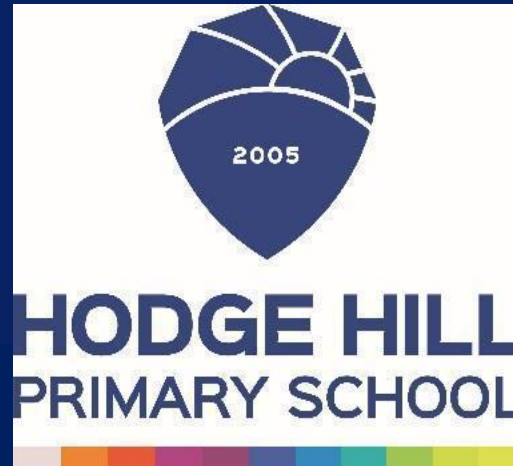




welcome to...



...putting children at the heart of all we think, say and do.

Meet Our Team...



R1-Mrs Nazir and Miss Dearn

R2 Ms Chatterley
YGL

R3 Mrs Wickson

R4 Mr Wazir

Mrs O'Rourke
Phase Leader

Teaching
Assistants:

Mrs O'Williams
Mrs Amer
Mrs Begum
Miss Bellamy

Learning Mentor:

Mr Clayton

PSA's
Mrs Aktar
Miss Abier



Our Curriculum



Early Reading and Maths



Assessment and Intervention



Other areas of learning





01

We have introduced a new and exciting curriculum
this year in line with the revised Early
Years' Curriculum.

...putting children at the heart of all we think, say and do.

Reception Long Term Overview

Areas of Learning	Autumn		Spring		Summer	
	Me and My Family	Celebrations	Kings, <u>Queens</u> and Fairy tales	Our Wonderful World	Explorers and Discovery (inc. My Journey of Discovery Transition)	
Special Events	EV: Kingsbury Water Park Senses Walk Parents' Phonic Workshop 1 Parents' Attendance Workshop Parents' Reading Workshop	Planning a birthday celebration Guy Fawkes Remembrance Day Nativity	Visits from emergency services for: Stranger Danger, fire safety, ambulance Maths Parents' Workshop	EV: Sea Life Centre Parents' Phonic Workshop 2 <u>Pop-Up Museum</u> Mother's Day	EV: Twycross Zoo and Gruffalo Land	Going on a bear hunt photography treasure hunt and picnic Road Safety Talk by Police Father's Day
Communication & Language	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Use new vocabulary throughout the day Engage in Storytimes Ask questions to find out more and to check they understand what has been said to them 					
	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound Learn new vocabulary Develop social phrases Learn why listening is important 	<ul style="list-style-type: none"> Connect one idea to another using a range of connectives Describe some events in detail 	<ul style="list-style-type: none"> Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding Retell the story, some as exact repetition and some in their own words 	<ul style="list-style-type: none"> Learn rhymes, <u>poems</u> and songs Engage in story time Ask questions 	<ul style="list-style-type: none"> Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> Articulate their ideas and thought in well-formed sentences Use talk to help work out problems and organise thinking and activities; explain how things work and why they might happen

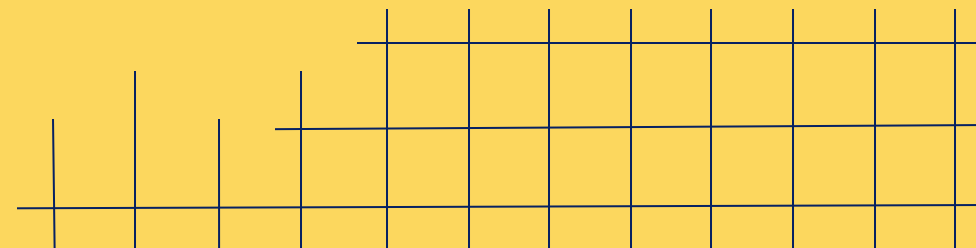
Continuous Provision



Oracy



Speaking in full sentences about their work and things that they like to tell each other.





02

Early Reading and Maths

Phonics









Teaching letters and sounds.

