



We



Autumn 2021

The Year R Team

Cherry Class: Class Teacher – Miss Davies
Class TA – Miss Lloyd
Wednesday pm – Mrs Davies



Apple Class: Class Teachers – Mrs Jupe and Mrs Williams
Class TA – Mrs Hepworth
Additional adults – Miss Kean and Mrs Austin
Wednesday pm – Mrs Brockhurst



Plum Class: Class Teacher – Miss Gospel
Class TAs: Mrs Sargeant and Mrs Parsons
Additional adults – Miss Wooton and Mrs Rimmer
Wednesday pm – Mrs Sargeant and Mrs Parsons



Hiltingbury Heroes – A Learner for Life

As you are aware, we encourage the children to develop and apply the skills of our Hiltingbury Heroes which we believe are essential in order for them to become ‘successful learners, confident individuals and responsible citizens’.



Christopher Cockerel

Creative Thinker



Ellie Elephant

Team Player



Frankie Fox

Self Manager



Georgie Giraffe

Reflective Learner



Lloyd Lion

Effective Participator



Sidney Gorilla

Independent Researcher

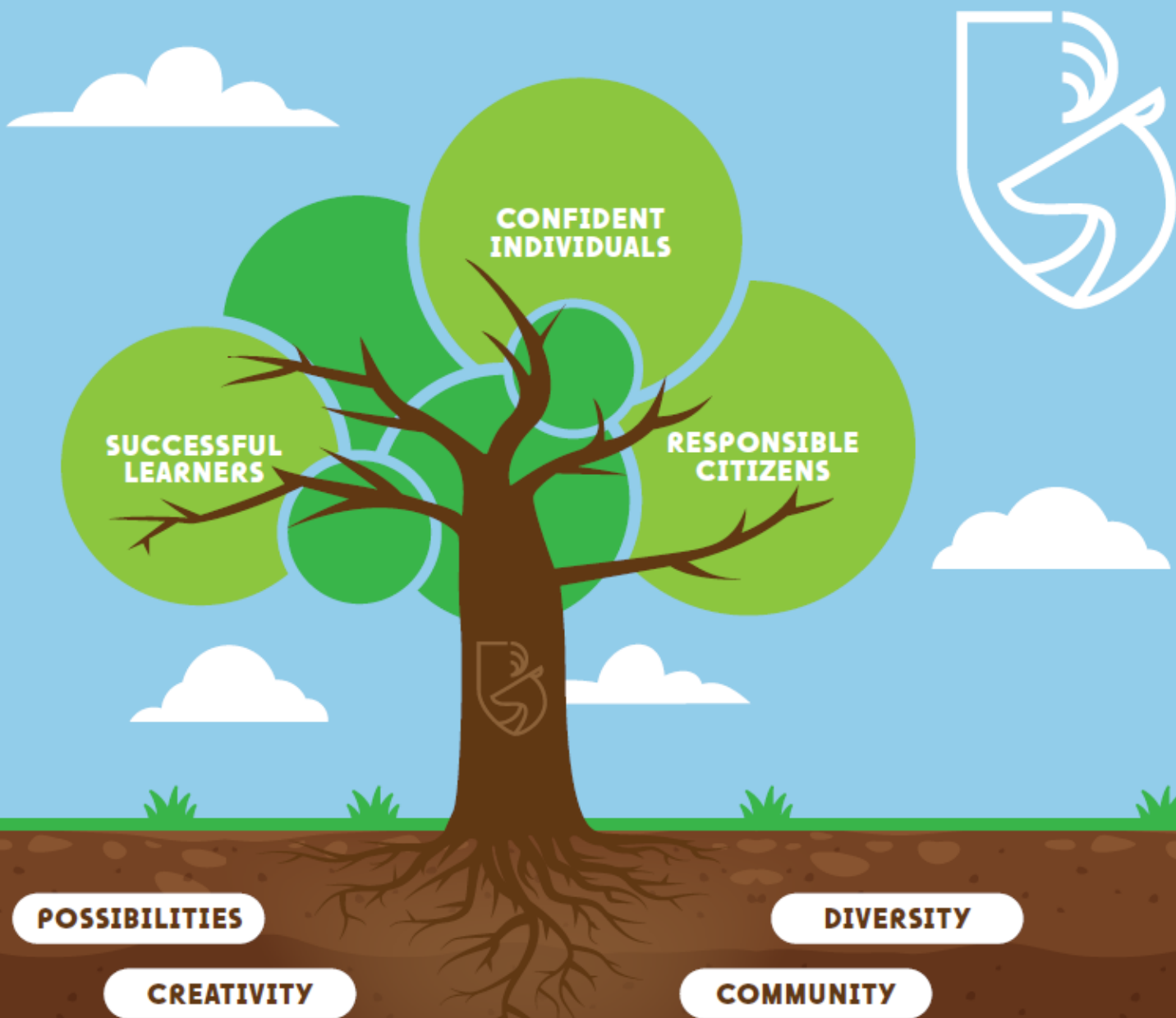
Every week (after half term) teachers will choose 2 children who have been displaying the skills of one of our Hiltingbury Heroes. They will be our ‘Learner of the Week’ and will be given a sticker and a certificate to bring home.



