

# Open Classroom Presentation

11.09.24

# Meet the Team





Mrs Marsden, Mr Moir (AM only) and Mrs Scott will be our classroom assistants.



Mrs Mitton is our mid-day supervisor.

# Our Weekly Timetable

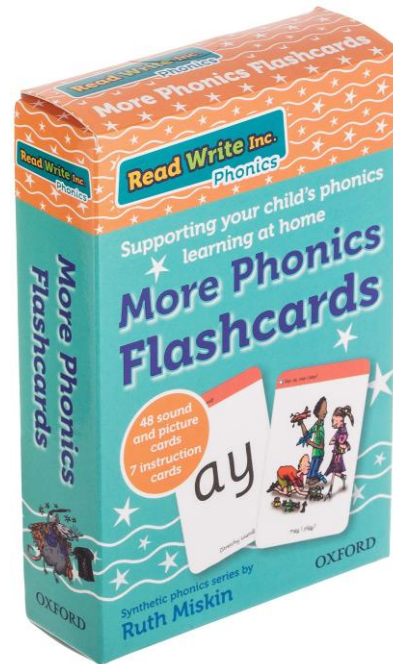
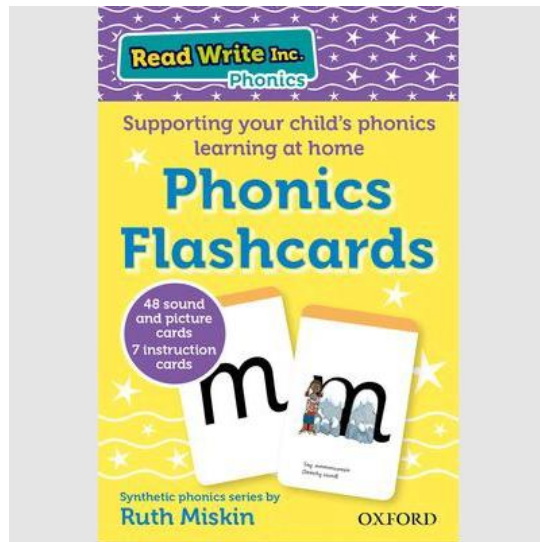
Monday	Tuesday	Wednesday	Thursday	Friday
RWI Phonics Indoor/Outdoor CP	RWI Phonics Indoor/Outdoor CP	RWI Phonics Indoor/Outdoor CP	RWI Phonics Indoor/Outdoor CP	RWI Phonics Indoor/Outdoor CP
Break (10.30-10.50)	Break	Break	Break	Break
Maths NCETM session 1 Indoor/Outdoor CP	Maths NCETM session 2 Indoor/Outdoor CP	Maths NCETM session 3 Indoor/Outdoor CP	Maths NCETM session 4 Indoor/Outdoor CP	Maths SSM and PE Indoor/Outdoor CP
Lunch 11.40	Lunch	Lunch	Lunch	Lunch
UTW/EAD Indoor/Outdoor CP	PPA PE (Outdoor)	UTW/EAD Indoor/Outdoor CP	UTW/EAD Indoor/Outdoor CP	UTW/EAD Indoor/Outdoor CP
Readers	Mandarin (1.30)	Readers	Readers	Readers
Break	Break	Break	Break	Break
Story time Home 3.15pm	Story time Home 3.15pm	Story time Home 3.15pm Staff Meeting	Story time Home 3.15pm	Story time Home 3.15pm

# Reading Expectation

- ▶ Share as many books as possible with your child (this can also be magazines and comics).
- ▶ Explore Fiction and Non-Fiction books based on your child's interest - Joining and visiting your local library is a great place to start!
- ▶ When you hear your child read (*tell a story aloud using the pictures*) please write us a short comment in the yellow reading record. This way we know how they've got on and if they need their book changing etc.
- ▶ Hear your child read at least once a week. Ideally every day. Research shows that the more you read with your child, the better their vocabulary and opportunities in later life.
- ▶ Keep your child's school reading books and yellow reading records inside their bag.

# Phonics Expectation

- ▶ PowerPoint on website - Your Homework!
- ▶ We will be sending a Phonics sheet home for your child to practise each letter sound along with a video link which will be emailed out to you directly.
- ▶ Hand-outs (Phonics Handbook, Sound Mat, List of Red Words) If anyone would like to speak to us one to one or in a small group please come and ask us.
- ▶ Helpful buys; whiteboard pen and rubber to practise name writing and letter formation and the RWI Flashcards.



# Maths Expectation

Maths	<b>Number</b>	<ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• 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.</li></ul>
	<b>Numerical Patterns</b>	<ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>



# Literacy Expectation

Literacy	<b>Comprehension</b>	<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>
	<b>Word Reading</b>	<ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>
	<b>Writing</b>	<ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>

# End of Year Assessment

- ▶ At the end of the year your child will be assessed against the Early Learning Goals. Your child will need to pass the prime areas of learning as well as Maths and Literacy (please see your hand-out) to make a good level of development.
- ▶ A snapshot in time of where the children are - it is mainly to help year one teachers with transition and how to support them with their individual needs.

# Homework Expectation

- ▶ Reading - Hear your child read at home as much as possible
- ▶ Phonics - practise sounds on a video with a letter formation sheet to support the learning. This doesn't need to be handed back to the class teacher (only to support the learning at home).
- ▶ Practise the sound flash cards with your child (approx £5 Amazon)
- ▶ Practise reading and spelling the red words
- ▶ Practise writing short lists and simple sentences - using your child's sound mat (in hand-out)
- ▶ Maths Homework - (see hand-out)
- ▶ Please watch the Phonics presentation PowerPoint on our website

# Parent/Carer Pack (one pack per child)

- ▶ EYFS Early Learning Goal Guide
- ▶ Activities to try at home (in each of the ELG areas)
- ▶ Help your child with Maths
- ▶ Help your child with Reading
- ▶ Phonics Guidance (Set One Speed Sounds)
- ▶ Handwriting Guide (Pencil Grip and Posture) - to follow in book bags
- ▶ Red Word List
- ▶ Doubled sided sound mat
- ▶ Wow Moments Sheet (already sent home, request more when needed)
- ▶ Please watch the Phonics PowerPoint Presentation on our school website

# Questions and Answers

- ▶ Please feel free to come and ask your class teacher a question if you are unsure about anything.

Thank you for listening