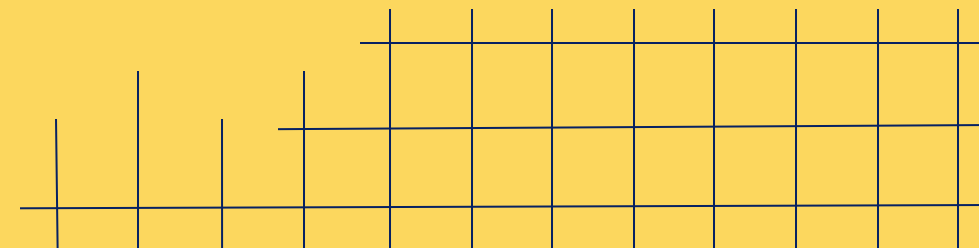
We use the Little Wandle phonics programme.

Oral blending of graphemes and phonemes.

This term we are working on Phase 3 Sounds.

How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide; push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

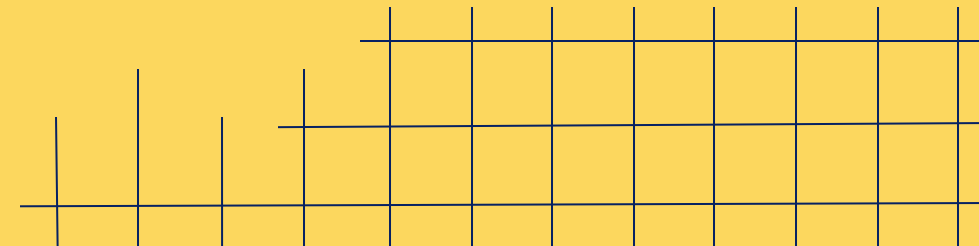


Early Reading



Focus on:

- handling of books turning pages one at a time
- holding the corner
- identifying pictures and text
- eventually following text left to right

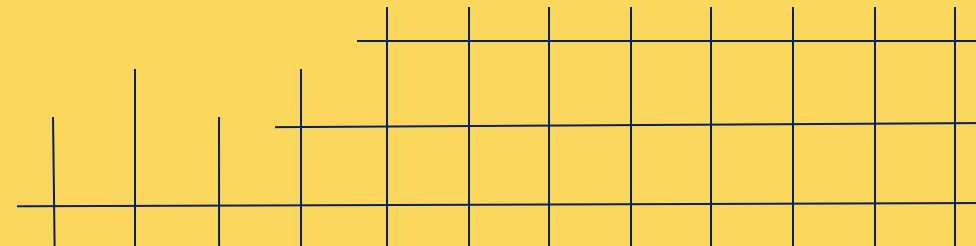


Reading at Home



The children will be given a book to read for pleasure with their family.

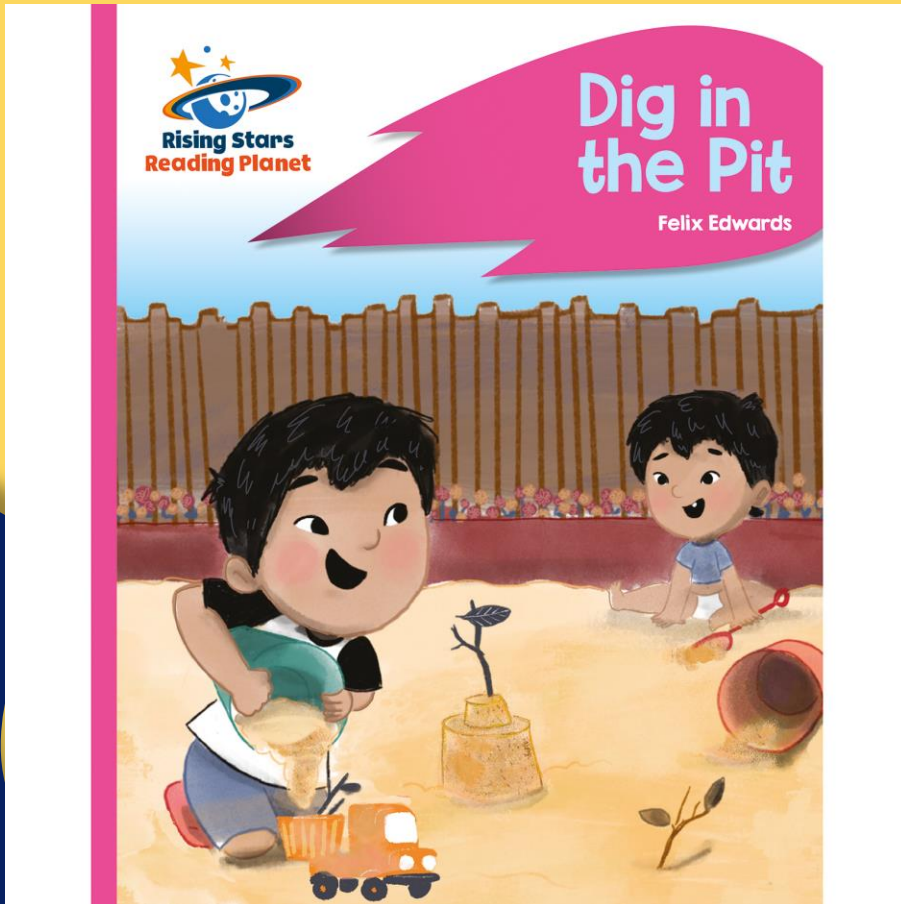
Books are changed on **Mondays** and **Thursdays**.
Book bags should be brought to school everyday.



