



**Welcome to the
Early years**



- Teacher: Miss Kang
- Teaching assistant: Mrs Pocock
- Nursery Nurse: Miss Dickson, Mrs Stevens (Monday – Wednesday), Miss Wood (Thursday and Friday)
- Support staff (one to one): Miss Wood
- Mrs Hymns and Mrs Calder
- (Music and Computing)



- There is no difference between the one who plants and the one who waters. God will reward each one according to the work each has done.' (Good News Bible)
- Our new values will be
- Responsibility, honesty, resilience, self-control, empathy and equity



- Learning and growing with God
- What does this mean?



Characteristics of Effective Learning

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’



Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do



Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things





- **Spring 1**
- **07/01-15/02**
- **6 weeks**
- **Holiday/**
- **transport**
- **Pirates**
- **Handa's surprise**
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- **Spring 2**
- **25/02-05/04**
- **6 weeks**
- **Jaspers beanstalk**
- **The**
- **Enormous Turnip**
- **Easter**
-
- ...



Reception Spring Term 1	Week One –pirates 7/1/19	Week Two – pirates 14/1/19	Week Three – pirates 21/1/19	Week Four – Victorian week 28/1/19
Books/Songs	Where the wild things are	Where the wild things are	Where the wild things are	Victorian nursery rhymes
PSED	<ul style="list-style-type: none"> ◆ PSHE SEAL: Show work to class and in assemblies (parents/carers) Travel agents	<ul style="list-style-type: none"> ◆ PSHE SEAL: Use self help systems - aprons, milk, fruit, register Travel agents	<ul style="list-style-type: none"> ◆ PSHE SEAL: Join in discussions about stories and books that emphasise moral issues Travel agents	<ul style="list-style-type: none"> ◆ PSHE SEAL: Celebrate 150 years by discussing things that make them special. ◆ Role play – Fruit and veg market
C&L AND LIT	Holiday news <ul style="list-style-type: none"> ◆ Talk about own experiences related to content of book learning story	<ul style="list-style-type: none"> ◆ Write name at every opportunity – sign up for dinner, computer, bikes, as label for models, on any work on paper Writing the story	<ul style="list-style-type: none"> ◆ Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zigzag books, flap books Changing the story	<ul style="list-style-type: none"> ◆ Talk about personal experiences in class and group circle times, review times, class discussions Writing a postcard from a Victorian holiday.
MATHS	<ul style="list-style-type: none"> ◆ Patterns 	capacity	weighing	150 days and pirate positional language
UW	<ul style="list-style-type: none"> ◆ Use small world and role play to explore other lives and environments 	<ul style="list-style-type: none"> ◆ Discuss changes, patterns, similarities and differences e.g. Observe and record the weather 	<ul style="list-style-type: none"> ◆ Use computers, calculators, programmable toys, tape recorders, cameras confidently 	<ul style="list-style-type: none"> ◆ Find out about the world through looking at books, pictures, artefacts, talking to visitors ◆ Develop language of time through sequencing events and daily routines
PD	<ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Make posters outdoors! Show diff exercise moves before plotting them on the poster. 	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Wall bars in hall.	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Wall bars in hall.	<ul style="list-style-type: none"> ◆ Uses simple tools to effect changes to materials. ◆ Handles tools, objects, construction and malleable materials safely and with increasing control. Clay animals...
EA&D	Pirate hats	Pirate treasure maps	Making transport	William Morris wallpaper
ICT	Laptops and ipad use Purple Mash/Mathletics games Espresso – transport	(espresso/cheebies) Laptops and ipad use Purple Mash/Mathletics game	Laptops and ipad use Purple Mash/Mathletics games Espresso – wild animals	Laptops and ipad use Purple Mash/Mathletics games Espresso – Victorian life


<u>Reception Spring Term 1</u>	Week Five –Handa’s surprise 4/2/19	Week six – Handa’s surprise 11/2/19
Books/songs	Handa’s surprise	Handa’s surprise
PSED	<ul style="list-style-type: none"> ◆ PSHE SEAL: Introduce different customs through stories and books etc. Fruit and veg market 	<p style="text-align: center;">PSHE SEAL:</p> <p>Put on coats, aprons, dressing up clothes, sand hats</p> <p>Fruit and veg market</p>
C&L AND LIT	<p>Rhyming words for fruit</p> <ul style="list-style-type: none"> ◆ Join in stories, rhymes and songs 	<ul style="list-style-type: none"> ◆ Make up own stories inspired by books, poems, pictures, music etc <p>Pirate/ fruit poem</p>
MATHS	<p>Time –. Uses everyday language related to time. Orders and sequences familiar events. MO: Positional language...</p>	<p>Time - Measures short periods of time in simple ways.</p> <p>MO: Time</p>
UW	Understanding where fruit, veg, milk, eggs and meat come from...	Understanding where fruit, veg, milk, eggs and meat come from...
PD	Handles tools, objects, construction and malleable materials safely and with increasing control.	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Wall bars in hall.
EA&D	Drawing fruit- observational drawing and painting	Sewing using thread and felt
ICT	<p>Purple Mash/Mathletics games Laptops and ipad use Espresso – health and PD...</p>	<p>Purple Mash/Mathletics games Laptops and ipad use Espresso – wild animals...</p>






- At St. Andrew's we believe that home learning will support and enhance children's progress.
- Phonics homework will be sent home every Tuesday
- Reading records should be signed 3 times a week
- Discovery homework
- Children should research a topic and collect pictures, diagrams and important information. For example from the library, internet or encyclopaedia. Children should then display the work in the A4 book (2 to 6 pages). Children should have sub headings and include writing (mark making) and drawings. Also they can add printed pictures, diagrams or photographs. Children should be able to explain their work and what they have learnt about the topic.



