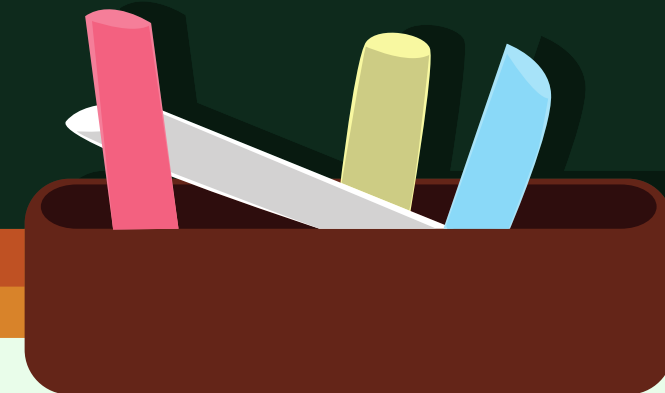




Kingfisher
CE ACADEMY

WELCOME TO HART CLASS

MRS DIXON
MISS TELLING
MRS B



ALL ABOUT ME



- **NEW MUMMY**
- **CAT MUM**
- **LOVE TO COOK/ BAKE**
- **WALKS IN THE COUNTRYSIDE FOLLOWED BY COFFEE AND CAKE**

ALL ABOUT ME



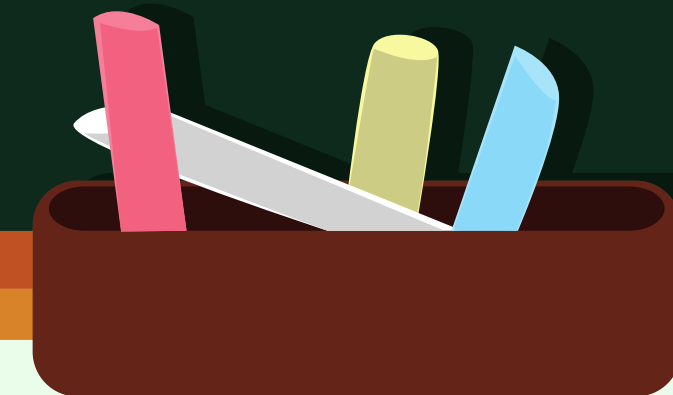
MISS TELLING

- **TEACHER FOR 14 YEARS**
- **DISNEY LOVER**

OUR EXPECTATIONS

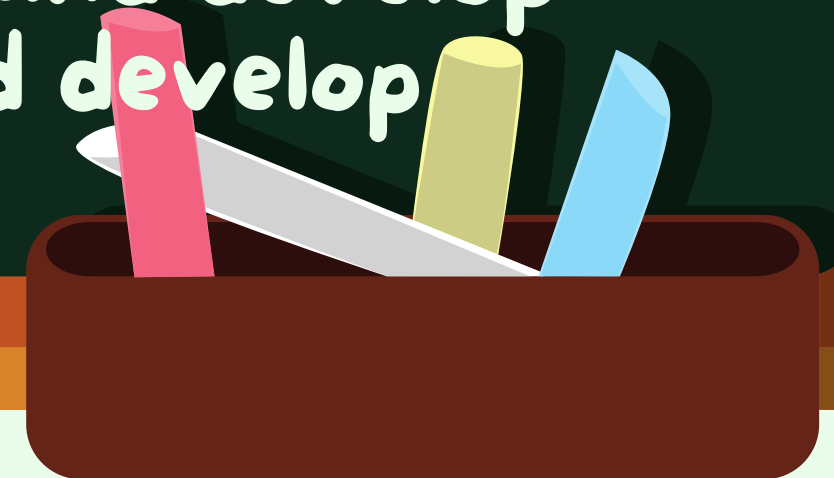
for ourselves, children and you

- we will share our ideas and join in,
- we will try our best,
- we will make mistakes and learn from them,
- we will be respectful,
- we will be role models.



