



Welcome



## School Development Plan 2020-2021

- \* Maintain high standards of achievement for all groups of children
- \* Improve teaching and learning of spellings through reading and writing across the school
- \* Further developing reading and writing skills
- \* Develop our Curriculum across KS1 to ensure progression and consistency
- \* Develop further and embed strategies to support children's well-being e.g. mindfulness, Parent Support programmes
- \* Develop the EYFS learning environment and curriculum through Planning in the Moment approach to further enrich children's experiences



## Curriculum Developments

- \* As well as covering their existing topics, Reception will also be spending more time working with the children's interests via 'In The Moment Planning'.

Autumn	Spring	Summer
Superheroes & Ourselves	Dragons	Once upon a time
Celebrations		



# Our Curriculum

- \* We use learning vocabulary with our children and encourage them to ‘Grow their brains!’ and to be actively involved in their learning.
- \* We also encourage children to consider the wider world through charity days or supporting local events.
- \* We use experts and visitors to help us to bring learning alive.
- \* We love to get out and about in the local community and further afield by visiting museums, forestry areas and places of interest.

**Topic Webs will be available on the school website**



# School Values

We have shared values that we harness in our school and this year we are exploring these ones in detail on a monthly basis:

**Kindness**   **Teamwork**   **Independence**   **Responsibility**   **Honesty**  
**Respect**   **Creativity**   **Resilience**   **Compassion**   **Enjoyment**   **Self-Belief**

Please remember to take a look at our **Values Tree** in the main entrance. The children learn about these values in their daily assemblies.

Our values for this term are: Responsibility, Co-operation, Empathy, respect for the World, Honesty, Independence and Determination

**These are our core values that everything comes from:**

**LOVE**   **GROWTH**   **CREATIVITY**   **DISCOVERY** and **ADVENTURE**



# Behaviour



Your child's teacher will show you more in their classrooms



## Sports Premium Funding and Sport provision

We continue to receive funding this year from the Government to improve the quality of PE in our school.

We continue to work closely with Haddenham Junior School, St. Mary's School, Cuddington and Dinton School and Great Kimble School in the HASSP Partnership to enable our children to compete and perform against children in the local area.

Laurence Clark who is also connected with FitLife in Haddenham is working alongside our teachers to train them to teach high quality sports at HCIS. These sessions are on Tuesday mornings. He also runs a sports club here on Friday lunchtimes.

Haddenham Tennis Club still provide tennis coaching sessions on Wednesday lunchtimes as well as providing the children with opportunities through wellbeing sessions on Friday afternoons



# Music

Year R receive Music as part of their curriculum from Mrs Mander. They also have access to instruments within the classroom so that they can experiment and explore instruments and sounds on a daily basis.

Year 1 and 2 children learn Music with their class teachers.

All children in Year 2 will be learning the recorder as part of their music lesson this year. Each child will need a recorder and recorder book which you can purchase through us or independently. An order form will become available.

The recorder book we will be using this year is “Recorder from the Beginning” – John Pitts

Mr Mitchener also takes peripatetic piano lessons on Mondays with children for parents who would like this for their children. He usually runs a very popular Ukulele Club at lunchtime too.



# Communication and Parent Forum

Communication happens in many ways here at HCIS.

The newsletter is a source of information as well as the weekly updates and the school website.

Each class has a **whatsapp** group which is a very useful way to check what's going on and communicate amongst yourselves.

Each term we host an active **parent forum** which asks for feedback on many aspects of school life.

**Questionnaires** are sent periodically to collect views too.



[www.haddenhaminfant.bucks.sch.uk](http://www.haddenhaminfant.bucks.sch.uk)



# The Reception Year



# What your child needs in school

- \* Bookbags - only on Monday please
- \* Small item that will fit in their bookbag for Show and Tell (starting next week, on alternating weeks)
- \* Coats - every day as the weather becomes less reliable
- \* Sun hats on hot days (please apply sunscreen before school)
- \* Come to school in PE Kits on Monday and Tuesday each week (no ear-rings please!)
- \* Named wellies for wet / messy outdoor play
- \* Please ensure all belongings are named 😊
- \* Named water bottle (although we have cups if you forget!)



# Medical Information

## \* Medicines

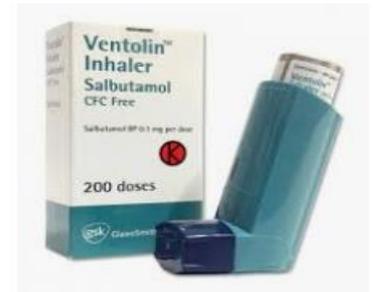
- \* Medical form to be completed
- \* Children shouldn't administer medicine themselves

## \* Inhalers/Epipens

- \* Medical labels need to be on the box

## \* Sickness

- \* Please inform the School Office
- \* 48 hours for sickness/diarrhoea





While we have an over-arching topic for each term, however much of what your child learns will happen in their self-chosen activities - topic plan is on our website

### Communication & Language and Literacy

- Talking about our holiday news.
- Show and tell.
- Learn to orally retell 'Supertato'
- Planning and recording simple sentences
- Creating speech bubbles for characters from 'Supertato'.
- Phonics - phase 2 sounds.
- Hearing rhyme and alliteration in words.
- Creating captions and labels for characters in familiar stories.