Reading at Home (2)

Once the children recognise their letters and sounds, they will be given a decodable book to practise reading their letters and sounds with their family.

Books go home on **Thursdays** and must be brought back on **Mondays**.



Rocket Words



Introduction of words that match the phonics programme, but which are essential to learn to read.

an
as
at
if
in
is

it
of
off
on
can
dad

had
back
and
get
big
him

his
not
got
up
mum

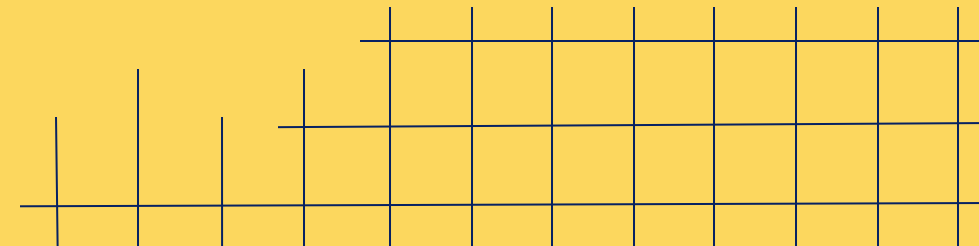
a
the
to
I
no
go
into

Early Maths



Focus on:

- **counting 1:1 correspondence ; one number for each object counted**
- **understanding that when counting numbers they are said in an order**
- **understanding that the last number counted shows the amount**



