

Welcome



Acorns curriculum evening

With thankful hearts, we trust in God as we grow in his love which shines through us. We aim to live our faith and grow in wisdom.

Early Years Curriculum

The Prime areas of learning

Communication and
Language

Physical Development

Personal, Social and
Emotional Development

Specific areas of learning

Literacy

Mathematics

Understanding
the world

Expressive arts
and design

Train up a child in the way they should go and when they are old they will not depart from it. *Proverbs 22:6*

The Prime areas of learning

Communication & Language

- Listening & Attention
- Understanding
- Speaking



Personal, Social and Emotional

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour



Physical Development

- Moving and handling
- Health and self-care



Specific areas of learning

Literacy

➤ Reading



➤ Writing



Maths

➤ Number



➤ Shape, Space & Measure



Specific areas of learning

Expressive arts and design

- Develop imagination
- Foster creativity
- Use media and materials



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Understanding the world

- People and communities
- The World
- Technology



Supporting communication skills

<https://speechandlanguage.org.uk/help-for-families/resource-library-for-families/tips-for-supporting-primary-aged-childrens-communication-skills/>

Phonics

- ❖ Daily phonics lessons using Ready Steady Phonics
- ❖ Phases 2 – 4 are completed in Reception

Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	ff 	l 
ll 	ss 					

Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	qu 	zz 
ch 	sh 	th 	th 	ng 	nk 	ai 	ee 
igh 	oa 	oo 	oo 	ar 	or 	ur 	er 
ow 	oi 	air 	ear 	ure 			

Phase 2 Common Exception Words is I the to into no go so
Phase 3 Common Exception Words he me we be she was my by her you they all are
Phase 4 Common Exception Words said have like some come were there oh their do little one out



Phonics Terminology

Phoneme: Is a sound. We think about how many sounds a word contains.

Eg 'hat' has 3 phonemes h-a-t. The word 'ship' also has 3 phonemes sh-i-p

Segmenting: breaking up a word into its individual sounds. /b/ /e/ /d/ = bed

Blending : Putting the sounds together to read a word. /ch/ /ai/ /n/ = chain

Common Exception words: Words that cannot easily be decoded phonetically. E.g. the
was said

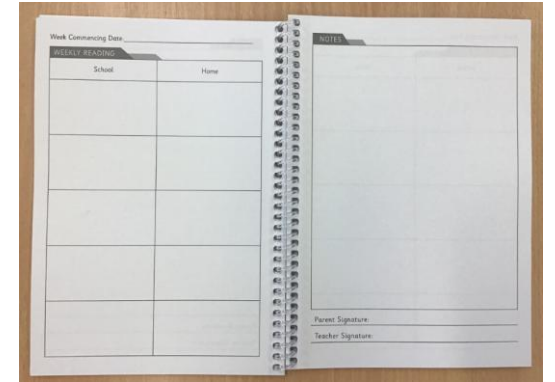
Grapheme: The letter or group of letters representing a sound. The spelling of the sound.

Diagraph: Two letters that make one sound when read 'sh'

Trigraph: Three letters that make one sound Eg 'igh'.

Reading

- ❖ A large emphasis will be placed on getting your child to read by the end of the year.
- ❖ Children will read with an adult in school at least once a week.
- ❖ Children read at home with an adult at least 4 times a week. Please sign and write a comment in your child's home-contact book when they have read.
- ❖ The children will be given a QR code in their reading diaries at the end of each week. This gives you access to a reading book that matches the sounds that have been covered in their phonics sessions. This should be the primary book that they read at home and should be read as independently as possible. They will also be given a secondary book which may require a little more help to decode.
- ❖ In Reception children will have lots of opportunities to read during continuous provision.



What can you do to help?

- ❖ The role of parents/ carers is vital in supporting your child to read. Read, read and read some more!
- ❖ Get children to have a good look at the pictures first, always talk about what they can see in the pictures, what they think the story may be about before attempting the text.
- ❖ Get children to point to the letters as they sound out and then move their finger underneath the word as they read it.
- ❖ Get children to practice spotting common exception words in their books.
- ❖ Play fun games to learn the common exception words.
- ❖ Use sound mats to revise the phonics sounds the children have been learning.
- ❖ Talk to your child about the books they read. Ask them questions about the text.

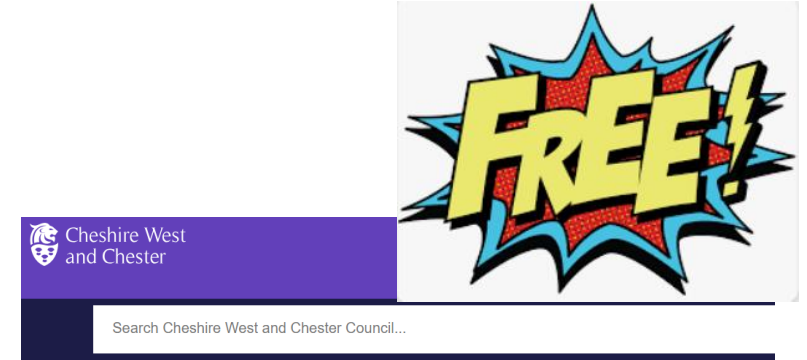
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Mystery Reader



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Maths

- ❖ Maths lessons focus on developing the children's maths fluency skills.
- ❖ We give the children lots of opportunities for practical maths which helps to enhance their understanding.
- ❖ We link Maths to our topic where possible.



