

# Hazlemere Church of England Combined School



Welcome  
to  
Early Years

Mrs Howard, Mrs Webb, Mrs Richards and Mrs Flint

# Working in Partnership

We feel privileged to have your children in our class this year and look forward to getting to know them and supporting them in their learning. We are looking forward to building a positive and open relationship with your children, in which they feel happy and comfortable to talk to us about anything and take risks in our environment.

We are also looking forward to building a relationship with you, the parents. Please feel free to ask any questions or raise any concerns you may have. Please be mindful that when the children are arriving and leaving, the staff need to ensure the children's safety, so if you could wait until staff have sent all children home to then ask any questions.

# Introduction

We have already had a fantastic start to the year and we are so pleased with how your children are settling in. The classroom feels positive and busy.

This week we have been focusing on settling in and the children have been introduced to the various areas available to them in the classroom and outdoor learning environment. They have been taught how to use the self-selection shelves, sheds and resources.

Your children are already enjoying the responsibility of choosing the equipment they need and looking after their things. They are noticing when things have been dropped on the ground, and are happy to help to pick these items up without prompting.

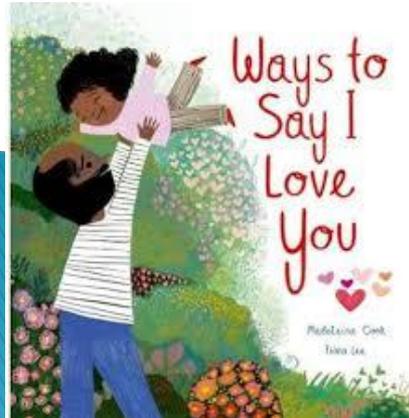
# Introduction

We have based our stories and activities over the first two weeks around the new school values, launched this year.

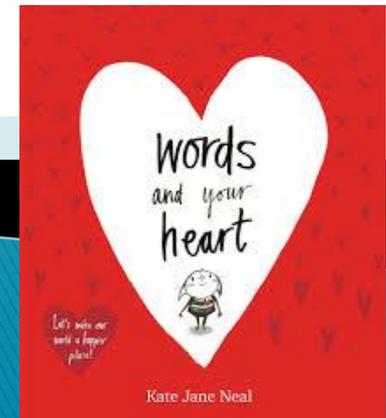
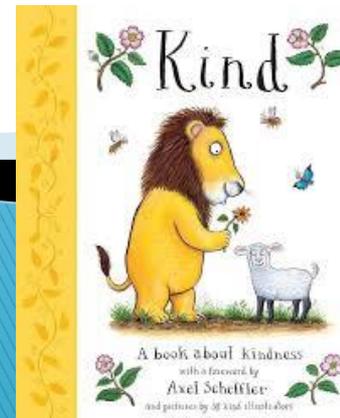
We will be learning about “kindness”, “love”, “ambition”, “perseverance”, “respect” and “honesty” and thinking about how these values are so important in our daily lives, both at home and at school.

The stories we will be using to help us to understand these values are:

## Nursery

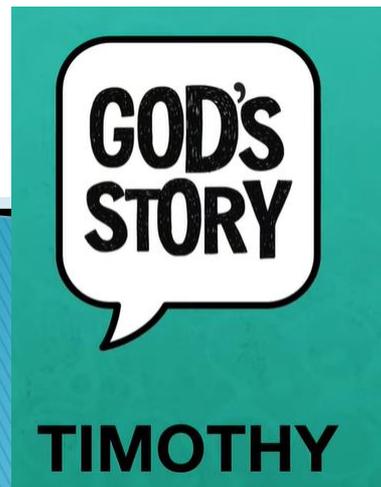


## Reception



# Introduction

We will continue to link our understanding of the school values to our school motto and Bible Verse.



# Our Values



# Our Values



We have started to think about what each of these words mean and what we can do in our classroom and home to make sure that we are great ambassadors for our school.



# Learning Powers





Each child begins the day on “Green” and if they remain on “Green” all day they are rewarded with 5 minutes “Golden time”, which is redeemed on Friday. The children therefore have the opportunity to earn 25 minutes of “Golden Time” on Friday afternoon.

If a child is not showing “Green” behaviour, they are first given a verbal warning, then followed by a “stop and think” card if this behaviour continues.

