

Roots to grow; wings to fly.



TATTENHALL PARK PRIMARY SCHOOL

Acorns (Reception) 2023-2024



TATTENHALL PARK PRIMARY SCHOOL

VISION

Everyone achieves their potential.

MISSION

Roots to grow, wings to fly.

CORE VALUES

We respect, we enjoy, we believe.

Acorns (Reception) 2023-2024





Meet the team



Interim Headteacher– Miss Mair Fairweather (Safeguarding Lead)

Interim Deputy Head – Miss Anna Comish (Deputy Safeguarding Lead)

SENCO– Mr Lewis Cragg

Phase 1 (EYFS)

Nursery (Squirrels)– Mrs A Ellam, Mrs S Heath (TA)

Reception (Acorns)– Miss A Turner (Deputy Safeguarding Lead), Mrs M Mason (TA)

Mrs E Edwards covers PPA every Thursday across EYFS





Meet the team



Phase 2 (Key Stage 1)

Year 1/2 (Primrose)– Miss L Blythin

Year 2 (Brambles)– Mrs L Williams and Mr P Robinson

Phase 3 (Lower Key Stage 2)

Year 3 (Kingfishers)– Miss L Foreman


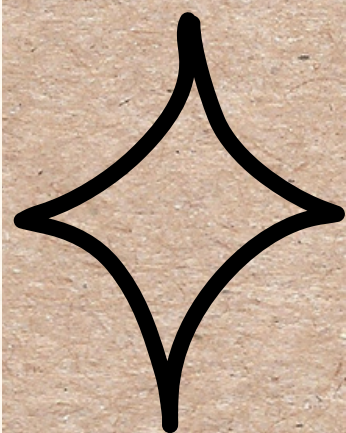
Year 4 (Lapwings)– Mr Cragg

Phase 4 (Upper Key Stage 2)

Year 5 (Silver Birch)– Mrs M Mason and Mrs C Barlow

Year 5 (Hazel)– Mrs G Barton

Year 6 (Oak)– Miss A Comish





A Typical School Day



8:40 – 8:55 Gates open

The children put their coats, hats and PE bags on their pegs outside our classroom.

Wellies can be stored on the bench under the pegs.

Book bags and water bottles are stored in the classroom.

The children's trays are in alphabetical order (A starting by our internal classroom door).

The children then can choose from a number activities that are out on the tables or carpet areas. These activities will reinforce learning from the previous week or key skills.



9am Register, select lunches and discuss the day ahead





A Typical School Day

9:15 – 10am

After some group teaching, the class will have access to the classroom environment.

Adults will either support play or will take groups.

10am Cafe Time

We have snack altogether. A time to chat and get to know each other.

10:20 – 10:35am

Phonics

10:35 – 11:20am



After some group teaching, the class will have access to the classroom environment.

Adults will either support play or will take groups.



A Typical School Day

From 11:30am

Lunch

12:50pm End of Lunch

Register, calm time and discuss the afternoon.

We will do some fine motor activities during this time too.

1:20 – 2:30pm

After some group teaching, the class will have access to the classroom environment.

Adults will either support play or will take groups.

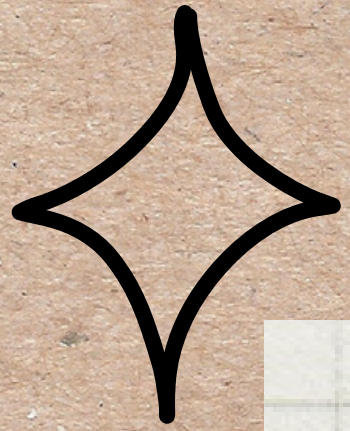
2:30pm

Topic based input/Story Time

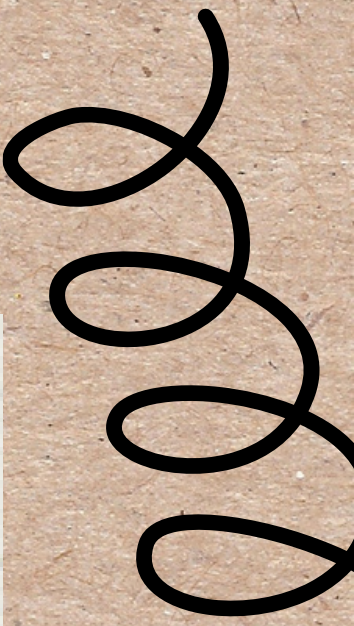
3:15pm Home Time

These are approximate timings as it is important that we are flexible to the children's interests and needs. The flow of the day may be adapted.