Examples of Maths Objectives

- ❖ Count objects, actions and sounds (to 20).
- ❖ Compare numbers.
- ❖ Say which number is 'one more than / one less than' a given number and understand the relationship between consecutive numbers.
- ❖ Know the composition of numbers to 5.
- ❖ Count reliably with numbers 20.
- ❖ Continue, copy and create repeating patterns.

What can you do to help?

- ❖ Help your child learn to form their numbers correctly.
- ❖ Help your child learn their number bonds to 5 then 10.
- ❖ Help your child learn doubles and halves to 10.
- ❖ Play maths games in the car e.g. Guess my number.
- ❖ Play card games using dice which involve quick adding calculations.
- ❖ Make the most of 'Real life' opportunities e.g. baking or paying with money at the shops.



Writing

- ❖ In Reception children will be gradually introduced to writing. This will mainly consist of mark making and correct pencil grip in the Autumn Term.
- ❖ Children are taught to spell words using their phonic knowledge. e.g. a-p-l (apple), h-or-s (horse), p-i-g (pig).
- ❖ Children are taught to spell common exception words by memory e.g. the, to, no, I.



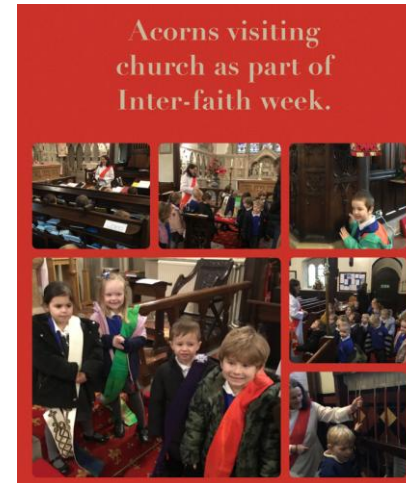
What can you do to help?

- ❖ Don't force your child to write! If your child wants to write, try to help them write their name and form their letters correctly.
- ❖ A 'handwriting mat' – encourage.
- ❖ Let them see you write.
- ❖ If the opportunity arises use descriptive language.
- ❖ Encourage your child to write during play. e.g. cards, shopping lists.
- ❖ Encourage your child to spell words using their phonic knowledge.
- ❖ Help them count the sounds in words and then write them down.
- ❖ Encourage your child to 'stretch' out words so they can hear all the sounds when spelling.
- ❖ Do lots of fine motor activities with your child. e.g. threading, using tweezers, pincer grasp activities.



Personal Development

- ❖ There are various enrichment opportunities that take place in Acorns throughout the academic year to support the learning and development of pupils and broaden their experiences and opportunities outside of the classroom.
- ❖ Wider curricular activities can include carefully planned activities/days in school, visits into the community and visitors into school.



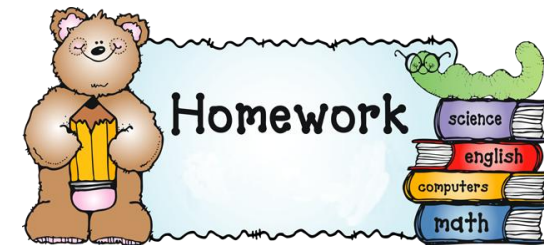
Outdoors

- ❖ Outdoor learning provides children with the opportunity to explore, be physically active, to work on a large scale and to experience the natural world.
- ❖ Children are given the opportunity to learn outdoors every day in all weathers.



Homework

- ❖ Daily reading (4 times a week as a minimum)
- ❖ Christian Value activity every half term.



Learning Journeys

- Paper based 'Learning Journeys' are completed throughout the year. You will get the opportunity to see the learning journeys at each Parent's Evening.

Communication



Please refer to the school calendar for important dates. It can be found at the bottom of the main page on the school website.

- Website
- Home-School Contact Book
- ParentMail
- Newsletters
- Parent meetings
- End of year reports
- Face to face (on the playground and additional meetings if required)
- Sharing Assemblies

Acorns: Calendar items

[View all Calendar items](#)

Acorns' Curriculum Evening , by Mrs Mackenzie

Acorns visit to Wheelock Farm , by Mrs Mackenzie

KS1 Production , by Mrs Mackenzie

Messages from Mr Thomas



- The Ark
- Trust Appeal
- Attendance including holidays in term-time
 - Punctuality
 - Parking



We understand that the transition to school is difficult but please be assured we are doing everything we can to make sure that you and your child are happy and supported.

We have an open-door policy – if you have any concerns questions please do come and talk to us.

Thank you

Have I not commanded you? Be strong and courageous. Do not be frightened, do not be dismayed, for the LORD your God is with you wherever you go. *Joshua 1:9*

Teach me knowledge and good judgement, for I trust your commands. *Psalms 119: 66*