CBeebies

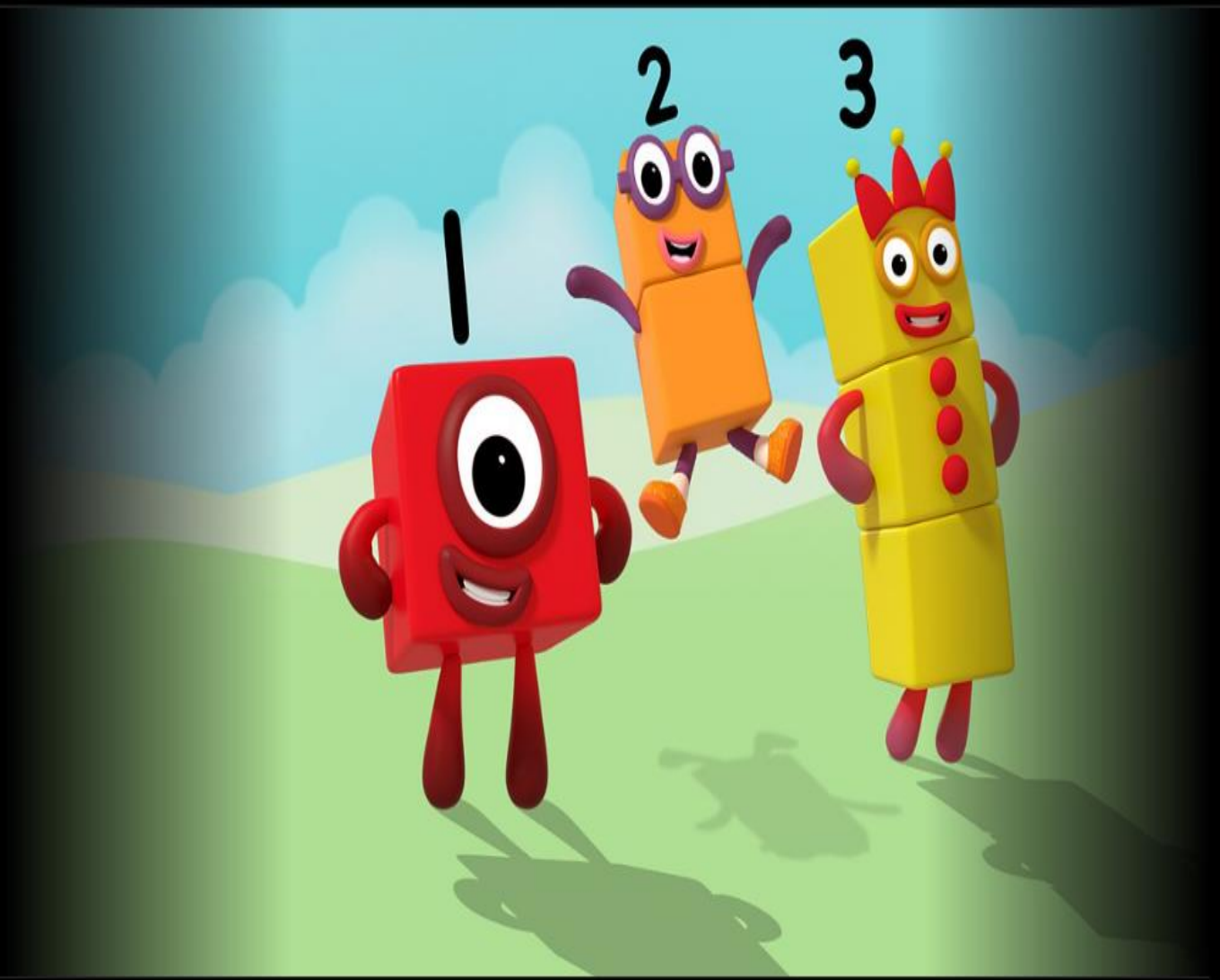
Numberblocks

Learn how much fun counting can be with the Numberblocks - a fun-loving group of numbers who work together to solve problems big and small.

134 Episodes Available



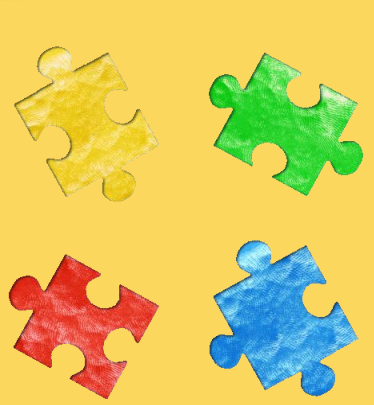
Start Watching
Series 1: One





03

Assessments and
Interventions

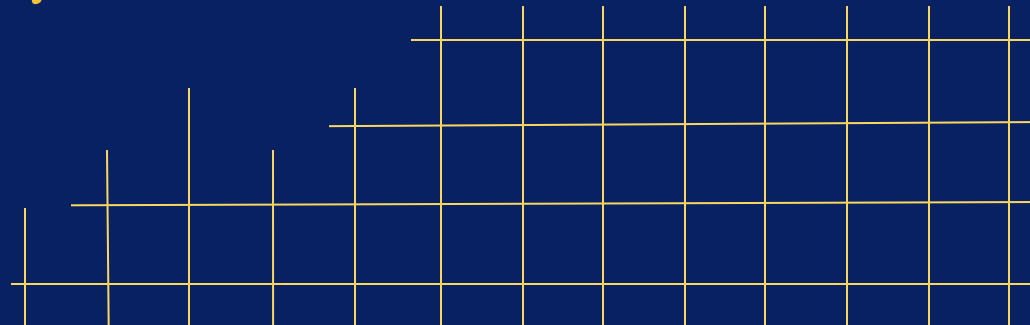


Additional Support

Children who need extra support will have an additional intervention session to help them catch up on the day's learning.

These groups are constantly reviewed according to the need of the children and ongoing assessment.

Details on how you can support your child at home are on the school's website.