EYFS CURRICULUM



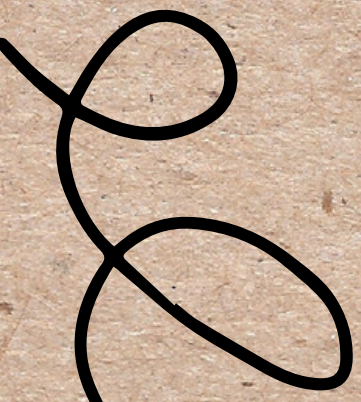
IN THE NEW EARLY YEARS FOUNDATION STAGE 2021, THERE ARE SEVEN AREAS OF
LEARNING:

THE PRIME AREAS

COMMUNICATION AND LANGUAGE

PHYSICAL DEVELOPMENT

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT





EYFS CURRICULUM

THE SPECIFIC AREAS



LITERACY

MATHEMATICS

UNDERSTANDING THE WORLD

EXPRESSIVE ARTS AND DESIGN

WE ASSESS THE CHILDREN THROUGH THEIR PLAY; ON-GOING OBSERVATIONS
AND PHOTOGRAPHS ARE TAKEN OF THE CHILDREN. THESE ARE GATHERED AS
EVIDENCE TO CREATE A LEARNING JOURNEY.



Characteristics of Effective Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
<p>Children will be learning to:</p> <ul style="list-style-type: none">• realise that their actions have an effect on the world, so they want to keep repeating them• plan and think ahead about how they will explore or play with objects• guide their own thinking and actions by referring to visual aids or by talking to themselves while playing, for example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."• make independent choices• bring their own interests and fascinations into early years settings - this helps them to develop their learning• respond to new experiences that you bring to their attention	<p>Children will be learning to:</p> <ul style="list-style-type: none">• participate in routines, such as going to their cot or mat when they want to sleep• begin to predict sequences because they know routines, for example, they may anticipate lunch when they see the table is set, or get their coat when the door to the outdoor area opens• show goal-directed behaviour, for example:<ul style="list-style-type: none">• babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table• toddlers might turn a storage box upside down so they can stand on it and reach up for an object• begin to correct their mistakes themselves, for example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit• keep on trying when things are difficult	<p>Children will be learning to:</p> <ul style="list-style-type: none">• take part in simple pretend play, for example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup• sort materials, for example, at tidy-up time, children know how to put different construction materials in separate baskets• use pretend play to think beyond the 'here and now' and to understand another perspective, for example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."• know more, so feel confident about coming up with their own ideas• make more links between those ideas• concentrate on achieving something that's important to them - they are increasingly able to control their attention and ignore distractions.

AUTUMN TERM OVERVIEW

Download PDF from the school website

Expressive Arts

Artist: Paul Klee
Use a range of small tools, including scissors
Experimenting with colour, design and form.
Using different materials to make marks.
Exploring sounds.

Understanding the World

Talk about members of my own immediate family and community.
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
Talk about past and present events.
Explore the natural world around them, making observations and drawing pictures of animals and plants.
Observe seasonal change - autumn

English

Main Text: The Gingerbread Man
Engage in Storytime.
Listen to and talk about stories to build familiarity and understanding.
Orally retell a story.
Draw images and write labels.

Reading & Phonics

Teach all single letter sounds.
Teach how to form all single letter sounds correctly.
Learn how to blend single letter sounds together to read a word independently.
Daily Storytime to develop a love of reading and vocabulary.

Communication and Language

Develop social phrases.
Describe events in some detail.
Engage in non-fiction books.
Understand how to listen carefully and why listening is important.
Offer explanations for why things might have happened.
Learn rhymes, poems and songs.

ALL ABOUT ME

PSED

Explain the reason for rules.
Form positive attachments to adults and friendships with peers.
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Work and play cooperatively and take turns with others.
Give focused attention to what the teacher says.

Maths

Match, sort and compare.
Talk about measure and patterns
It's me 1,2,3

Physical Development

Use a range of small tools, including scissors, cutlery, crayons, chalk and felt tips.
Encourage children to draw freely.
Use their core muscle strength to achieve good posture.
Hold a pencil effectively in preparation for fluent writing.
Basic Movement (running, jumping, throwing).



TAPESTRY

TAPESTRY IS AN ONLINE LEARNING JOURNEY WHICH ALLOWS COMMUNICATION BETWEEN PARENTS AND TEACHERS.

THE TAPESTRY SYSTEM IS HOSTED ON A SECURE, DEDICATED SERVER BASED IN THE U.K. INFORMATION AND IMAGES OF YOUR CHILD WILL NOT BE SHARED WITH OUTSIDE AGENCIES OR OTHER PARENTS. THE ONLY PEOPLE ABLE TO ACCESS THEIR ONLINE LEARNING JOURNAL ARE MEMBERS OF THE EARLY YEARS STAFF AND YOURSELF.