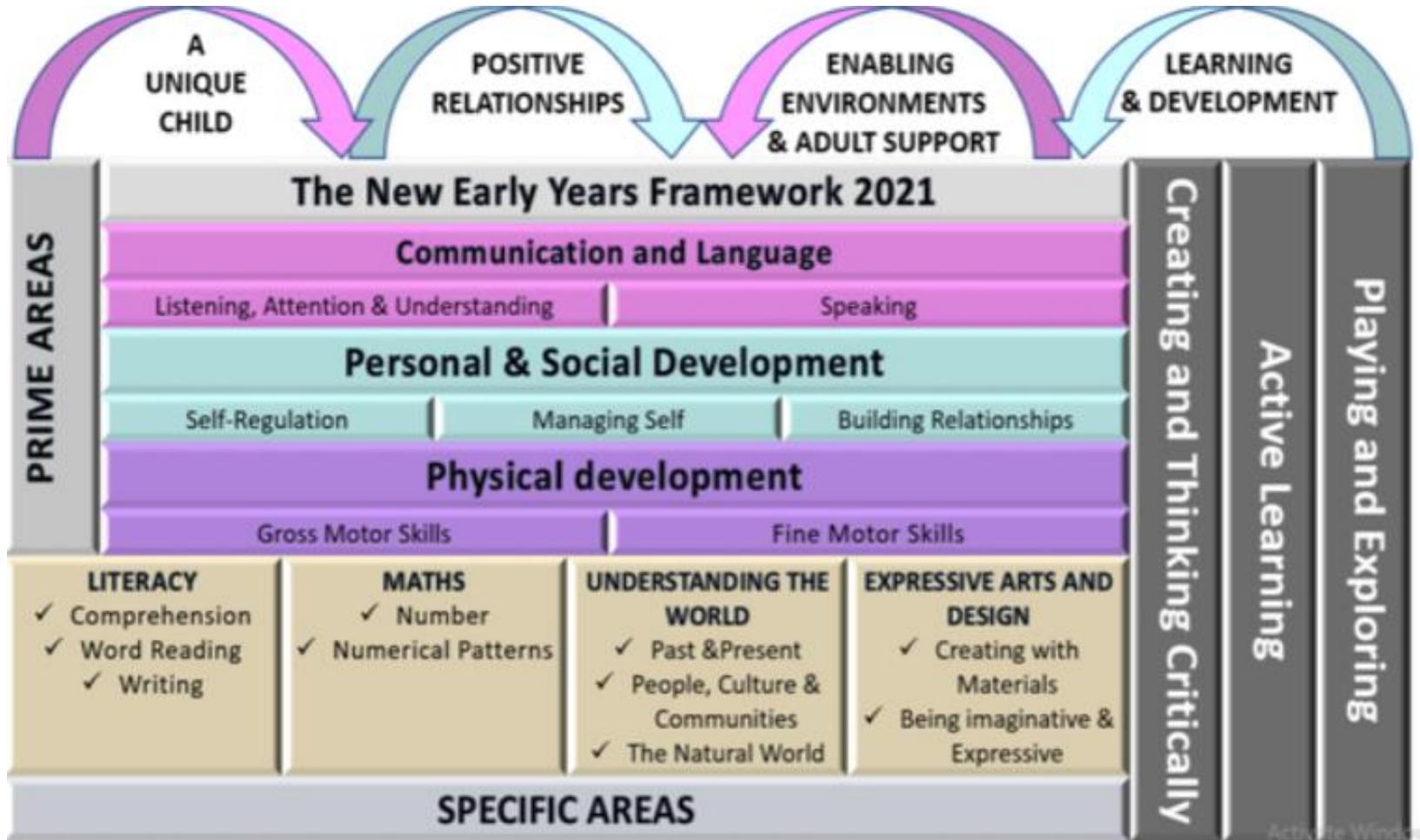
If the child’s behaviour still remains unchanged they are given a “tilted yellow” and the child is removed from the activity to complete a different activity.

If the child’s behaviour continues to remain unchanged, they are given a “horizontal yellow”, which means they will need to take some time away from the class to reflect upon their actions.

If this behaviour still continues, the child is given a “red consequence” card and will be taken to Mr Daniels to complete a reflection sheet. Parents will also be informed.