### Personal & Social Education

- Introducing the rules and routines
- Taking turns and sharing equipment
- Talking about how we are all unique and special
- PSHCE and regular Circle Time sessions

### Mathematics

- Counting objects and finding the correct numeral
- Number sequencing
- Using positional and directional language
- Naming and describing common shapes and use them to create patterns and pictures
- Putting Superheroes in height order.



# Superheroes Autumn 1



### Expressive Arts and Design

- Decorating a patch for a class quilt
- Making their superhero self
- Making Supertato and the Evil Pea.
- Andy Warhol handprint paintings
- Exploring colour mixing.



### Physical development

- Weekly PE and yoga sessions.
- Fine motor activities to develop strength and dexterity.
- Gross motor development, eg climbing frame, monkey bars, bikes, digging in the woodland area and tyre races.



### Understanding of the world

- Making observations of plants and living things
- Planting seed potatoes.
- Use of computers and I pads in the classroom
- Talking about our families and identifying similarities and differences between us



# Your child's week

Your child's week will look a little like this. Short adult sessions, lots of play based learning:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8.45-9.25	Boosters, child initiated and rolling register				
9.25-9.30	Plan for the day				
9.30-10.00	Phonics & handwriting				
10.00-11.10	PE & Child initiated	PE & Child initiated	Literacy & Child initiated	Maths challenge & child initiated, then	Readers & Child initiated
11.10-11.30	Maths & lunch preparations	Maths & lunch preparations	Maths & lunch preparations	lunchtime preparations	Maths & lunch preparations
11.30-12.30	Lunch	Lunch	Lunch	Lunch	Lunch
12.30-12.35	Register	Register	Register	Register	Register
12.35-12.50	Music	Listening Activity	Listening Activity	Listening Activity	Circle time/PSHCE
12.35-1.00	Show & Tell	RE	Literacy	EAD/UW	Child initiated
1.00-2.20	Child initiated	Child initiated	Child initiated	Child initiated	
2.20-2.45	Snack, Story & home				



# Tapestry observations

## Log-ins:

Most parents have now signed - if you haven't, or you would like us to add a second log-in for a second parent, please let us know.

## Observations

These take several forms:

- general (which give you a flavour of something we have done, eg yoga),
- assessment (we sometimes add end of year expectation)
- observations of your child in their independent learning (which all feed into their overall profile. We assess 17 areas of development and learning).
- parental observations - we warmly welcome these!

## Comments

- You can 'like' individual or group observations and can comment, or ask a question about, ones that feature only your child.



# Phonics

- \* We teach Letters and Sounds - which has 6 phases.
- \* Phase 1 is usually taught in Preschool and includes tuning into sounds, eg rhyme, rhythm and alliteration.
- \* We assessed all children on-entry and are currently teaching phase 2 sounds.
- \* By the end of Reception children are expected to have completed Phase 4.
- \* All children have been assessed already.
- \* Phases 5 and 6 are taught in Years 1 and 2.





## Phase 2

Sounds are introduced in sets

- \* Set 1: s a t p
  - \* Set 2: i n m d
  - \* Set 3: g o c k
  - \* Set 4: ck e u r
  - \* Set 5: h b f ff l ll ss
- 
- \* Audio/visual of articulation will be put on Tapestry
  - \* Lively, fun approach
  - \* Blending and segmenting vc and cvc words
  - \* First 'tricky' words introduced (I, no, go, to the, into)
  - \* Reading captions, phases and simple sentences.



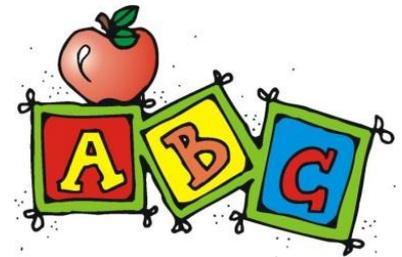
## Phase 3

- \* Teaches remaining single sounds and common digraphs and tri-graphs.
- \* Children learn to read digraphs in words, eg: **week, right, soap, food, park, town, soil**
- \* Taught further irregular words: **he, she, we, me, be, was, my, you, her, they, all.**
- \* Children read sentences containing sounds taught.
- \* Learn to write some 'tricky' words from memory.
- \* A further video for how to articulate the sounds will go upon Tapestry.