THE CHARACTERISTICS OF EFFECTIVE LEARNING

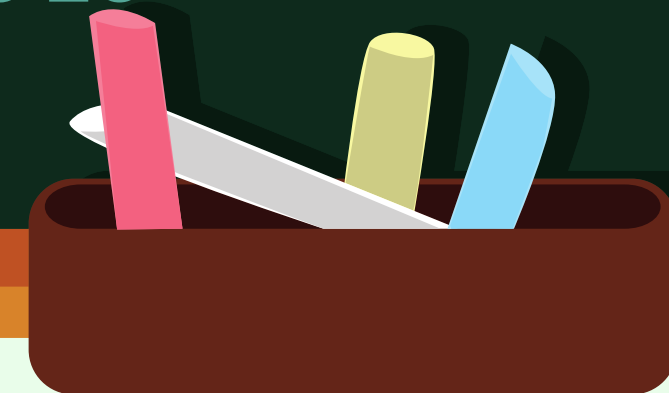
- To be effective learners children need to develop:
 - Playing and exploring - children investigate, experience things and 'have a go'
 - Active learning - children concentrate, keep on trying if they encounter difficulties and enjoy achievements
 - Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.



RECEPTION EXPECTATIONS

Our children will ...

- learn social skills so they can communicate with their peers and adults
- work and play cooperatively
- apply their sounds when writing for different purposes
- have a deep understanding of numbers to 10



Gross motor skills



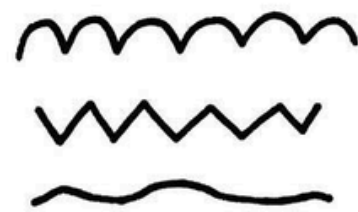
4 year old / 7 year old

Fine motor skills

Emergent writing process

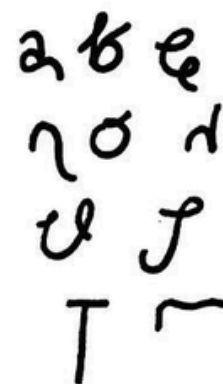


1. Squiggle stages.
Starting randomly using squiggle whilst you wiggle to make marks that lead to letter formation

2. Squiggling into a writer with an awareness of letters going left to right to make sentences

3. Letters begin to appear within squiggle strings

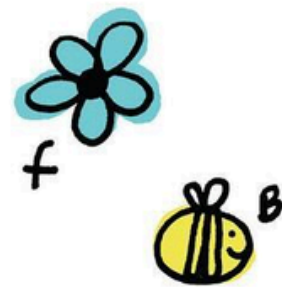


4. Letter conga. Left to right and progressively downwards



Hel
lo my
Joe

5. Letter huddles (with spaces to resemble words)



6. Picture labelling using initial letter to label

MAKE
MACE

7. Copy writing. Copying words written in the environment

8. Beginning letter only (use 1st letter of a word to represent word)

I W T N S
(I went shopping)

9. Simple word formation. Beginning & end



I LIK To
dane

10. Let's read what

11. I can read what you've written

Fish in
The sea



This cake
is MIN

12. You are an independent



Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- 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.

The Natural World

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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.

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

Mathematics

Number

- 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.

Numerical Patterns

- 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.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- 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.

Literacy

Comprehension

- 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.

Word Reading

- 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.

Writing

- 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.

YEAR 1 EXPECTATIONS

National Curriculum Objectives - things to remember:
These are National expectations written by someone who
does not know your child.

Your child may reach these expectations or be working
towards them

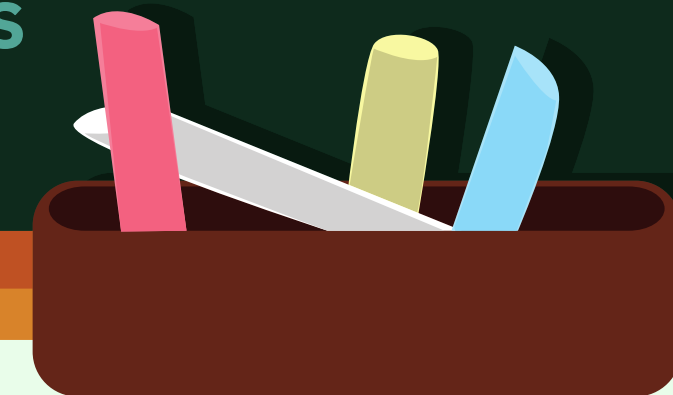
At Kingfisher we work from where your child is and plan
their next steps so they make progress from their individual
starting point.