- P.E
- There is a specialist teacher every Wednesday for 6 weeks. Please supply labelled P.E kit in a P.E bag.



Parents who qualify for free school meals should ring the school and speak to the office.

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- Please encourage your children to eat vegetables and salad.
 - Also discuss lunch time and food when ordering.
 - Please make sure all water bottles are labelled and are brought to school every day.
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Dojo is not enough!

Class Dojo!

Please only send urgent messages otherwise please arrange to meet the class teacher.

Please supply your up to date email

- Inform the teacher of other parents/guardians picking up your child.
- If late, let the Office know.
- Any appointments let the teacher know first, then office staff.
- Absence - ring Absence Hotline via school number in morning.
- Any allergies or medication - notify the office.
- ATTENDANCE - Needs to be at or above 96%. Please don't keep a child off due to a cold.



www.standrewscofeprimary.co.uk



St. Andrew's
CHURCH OF ENGLAND PRIMARY SCHOOL

CONTACT US

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Autumn term starts for children on Tuesday 4th September

About Us

Environment

Although based in a busy part of Greater London, the surrounding trees and greenery provide a pleasant setting that enhances our provision for children. The grounds include a large grassed field; separate playgrounds for EYFS, Key Stage 1 and Key Stage 2; a woodland area, a prayer garden and an allotment space which is looked after by members of the school gardening club.

Facilities

All classes have access to the Music Room, laptop computers and the Library. All classrooms are fitted with interactive white boards, and children use laptops in class when taking part in ICT. There are also a number of small areas and rooms where children can work in small groups under the supervision of a Teaching Assistant. We have a school hall which is used for assemblies, serving lunch and for PE lessons. The large playground and field area is also used for PE and outdoor learning. Each class has an iPad for gathering evidence of learning and accessing Class Dojo.

ABOUT US

- [WELCOME](#)
- [WHO'S WHO](#)
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- [ADMISSIONS](#)
- [INSPECTION REPORTS](#)
- [PUPIL ATTAINMENT](#)
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A collage of two images: on the left, a stack of papers or books with a blue tint; on the right, a clock face with a purple tint.

Reading with your child

A collage of two images: on the left, a stack of papers or books with a green tint; on the right, a clock face with a yellow tint.

Reception Parents

Literacy – Reading Early Learning Goals

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.





Phonics

- This is the primary way in which children are taught to read new words
- Sounding out words to read
- Children have daily phonics sessions
- Important to say the sounds correctly – ‘c’ not ‘cuh’
- Practise learning sounds

A useful site, where all the sounds are pronounced is


www.mrthorne.com



Say the sound for each letter,
then blend the sounds and
say the whole word.



s-u-n




d-o-g



v-a-n

n-e-t



p-i-g

Two or three letters can make
one sound.

qu-i-ck

sh-o-p

th-i-n

r-i-ng

r-ai-n

n-igh-t



An Example of a Pink 1 Book



We go to the park.



An Example of a Yellow 6 Book



Mother Chimp
can not see Little Chimp.
“Come back here,
Little Chimp!
Come back here!”



Introducing a New Book

- Look at the front cover and talk about the picture. Read the title.
- Look at the pictures and talk about what is happening.
- Encourage your child to point to each word as they read.



What to do if a child is stuck on a word?

- Use sounds – look at the first letter and say the sound or sound out the whole word
- Look at the picture if this will help
- Read the rest of the sentence – this may help make sense of the unfamiliar word
- Give the word but make sure the child re-reads the sentence with the new word in it
- Don't take too long – a few seconds only



Conditions for Successful Home Reading

- Cosy and comfortable
- Peace and quiet
- Your undivided attention
- Praise and enjoyment
- Regular – 10/15 minutes per day
- Must fit into your lifestyle – bedtime, before school



Developing a love of reading

- Sing nursery rhymes and other songs
- Read to your child
- Join the library
- Tell stories – don't always have to have a book

Tell stories – doesn't always have to have a book



Oxford reading tree

- Oxford phonics support
- Jolly phonics
- Ixl maths
- Mathletics



Future Events

- Victorian day
- Character dress up day (world book day)
- Red nose day





- Reading - Read with your child every day. Please write a comment in their reading log book or provide initials to show the book has been read at home. Ensure your child brings their book folder every day.
- Practise number work - for example, counting, recognising and writing numbers to 10; handwriting - in the cursive style; and knowing letter names and sounds (phonics). Focus phase three j, v, w ,x y
- Please bring and we would appreciate any unwanted household items - for example junk modelling, unwanted boxes, newspapers and tissue boxes, old saucepans, whisks, pots, garden tools etc - and clothing for the dressing-up area.
Thank you! 😊



- Thank you for all your support

Any questions?