ANY OBSERVATIONS STAFF COMPLETE WILL STILL BE ADDED TO THE PAPER COPY LEARNING JOURNEY KEPT IN ACORNS. THIS WILL CONTAIN LOTS OF EVIDENCE OF THEIR PROGRESS – SUCH AS PICTURES, OBSERVATIONS, SCRIBED COMMENTS ETC. IT IS A LOVELY RECORD OF YOUR CHILD'S TIME WITH US AND PARENTS HAVE TREASURED THESE IN THE PAST. THE ONLINE SYSTEM WILL ALLOW YOU TO TAKE PHOTOS AND SHARE MOMENTS WITH US THAT WE CAN USE TO BUILD UP A COMPLETE PICTURE OF YOUR CHILD. THIS COULD BE A WOW MOMENT SUCH AS THEY HAVE LEARNT TO RIDE THEIR BIKE WITH NO STABILISERS, SOME PHOTOGRAPHS OF A NEW BABY OR PET IN THE FAMILY OR SOME INFORMATION ABOUT A HOLIDAY OR DAY TRIP.

READING



We follow Read Write Inc Phonics.

To begin with the children will learn single letter sounds and they will learn how to blend these letters to read a word independently. They will also be taught the correct letter formation.

Our lessons are 15 minutes long to begin with and then the lesson time will increase up to 40 minutes by the end of the year.

Please share stories at home with your child regularly.

Please leave a comment in your child's Reading Record when you have read with your child. This helps us to understand what types of stories or books they enjoy.

We also share stories each day to build a love of reading and to develop reading comprehension skills.

Literacy



Pathways to Write

The Gingerbread Man

by Mara Alperin



Outcome: Fiction – Traditional Tale

Writing outcome:

To create their own drawings to represent the story and orally retell it. Pupil’s drawings will be labelled with marks appropriate to their development stage.



Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (age/stage development expectations)
<ul style="list-style-type: none">• Sometimes give meaning to marks as they draw and paint• Ascribe meaning to marks that they see in different places	<ul style="list-style-type: none">• Give meaning to marks as they draw, write and paint• Hear and say the initial sound in words• Segment the sounds in simple words and blend them together• Link sounds to letters• Use some clearly identifiable letters to communicate meaning• Write labels

MATHEMATICS

White Rose
MATHS

Step 1

Match objects

Step 2

Match pictures and objects

Step 3

Identify a set

Step 4

Sort objects to a type

Step 5

Explore sorting techniques

Step 6

Create sorting rules

Step 7

Compare amounts

Step 1

Compare size

Step 2

Compare mass

Step 3

Compare capacity

Step 4

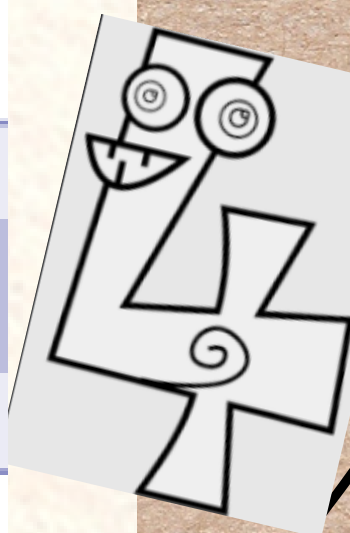
Explore simple patterns

Step 5

Copy and continue simple patterns

Step 6

Create simple patterns



MATHEMATICS

White Rose
MATHS

Step 1

Find 1, 2 and 3

Step 2

Subitise 1, 2 and 3

Step 3

Represent 1, 2 and 3

Step 4

1 more

Step 5

1 less

Step 6

Composition of 1, 2 and 3

Step 1

Identify and name circles and triangles

Step 2

Compare circles and triangles

Step 3

Shapes in the environment

Step 4

Describe position



PHYSICAL EDUCATION



- Both outdoor and indoor PE kit must be in school each day of the week.
- Hair should be tied back and headbands can be worn for shorter hair with a longer length which may get into the child's eyes.
- If your child wears earrings, please make sure that they can take these out or have something to cover them up (tape/plasters).