YEAR 1 EXPECTATIONS

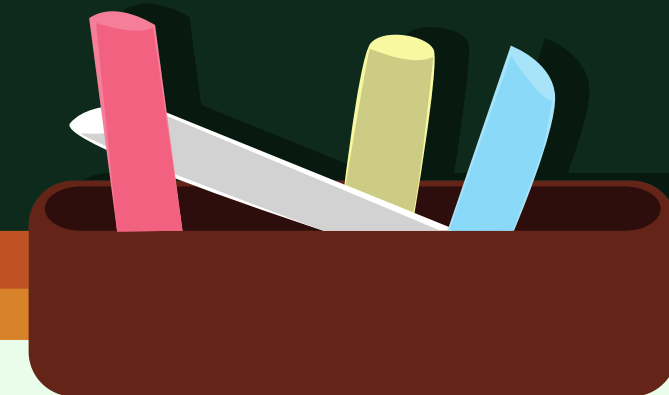
In English, the children will be writing sentences, using capital letters, full stops, question marks, and exclamation marks. They should also be able to use conjunctions to join sentences and use standard forms of verbs.

When reading, children should be able to read fluently and apply their phonics to new words, read key words on sight, and answer simple questions about what they read.



YEAR 1 EXPECTATIONS

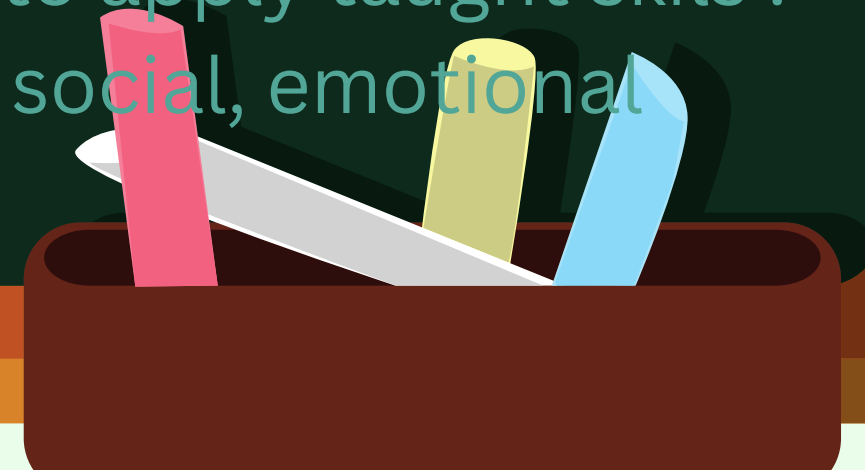
In Maths, children will learn to count, read, and write numbers to 100 in numerals, and count in multiples of twos, fives, and tens. They should also be able to recognize and name common 2-D and 3-D shapes, as well as describe position, direction, and movement



CONTINUOUS PROVISION

At Kingfisher, we believe that learning through play is fundamental to a child's learning. Playing is key to a child's development, confidence and wellbeing which, with carefully planned continuous provision, can positively impact their education. It is essential for us that we support the children in their play by providing .. resources to enable them with as many learning opportunities as possible. With careful planning, we can meet the learning needs of all children and can adapt our provision to meet the diverse and individual needs of different cohorts.

We want all children to flourish by learning new skills, become critical thinkers and master concepts. At Kingfisher we will ensure the children can learn in a well-resourced, high quality and stimulating environment where there are clearly defined spaces to ensure there are meaningful opportunities and context for children to apply taught skills . We design our curriculums to be play based and meet the language, social, emotional and physical needs of our children.



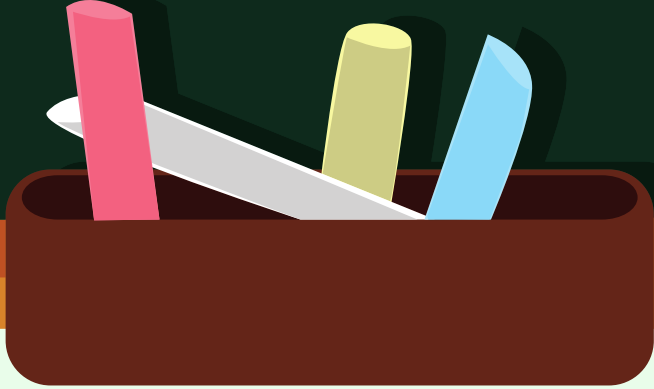


EXPECTATIONS & CP

In Hart Class we learn through a variety of opportunities:

