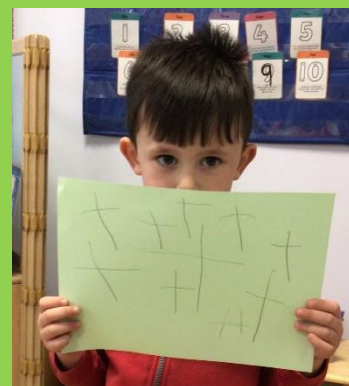




St George's Early Years

September 2023



What your child needs to bring to school:

Your child needs to bring a **water bottle** and their **bag** everyday.

Please ensure they have appropriate clothing to wear outside as a lot of the Early Years Curriculum involves playing outdoors. In the colder weather, they will need their coat, hats and mittens or gloves, in hot weather a hat and sun cream.

Please check all of their clothing, water bottles, bags & packed lunches are **labelled**.

Keep encouraging your child to be independent with their self-help skills by getting them to put their jumper, coat and shoes on and off by themselves. Support them in using the toilet independently and keep reminding them to wash their hands carefully.

The Curriculum

	Prime Areas	
Personal, Social and Emotional Development (PSED)	Communication and Language (CAL)	Physical Development (PD)
<ul style="list-style-type: none">• Self-Regulation• Managing Self• Building Relationships	<ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking	<ul style="list-style-type: none">• Gross Motor Skills• Fine Motor Skills

The prime areas are our main focus for the Early Years children.

	Specific	Areas	
Literacy	Maths	Understanding the world	Expressive arts and design
<ul style="list-style-type: none"> • Word Reading • Writing • Comprehension 	<ul style="list-style-type: none"> • Numbers • Numerical Patterns 	<ul style="list-style-type: none"> • People, Culture and Communities • The Natural World • Past and Present 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive

At the end of Reception, each child is assessed against the 17 Early Learning Goals (ELGs).

Reception Curriculum



- The Reception pupils work towards achieving the Development Matters Statements in the Autumn & Spring terms. In the Summer term they are working towards achieving the Early Learning Goals.
- The Prime and Specific areas are used to plan your child's learning and activities that are suited to your child's unique needs & interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.
- When observing the children playing we are looking for them to use some of the 'Characteristics of Effective Learning' in their play. These characteristics are split into 'Playing and Exploring', 'Active Learning' and 'Creating and Thinking Critically'.
- Reception children will complete a statutory Baseline assessment in the first half of the Autumn term. Children will work on a one to one basis with an adult to complete a series of activities. Pupils' attainment in these tasks are a starting point to provide a way of measuring progress to the end of KS2.
- At the end of the Reception year we will complete an assessment which is known as the EYFS Profile. This assessment is based on our knowledge of your child and what we have observed your child do. The profile measures your child's progress in all of the areas of learning against the Early Learning Goals. We will give you a report of your child's progress, including information from their EYFS Profile.
- The Early Years Outcomes, Early Learning Goals and Characteristics of Effective Learning are posted in the EYFS section of the website.

What happens during the day?

8:45 Choosing inside & then carpet time register

9:15 Reception Phonics

10:10 Snack & Story

10:30 Reception English lesson, group activities & child initiated play: indoor & outdoor

11:10 Tidy up & key text story time

11:30 Lunchtime – dinner in hall and outdoor play

12:45 Dough Disco/ Squiggle Whilst You Wiggle

1:00 Reception Maths, group activities & child initiated play: indoor & outdoor

2:45 Tidy up, story, Nursery Rhymes & getting ready for home time



Afternoon group activities are linked to our topics and include baking, making, investigating, exploring, Black Pen Drawing.
PE is on a **Thursday** this term – children are to come to school dressed in their PE kit.
RE lessons take place throughout the week.
Our **Year 6 Buddies** visit us during lunchtimes.



Phonics and Reading

- The children follow the newly implemented FFT – Success for All phonics programme. (More on this in our Reading and Phonics sessions!)
- For the first term Nursery will focus on phase 1 phonics: Environmental sounds.
- Instrumental sounds. Body percussion (e.g. clapping and stamping). Rhythm and rhyme. Alliteration. Voice sounds. Oral blending and segmenting.
- In January, Nursery children will be given a wordless reading book.
- Reception will be focusing on Set 1 sounds and learning to blend sounds into words orally. These are CVC words e.g. mat, sit, sad, etc. They will also learn Tricky words – words that can not be easily blended.
- Once children are given **reading books** to take home they need to be brought back into school **everyday** as they may read at other times during the week too.
- Please try to hear your child read everyday for short sessions. If they read regularly it will have a huge impact on their Literacy skills.
- Please write a comment once a week in your child's reading record book.
- On a Friday, children will choose a **library book** to take home for you to enjoy together. These story sack library books need to be returned each **Friday** so a new one can be chosen.

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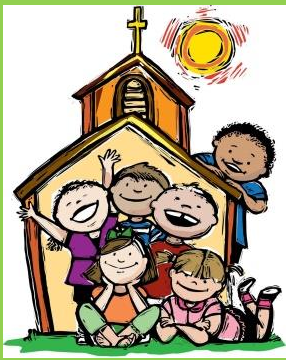
Week beginning:	Phoneme (sound)	Grapheme (written form of sound)
18 th September	s a t p	s – ‘Left around, right around, from head to tail.’ a – ‘Around the apple and down the leaf.’ t – ‘Down the tower, lift and cross.’ p – ‘From head to tail then right around the parrot.’
25 th September	i n m d	i – ‘Down the insect, lift and dot.’ n – ‘From head to toe and over the net.’ m – ‘From the man go down, climb one mountain then the other.’ d – ‘Around his back then head to toe.’
2 nd October	g o c k	g – ‘Left around the girl, down her plait and curl.’ o – ‘From the top of the head and all the way round the octopus.’ c – ‘Curl around the caterpillar.’ k – ‘From head to toe, arm up, kick out.’
9 th October	ck e u r	ck – ‘Curl around the caterpillar. From head to toe, arm up, kick out.’ e – ‘Under his ear and around his trunk.’ u – ‘Under the umbrella, up and down.’ r – ‘From head to tail then up and over along his ears.’
16 th October	Recap of all sounds taught so far.	