PE KITS



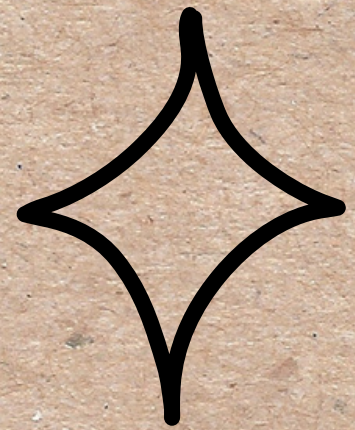
General PE Kit

- Plain White T-shirt
- Black shorts
- Black pumps/trainers
- Hairband



Winter Kit

- Plain tracksuit – no Football strip
- A waterproof jacket
- Hat/Gloves

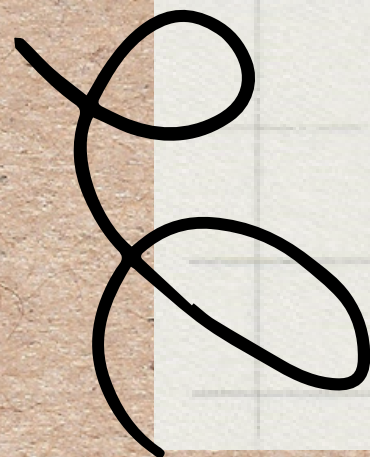


HOME LEARNING



Each week I will send home a brief overview about what we have been learning and how learning could be supported at home. This helps the children to link their learning in school to real life experiences.

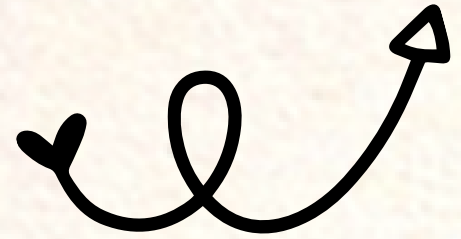
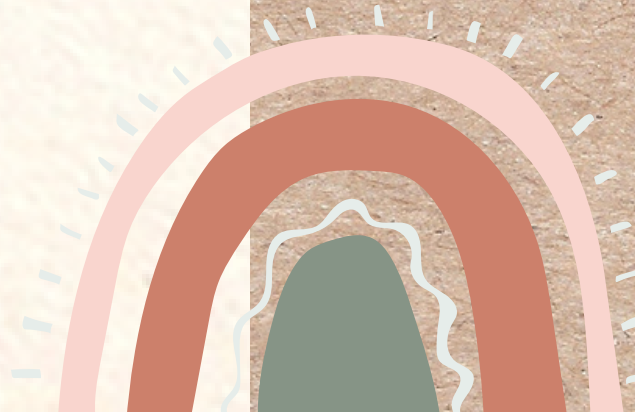
As the year progresses I will send home phonics and maths sheets that will provide further reinforcement of key concepts.





HEALTHY MINDS



- Water bottles – the children have these on their desks and they can access them all day.
 - Morning snack – fruit will be provided by school
 - Healthy School Meals– please make sure your child has seen the menu each day in the event that they do not like either option and would require a packed lunch.
- 
- 



Reception Baseline



What is the RBA?

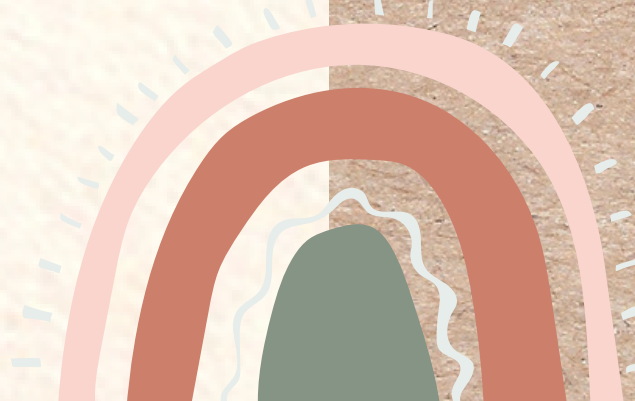

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with.

It became statutory for all schools from September 2021.

What does participating in the RBA mean for my child?


The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

Further information can be found on our Acorns class page on our website.





BEHAVIOUR



In class we follow the Class Dojo system. Each child has a Dojo character. The Dojo receives awards. Once the class have reached 1000 Dojos, we will have a celebration afternoon. Dojo points are given based on our school values. We do not focus on individuals points, but rather on the whole class working together to reach a goal.

All children are to follow our behaviour code- SHARE.

Safe and sensible

Honest and kind

Always do your best

Respect (others, yourself and property)

Ensure everyone enjoys school (and is happy and feels part of our school family)






UNIFORM



Correct uniform must be worn and the school's uniform policy must be followed. As the children are representing the school, it is important that the children are always smart. Shirts and t-shirts should always be tucked in.





Any questions?

yes!

Please do not hesitate to contact me with any
concerns or arrange a meeting.

aturner@tattenhallpark.cheshire.sch.uk

