

# Welcome to Holly



Please label your children's clothes/water  
bottles/ lunch boxes!!

# Values and Golden Threads



## **Values:**

Ambition  
Mindfulness  
Honesty  
Resilience  
Compassion  
Thankfulness  
Respect  
Curiosity

## **Golden Threads:**

Community  
Mental Health  
Life Skills  
Global Issues  
Technology

# Routine



- Come in and put belongings away
- Find name card and come to carpet to practice name writing
- Wake/shake
- Phonics carpet session
- Free choice 'Learning Areas' time – during this time children have access to a 'snack bar'. If not buying in toast, parents can put a cracker or fruit in child's bag to have at this time.
- Maths carpet session
- LUNCH TIME
- Literacy carpet session
- Free choice 'Learning Areas' time
- Fruit/Milk
- End of the day Story Time



# Sharing your child's learning

- ▶ Evidence Me - app. You should have received a letter about this and given/ not given permission here - any questions? This will not be every week! Focus children talk about...
- ▶ Newsletter
- ▶ Invite parents in! Themed weeks (e.g. Christmas, arts week), parents evenings. Catch us on the gate - seems busy but always happy to wait until after children are safely out/in.
- ▶ **WE CANNOT DO THIS WITHOUT YOU GUYS!**  
You know your child best and you are their primary caregivers, we need and want you on board, joining in with any homework's we set and just generally showing interest!

# Reading

## *In school:*

- 1:1 reading with the teacher weekly.

## Daily Phonics Lesson:

- Focusing on 2 new sounds a week, and a day focussed on Common Exception Words.
- Myself and Miss Kelly will be running a parent workshop on reading/ phonics soon and will circulate date asap.
- Please have a look at this list below and see if you can incorporate some of these at home.



<b>Rhythm</b> Able to follow and copy a tapped out rhythm (instrument or body)	<b>Rhythm</b> Able to create own rhythm to be copied	<b>Rhyme</b> Able to find the rhyming pairs in familiar objects (CVC words i.e. cat/hat	<b>Rhyme</b> Able to continue a rhyming string Starter word- cat Children generate string- cat, hat, fat, rat...	<b>Alliteration</b> Able to match objects by initial sound	<b>Alliteration</b> Able to hear the initial sound in own name	<b>Alliteration</b> Able to hear initial sounds in familiar objects	<b>Blending</b> Able to blend segmented sounds i.e. c-a-t= cat and select matching object	<b>Segmenting</b> Able to segment sounds in CVC object/ word i.e. cat = c-a-t
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# Reading/Spelling

## *At home:*

Every child should be reading a school reading book  
4 times a week at home

Practising their CEW – later on in the year these will  
be in reading records.

## Book Bands

**You will start to get Lilac books next week!** This is to get into  
routine, start getting your child ready for reading, develop language  
skills in specific way, etc.

Your child will have a book, linked to the sounds they have learnt in  
school.

These books will be changed as your child reads with an adult.

The **MORE** that you  
**READ**, the more things  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the more places  
you'll **GO**.

Dr. Seuss

Reading Records

# Writing/ Mark Making and Fine Motor Development



Please do do those fine motor skill activities (or any other of your own) as frequently as you can!

If your child is in need of extra support here we will mention it to you specifically at **Parents Evening - dates to be sent on parentmail.**

**Want mark making/ writing to be meaningful and purposeful!**

**Get them involved in writing lists for shops, thank you cards for gifts they receive, etc.**

**Lots of praise and encouragement at this stage!**



# Maths

## At home:

Subitising – what is this?

<https://www.youtube.com/watch?v=4KtifCNLYy4>

Home learning maths – will send out ideas.

## Homework!!

This term we are focusing on 1-3, and then up to 5. Please take your child on a walk, in nature and just focus on noticing what is around you. Take some photos of '3, or not 3'. Then play a game!

Numbots later in the year.







# Curriculum Maps

## Marvellous Me!

## What are Holly Class learning in Term 1?

### Communication and Language

Listening to familiar stories and answering what, where, why, how questions  
Following instructions and directions  
Tuning into rhyme and rhythm within words and stories  
Deconstructed role play inside and out with 'oracy hotspots'  
Listening to one another - adults to model waiting turn to speak, looking at speaker and listening.

### Physical Development

Write Dance and Funky Fingers adult led sessions  
Weekly Trim Trail access  
Using the outside space, large tyres to move and build with, planks to balance on.  
Fine Motor area within continuous provision with threading, pegs, tweezers.  
Pen grip assessments and planning targeted interventions.

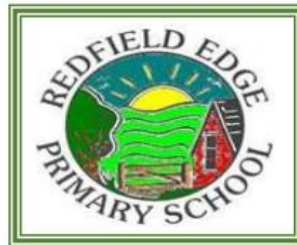
### Personal Social Emotional Development

Making new relationships with children and adults  
Sharing resources and turn taking  
Playing cooperatively and collaboratively  
Beginning to accept the needs of others  
Expressing Feelings - introducing the Zones of Regulation  
Conflict resolution and introducing Behaviour Chart

CHECK  
OUT  
WEBSITE

### Literacy

Beginning discrete phonics sessions - Rocket Phonics scheme: s, a, t, p, i  
Writing for a purpose; labelling  
Experiment, writing messages and post cards.  
Introduce 'The Message Centre'  
Drawing Club  
Chalking on large boards, writing on large floor paper, writing recipes in our 'Mud Kitchen' outside.



### Maths

Matching objects  
Sorting objects  
Comparing amounts  
Comparing size, mass and capacity  
Making simple patterns  
Continuous provision - loose parts including conkers, corks, shells, gems; Numicon; counting animals; dominoes, etc

### Understanding the World

Exploring the seasons - collect resources from an autumn walk  
Where we are - the school community  
Making comparisons: similarities and differences between ourselves and our families  
Using iPads and cameras to take photos

### Expressive Arts and Design

Continuous provision area - getting to know our classroom: painting, cutting and collage, junk modelling available every day  
Playing a range of musical instruments and expressing ourselves to different genres of music, tapping out rhythms and beats  
Singing familiar songs and making up dances.  
Using charcoal and other forms of media to create representations of our families for display.

### Additional Focus Points:

Singing assembly as EYFS/ KS1  
Music weekly sessions - Beat Bus  
Access to Forest School area

# Teaching and Learning

Children need to learn *how* to learn!

We will be continuing to encourage the children to develop the following skills:



Owl

Strategic Planning



Chameleon

Changing Learning



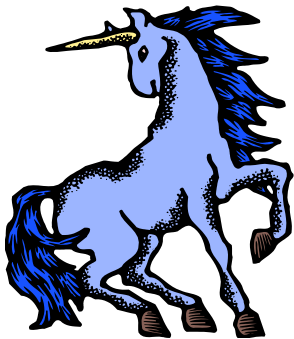
Spider

Links in Learning



Bee

Team Work



Unicorn

Creativity



Cat

Curiosity and  
Questioning



Tortoise

Resilience

CERTIFICATES



# Mental Health and Wellbeing



- Golden Thread
- PSED huge focus for us across the year
- Zones of Regulation
- Mental Health Ambassadors
- Hello Yellow- watch this space!





# Thank you for listening.

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@HollyClass\_RE







# Questions

