

Welcome



Early Years Curriculum and Learning

Who's Who

Fir Class

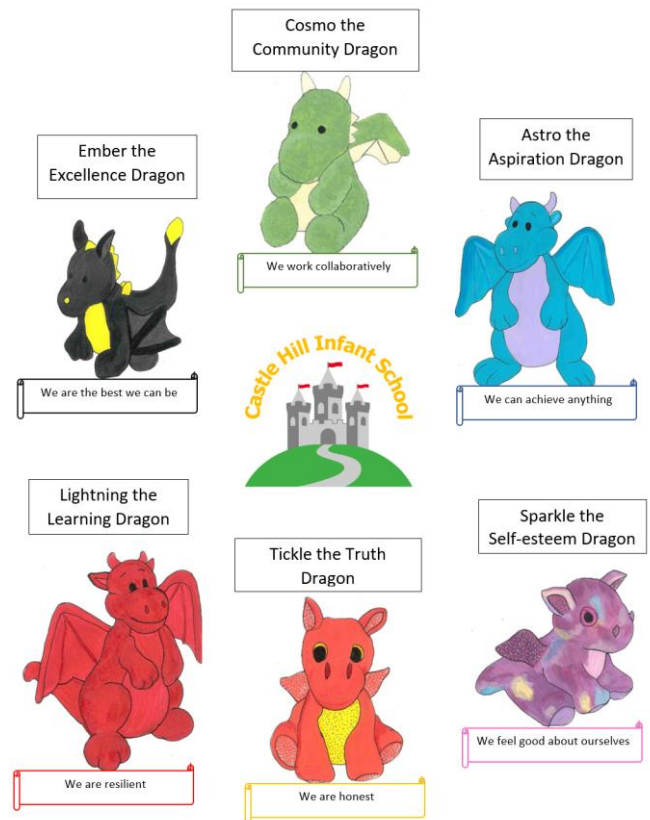
- ▶ Mrs Cameron - Deputy Headteacher and Early Years Teacher
- ▶ Mrs Nocella - Early Years Teacher
- ▶ Mrs Harding - LSA
- ▶ Miss Hogan - LSA

Ash Class

- ▶ Miss Skinner - Early Years Teacher
- ▶ Mrs Weston - LSA
- ▶ Miss Hogan - LSA

Our School Values

- ▶ Community
- ▶ Aspiration
- ▶ Self-esteem
- ▶ Trust
- ▶ Learning
- ▶ Excellence



The Early Years Foundation Stage



The EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills, providing a good foundation for future progress through school and life.

(DfE Statutory Framework for the Early Years Foundation Stage)

We link all of our learning with the seven areas of learning and development of the Early Years Foundation Stage:



- ▶ Communication and Language (CL)
- ▶ Physical Development (PD)
- ▶ Personal, Social and Emotional Development (PSED)
- ▶ Mathematics (M)
- ▶ Literacy (L)
- ▶ Understanding the World (UtW)
- ▶ Expressive Arts and Design (EAD)

Each area of learning and development is broken down into different aspects:

Personal, Social and Emotional Development (PSED)

- **Self regulation** - understanding feelings and regulating behaviour
- **Managing self** - basic hygiene and personal needs, being confident to try new things and showing resilience and perseverance
- **Building relationships**- working and playing co-operatively and forming positive relationships





- ▶ We will be starting our new PSHE scheme this week
- ▶ More information will be sent out to you about this
- ▶ Each year group will work through puzzle pieces to build a puzzle of learning by the end of the unit

Themes covered: Being Me in My World

Celebrating Difference

Dreams and Goals

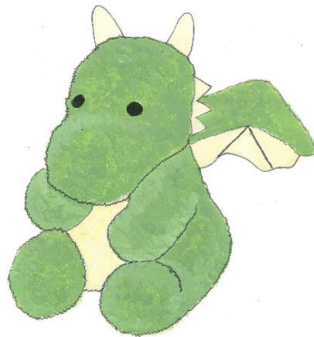
Healthy Me

Relationships

Changing Me

Communication and Language (CL)