This is a whole school policy, and therefore something that you may already be familiar with through other siblings or friends, or something you will become familiar with over the coming years.

# The Foundation Stage Curriculum



to grow in wisdom and stature and in favour with God and people

# Hazlemere Church of England Combined School

## Timetable for Reception 2024 - 2025



	8.50-8.55	8.55 – 9.00	9.00 – 9.20	9.20 – 10.10	10.10-10.30 Snack	10.30 -11.15	11.20 – 11.40	11.40– 12.00	12.00 - 13.00	13.00- 13.20	13.20-14.30	14.30 – 14.45	14.45 – 15.00	15.00 – 15.20
Mon	Funky Fingers	Register and Days of the Week	N: Phonics R: Assembly	Continuous provision Indoor and outdoor	Literacy	Continuous provision Indoor and outdoor	Plenary	Rhyme of the week	H	N: Maths R: Phonics	Continuous provision Indoor and outdoor	Tidy up time	N: Maths R: Phonics	N: Story time R: Helicopter Stories
Tues	Funky Fingers	Register and Days of the Week	Phonics	Continuous provision Indoor and outdoor	Maths	Continuous provision Indoor and outdoor	Plenary	Rhyme of the week	C	Literacy	Continuous provision Indoor and outdoor	Tidy up time	Literacy	N: Helicopter Stories R: Story time
Wed	Register and Days of the Week	Register and Days of the Week	N: P.E R: Church Assembly	Continuous provision Indoor and outdoor	N: Literacy R: P.E	Continuous provision Indoor and outdoor	N: Literacy R: Phonics	Rhyme of the week	N	N: Phonics R: Understanding the World	Continuous provision Indoor and outdoor	Tidy up time	N: Maths R: URW	N: Story time R: Helicopter Stories
Thurs	Funky Fingers	Register	Phonics	Continuous provision Indoor and outdoor	Collective Worship	Continuous provision Indoor and outdoor	Maths	Rhyme of the week	U	Literacy	Continuous provision Indoor and outdoor	Tidy up time	Literacy	N: Helicopter Stories R: Story time
Fri	Funky Fingers	Register and Days of the Week	Phonics	Continuous provision Indoor and outdoor	Music and Movement	Library	Maths	Rhyme of the week	L	PSED	Continuous provision Indoor and outdoor	Tidy up time	PSED	N: Story time R: Helicopter Stories

# Carpet Times

We recognise that young children find sitting on the carpet very difficult. Although we promote “Good Sitting”, “Good Looking” and “Good Listening”, carpet time sessions are always kept as short as possible, and as active as possible.

Your children will be invited to join in with active carpet sessions, such as ordering numbered carpet tiles or getting into groups of a certain number.

They will also be invited to join in with “show and tell” discussions, including sharing their work with the class at the end of a session.

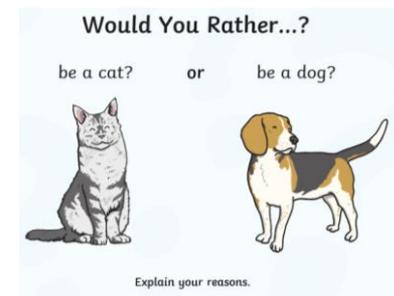
They will also be encouraged to join in with story reading sessions by joining in with repeated refrains, offering comments, making predications and asking questions.



# Questions

We would like to encourage the children to be inquisitive and ask questions. We have an investigation area in the classroom in which the children will be provided with a variety of resources to help them to explore and find out more. If your child asks you any questions at home that you think we may be able to investigate, please make a note for your class teacher and this can be included in our planning.

“Why” questions and “Would you rather” questions also give a great stimulus for class discussions and we would love for all of the children to gain the confidence to express their own thoughts, ideas and opinions during class discussions of this nature.



# Class schedule

As you can see from our class timetable, children in the Early Years have lots of opportunities to learn outside as well as inside. Activities, resources and staff are provided to cater for the children's specific needs and provide them with the opportunities they need to move forward in their learning.

We therefore ask that children come to school in appropriate clothing to allow them to access all of the activities available, including coats, hats, gloves. Please ensure all of these items are named.