**HILTINGBURY
HEROES**

LEARNING CARING ACHIEVING TOGETHER

At Hiltingbury, we provide a broad and balanced curriculum which develops the whole child and brings to life our motto of 'Learning, Caring and Achieving Together'. We see our curriculum like a tree, with our curriculum drivers – **'Possibilities, Creativity, Diversity and Community'** as the roots which bring the aims and values of our school to life and meet the needs of all children. Within the trunk, is our curriculum implementation; a coherent progression that is designed to ensure children acquire, develop and deepen the vital knowledge and skills for academic success, physical development, mental health and well-being. Our trunk is strengthened through the promotion of our 'Hiltingbury Heroes – Learner for Life Skills' and growth mindset approach. Within the many branches, memorable experiences, rich vocabulary, festivities, pupil voice, assemblies and celebrations are woven, which engage with children's natural curiosity whilst ensuring coverage of statutory requirements during your child's time with us. As a result, leaves grow and flourish as children bloom into **successful learners, confident individuals and responsible citizens** of the future.



Year R Topics

Autumn Term

Marvellous Me, Amazing Animals

Out of My Window – Maths week, fireworks, our classroom and our school,

Winter Explorers

Spring Term

Healthy Me - Our Bodies, People who help us, Superheroes, 60 Minutes to Move, Traditional tales

Let's Find Out – Under the Sea, Now and Then, sustainability, Materials, Spring

Summer Term

Changes - Growing, Life Cycles, Rumble in the Jungle

Journeys –We're Gong on a Bear Hunt, Whatever Next, Journeys to Year 1

Curriculum Overviews for further information

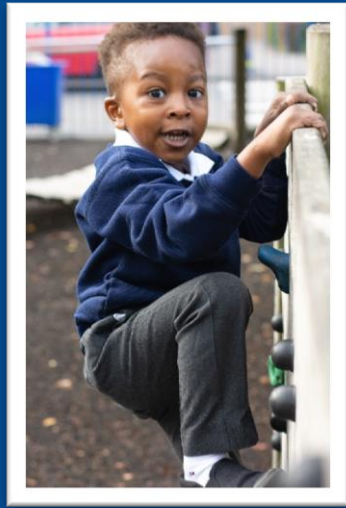
Statutory Changes to EYFS

- ELG changes to become clearer – these are used to assess the children against at the end of the Year
- Emphasis on language and vocabulary across all 7 areas of learning
- Children no longer assessed against an age stage band
- No longer an exceeding judgement – children are challenged to have a greater depth and understanding in the area of learning
- Communication and Language ELGs have become 2 - Speaking and Listening, Attention and Understanding.
- Personal, Social and Emotional Development (PSED) have become Self-Regulation, Managing Self and Building Relationships. What was called the Health and Self-Care ELG has been absorbed within the PSED Managing Self ELG.
- Physical Development area of learning, the ELGs have become Gross Motor Skills and Fine Motor Skills. The Mathematics ELGs are now Number and Numerical Patterns. There is no longer a Shape, Space and Measure ELG.
- There is no longer an ELG for Technology, with Understanding the World now focusing on children's understanding of past and Present, People, Cultures and Communities and The Natural World.

