

Welcome to Class 2

Organisation of the Day

First thing

- Put belongings away themselves
- Self-Registration
- Join in with nursery rhymes and counting songs
- Register and toast

Throughout the day

- Teacher input for Math's, English, Phonics and Topic
- Access Continuous provision
- Milk, fruit and story
- Assemblies Monday, Tuesday, alternating Thursdays and Fridays.



PE and Forest Schools

PE days:

Thursday and Friday. Children must come in PE kits on these days.
Please name jumpers and trainers.

Forest Schools:
Every Tuesday.



Continuous PROVISION

What is it?

Enhancements:



Areas of learning

- Communication and language
- Personal, social and Emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Continuous PROVISION

What is it?

Set Provision:



Areas of learning

- Communication and language
- Personal, social and Emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Areas of learning

EYFS Development Matters 2020 Statements Children in Reception - Specific Areas

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

of 6

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Children in Reception - Prime Areas

Development

- ps.
- gs of others.
- z of challenge.
- ally and emotionally.
- t support their overall

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully
 - lining up and queuing
 - mealtimes

Phonics

Twinkl phonics



Lesson 1



Level 2

Introducing s Snake in the Sand



twinkl



Teach



One sunny day, the family went for a walk in the woods.

Teach

They had not gone far when Sam heard a strange noise.
It was a **s** sound.



Teach



Click me for Kit's teaching tips!

Play

Teach

Action

Make a snake's head with your hands and wiggle your body like a snake!



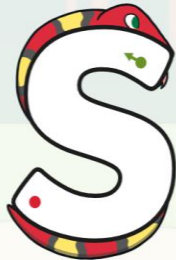
Say 'sss'.

Click me for Kit's teaching tips!

Teach

Write It, Feel It

Curl around and around the snake's body.



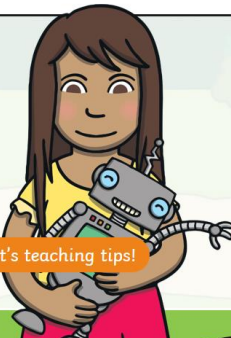
Click me for Kit's teaching tips!

Play

Apply


Robot Rick Says s

Robot Rick can only talk in 'robot-talk'. Listen to him saying the sounds in robot-talk. Can you blend the sounds he says back together to work out which picture has the s in?



Click me for Kit's teaching tips!

Apply



Play

Reading Books

How many times should I read?



Please have reading books in school everyday!

Maths

Maths Mastery





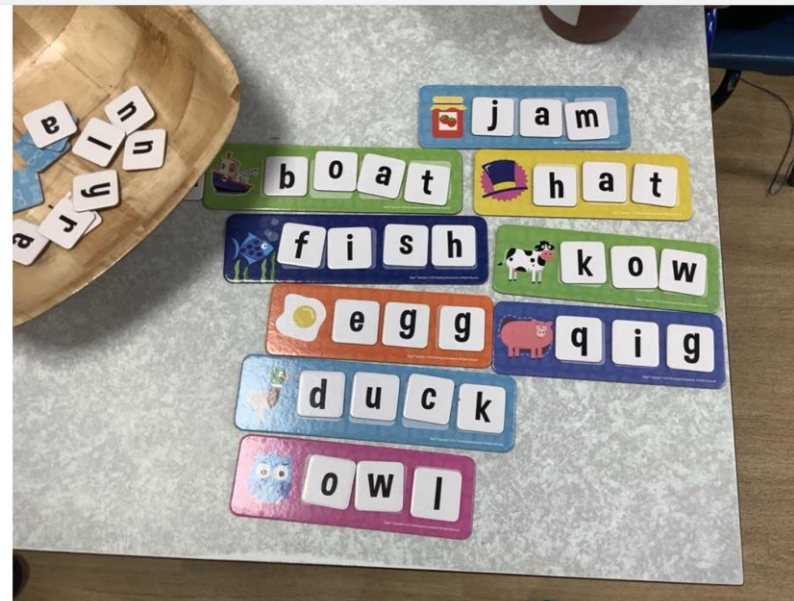
Seesaw

16:25 Mon 11 Sep

Not Charging



Sample Student's Post



September 11, 2023, 4:25 PM

Phonics

Like Comment



1



Things for school

- Wellies
- Water bottle
- Coat
- Change of socks, underwear trousers or skirt in bag
- Reading book every day
- Tooth brush



Communication

Seesaw or parents@fulwoodcadley.lancs.sch.uk

Helping at home!