## Phase 4

- No new graphemes.
- Taught to read and write longer, and compound, words, eg **tent, chick, spoon, farmyard, moonlight**
- Taught to read more tricky words : **said, so, do, have, like, some, come, were, there, little, one, when, out, what**
- Learn to write more tricky words from memory
- Reading and writing more complex sentences.





# What else do I need to know?

## Reading books

- \* will be changed each Monday
- \* please sign the reading diary with any comments - books won't be changed unless you indicate they have been read.
- \* try and read regularly to and with your child, including practicing their phonemes. This has a significant impact on their progress!

## New phonemes

- \* These will be sent home each Monday, as taught (4 each week)

## PE

- \* Monday and Tuesday, plus class-based Yoga on an ad-hoc basis

Library/Stay and Play - currently suspended

...cont



# Show and tell

- \* Each Monday, starting 5<sup>th</sup> October
- \* *Half* the class take part each week
  - \* First name A-J from 5<sup>th</sup> October
  - \* K-Z from 12<sup>th</sup> October
  - \* Cycle will then repeat
  - \* This will allow children more time to talk and share
- \* Only send **one** item which can fit in your child's book bag - no fragile or precious items please!





# Music on Monday

In Reception we will be using the Charanga scheme of work to teach the children the various elements of music, such as rhythm, pitch and dynamics. This scheme of work is used throughout the Infant school.

Due to current covid-19 restrictions regarding singing we will instead be using chanting, whispering and social distance singing outdoors. Children will also have the option of using instruments to create (and draw) their own rhythm patterns and songs during their independent play.





# Observe, assess, plan

- \* Daily inputs for Phonics and maths.
- \* Other short sessions timetabled each day
- \* Children continually assessed against the current 17 Early Learning Goals
- \* Lots of time each day for children to explore their interests over extended periods
- \* Adults will observe and plan 'in the moment' observations may also be recorded on Tapestry
- \* Focus children each week beginning after half term



# Planning in the moment

We will be observing each focus child as they do their independent work and play. This will inform us of their interests, strengths and any misconceptions.

During these observations we will work alongside the children in their play to help them to explore the areas that interest them.

These observations will help us to form next steps in their learning and feed into ideas on how to bring on the whole class in their learning journey.

**The Child's Spark** - This is when your child first shows an interest in something.

**The Teachable Moment** - The teachers will notice and use the opportunity to extend their interest, by asking open-ended questions and considering ways to apply this interest to other options within the environment.

**The Documentation** - We document the observation.

This includes the 'spark', the teachable moment and what we did next. This will help us to use the child's interests, and plan an environment that works for them.





# Focus children

- \* 3-4 children each week after half term
- \* The focus children will have their picture up in class, so they know who they are
- \* You will be advised in advance and asked for your input, via a google-docs questionnaire
- \* We will feedback to you on our observations and recommend 'next steps' in your child's learning
- \* If your child is not one of the focus children they will still be observed by teachers.



# Focus child letter

Dear Parent,

Next week your child \_\_\_\_\_ will be our “focus” child. Staff will be observing them while they play to find out more about their interests and to see how they are progressing. We would love to hear about and see some of the things that your child does out of school. You can share these achievements on Tapestry.

To help us build a better understanding of your child we would appreciate your feedback on the following questions. This will help us to provide relevant and meaningful experiences for your child and plan for their future learning.

**Please tell us about any significant events that are currently happening in you and your child’s life at present, e.g. holidays, family celebrations, new pets, new siblings, child’s achievements in outside activities.**

*For example:*

*“My child has finally achieved level 3 in swimming and can swim without armbands*

*“We have just celebrated Diwali and all of the family has been together for a special meal”*

*“My child is writing their name independently at home”*

**What is your child currently interested in at the moment, e.g. stories, toys, activities, programs?**



# What else do I need to know or do?

- \* We will be offering future zoom meetings with advice on how you can support your child further in
  - \* Phonics, and
  - \* Maths
- \* How good are your muscles? Writing does not start with holding a pencil. Good core strength is a vital first step. See our website which gives full information on how you can support your child's development.
- \* Cursive font modelled in phonics. Children use when able

abcdefghijklmnopqrstuvwxyz



# Partners in learning

Your support at home makes a massive difference!

## Reading

- \* Daily for 5-10 minutes to or with your child. School reading books can be visited more than once
- \* Bedtime stories - inference, recall, story structure.
- \* Phoneme flashcards - 4 each week, as taught. For sounds and word building.
- \* First 100 high frequency words - rainbow words will be shared with you. Good sight vocabulary has a big impact

## Tapestry

- \* Submit your observations of your child's progress - we really value them!



Any questions?