Writing



During this term we will be encouraging your child to mark make daily.

- Children love to make marks with all sorts of things – pens, pencils, chalk, paints, shaving foam, flour, glitter...the list is endless!
- Mark making is the first step towards writing.
- When using pens and pencils we will encourage your child to use the three fingered tripod grip.
- As we introduce the letter sounds, we will be showing the children how to form the letter graphemes correctly (using mnemonics).
- We will be helping the children to write their names using the correct letter formation.
- We will help the children to label pictures by recording the sounds they can hear in the words (this may only be the initial sound to begin with).
- The children will write labels and captions before they are ready to begin writing in full sentences.
- We will also encourage the development of gross motor skills when playing outside as this helps to develop their fine motor control too.



RE



The Reception Class say a prayer in the morning, at lunchtime and before Home Time. We make the sign of the cross before saying our prayers.

We cover all of the topics in the 'Come & See' RE curriculum. These are:

Myself, Welcome, Birthdays, Celebrating, Gathering, Growing, Good News, Friends and Our World. We also learn about other faiths such as Judaism and Islam.

At the end of each week, we participate in a class liturgy which may involve prayerful reflection, music, singing, movement, retelling a Bible story and celebrating the work we have done in the classroom.

Rewards

Good behaviour makes effective teaching and learning possible.

Cubes in the Jar

Children are asked to put a cube in the class 'Cube Jar' when they have shown great behaviour or achievements. When the 'Cube Jar' is full then the whole class get a treat e.g. make cakes, dressy up day, special visitor etc.

Greenie Awards

We give children greenies in class for things such as trying hard, recognising sounds, being a good listener or being kind to a friend. Children will be able to bring their greenies home for you to see.

you've done something
to be proud of.
Well Done!

Head Teacher and Gospel Value Awards

These are given to two children from Reception each week who have done something special.





- Reading Eggs is a computer program that children can go on at home and at school to support their phonic and reading skills.
- Children love the games, songs, golden eggs and other rewards which, along with feeling proud of their reading, really motivate children to keep exploring and learning.



- NumBots is a self-paced educational platform combined with an interactive, robot-immersed game. The aim of NumBots is to ensure children develop a core understanding of maths from an early age, establishing a strong mathematical foundation which they can build upon as they progress through their education.

Reception children we will be given passwords and user names so that they can begin using the program at home.

Dough Disco

Squiggle Whilst You Wiggle

Dough Disco is a fine muscle exercise that was invented to help children who were struggling to write letters. After investigation, it was found that the fingers are one of the last things the brain controls during child development. **Dough disco** involves moulding play dough in time to music and performing different actions such as rolling it into a ball, flattening it, putting each individual finger into the dough, rolling it into a sausage and squeezing it. With daily Dough Disco a child's brain learns to control the fingers a lot quicker.

Squiggle Whilst you Wiggle is the next stage in early years child development and moves on to more advanced mark making and letter formation. **Squiggle Whilst you Wiggle** uses neurological and physiological movements to create marks. It is a developmental approach to early writing.





Our new uniform!

- Grey pinafore or skirt
- Grey trousers
- White polo shirt
- Bottle green jumper or cardigan
- Black school shoes (not Trainers)
- Green and white checked dress/playsuit may be worn by girls and grey shorts by boys or girls in the summer term.



School PE Kit

- Plain, unbranded white round neck t-shirt
- Plain, unbranded black or navy shorts, leggings or track pants
- Regular school jumper (not hoody/jacket)
- Trainers

Please ensure all items of clothing are named.



Uniform Policy



No Jewellery due to health and safety concerns. If ears are pierced, small studs may be worn, but must be removed or covered with plasters for PE/Games.

No Makeup

No make up to be worn, including **nail varnish**, gel nails and nail extensions.

Hairstyles

No extreme hairstyles, such as mohawks, tramlines and patterned or brightly coloured hair. Long hair must not impede their vision, cover their face or provide a health and safety risk. Long hair must be tied up. Bandana style headbands and flowers/bows or excessive hair accessories are not to be worn; however, plain hair clips or bands are acceptable. No hair extensions.



Safeguarding

- Medicines to be administered must be prescribed to your child & forms signed.
- Attendance - If your child can't attend school parents must inform the school office.
- Collecting – if changes are made, **you must contact the school** and let us know who is collecting your child.
- No Mobile phones to be used in school.
- We follow the signed photo consent agreement for Learning Journeys.



- ‘Follow’ us on **Facebook** – the new closed ‘group’ will post weekly updates from classes to share a flavour of what’s been going on in school that week. We will be sharing photographs of children enjoying all aspects of school life.
- **Tapestry** - Online Learning Journal - secure online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child’s experiences during their time with us. Please comment on and add your own posts to Tapestry. This will help us to have a more robust overview of your child’s development, including evidence we may not see at school.
- Weekly ‘blog’ and information updated regularly on school **website**.
- Office email office@stgcps.org



Thank you!