

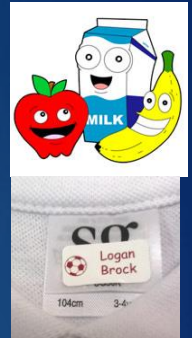
Broomhill Infant School



Welcome to
Broomhill Infant
School's Early
Years Parent
meeting.

The basics...

- ▶ Bring a water bottle every day
- ▶ Snack time – we provide milk and a piece of fruit / veg
- ▶ Put your child's name on everything – including clothes
- ▶ Bring your child's book bag every day
- ▶ Talk to your child about the dinner menu
 - ▶ https://www.broomhill.sheffield.sch.uk/files/document/969/1711541873_BroomhillInfants-CoreMenu-FabFour-SheffieldDisplayMenu-SpringSummer241.pdf
- ▶ Review the phonics learning and vocab we send home each week
- ▶ Teams – login information to be sent home soon



Packed lunch

- ▶ Please do not bring food that contains nuts into school – this is a safety issue for children with severe nut allergies.

PACKED LUNCH POLICY

YOUR CHILD'S PACKED LUNCH **SHOULD** INCLUDE ONE PORTION OF:

					
FRUIT	VEGETABLES	MEAT, EGG, BEANS OR FISH	SANDWICHES, PASTA, NOODLES OR RICE	MILK, CHEESE OR YOGHURT	BOTTLE OF WATER

YOUR CHILD'S PACKED LUNCH **SHOULD NOT** INCLUDE THESE FOODS: **X**

				
CHOCOLATE BARS, SWEETS OR CAKES	PASTRY/FRIED FOODS	CEREAL BARS WITH NUTS	FAMILY SIZED PACKS CRISPS	SOFT DRINKS



Forest school

- ▶ Use PE kit (t-shirt and jogging bottoms) for base layer
- ▶ Add a thermal vest underneath if cold weather
- ▶ Send extra layers to put on top
- ▶ Send waterproofs, hat, gloves, wellies
- ▶ Always bring spare socks



Warm Hat



BASE LAYERS

Wool or Synthetic
Top & Bottom
NO COTTON!
(Two layers if very cold)



MID LAYERS

Thick wool or fleece
Top & Bottom
Loose Fitting
NO COTTON!



WATERPROOF SHELLS

Jacket & Pants
Loose Fitting
Velcro Cuffs



WOOL or SILK SOCKS

Thick for cold days or just double by layering 2 pairs.



WATERPROOF INSULATED BOOTS

Bogs Recommended
Neoprene Insulation



Pants pulled over boots and velcro it tight!

Water Bottle



Side-Zip Mittens
(to be stored at school in emergency clothes zip-lock bag)

What are we learning in reception?



- ▶ Our day:
 - ▶ 8.20 am - Register and phonics focus time
 - ▶ 9am – 10 am - Learning through play
 - ▶ 10.10 am – Snack and topic focus time (PSED / UtW)
 - ▶ 10.30 am – Playtime (whole school)
 - ▶ 10.45 am – English focus time
 - ▶ 11 am – Learning through play
 - ▶ 12 noon – Lunch time
 - ▶ 1 pm – Register and Maths focus time
 - ▶ 1.30 pm – 2.15 pm Learning through play
 - ▶ 2.30 pm – Story time and singing

Phonics Phase 1

- Developing speaking & listening skills
- General sound discrimination
- Rhythm & Rhyme
- Alliteration
- Oral blending & segmenting

Phonics Phase 2

- Continue to orally blend & segment
- Hear, say & recognise 19 letters of the alphabet, e.g. s, a, t, p, i, n
- To use letters for blending for reading & segmenting for spelling. Words such as is, it, in, at
- Begin recognising tricky words such as:
the, to ,no , go , into, l

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonics Phase 3

- Hear, say & recognise the remaining letters of the alphabet-j/v/w/x/y/z
- Continue blending & segmenting words such as that, this, now
- Introduce consonant & vowel digraphs such as sh/ch/th & ee/oo/ai
- Introduce letter names
- Continue to read & spell tricky words such as he, she, we, be