- ▶ **Listening, Attention and Understanding**- listen attentively and respond to what they hear with relevant questions and comments in whole class and small groups
- ▶ **Speaking** - participate in discussions, offer explanations for why things might happen, use new vocabulary and express their ideas and feelings



Physical Development



- **Gross motor** - negotiating space and obstacles safely, demonstrating strength, balance and coordination when playing
- **Fine motor** - holding a pencil effectively, use a range of small tools and begin to show accuracy when drawing

Write Dance



Mathematics (M)

- **Numbers** - having a deep understanding of numbers to 10
- **Numerical pattern** - counting, comparing and exploring pattern



Literacy (L)

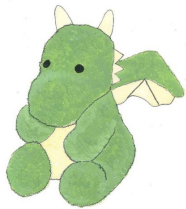
- **Comprehension**
- **Word reading**
- **Writing**

Understanding the World (UtW)

- Past and present
- People, culture and communities
- The natural world

Expressive Arts and Design (EAD)

- Creating with materials
- Being imaginative and expressive



EYFS Profile

- ▶ Ongoing assessment takes place throughout the year
- ▶ Observations of the children help us to gain an understanding of development and learning
- ▶ The children will be assessed at the end of the year against the Early Learning Goals

Delivering the Early Years Curriculum at CHIS

- ▶ Children access a range of activities and experiences which cover all areas of learning and development
- ▶ '**Sparkle Time**' is when children can move freely between the areas of the unit. This time allows children to extend, repeat or explore an activity of their choice. Practitioners at this time will make observations and support the children in order to move their learning on
- ▶ Children are taught as a whole class with follow-up activities to enhance and support their learning. This will often be in small groups

Projects

- ▶ We look at a range of exciting projects throughout the year
- ▶ Each time a new project is started you will receive a copy of the parent overview. These can also be found on our website under the curriculum tab, year group pages, Early Years
- ▶ Project outcomes and events

Personal, Social and Emotional Development

The children will:

- Build new relationships, play with others and take turns
- See themselves as individuals that are unique
- Explore emotions and talk about their feelings using words like 'happy', 'sad' and 'calm'
- Explore strategies to help them regulate their emotions
- Develop a sense of responsibility and belonging

Communication and Language

The children will:

- Learn new topic vocabulary
- Begin to develop their listening and attention skills and follow simple instructions
- Use sentences to talk about themselves
- Begin to explore some simple what and why questions and use these in conversations with friends

Marvellous Me!

8 weeks



Rationale - what's it all about?

The children will come in to find an area of the classroom all messy - who could have done it? They will be detectives and consider the clues to find out it was in fact The Colour Monster! They will name and explore different emotions, talk about how they feel in relation to starting school, and learn strategies to support them. As the project progresses, they will find a special box filled with pictures of babies. I wonder who the babies could be? The children will get a chance to share their 'All About Me' boxes, exploring what makes them special and unique. We will also celebrate differences and look at family, friends and the communities we belong to.

Learning Value: Emotional intelligence

The children will:

- Name their feelings and talk about them
- Recognise the emotions of others
- Build relationships
- Begin to manage their feelings and learn strategies to help them

Expressive Art and Design

The children will:

- Learn about what a collage is and create their own, using different materials
- Name and explore colours and begin colour mixing to create colour monster pictures and self portraits
- Listen to music and think about how that makes them feel
- Explore pitch and learn harvest songs

Learning Value: Thinking

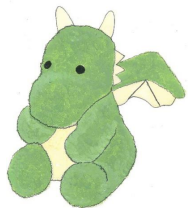
The children will:

- Ask questions to find out about their new friends
- Make their own decisions and choices in Sparkle Time
- Reflect on how they are feeling

Seesaw



- ▶ Next week a log in will be sent home
- ▶ Seesaw is an online platform. It is one way that we share what the children have been doing with you
- ▶ You can upload wow moments from home too
- ▶ It is not a communication tool for messages
- ▶ We aim to post something once a week