Year R Curriculum/Our Day

Our Day in Year R

- Self Registration
- Play based curriculum – 7 areas of learning
- Whole class inputs/small group work - challenges
- Snack and lunch time
- Assemblies after half term
(celebration then singing)
- Outdoor Learning – morning and afternoon
- Lots of stories, rhymes and songs to develop language and vocabulary



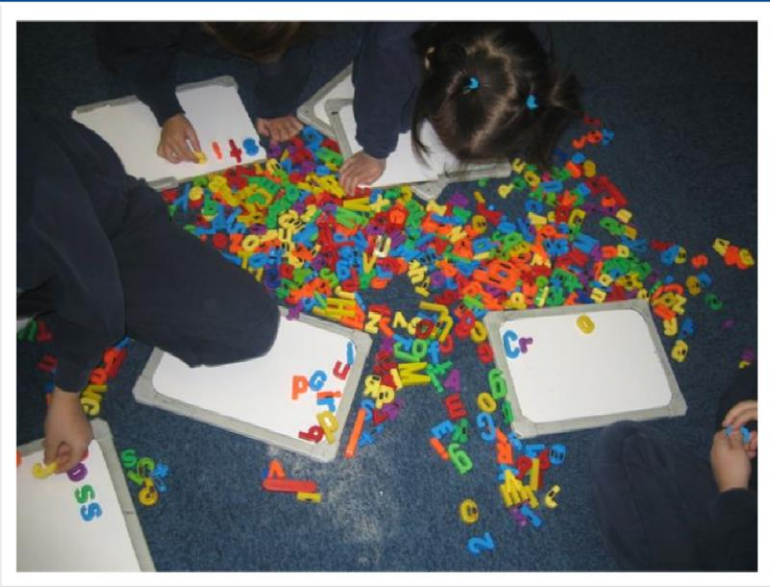
Rewards

- Verbal praise
- Stamps/stickers – for taking up good learning challenges in the classroom.
- Rocket, shooting star and waiting station



- Learner of the week
- Keepers Kitchen

Letters & Sounds - a multi-sensory approach



Phonics – Letters and sounds (multi sensory approach)

Phase 1 – complements a broad and rich language curriculum. There is an emphasis on oral work, developing children's language structures, vocabulary and phonological awareness. Continues alongside phase 2

Phase 2 – Introduction of grapheme-phoneme (letter-sound) correspondences begins at Phase Two.

Sets of letters are taught each week:

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

Phase 3 –

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs – ch, sh, th, ng

Vowel digraphs/trigraphs – ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4 - Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. Consolidation phase – CVCC and CCVC words. Polysyllabic words

Phase 5 - children begin to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes they have been taught;

Phase 6 - children develop skill and automaticity in reading and spelling.



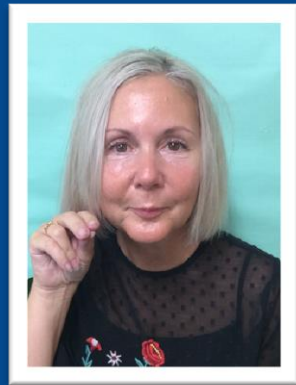
Cued Articulation

Cued Articulation [CA] was devised by Speech and Language Therapist Jane Passy in the late 1970s. It is a system which uses simple hand cues to show where and how speech sounds are made. All 49 phonemes have their own hand sign, showing where in the mouth the sound is made and how.

