

Dear Parents

Welcome to the first part of the Autumn Term. I hope you have had a lovely summer. We have a very varied and exciting term ahead and lots of new learning opportunities for your child to enjoy.

This term is geared towards settling your child into school, ensuring that they have high wellbeing and facilitating positive relationships between adults and peers through routine, following your child's interests throughout the provision and a high adult to child ratio.

Mrs Littlewood & Mrs Garley
Class Teachers

Communication & Language

Listening, Understanding and Speaking

Because Maidwell Primary School is a Storytelling School, the children will undertake their learning through a variety of different stories. This approach is underpinned by the extremely effective 'Talk for Writing' approach, which proves that if children learn stories orally, it improves the quality of their writing.

This is because storytelling develops the children's self-confidence as storytellers; it provides a bank of possibilities to draw upon and encourages the flow of story language and language patterns that they can use when re-telling and later when writing.

As a whole class, the children will begin by hearing the classic tale of Jack and The Beanstalk. This story will be told orally to enable them to visualise the characters and setting themselves.



The Reception role-play area will reflect the setting of the story, with relevant costumes and props in order to extend language skills and to enable the exploration of new vocabulary through play. In turn, children will build new friendships. 'Positive relationships' are one of the key areas of the Early Years Foundation Stage curriculum as it is from this secure basis that children will take risks with their learning and co-construct their understanding of new concepts with their peers. We will make story characters and props using collage and paint to link with the *Expressive Art and Design* expectations of the Early Years Foundation Stage Curriculum.

The children will also listen to and learn other stories throughout the term, so watch out for stories such as: The Bog Baby, Dear Zoo and The Little Red Hen, which children will learn through creating a pictorial story map and using actions to internalise the sequence of events.

As parents, you will be given the opportunity to come into school and watch your child engage in a 'Talk for Writing' lesson, where we will show you a condensed lesson sequence from start to finish so that you can see how it works for yourselves. You will be able to sign up for this at the parent meeting at 6pm on 20 September.

Literacy

Writing

Children will have a sentence modelled to them every day. The adult will say out loud that they are keeping their letters on the lines, using finger spaces, capital letters at the start and 'pushing their sound buttons' as they write.

Before long the adult will begin to "accidentally" make mistakes such as missing out particular sounds or spaces between words in order to be (usually gleefully) corrected by the children who very quickly pick up the structure and layout of a simple sentence through writing being modelled to them.

Children will at first create stories using story maps and use their imaginations to change the direction or characters of the narrative. They will create tool kits for each type of story and use these 'tools' to improve their oral and written stories.

Spelling

Some words are not phonetically plausible and do have to be rote learnt. In previous years it has proven effective to teach these alongside our phonics lessons. We start with the first 100 high frequency words of the English language and any efforts to support your child to learn these at home during their Reception year will compound our efforts and enable your child to become an independent writer more quickly.

Each week your child will have five new words inserted into the front envelope of their Busy Bee book. When they have learnt them and can read and write them, these will be put into the back envelope and they will be given the next five and so on.

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Homework

Your child will come home with a 'Busy Bee' book each Friday. You are welcome to annotate what your child has said whilst completing the homework or any comments that they have made. This needs to be handed in the following Thursday of each week. The homework for the week will always be sent out on Parent Mail and is detailed on the school website so that you will have access to the task requirements.

Phonics/Reading/Handwriting

In the coming weeks, we will begin our teaching of phonics, reading and letter formation. In order to learn more about the way in which we teach and to enable you to support your child fully at home, please attend the curriculum meeting as previously mentioned on 20 September at 6pm.

At Maidwell Primary School, we teach handwriting by means of the *Nelson Handwriting Scheme*. To ensure that your child experiences consistency with home and school learning, please take note of the particular letter formation that this scheme advocates. This will help us to avoid your child spending time 'unlearning' alternative letter formations when they eventually begin to join their letters.

Aa Bb Cc Dd Ee
 Ff/f Gg Hh Ii Jj
 Kk/k Ll Mm Nn Oo
 Pp Qq Rr Ss Tt Uu
 Vv Ww Xx Yy Zz

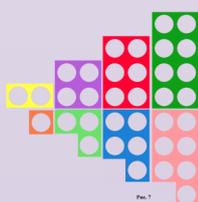
Reading

Very early on, your child will be sent home with a little reading book and a yellow reading record diary. The initial books do not always have words in them but please look at and discuss these

books with your child and sign to say you have so that they can be given the next book in the series.

As your child learns their first sounds, they will be given books with the corresponding sounds in them to begin the process of learning to segment and blend sounds. You will be further informed of how this works in the after school parent meeting. Please do make every effort to attend this meeting as it will be a one-off opportunity for you to get to grips with the specialised way in which we teach all areas of the curriculum to your child, which will in turn help you to effectively support their learning at home.

Number



When we teach your child about number we use, amongst other resources, Numicon shapes. These shapes are designed to use the key strengths of young children to help them understand maths. These strengths include:

- Their ability to learn by doing
- Their ability to learn by seeing
- Their strong sense of pattern

The Numicon shapes will be placed in various areas of the learning environment to allow children to notice and create patterns and match corresponding amounts of objects the Numicon shapes. This ensures that the children's learning is reinforced throughout their areas of interest.