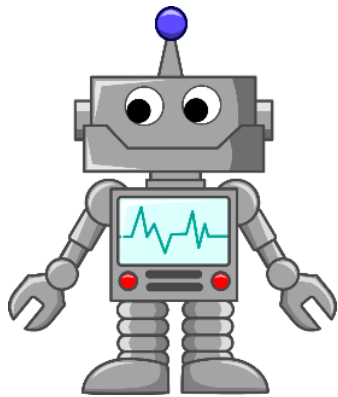
Phonics

- ▶ We follow the Essential Letters and Sounds phonics programme
- ▶ When we get started, we will be sending home a sound wallet for your child. At the end of each week the new sounds will be added that we have been learning. Please work on them at home
- ▶ There will be a phonics workshop on the **6th November at 9.05am**
- ▶ Our Early Years page on the website has links to videos modelling how to say each sound



Blending and Segmenting

- ▶ **Segmenting** - breaking the word down to say each sound, e.g. c-a-t
- ▶ **Blending** - putting the sounds together to read a word, e.g. cat



Robot arms



Handwriting at Castle Hill Infant School

- ▶ At Castle Hill Infant School we use the Kinetic Letters scheme
- ▶ We are starting to learn different positions to help our bodies become stronger for writing
- ▶ There will be a workshop in the spring term

Reading

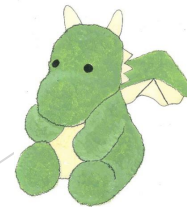
- ▶ Reading books - will start coming home next week. Each week your child will read with us and be issued with a new book on their reading day. To begin with they will be wordless with a focus on comprehension and book talk
- ▶ Please read at home with your child. It is better to do a little bit each day rather than a long session
- ▶ The idea is that over the course of the week your child will become more familiar with the book and gain greater fluency and comprehension, so re-reading the book is important throughout the week
- ▶ Please use the homework diary to record when your child reads at home and we will also record in the diary when they read at school





Homework

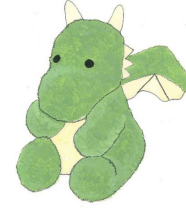
- Sounds
- Reading
- Time to Talk - An opportunity for you to talk about a given topic with your child. A small book will come home in book bags for you to record the things your child says. These need to be in school every Monday
- Home learning tasks - see project overviews sent out with the newsletter
- Handwriting



Reception Baseline Assessment (RBA)

- ▶ It is a standardised assessment which is carried out within the first 6 weeks of school
- ▶ There is no preparation to do for this and the children don't know they are doing an assessment, they just think they are doing a fun activity

Website



www.castlehillinfantschool.org

- ▶ School information
- ▶ Dates for your diaries
- ▶ Newsletters
- ▶ 'Who's Who' at Castle Hill Infant School

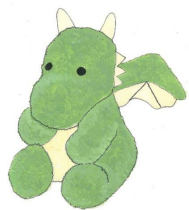


A few reminders...

- ▶ Please label all of your child's belongings, especially jumpers, cardigans, water bottles and school shoes
- ▶ Water bottles tend to leak in book bags so please get your child to carry them separately
- ▶ Only water should be in bottles as we are a Healthy School
- ▶ Please ensure PE kits are in school as the children are already changing for PE. PE will be on a Friday
- ▶ We have a policy of no earrings in school

A few reminders...

Outside area- Please can you make sure that the children do not play with anything before or after school. This includes the climbing frame



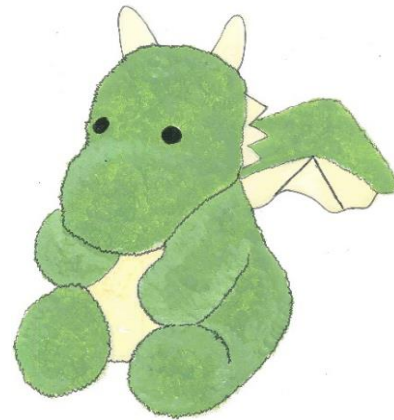
Help and advice

There are a number of people available to you for help and advice:

- ▶ The Early Years team
- ▶ Parent Support Advisor - Carol Robertson
- ▶ Admin team
- ▶ Headteacher and Deputy Headteacher

Parent Partnership

- ▶ Open door policy
- ▶ Project activities and events
- ▶ Home learning
- ▶ Newsletters
- ▶ Diary dates
- ▶ Website



Thank you!