Phonics Phase 4

- Continue to read & spell more challenging decodable words such as went, from, just
- Blend & segment words with adjacent consonants such as cl, fr, sw
- Continue to read & spell tricky words some, one, out
- Write each letter correctly

What are we learning in reception? (topic – PSED / UtW)



- ▶ Where do I belong?
 - ▶ Who is in my class? What are the rules?
 - ▶ How can I make a friend? How am I feeling?
 - ▶ Who is in my family? *What is it like in the garden?*
 - ▶ How have I changed? *How can I look after the garden?*
 - ▶ Where do I live? *What season is it & how do I know?*
 - ▶ Where is my school? *What living things can I find in the garden?*
 - ▶ What else is nearby? *What can I find in the Botanical Gardens?*



Personal, Social & Emotional Development

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- 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.

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.

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.



Communication & Language

Communication and Language

Listening, 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

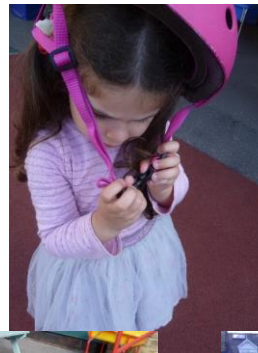
Physical Development

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.



<https://www.youtube.com/watch?v=GQVFj4TaGug>



Understanding the world

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Literacy activities

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.





Mathematics

Mathematics

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.



Expressive arts & design

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

English- overview of our week

- 15 minute phonic session 5 times a week – Little Wandle
- Focused reading or writing every day (whole class)
 - ◀ Group task once a week
 - ◀ Book club every day (after half term)

What are we learning in reception? (Maths)

Maths Talk and Learn: Supporting White Rose Maths Match, Sort and Compare

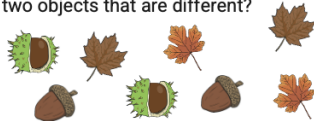
Match

Objects **match** when they are exactly the same as each other.

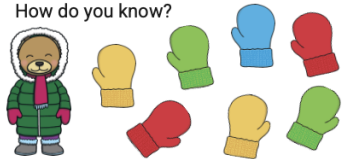


matching pair **same** **different**

Talk about these autumn objects. What do you notice? Can you find pairs of objects that are the same? How do you know that they match? Can you point to two objects that are different?



Teddy is sorting her mittens. She should have a **matching pair** of mittens in each colour. Talk about what you can see. Do you think Teddy has all of her mittens? How do you know?

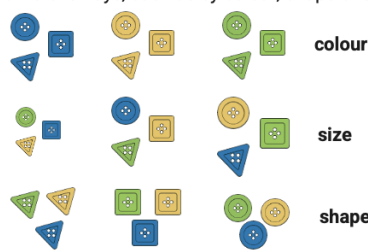


Challenge Yourself:

- Play a matching game using some pairs of socks. Can you find a matching pair? How do you know that they are the same?
- Can you fold the matching socks together into pairs? Are there any missing? How do you know?

Sort

Objects can be sorted into sets in lots of different ways, such as by colour, shape or size.



Little Hedgehog is collecting autumn leaves to make a nest. Talk about how Little Hedgehog has **sorted** the leaves into sets.



Now, Little Hedgehog has **sorted** the leaves in a different way. Look carefully at the leaves. Can you talk about how Little Hedgehog has **sorted** the leaves this time? What is the same about the leaves in each set?



Challenge Yourself:

- With a grown-up, go on an autumn walk and collect some autumn leaves.
- Can you find different ways of sorting your leaves into sets? See if your grown-up can work out how you've sorted your leaves.
- Close your eyes and ask a grown-up to move one of the leaves to a different set. Can you spot which leaf is the odd one out?

Compare Amounts

Sets of objects can be compared. When making comparisons, a set of objects can have...



Fluffkin, Nibbles and Bushey have been collecting acorns. Look at the five-frames and talk about what you notice.



Which squirrel found the **most** acorns? Who found the **fewest** acorns?