All children will need a pair of wellington boots that can be kept outside the classroom on the boot rack and should be named.

# Tapestry

We use Tapestry as a way of recording children's learning of new skills. We hope you will enjoy seeing your child's learning journey and will use this as a tool to talk to your child about what they have been doing and learning in school.

Please also use the photographs we have uploaded to build on your child's development at home if you wish, for example if we upload a photograph of your child throwing and catching a large ball in school, perhaps you would like to practise throwing and catching a ball at home too.

We would love for parents to add to the journal too. Perhaps your child has been working hard to write their name or ride a bike, we would love for you to upload a photograph and a short description and we can share these achievements with the class on the Interactive Whiteboard. This could be something that your child has worked hard to achieve, or equally something that your child has worked hard on but not yet managed to achieve and you would like us to continue to encourage them to keep trying.

Please also use Tapestry to upload any photographs of holiday or weekend news that your child may wish to share with their peers. This will help tremendously with the children's continued Communication and Language development during "Show and Tell" circle time sessions.

# Names in clothes

All items of clothing must be named, including PE kits, uniform, boots, coats and shoes.

It would also be helpful to include the year group on any jumpers, cardigans and coats as the children use different areas of the school and playground .

This is very important as children of this age do lose their belongings easily and we understand how frustrating and costly it is for parents to keep replacing lost clothing.

We have been lucky enough to have brand new toilets installed during the summer holiday.

The children are able to access the toilets all day, whilst they are participating in their “free choice” activities indoors or outside.

The toilet is as accessible as possible, as we do understand that sometimes when children are busy they may leave it until they are desperate to go.

Children are expected to use the toilet independently at school and they need to be confident with cleaning themselves after using the toilet.

We encourage children to bring a spare pair of clothes and underwear to keep on their pegs in case of accidents. Children of this age can get engrossed in their activities.



# Toilet

# Challenge

Every child that comes into our care is different. Each child learns at a different rate and is good at different things.

We understand that some children will need additional support in their learning because they find things more difficult.

In addition to this, each child will have had a different amount of access to the English language and will vary in their ability to understand or respond. We have various strategies that we can use to support these vital communication skills.

We also understand that some children will need additional support in their learning because they pick up on concepts quickly. We will continue to provide additional challenges for these children, for example by providing them with open ended investigations and ensuring their understanding is solid in a range of contexts.



# Phonics – Nursery

At Hazlemere Church of England we follow the “Essential Letters and Sounds” phonics scheme.

In Nursery, we begin by teaching phase 1. This will include games and activities that support progress in each of the 7 elements.

**Environmental sounds:** for example listening walks and sound bingo games.

**Instrumental sounds:** for example playing a instrument barrier game in which the children are required to locate and repeat the sound made by the adult.

