

Welcome to Acorn Class



Meet the Team



Mrs Bates
Class Teacher
EYFS Lead



Miss McConkey
Class Teacher



Mrs Byrne
Teaching Assistant

What skills does your child need to start school?

Steps to starting school

Build your child's confidence so that they start school confident, curious and ready to learn

Access more great advice, tips and downloadable resources at pacey.org.uk/schoolready



More top tips:

- ★ Get your child ready for their new routine by switching their meal times to match those of the school day
- ★ Encourage your child to explore new environments and interact with new people
- ★ Talk to your child about what they are most looking forward to at school
- ★ Let your child practise putting their new school uniform on and taking it off
- ★ **And remember**, every child is different and starts school with different abilities

What will happen in a typical school day?

Routine:

- * 8.40am classroom doors
- * Assembly or Busy time activities/ Readers until 9.30am
- * Phonics 9.30-10.15am
- * Literacy/Maths (alternate) 10.15-11.30am
- * Tidy Time 11.30-11.45am
- * Lunch 11.45-1pm
- * Theme 1-3.15pm
- * Home time 3.15pm
- * *Kids Club- available before and after school.*

EYFS Principles

"every child is unique and they learn and develop at different rates and in different ways"

Independent

Confident

Capable

Decision makers

Resilient

Individuals

Positive relationships

The EYFS Curriculum


Areas of Learning and Development

Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive



PLAY IS OFTEN TALKED
ABOUT AS IF IT WERE A RELIEF
FROM SERIOUS LEARNING.

BUT FOR CHILDREN, PLAY
IS SERIOUS LEARNING.

PLAY IS REALLY THE WORK
OF CHILDHOOD.

- *Fred Rogers*

- * **Planners-** a brilliant communication tool that will be sent home each night and brought to school each day. We will record any messages and notes including any individual or guided reading that your child completes. A great tool for recording any quick messages for myself to read.
- * **Open door policy-** Parents are welcome to bring their child into school at the beginning of the year however, we do ask as soon as your child is confident enough to do so they come into the classroom by themselves.
- * **School newsletter**
- * **Tapestry-** Photographs taken of the children learning in our environment and sent out through this learning platform.
- * **Parents evening** twice a year (Autumn and Spring term). Learning journeys.
- * **End of year reports**
- * **Curriculum overviews-** A half termly overview explaining our new theme and objectives we will be covering. See next slide.

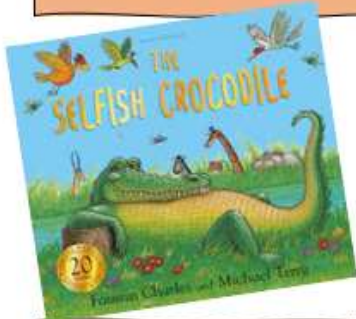
Communication

Curriculum Overviews

The Early Years Curriculum is made up of seven areas, split into two groups: Prime Areas and Specific Areas.

Prime Areas: Personal, Social and Emotional Development (PSED), Communication and Language (C&L) and Physical Development (PD).

Specific Areas: Mathematics, Literacy, Expressive Arts and Design (EAD) and Understanding the World (UTW).



Acorn Class - Nursery On Safari...

Personal, Social and Emotional Development.

We will be talking about our feelings and gradually understanding how others might feel, learning to talk to others to resolve conflicts and being assertive or finding compromises when necessary.

We will develop interesting play with others, extending and elaborating play ideas and will develop confidence, resilience, and perseverance in the face of a challenge.



Physical Development – PE will be on a Monday afternoon.

This half term we will develop our large motor/muscle/fundamental movement skills (running, jumping, hopping, throwing, and catching) and increasingly be able to use and remember sequences and patterns of movements related to music and rhythm.

We will learn how to collaborate with others when moving large or heavy items safely, for example moving large construction equipment such as tyres and planks.

We will focus on building fine motor strength and dexterity through regular Dough Disco and funky finger activities and will develop our ability to use one handed tools and equipment, for example making snips in paper with scissors or using playdough tools to cut, shape and make marks, showing preference for a dominant hand. We will start learning how to form letters such as those in our name correctly and confidently.

We will become increasingly independent and confident in our own self-care such as when getting changed for PE.

Communication and Language

We will engage in story times - listening to longer stories, joining in with repeated refrains and remembering much of what happens, recalling narrative or facts, and building on our range of new and interesting vocabulary. This will include non-fiction texts linked to our Safari theme and our interests.

We will develop our knowledge of poetry and rhyme using our Poetry Basket and build a large repertoire of songs.

Literacy

We will look at a range of books and text, building our knowledge of the five key concepts of print.