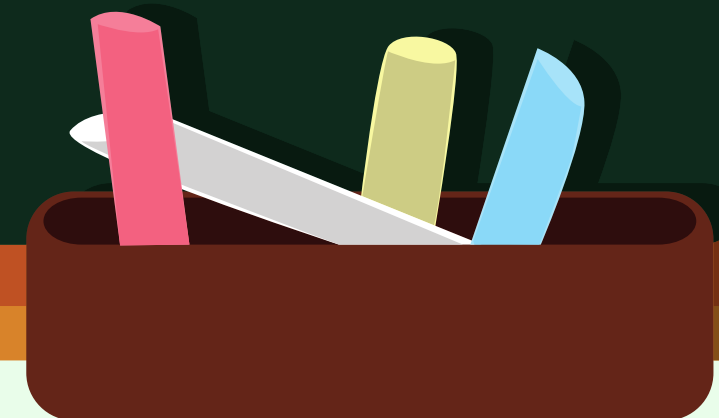
- **Whole class teaching** - specific skills or knowledge
- **Focus group** - a teacher guided group (Year 1)
- **Discovery** - time in provision exploring resources independently or completing set tasks with opportunities to extend learning.

This mixture of styles allow for individual, paired, small group and collaborative learning. It also allows children to follow their own ideas.



READING

- Rave about Reading every day
- Book club on a Monday - sharing book home
- 3 reading practice sessions a week - phonics books home on a Thursday
- Library visits weekly

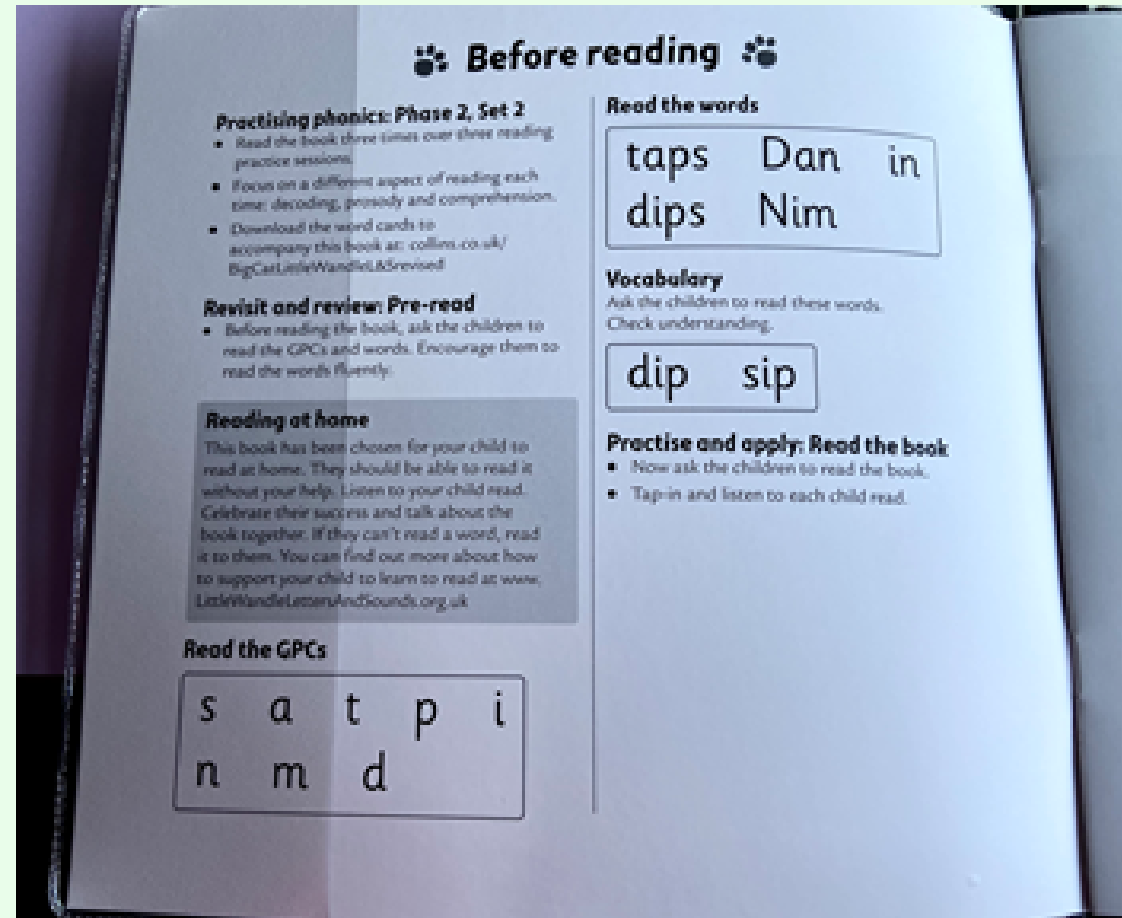


HOW CAN YOU HELP AT HOME?

