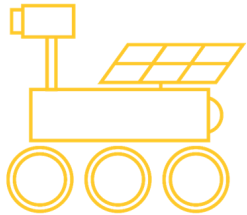


Who will be working with your child?

Space Travellers



Mrs Allum Mrs Lilleyman Mrs Ayling



Space Voyagers



Miss Collins

Mrs McLeod

EYFS EARLY ADOPTER EARLY LEARNING GOALS

Personal, Social and Emotional Development

- 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.
- 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.
- Self-regulation** – Show an understanding of their own feelings and those of others, and begin to regulate their behaviour. 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.

Communication and Language

- Listening and 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.

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.

Maths

- 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

Our Curriculum

Talk 4 Writing/Talk 4 Reading

Talk for Writing is a teaching framework that enables children to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own versions. Talk for Reading allows children to fully immerse themselves in high-quality texts, giving them to have a deeper understanding of what they are reading.

Maths

We follow a 'teaching for mastery' curriculum supported by White Rose Maths resources. Mastering maths supports all children by starting with a practical approach and leading to applying their knowledge through reasoning and problem solving.

Science

Our Science curriculum is designed to develop curiosity and interest in the world around us and help children to learn about how science benefits our everyday lives.

RE

We follow 'Discovery RE' scheme of work

PE/PSHE

For PE and PSHE, we follow 'Get Set 4 PE' and 'Jigsaw' schemes of work.

Computing

We use the 'Purple Mash' scheme of work for our computing lessons.

Other Subjects

Our children will also have lessons in History, Geography, Art, Design Technology and Music.

Beacon Expectations

Attendance and Punctuality

All children need to be at school for 8:30, ready to begin their learning at 8:40.

Uniform

- ★ Beacon sweatshirt, cardigan or fleece
- ★ Light blue polo shirt
- ★ Black trousers or skirt
- ★ Black shoes



PE Kit/bags

- ★ Plain white t-shirt
- ★ Black shorts, tracksuit bottoms or sports leggings
- ★ Trainers
- ★ Named Beacon PE bag

Water Bottles

Every child is given a Beacon water bottle to keep them hydrated throughout the day.

Healthy Eating

We encourage every child to bring a healthy snack to have during break time. This should be a piece/container of fruit. If your child brings a packed lunch to school, this should contain a range of healthy food types to keep them energised and alert.

Beacon Expectations

Behaviour

We have three school rules:




Our new Behaviour Policy is a relational approach that uses restorative methods to teach behaviour to our children. This policy can be found on the school website.

Reading

Each night your child is expected to read for a minimum of 10 minutes, which is recorded using the GoRead website.



 38 Things to do before you leave Year R—coming soon!

Year R

Parent booklet
2022—2023

Our aims are:

BeBrave

BeBrilliant

Believe