We will continue to develop our phonological awareness, particularly with rhyme, and securing our recognition of the phase 2 sounds we have learnt so far and beginning to prepare for a confident start in Reception year.

When writing we will continue to ascribe meaning to marks we make but will focus on making these more clear and recognisable such as when forming the letters of our name or representing number.

Maths

We will develop our understanding of number through number rhymes and the use of manipulatives.

We will be looking at patterns, linked to our Safari theme, and using words to describe them such as spotty or stripy. We will consider what a repeated pattern is and how we could make them.



Expressive Arts and Design

We will enjoy exploring a range of self-selected materials, tools, and techniques to experiment with design, colour, and colour mixing - making animal masks, 3D junk models of animals and our own musical instruments.

We will explore tribal and world music, characterised by elements of indigenous musical percussions

Understanding the World

Talking Tub activities will help us understand that there are different places and environments in the world.

We will show interest in different occupations, talking about people who look after the environment and animals such as David Attenborough.

We will continue to develop positive attitudes about the differences in people and will begin to understand the need to respect and care for the environment and all living things.



RE

In RE the children will be learning about creation and thinking about what is special and unique about our world. We will be learning about different faiths that share the same belief/story that God/Allah created the world and that we should actively look after it and treat all animals with care. We will be thinking about how we can do this.

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Acorn Class - Reception On Safari...

Personal, Social and Emotional Development.

We will be focussing on identifying, *expressing* and moderating our feelings and considering the feelings and perspectives of others and how we might respond to these.

We will consider times when others' feelings might be perceived in different ways and how there could be a range of responses, such as when the Selfish Crocodile is horrible to the other animals.

We will continue to focus on factors which support our overall health and wellbeing such as physical activity, healthy eating, toothbrushing, having sensible amounts of screen time and having good sleep routines. We will talk about mindful thinking and ways we can take care of our emotional wellbeing and build resilience.

Communication and Language

We will continue to engage in story and discussion times, which add real enjoyment, context, and depth to our learning, develop deep familiarity with new knowledge and vocabulary and extend our knowledge and experiences of the wider world.

We will also listen to and talk about selected non-fiction, gaining new knowledge of other cultures and contrasting environments, and talking about current world issues such as animal conservation and environmental impact, lead from our interest in Safari animals.

We will respond with appropriate comments and questions, clarifying our understanding and holding engaging conversations with our teachers and peers.

Physical Development – PE will be on a Monday afternoon.

This half term we will revise and refine the fundamental movement skills they have already acquired (running, jumping, hopping, throwing and catching) and progress towards more fluent styles of moving, including dance, with developing agility and control.

We will learn how to use a range of PE equipment safely and with confidence, competence, precision, and accuracy as we prepare for School Sports Day.

We will build further on our skills at using one handed tools and equipment such as scissors, pens and pencils and will develop the foundations of a handwriting style which is fast, accurate and efficient.

We will further develop the skills we need to manage our school day successfully such as lining up and queuing and managing our own independent self-care during mealtimes and toileting.



Literacy

Comprehension: Through our enjoyment of books and reading we will demonstrate our understanding by retelling stories, narratives and recalling facts from a range of reading material. We will enjoy developing new vocabulary. We will develop our skills in anticipating key events in the story and proposing endings or changing elements.

Word Reading: We will continue to build on our skills in word reading, reading words which are consistent with our phonic knowledge (building on phase 3 and developing into phase 4 and 5), including some common exception words.

Writing: We will continue to be enthusiastic writers, using clearly identifiable letters to write simple phrases and sentences which can be read by others, spelling/representing words by identifying familiar sounds in them and beginning to build our handwriting ability with joining clusters. We will also focus on developing our knowledge of sentence structure.

Understanding the World

We will talk about similarities and differences between the natural world around us and contrasting environments, drawing on knowledge from a range of sources including non-fiction texts and media.

We will learn about people's specific roles in society, focussing on famous animal conservationists such as David Attenborough, Jane Goodall, Martin Perkins and Paula Kuhumbi.



Maths

Maths will be a big focus this half term. We will develop a deeper understanding of **number** and **numerical patterns**, developing fluency in our knowledge of numbers to 10, including the composition of each number and number bonds to ten. We will learn key concepts such as odd and even numbers, halving, and doubling, and will develop our fluency in understanding and representing numbers in a range of ways.



Expressive Arts and Design

Creating with Materials: We will enjoy exploring a range of self-selected materials, tools and techniques to experiment with colour, design, texture, form and function, making animal masks and 3D junk models of animals.

Being Imaginative and Expressive: We will invent, adapt, and recount narratives and stories, developing our skills in performance, song and moving in time to music. We will explore tribal and world music, characterised by elements of indigenous musical percussions