You can have either a voiced or voiceless sound. This depends on whether the voice box is turned on or not. So a 'p' sound is voiceless whereas 'b' is a voiced sound. Both 'p' and 'b' are made in the same way using the lips, the only difference between them is the voicing. This is represented by using 1 finger for the voiceless sounds and 2 for the voiced sounds.

Video on school website

Photograph pack coming out in bookbags



Reading

Words

Alongside using phonics to blend sounds to read words, the children will learn to read by sight a combination of decodable high frequency words and common exception words (tricky words). These will be on tapestry and in blue reading records.

Banded Books

Children will begin taking home a banded reading book this week (starting at pink). No expectation children are reading these books yet – share at home, make predictions, ask questions, look at the pictures. Begin to identify sounds that we have been learning at school and blend sounds to read (all children on their own learning journey with this). Changed on Tuesday and Friday.

Book Area

Children will continue to take home a book from the book corner to enjoy reading and sharing for pleasure at home. These will be changed on a Tuesday and Friday.

Reading continued ...

Blue Reading Records

Record any books you read or share at home; no expectation to write in them daily/weekly – write key moments. Teachers will record when they are moving up to the next book band level. Look out for the sounds and words each week.

Cosy Reading/Guided Reading/Helicopter stories

Your child will take part in a cosy read fortnightly. When the children are reading yellow books they will take part in a guided reading session fortnightly (towards the end of the year). Before this point the children will be heard read either individually or in a paired read.

The learning focus for the session will be shared with you in your child's reading record book.

Benchmarking Assessments



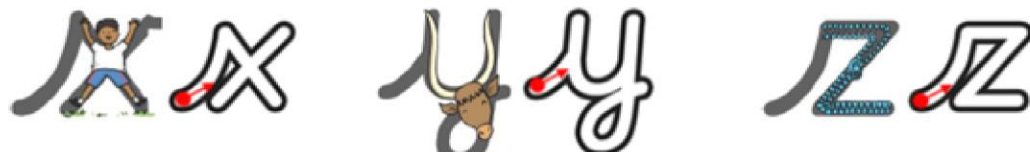
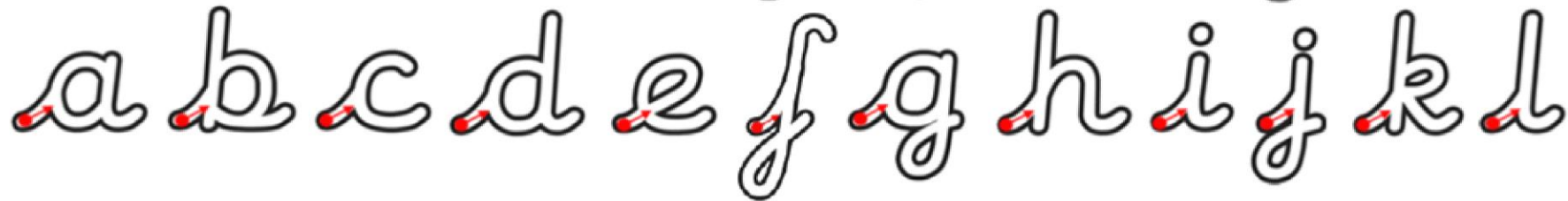
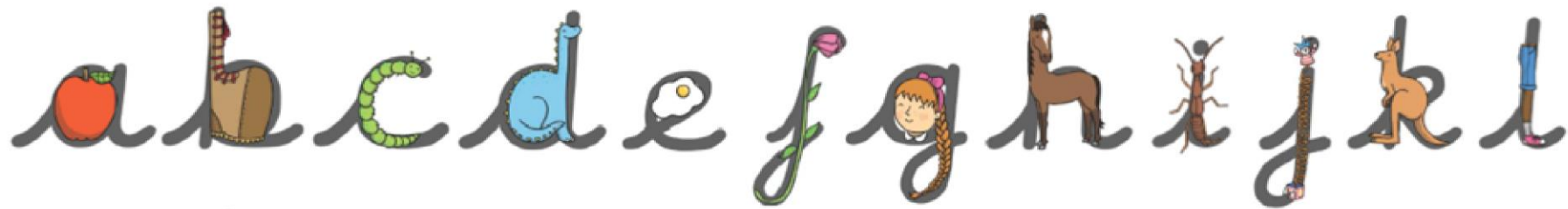
Reading