04

other areas of learning

Topic

Writing

Mark make with increasing control and purpose
Understand that when writing we track from left to right
Apply correct letter formation using the memorable phrase for each grapheme taught
Use phonics knowledge to write simple captions based on our spoken words
Create own story maps using concrete objects, pictures and writing

Phonics

Little Wandle Revised Letters and Sounds Programme

(see our page on the school website)

Phase 3:

Week 1: ai ee igh oa

Week 2: oo oo ar

Week 3: ur ow oi ear

Week 4: a ir er words with double letters: dd mm tt bb rr gg pp ff

Week 5: longer words

Week 6: review and assessment

Tricky Words:

Week 2: was you they

Week 3: my by all

Week 4: are sure pure

Reading

Learn that the pictures are drawn by an illustrator and the words are written by an author
Learn to read individual graphemes as taught in Little Wandle Revised Letters and Sounds programme (see our page on the school website)
Use phonics knowledge to blend CVC words, simple phrases and captions
Know when reading we read from left to right
Increase pace/fluency when identifying graphemes/familiar words
Develop our comprehension skills by talking about what we have read or heard others read

Communication and Language

Question Box who, what, where, when, why?

MATHS

Fluency over the key skills of counting 1-5, 6-10
Understand what makes a number odd or even
Learn number facts (number bonds) within 6
Understand that a number is made up of smaller numbers
Use equipment such as cubes to 'SHOW IT' and 'PROVE IT'
Introduce 'number sentences' using 'first, next and now' language

Number Rhymes

10 little numbers

10 fat sausages

1, 2, 3, 4, 5 once I caught a fish alive

1, 2 buckle my shoes

Where's the Monkey?

Copy, continue and create patterns using shapes, numbers including odds and evens
Use previously taught pattern language to explain thinking to others how do you know this?

Texts:

Pattern Fish

Odd Socks

Subitise numbers 1-5 daily fluency

Introduce Rek'n'Rolls

Compare, order and describe size using three different sized chairs, bears, bowls and spoons.

ENGLISH

TERMLY EVENTS:

Storytelling Workshop Spring 1

Sea Life Centre Spring 2

Music

Use knowledge of different emotions to represent how we feel in our drawings and paintings
Use knowledge of our facial features to create a portrait of the Queen or King
Use previously taught knowledge of our emotions to recreate portraits of ourselves and others to show how we are feeling angry, happy, sad, frightened and surprised
Use pictures of facial features and manipulate them to create an abstract version of a face in the style of Picasso

RECEPTION

Fairy Tales

RE:

Why do People Celebrate?

Celebrating New Year

Chinese New Year

Persian New Year

Religion: Hinduism

MUSIC

We have a visiting music specialist who teaches the Sounds Tots Programme supporting children's language development, memory, listening and attention skills.

PSHE:

Purple feels left out

Blue learns to share

Red needs to cross the road

(links to people who help us Police)

Blue learns about road safety

People who help us Firefighters

How to ask for help-TEXT: Clothesline Helpers

Feelings frightened, anxious, scared, joyful, delighted,

happy, sad, upset, angry, cross, frustrated

KNOWLEDGE AND UNDERSTANDING OF THE WORD:

History

Past and Present:

Learn that the 'past' has already happened and the 'present' is the here and now

Use comparison language to talk about the past-TEXT: Little Elizabeth

Nursery Rhymes:

Old King Cole

The Grand Old Duke of York

The Queen of Hearts

Geography

Know that the months of December, January and February are in the season of Winter

Know that there are four seasons and winter comes after autumn but before spring

Observe the seasonal changes which happen in Winter on a winter walk

Observe the behaviour of animals and birds during the winter months

Know that many animals hibernate during winter and what this means

Research a bear to find out where they live in the world

Use an atlas/globe to locate the Bear's country of origin

Science

Bears of the World and their Habitats: (Links to Goldilocks and the Three Bears story)

Do all Bears live in a cottage in the woods?

Research a bear to find out where they live in the world

Do Bears really eat porridge?

