



How to Help your Child at Home - EYFS

TUESDAY 26TH
SEPTEMBER 2023

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

School Development Priorities 23-24

- Improve outcomes in writing and maths.
- Improve pupils' behaviour and attitudes with a focus on attendance and reduce the number of pupils who are persistently absent.
- Further develop the schools Christian Vision so that all stakeholders are able to explain how this is rooted in the Bible.
- Implement the latest Safeguarding requirements.

Phonics

- Phonics – children were assessed during week 1 and a baseline was completed. All Reception children are currently being taught Phonics together and are learning Set 1 single letter sounds.
- We learn 4-5 new sounds each week and have just introduced Word Time activities to help develop the children's segmenting and blending skills for reading and writing.
- Assessments are completed every 6 weeks but, if necessary, children will move between groups. Children are grouped according to sounds they could recall, words they could decode and how fluent they were at reading (as they progress through the scheme).
- When books are going home, Reading Records will be checked weekly as we expect children to read at least 4 times per week as part of their homework.

Writing

- At this point in the school year writing for Reception is a mixture of mark making activities, single letter sound practice and fine motor development activities.
- We complete WriteDance every day to develop children's motor skills as they move from learning a physical 'routine' to completing these movements using either shaving foam, sand, chalk or pencils.
- Every day, the children complete a letter formation practice sheet for the sound of the day and also take part in completing activities based around Literacy lessons.
- At the end of the year, we assess against the Early Learning Goals – Refer to Literacy/C&L/PSED ELG
- Phonics – There will be a Phonics workshop being offered in school shortly

Developing Literacy Skills

- In school, Literacy at the moment involves listening to a story and discussion surrounding a weekly text, single letter writing practice, name writing and beginning use of taught sounds in writing.
- For example, we have now learnt the sounds m, a, s, d, t, i, n, p, g, o, c and k so we will try to use these in our writing where we can.
- At home, you can help by giving children any opportunity to write such as helping with shopping lists, letters to Santa, postcards, envelope address writing or even just having a go at mark making around a story if your child is particularly interested.

Maths

- In school, we follow a programme called Mastering Number to develop fluency in Maths and also complete activities alongside that are reasoning based.
- Children will access a lot of Maths independently in the provision as continuous provision (always accessible) and enhanced provision (extra activities linked to interests/topics of focus).
- Talk to your children in a mathematical way at any given opportunity e.g. if they have picked up some items from outside, ask them to count how many they have and which hand is holding more if they have both hands full!
- The children love counting up and down (particularly with a rocket ship blast off!) so please play any form of counting game with them!
- Refer to Mathematics ELG

Home Learning

- Set Friday
- Return Wednesday (Children are still getting used to putting this on the desk!)
- Activities may be creative tasks, Literacy focused, Maths focused or Reading focused (as the children progress)
- Links are also sent for RWI videos for the sounds that we have learnt that week
- Homework will be sent on email so you can see the instructions and set activities – Please let me know if anyone is having difficulty accessing emails from school

High Expectations at Woodcocks'

- We focus on the positives as much as possible.
- We use restorative questions to talk through situations that may arise.
- Following pupil voice during Summer Term, we have re-introduced the stop and think, yellow card and red card in the main school.
- We have lots of rewards:
- Afternoon tea with Mrs B, Team Points, Special Sticker Books, Golden special mention book, Stickers, Reading raffle tickets.

Communication

- Pictures will be posted on Facebook, for those children who have permission, as this will enable more people to see the wonderful learning our children take part in.
- Our webpage has key information about our class.
- You are able to email directly. Staff will not respond out of hours. During school holidays, out of office emails will direct you to Mrs Beckett and she aims to respond within 72 hours.
- Key Staff email addresses: Mrs Beckett – Headteacher/SENCO – head@woodcockswell.cheshire.sch.uk
- Mrs Timmis – Office Manager – admin@woodcockswell.cheshire.sch.uk
- Mrs Edwards – Diamond Teacher – aedwards@woodcockswell.cheshire.sch.uk
- Mrs Mckie – Mental Health First Aider – jmckie@woodcockswell.cheshire.sch.uk