

Partners in Learning

2021 / 2022



Early Years Foundation Stage - Areas of Learning

Prime Areas of Learning

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Early Years Foundation Stage - Areas of Learning

Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Religious Education

- We start off by explaining our Mission Statement
- Our focus through the year is how much God loves us and welcomes us into His family. He wants us to love each other and look after His wonderful world.
- We follow the Come and See programme and join in the prayer life of the school.

RE topics for the year

Autumn:

Myself

Welcome

Birthday

Spring

Celebrations

Gathering

Growing

Summer:

Good News

Friends

Our Wonderful World

During the year we

also learn about

Judaism and Islam

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

Communication and Language

This is essential for all learning. –

communication, conversation, thinking, learning, discussion, reading, writing, regulating behaviour, sharing feelings, and self expression.

Focus:

- **Developing a wide vocabulary**

practising these words regularly in different situations and contexts as appropriate

- **Speaking in full sentences**
- **Using interesting words and exploring new words**
- **Using the language of stories and non fiction**
- **Listening attentively and responding appropriately**
- **Participating in small group discussions**

How to support children at home

- You are already giving your children lots of very valuable input.
- **READ, READ, READ** to your child daily or tell a story.
- **Talk about** what you have read.

Why did things happen? Could it have been different?
What would you have done?

Leading questions

- Tell me about ...
- Explain why you think that.
- Do you agree? Was it a good thing to do that? What might happen next? How could it have been different?
- Can you tell me which was your favourite part and why?

Conversation

Children already know how to speak and take part in conversations, but now we need to ensure that they continue to develop this skill even further.

Talking with your child and showing, through your example, how to look at the person speaking, listen to what is being said and responding / asking questions appropriately.

Connecting ideas for them

Describing in detail events they have been involved in

Asking questions to find out more and understanding

Use phrases like: Tell me more ..., I wonder why ...

Talking together to help work out problems – Maybe we could ... because then ...

Reminding them of **social phrases** e.g. “Excuse me”, “Thank you” etc.

Developing new vocabulary – specific vocabulary for e.g. electricity, interests, what you are doing.

Continuous description of what you are doing. “I’m washing the dishes because ... I’m using this brush because ... I’m not putting these in the dishwasher because ... etc. Just chatting and almost thinking aloud.

Reading

- **Reading record books**

Please record your child's reading daily.

- **Key words** – sets of 10 / 15 (45)

These must be recognised immediately on sight.
They are the most common words

- **Letter sounds** –

We don't add an "uh" sound with consonants e.g. "suh" for "sss". We will also teach digraphs and send home sheets to support children practising at home.

Hearing reading - order of skills to use in attempting words

- Is it a key word?
- Can you use the picture and initial letter sound?
- If that doesn't work, sound out the word.
- Does the word sound right ie. use the context to correctly pronounce a word if it doesn't sound right

We will hear reading 1:1 twice a week and also hear reading in small groups weekly.

Writing

- Pencil grip – tripod grip
- Pencil control – holding correctly with good pressure
- Pre-writing shapes – to ensure children can form letter shapes and develop good pencil control

Independent writing

- Forming letters correctly
- Using letters to represent sounds
- Writing key words – once they can read them, children should practise writing them.
- Writing captions and sentences

Maths

- **Number:**

Having a **deep understanding of numbers** - how they are made up and connections between them.

How numbers are made up.

Subitising (recognising quantities without counting),

Recalling no. bonds to 5 and then 10

- **Numerical patterns:**

Recognising the pattern in counting past 10 or 20

Comparing quantities in different contexts (more, fewer, the same)

Explore and represent patterns, odds and evens, counting in 2s, 10s, doubling and noticing that it is the inverse of halving.

Opportunities for Learning Maths

- Table top activities and outdoor learning
- Lots of talking and opportunities to think and explain or show what they think
- Discovery - opportunities to explore and investigate
- Problem solving - real life or within role play (Problem solving with a purpose)
- Using manipulatives, (objects to count, measure, work with)
- Asking and answering questions
- Lessons provide practical and engaging opportunities
- Adult input in groups of between 1 and 4 children

Additional Opportunities to practise

- Outdoor: Opportunities to provide a wider range of experiences of number
- Games:- collecting games
 - track games
 - target games
- Number books:
 - 10 in the bed
 - Give me half - Stuart J Murphy

Working together

- Stay and Learn sessions – if possible
- Star Achievements
- Parents are invited and welcomed into school for
 - Class Assemblies – Welcome Assembly 1/10
 - Plays
 - Sports Day
 - School events
- Grandparents topic

Becoming involved in the life of the school

- Coming in to help in the classrooms
We are always very grateful to receive help in the classrooms
- In Reception, we have Literacy Sacks which parents look after during the year. (if possible)
- We need help with school trips
- We always welcome parents coming in to speak to the children or share expertise or skills