**Body percussion:** for example adding sound effects to a story.

**Rhyme and Rhythm:** for example finding matching rhyming pairs

**Alliteration:** for example making a collection of objects that begin with the same letter

**Voice sounds:** for example copycat sounds

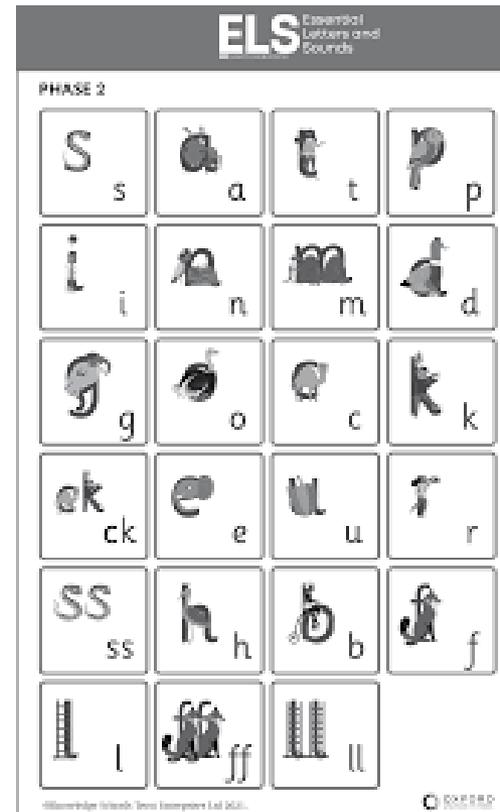
**Oral Blending:** robot talking words

Element	Content and coverage
1	<b>Environmental sounds:</b> <ul style="list-style-type: none"> <li>To develop children’s listening skills and awareness of sounds within the environment.</li> <li>Further development of vocabulary and children’s identification and recollection of differences between sounds.</li> <li>To make up simple sentences and talk in greater detail about sounds.</li> </ul>
2	<b>Instrumental sounds:</b> <ul style="list-style-type: none"> <li>To experience and develop awareness of sounds made with instruments and noise makers.</li> <li>To listen to and appreciate the difference between sounds made with instruments.</li> <li>To use a wide vocabulary to talk about the sounds instruments make.</li> </ul>
3	<b>Body percussion sounds:</b> <ul style="list-style-type: none"> <li>To develop awareness of sounds and rhythms.</li> <li>To distinguish between sounds and to remember patterns of sound.</li> <li>To talk about sounds we make with our bodies and what the sounds mean.</li> </ul>
4	<b>Rhythm and rhyme:</b> <ul style="list-style-type: none"> <li>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.</li> <li>To increase awareness of words that rhyme and to develop knowledge about rhyme.</li> <li>To talk about words that rhyme and to produce rhyming words.</li> </ul>
5	<b>Alliteration:</b> <ul style="list-style-type: none"> <li>To develop understanding of alliteration.</li> <li>To listen to sounds at the beginning of words and hear the differences between them.</li> <li>To explore how different sounds are articulated and extend understanding of alliteration.</li> </ul>
6	<b>Voice sounds:</b> <ul style="list-style-type: none"> <li>To distinguish between the differences in vocal sounds, including oral blending and segmenting.</li> <li>To explore speech sounds.</li> <li>To talk about the different sounds that we can make with our voices.</li> </ul>
7	<b>Oral blending:</b> <ul style="list-style-type: none"> <li>To develop oral blending and segmenting of sounds and words.</li> <li>To listen to phonemes within words and to remember them in the order in which they occur.</li> <li>To talk about the different phonemes that make up words.</li> </ul>

# Phonics – Nursery

In Spring the children begin to be introduced to the letters of the alphabet, starting with “S”.

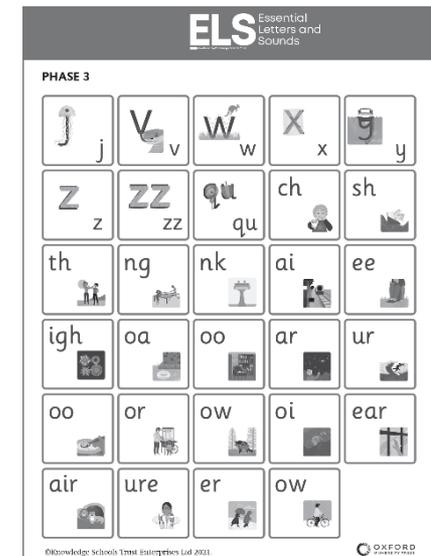
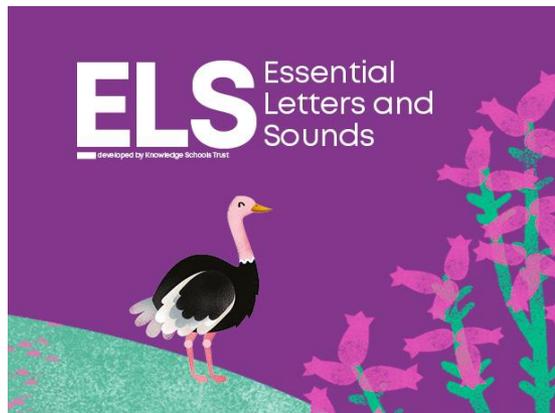
A new letter is introduced weekly and the children are provided with a range of activities linked to the letter of the week and the 7 aspects mentioned previously, e.g. Rhyming – which words rhyme with snake? Alliteration – Which objects begin with “s”?



# Phonics – Reception

In Reception, children are taught phase 2 letter sounds more intensely. Letters are revisited in groups, the first week looking at “s, a, t, p”. The children are required to refer to their prior knowledge of letter sounds and shapes, and are begin to use this knowledge to blend, segment, read and write simple words and, when able to, phrases.