Squeaky came to show off his acorns. How many has he got?



Can you find two squirrels who collected the **same** number of acorns?

Challenge Yourself:

- Roll two dice and compare the number of spots shown. Which dice shows more spots? Which dice shows fewer spots? Can you roll or turn the dice so that they show the same number of spots?

What are we learning in reception? (Maths)

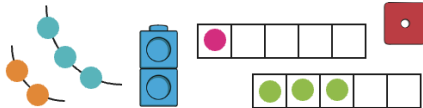
Maths Talk and Learn: Supporting White Rose Maths It's Me 1, 2, 3

Find, Subitise and Represent 1, 2, 3

Can you point to the hand showing 2? How about numeral 1? Where can you see 3?



Does each picture represent the number 1, 2 or 3? How do you know?



Elijah has sorted some sets of objects into the hoops. Has he done this correctly? How do you know? Would you move any of the sets to a different hoop?



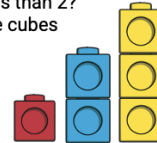
Challenge Yourself:

- Go for a hunt around your house or garden to see if you can find any examples of 1, 2 or 3. Can you spot the numerals anywhere? Can you spot any sets of 1, 2 or 3 objects?
- Do some active counting! Can you do 3 star jumps? Can you run around the room 1 time? Can you touch your toes 2 times?

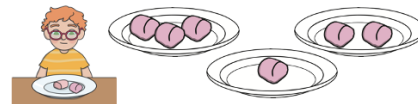
One More and One Less to 3

more fewer same 1 more 1 less

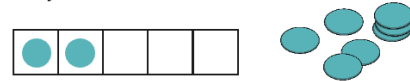
Look at the towers of cubes. What do you notice about the shapes they have made? Which tower shows 2? Which tower is showing 1 more than 2? Which tower is showing 1 less than 2? Which colour tower has more cubes than the blue tower?



How many marshmallows does Angus have on his plate? Which plate has the same amount? Which plate has one more? Which plate has one less? How many can you see?



Look at the five-frame. How many counters are there? How many counters will there be if one is taken away? If one more counter is added, how many counters will there be?



Challenge Yourself:

- Ask a grown-up to drop 1, 2 or 3 pennies into a cup. Cover your eyes. Can you count the sounds as the pennies drop in? How many pennies are in the cup? How many will there be if your grown-up takes 1 out? How many will there be if they add 1 more?

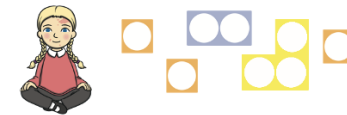
Composition of 1, 2, 3

All numbers are made up of smaller numbers.

Look at the button cards. Which cards are showing 2? Which cards are showing 3? What can you tell me about the different coloured buttons on each card?



Darci is trying to make 3 using the number shapes. Which shapes could she use? How many different ways of making 3 can you find?



Joni has 3 flags to put on her 2 sandcastles. How many flags could she put on each castle? Is there more than one way to do it?



Challenge Yourself:

- With a grown-up, play a throwing game with 3 balls and 1 bucket. Take it in turns to throw 3 balls into the bucket. How many of the balls land inside the bucket? How many land outside? Can you record your score?

Reception baseline assessment

Do you have a child starting reception class?

If so, your child will be participating in the reception baseline assessment (RBA) within the first 6 weeks of starting reception. The purpose of the assessment is to provide the starting point for a progress measure that will help parents understand how well schools support their pupils to progress between reception and year 6.

What is the RBA?

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with.

What does participating in the RBA mean for my child?

The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

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- Make comments about what they have heard and ask questions to clarify their understanding.
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- 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.

- ▶ **"Emerging"** – The child is working towards the Early Learning Goal but has not quite reached it.
- ▶ **"Expected"** – The child has reached the level expected at the end of the Reception year.

Our main mode of communication is via the newsletter, which is sent out via email every Friday.

The newsletter contains dates for your diary.

Please make sure you know what is happening!

The office will sometimes send reminders or important information via text.

The teachers post information pertinent to the learning out via email.



Communication