This term children will:

- Learn to recite number names and learn to count to 20 and beyond
- Learn the cardinal values of numbers 1-10
- Explore the Numicon shapes
- Match the Numicon shapes by colour and shape
- Use the language of size

Shape, Space and Measurement

This term children will initially be assessed as they play on their current understandings. After this, they will be taught to:

- Use mathematical names for 3D and 2D shape
- Order several items by length or height
- Order and sequence familiar events
- Measure short periods of time in simple ways

The children will have a balance of adult-led and child-initiated activities throughout the school week. We are sensitive to the individual interests of the children, which are used to support their learning across all areas of the Early Years Foundation Stage Curriculum.

Understanding the world

People and Communities

The Reception children have the unique opportunity to experience the Key Stage 1 curriculum lessons linked to the play based Early Years curriculum. This term, children will be learning about Hinduism and the special ceremony of Raksha Bandhan where siblings make presents for each other and family life as a whole is celebrated, children will have the opportunity to make Rakhi bracelets and reflect upon their own beliefs.

This term we will begin our history topic *The Great Fires* starting with The Great Fire of London. The children will explore this through art and design activities and will have the opportunity to make a model house.



Technology

Children have computers available to them to use freely throughout the day with educational programmes relating to maths, reading, expressive arts and design and writing. Within the afternoon sessions children will be given 1:1 time to learn how to use these programmes effectively. iPads, laptops, an interactive white board and programmable toys such as bee-bots will also be made available to your child with particular learning foci at the centre.

The World

Using our Bog Baby theme we will be creating our own little ponds on the school field, which will open up discussion opportunities such about habitats, water quality, what animals need to survive and the changing seasons.

The Key stage 1 Science topic this term is *Animals including humans* and where relevant, this will be linked to the EYFS curriculum allowing your child to experience some of the learning opportunities of their older peers. We will move onto investigate the senses and work practically to find out how our senses of smell, sight, hearing, taste and touch work. The children will have fun smelling and tasting a variety of things while blindfolded seeing if they can guess what the item is.

We will follow this work by looking at a variety of animals found in the Arctic and Antarctic to investigate animal types and habitat.

Music

The children in Class 1 will be taught this term by Mrs Enright and will focus on speaking and chanting short phrases, making changes to their voices to express different moods. They will sing a variety of songs both accompanied and unaccompanied, co-ordinating actions to go with the song and playing percussion instruments by tapping, scraping and rattling.

Physical development

We support gross and fine motor skills development through a wide range of activities both indoors and outdoors from bikes, scooters, parachutes, den building and large painting for gross motor development to weaving, bead threading, clay and jigsaw making for fine motor development and many more.

Children will have Mr Gordon each week for PE and their swimming lessons with Mrs Ogden.

The focus for our unit of work with Mr Gordon is *Activity games (Football Skills)*. In this unit, children develop basic motor skills and hand eye co-ordination using football related games. They

have an opportunity to play one against one and in small teams. The children improve and apply their basic skills in games. Children will play games that involve simple choices and decisions on spatial awareness to avoid opponents, keep the ball and score points.

Personal, Social and Emotional Development (PSHE)

This term we will be focussing on the school ethos of the 5Rs of learning and encouraging a 'growth mind-set' in children.

The children will focus on being:

- **Ready** for learning
- **Resilient** in their learning
- **Resourceful** in their learning
- **Reflective** in their learning
- **Responsible** for their learning

These topics will be covered before assembly each day and link to the *Characteristics of Effective Learning* which are prioritised by the EYFS. We observe the children as they access the continuous provision activities to see if these characteristics are in effect. Children who are observed problem solving, showing a growth mind-set, who have exploration skills, show concentration and ability to cooperate well with others in groups take more from their learning and are qualities indicative of successful learning journeys.



Weekly Stars

To celebrate your child's at-home achievements in school and in order to work in strong partnership with you, large card stars will be placed into your child's book bag for you to write their achievements on. These are then read out in front of the class and celebrated by putting these stars on display.

The content of the stars is up to you. It could be an area of your child's independence that you are encouraging to promote in them such as sleeping in their own bed all night, riding a bike without stabilisers or helping to tidy up.

It is also lovely to share special events that have taken place in their lives such as a trip to Legoland, a special family member visiting or holding an interesting animal at a zoo. Please write this on your child's star.

When the school *and* home environment share your child's achievements we are valuing their unique milestones and experiences together. In this way, your child will feel confident and celebrated everywhere that they go!

Kindness Leaves

In order to encourage kindness and cooperation between class members, children are awarded with kindness leaves. These leaves (made by Reception children) have their kind deed written on them, are read out and celebrated by the whole class and hung on the kindness tree.



PE Kits

Please note that PE kits should be brought into school on a Monday and remain until Friday in case of an alteration to the timetable or an extra PE lesson.

Toys from Home

We encourage children not to bring toys in from home as experience has shown that they can get lost or damaged at school and can sometimes be a distraction to the children during the school day. This is with the exception of comforter toys, which may aid the transition from home to school in which case this is understandable and absolutely fine.

It will, as you can see be a busy and fun packed term.

If you have any questions about your child at school or the expectations in any area, please don't hesitate to speak to Mrs Littlewood or Mrs Garley.