Phonics games – use your flashcards to make words. Work on recognising tricky words by sight.

Letting your children choose and tell you the story using the pictures in their own word. It doesn't matter if they can't read it!

Sharing stories – adults to model vocab, expression and enjoyment in reading



Review: After reading

Use your assessment from hearing the children read to choose any GPCs and words that need additional practice.

Read 1: Decoding

- Ensure the children can read words ending in "s" successfully. Ask the children to turn to pages 2-3. Show them how to read the word **taps** by covering up the "s" reading the word "tap" and then adding the "s" to read the whole word **taps**.
- On page 6, ask the children what Nim wants Dan to do. (e.g. *puts the flannel in the water*) On page 7, ask: What does Dan do to **dip** his flannel? (e.g. *puts it in the water*)
- Turn to the "I spy" pages (14-15). Say: I can see lots of things that have the /d/ sound. Point to the dog and say "dog", emphasising the /d/ sound. Ask the children to find other things that contain the /d/ sound. (*duck, doll, doughnut, dragon, dolphin, dragonfly, dig, draw*)
- Point to the words on pages 3. Ask: Can you blend in your head (silently) when you read these words aloud?

Read 2: Prosody

- Decide together on a type of voice for Nim, the dragon, and Dan the boy.
- Together, read the words on the left-hand pages, ensuring the children use the correct character voice.

Read 3: Comprehension

- Ask the children to describe or retell any stories they have read about pet dragons. Would they like a pet dragon? Why/Why not?
- Ask: What time of day is it? Do you do these things before you go to school, too?
- Encourage the children to retell the story, explaining what Dan and Nim did in the correct order. Ask:
 - What did Nim do first? (e.g. *woke up Dan*)
 - What did Nim and Dan do in the bathroom? (*Nim had a bath; Dan washed with a flannel*)
 - What happened at the end? (*Dan asked Nim to get in his school bag*)

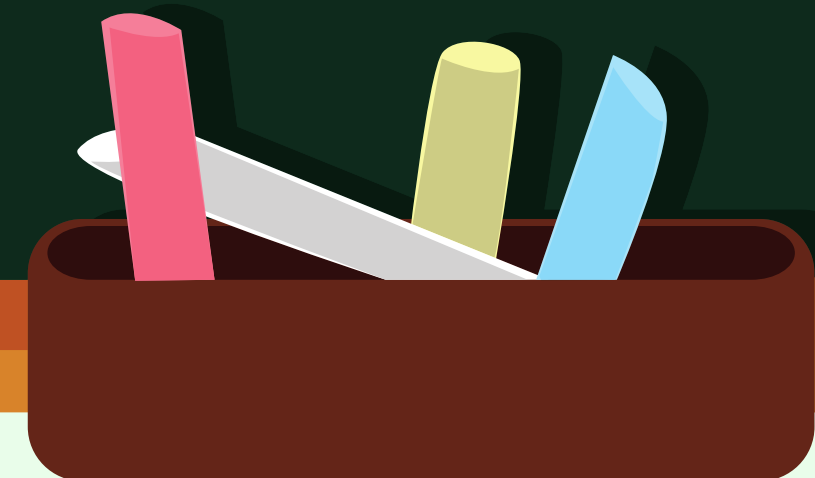
Phonics books – go over the sounds and keywords at the start. Then encourage blending and moving onto reading by sight. Finally, discuss what you have read.