Research a bear to find out what they eat

Castles:

Introduce Castles through the TEXT: The Castle the King Built

Provide construction materials (inside and outside) for children to explore building castles

Introduce new vocabulary: turrets, tower, draw bridge and moat

Develop skills needed for joining materials together: sellotape, pegging, clipping, tying and stapling in both large and small scale construction

Use 2 blocks to support a third block links to building houses for the three little pigs

Learn how to use 'bridging' to create an enclosed space (putting a roof on)

Knights and their Armour:

Understand that Knights wore armour to protect themselves whilst battling/duelling and that this armour needed to be strong

Explore different materials to find something which is strong enough to protect you provide pictures of armour and provide metal objects for children to explore and sort: metal spoons, coins, whisks, bowls, containers alongside non-metal items too: plastic and wooden

Explore magnetism with magnets by sorting and grouping 'castle' items such as old coins, Queen's jewellery, a King's

Physical Development

Gross Motor

Develop increased coordination and balance during gymnastics

Know how to be strong when holding a shape/movement/balance

Be able to say 'why' balance is strong or why I wobbled - when we place our hands on the floor, our palms must be flat, and our fingers should be spread to improve balance area

Understand that we can move 'gracefully' and 'control' our bodies to make our movements smooth and good for our audience

Fine Motor

Know how to use scissors correctly to cut around a shape

Form graphemes and numbers using mostly correct letter formation

Hold a pencil effectively in a chosen dominant grip

Know independently do up fastening including buttons, press studs, Velcro and zips

Fix and join materials together using clipping, tying, knotting, taping, gluing and pegging both indoors and outdoors (large and small scale)

Use 2 blocks to support a third one



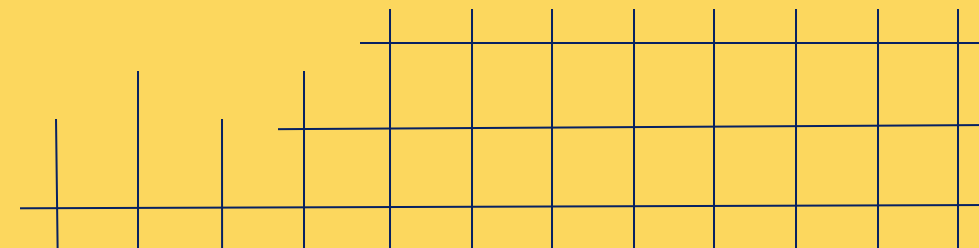
It is important to make sure
that the children bring in
their PE kit:

R4 – Mondays

R3 – Tuesdays

R2 – Wednesdays

R1- Thursday



Personal, social and emotional development

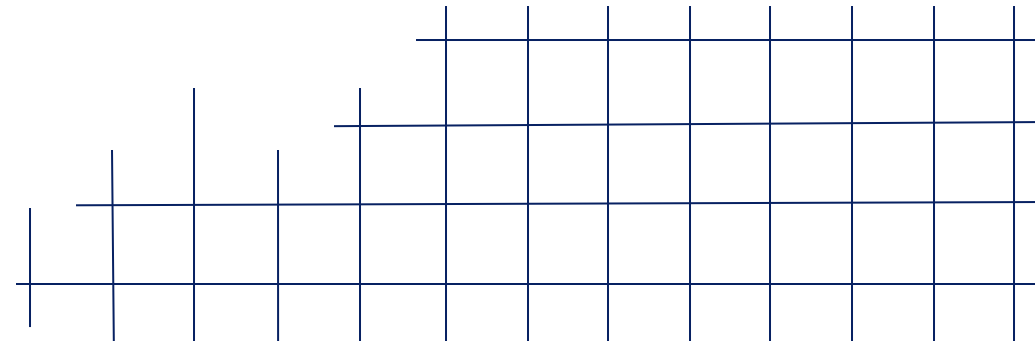
- Who to ask for help.
- Recognising and Understanding feelings
- Looking after myself Good to be me
- Likes and dislikes. Trying new things.
- Initiates conversations and taking account of what others say
- Taking steps to resolve conflicts
- Beginning to negotiate and solve problems
- Confident to talk to others about own needs, wants, interests and opinions
- Describing self in positive terms
- Managing own needs

1 decision (relationships education)



- Pink at the park
- Purple feels left out
- Blue's best friend
- Blue learns to share
- Orange brushes her teeth
- Red visits the dentist
- Rainbow is going to the zoo
- Green's greens
- Red plays ball

Thank you for
listening, any
questions?



All of this meeting's information
and more can be found on the
Reception Year 6 Group Page on
the school's website