The correct pronunciation of each sound is emphasised, and children are taught the letter name to accompany. You can find the youtube video for the correct pronunciation on our class page on the website.

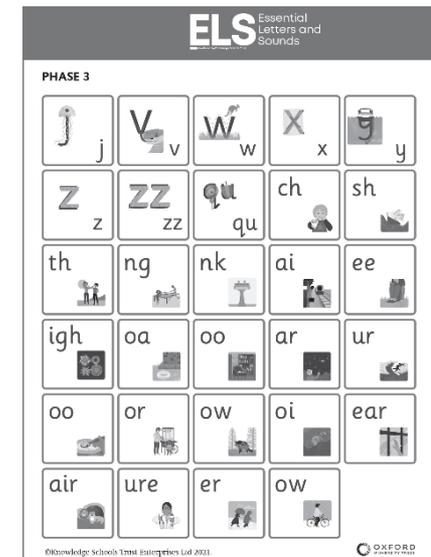
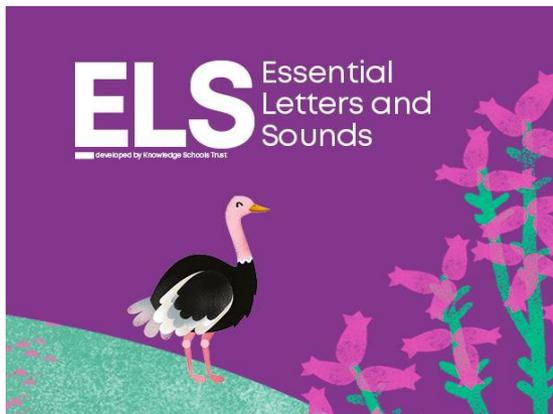


# Phonics

When the children are ready and confidently using and applying their knowledge of the letters of the alphabet in their reading and writing, we will then move on to phase 3 digraphs and trigraphs.

Digraph is the term used when two letters are used to make 1 sound, e.g. ai in t - r - ai - n.

Trigraph is the term used when three letters are used to make 1 sound, e.g. igh in f - igh - t.



# Phonics Home Learning

In Nursery, you will be informed of the specific aspect covered this week, or in Spring term the sound of the week, via Tapestry so that you can play games at home if you wish.

In Reception, each week your child will bring home their phonics home learning book. You will be able to see the letters we have been focussing on this week.

Please support your child in practising to form the letters accurately, ensuring they start and finish in the correct place. A rhyme is provided to support children in remembering the formation of each letter.

Please provide focus in watching the way the pencil moves as well as the final presentation of the letter.



# English – Reception

The reading books your child will receive link directly to the phonic scheme and are specifically designed for your child to use their newly acquired phonic skills to sound out the words themselves.

The words in these books will only include the sounds in which we have been learning in class so your child can feel success when reading independently.

When your child is ready they will receive 1 phonics reading book per week and these will be changed on a Friday.

Please read daily with your child and comment when your child has read at home so we can see the progress your child is making and adapt our interventions accordingly. **5 minutes per day initially is perfect as this is manageable for your child and gives them a sense of success without feeling overwhelmed.** We check reading records daily to monitor home learning and progress.

The phonics scheme focusses on decoding independently and then rereading for fluency.

The children will also refer to their knowledge of “harder to read words”, coupled with remembering words seen on previous pages.

Please keep your child's book pack inside their bookbag at all times.

# English – Reading Continued – Reception

Your child will also be given a "harder to read words" pack. This pack will include words that cannot be sounded out and should be learnt by sight.

Please spend a few minutes daily asking your child to read these words.

When they recognise the words they should practice looking for them in a range of contexts, including books and magazines.

They can also learn to spell the words and begin to use them in their independent writing.

# English – Reading Continued

Children in Nursery and Reception will also visit our school library once a week and will choose a book to share with you at home.

Please use this book to talk about characters, settings and plots.

When you read your child's library book with them the first time, please encourage them to talk about what is happening and make predictions about what they think might happen next.

The second time, you can focus on answering more complex comprehension questions, including “how” and “why” questions that encourage your child to think outside the box and gain a wider understanding of the book.

