year we will look at where we think the children are in terms of the curriculum and the 'age related expectation' which we will pass on to you at parents evening and will also be in their end of year report. This is so we can feedback on their progress and so you know what they are working on and what their next steps are.
- Reception Baseline Assessment (A short Government assessment which provides a starting point for a progress

General information and reminders

- P.E is on a Tuesday and Wednesday

On this day the children come into school in their P.E kit and remain in their kit all day.

- If you haven't done so already, please ensure that your child has a spare change of clothes (labelled) that can be left on their peg in case of any accidents or messy play.
- If you have a quick query or question please feel free to talk to us at the beginning or end of the day as long as all children are inside (morning)/dismissed (afternoon) safely. If it is something that will require some more time, please email via the school office to arrange a meeting. **office@stmarys.hounslow.sch.uk**
- Please keep up to date with our class dojo (even if you do not want your child to be photographed) as I do use it to send

Parent Partnerships and WOW Moments

- We recognise you as your child's first and foremost educator, therefore we see the importance working together and building parent- teacher partnerships.
- We value the knowledge and understanding that you have of your child, so please share any significant milestones, interests or skills with us as they continue to develop.
- These moments that are captured outside of the school environment also help us to plan for the next steps in their learning journey which enable us to provide a rich and stimulating environment that challenges your child and takes their learning forward.
- It is also a lovely opportunity for us to celebrate your child's achievements within the school environment.
- There is a WOW moment sheet that can be found on our class

Thank you for coming!

We look forward to working in partnership with you this year.