Library

Children will also visit our school library weekly (from after half term) and bring home a book. These books are from Hampshire Library Service and we get charged if they are lost, so please ensure they are kept safe and returned to school once your child has finished with it. Children will be able to borrow another book once they have made a return to our library.

Writing

- Encourage large and small scale movements-write dance, parachute, outdoor area, PE, climbing, rolling tyres
- Tracing, colouring, pattern making - mark making - working out how writing works, much pressure is needed, how to hold pencil/pen
- Practice letter formation as each letter is introduced through letters and sounds (Cursive script with handwriting phrases will be given out).
- Practice name writing in cursive script-tracing, copying, in sand, shaving foam etc
- Begin to write CVC words then sentences



Maths

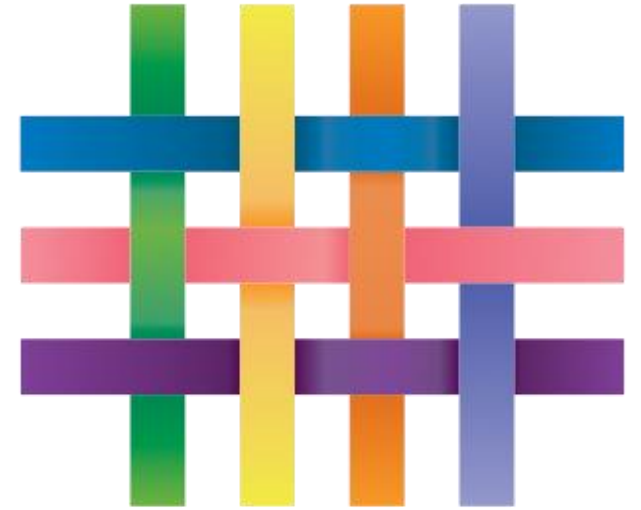
Maths	Number	<ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number.• Subitise (recognise quantities without counting) up to 5.• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	<ul style="list-style-type: none">• 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.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Tapestry

- Staff will add observations
- Excellent way to initiate conversation with your child about what they have been doing at school
- Links to area of learning
- Please like and comment if relevant
- Please upload your own photos/videos of activities/achievements at home.
- Teachers and the children enjoy sharing these with your child and the class.



TAPESTRY
ONLINE LEARNING
JOURNAL

How you can support at home...

- Read stories daily to your child and use them as an opportunity to talk about the characters and events in the story. You could also discuss some of the details children have spotted in the pictures, such as the character's facial expressions.
- Have lots of conversations with your child throughout the day. Try and increase their vocabulary by using a wide range of vocabulary.
- Practise counting with your child and looking at small groups of items. Explore what happens to numbers when you put these small groups of items together, or split a larger group into two smaller groups.
- Support your child's early reading by practising phonic skills, such as recognising letter sounds and blending them together to read words. Also, support your child with their writing by checking they are forming their letters in the correct way and holding a pencil properly.
- Plan activities that allow your child to be active and develop their strength through large body movements as well as smaller, more precise movements – physical activity, puzzles, lego, threading etc
- Encourage independence – coats, shoes etc

Reminders:

Water bottles (no squash) - not in book bags
Name labelling please - all clothing, coats, clothes and bottles, shoes, water bottles

Parent Requests!

Home corner resources – dollies, pushchairs, doll accessories, ironing boards etc
Large diggers/vehicles
Small world people
Animals (zoo, jungle, sea, pets)
Books

If you have any questions please feel free to email the school office.

www.hiltingburyinfantschool.co.uk

@hiltingburyinfantschool