# Maths

The updated EYFS Early Learning Goals focus on number and ensuring the children have a firm understanding of numbers, how they can be represented, what they mean and how they can be used in a variety of contexts.

However, this does not mean we will not be teaching other Mathematics such as weight, shape, length.

In Nursery we will be doing lots of work around recognising, identifying, talking about and creating patterns. This will feed in to our work on Numerical Patterns and will help the children to spot patterns within numbers, for example when looking at odd & even numbers.

## Mathematics Early Learning Goals

### 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 and how quantities can be distributed equally.

# P.E

Reception children will need to change into their P.E kit for our indoor P.E session on a Wednesday morning. This is in order for the children to work towards their ELG – dressing and undressing.

Nursery children will participate in a structured P.E session on a Wednesday morning but will not need to change. Please ensure they are wearing comfortable clothes on this day.

We will also have a hall session on a Friday morning, with a focus on expressive arts/moving to music.

Your child's P.E kit will remain in school until half term, when we send all kits home for washing, unless you request otherwise.

Reception children have a peg in the foyer in which they can keep their P.E kit. This is so that we can keep P.E kits separate from their day to day belongings.

Please ensure all kit is named, including shoes.

Please try to encourage your child to be independent whilst dressing and undressing for school.

# Lunch Times

If your child has any allergies or dietary needs please ensure staff know about this immediately.

Hot dinners are free in Reception and we would encourage all of the children to take up the option of a hot meal. If you would like your child to have a hot dinner you will need to order these through "ParentPay".

Nursery children that are staying all day have the option of purchasing a lunch for £2.50

Please discuss the menu with your child and encourage your child to choose the meals with you.

Children eat their lunch in the main dinner hall, and will then have playtime in the main playground. We ask for your support in encouraging your children to eat quickly by practicing independent eating at home.

If you choose for your child to bring their own packed lunch, please ensure this is in a named box and does not contain any items with nuts. This includes peanut butter, nutella and pesto.



# Safety

At the beginning and end of the day we ask that children do not use the climbing equipment, including any siblings.

We are becoming familiar with the usual parents and carers that collect the children from our class. We also have in writing the adults you have given permission to collect your child.

If you know that somebody different will be collecting, please put this in writing to the school office before 2pm. It is also helpful to inform the class teacher if someone unusual from your permission list is collecting.

# Medical

If your child has received medical attention during the day, including receiving their prescribed inhaler or given a plaster for a fall, we will inform you at the end of the day and will ask you to sign our medical record.

If we feel you need to know about an injury before the end of the day we will contact you via phone.

If we do need to speak to you at the end of the day for any reason, your child will be kept in a “holding zone” to ensure the carer does not leave before we have had a chance to speak to them. Often children are filled with excitement when they see their carer and forget that the teacher needs to speak to them. Keeping the children in the “holding zone” eliminates any confusion.

# Forest School – Diary Dates – Reception

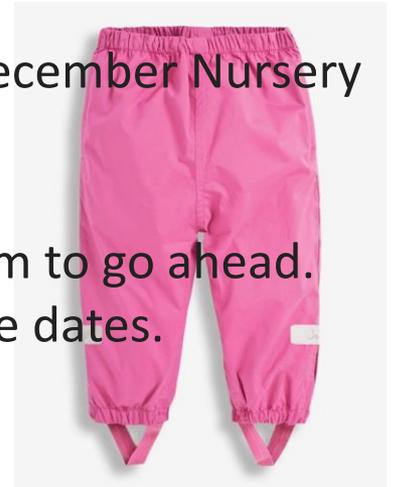
*Please visit the website for the full kit list*

Thursday 12th December

Thursday 19th December

Currently scheduled for Reception, however if we feel that by December Nursery are able to join, we can make arrangements for this.

We will need parental support for these outings in order for them to go ahead. Please let me know if you are available to help for either of these dates.



<https://hazlemerecofe.secure-primarysite.net/forest-school/>

# Class Page on Website

You will find some additional information on our class page, when this is launched.

To avoid confusion in the meantime, I will ensure a copy of this PowerPoint and Notes are made available via Tapestry.

<https://hazlemerecofe.secure-primarysite.net/reception//>



# Questions

Please make a note of any questions that you may have and hand this paper to a member of staff and we will get back to you either personally or via a further newsletter.

**Thank you for attending.**