PE DAYS

RECEPTION - MONDAY

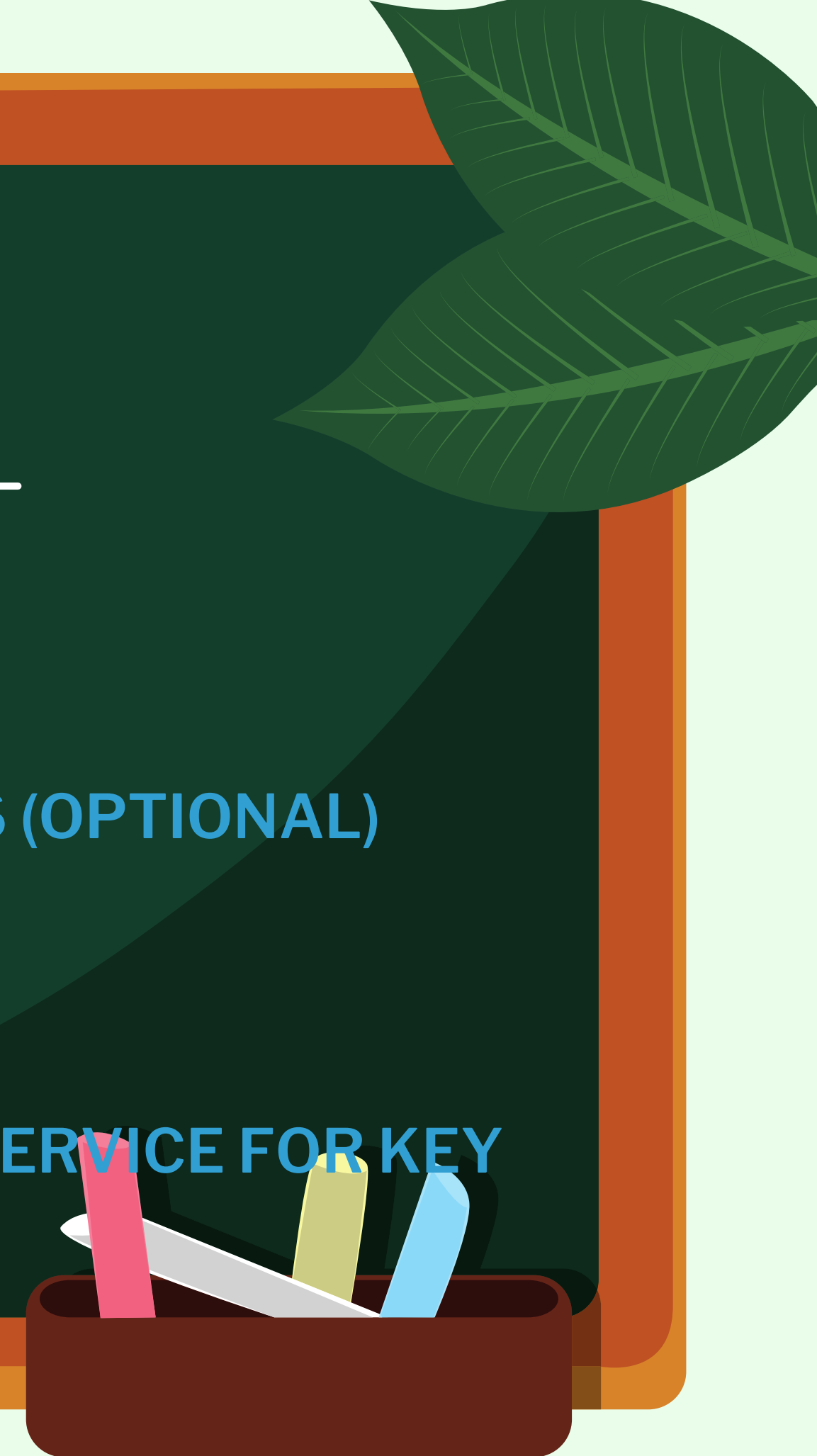
YEAR 1 - MONDAY AND TUESDAY

**PLEASE WEAR PE KIT INTO
SCHOOL**



WAYS WE COMMUNICATE WITH YOU!

- TAPESTRY
- ON THE DOOR
- CLASS NEWSLETTERS
- PARENTS EVENINGS (TERMS 2, 4 AND TERM 6 (OPTIONAL))
- WEBSITE
- LETTERS
- EMAILS
- WE ARE LOOKING INTO A TEXT MESSAGING SERVICE FOR KEY MESSAGES.





Why are we using Tapestry?

- It creates a two way communication between parents and staff.
- It gives us a picture of the whole child – which helps us to assess more effectively.
- We can upload media in real time, meaning you can see pictures and videos of what your children are currently learning at school.
- Greater opportunities to extend your child's learning at home



Tapestry explained

Context and information on our current learning



Today we learned about height. We recapped who the tallest and shortest members of our class were. We then worked as a team to make and order poppies by their height. We considered who had the tallest, shortest and medium poppy. We use the correct vocabulary to explain. We found that some were the same height and learned the word equal.

All

Flags

EYFS 2021

Communication and language

✓ Listening and attention

✓ Understanding

✓ Speaking

✓ Mathematics

- Observation Key
- CI = Child initiated
- AI = Adult initiated
- AS = Adult supported
- I = Independent

Areas of learning



Q&A