

## Early learning goals: Prime areas

<u>Personal, social and emotional development</u>	<u>Communication and Language</u>	<u>Physical Development</u>
<p><u>Self-Regulation</u></p> <p>Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work toward simple goals, being able to wait for what they want and control their immediate impulses when appropriate; They give focused attention to what the teacher says, responding even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children listen attentively and respond to what they hear with relevant comments and questions when being read to and during interactions. Make comments about what they have heard and ask questions to clarify their understanding. They hold conversation when engaged in back-and-forth exchanges.</p>	<p><u>Gross Motor Skills</u></p> <p>Children negotiate space and obstacles safely, when consideration for themselves and others. They demonstrate strength, balance and coordination when playing. They move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p><u>Managing Self</u></p> <p>Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly. They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><u>Speaking</u></p> <p>Children participate in small group, class and one-to-one discussions, offering their own ideas. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction and rhymes. They express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.</p>	<p><u>Fine Motor Skills</u></p> <p>Children will hold a pencil effectively in preparation for fluent writing. They use a range of small tools, including scissors, paint brushes and cutlery. They begin to show accuracy and care when drawing.</p>
<p><u>Building Relationships</u></p> <p>Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers and show sensitivity to their own and others' needs.</p>		

### Proud Parents

Outside our class we have a proud parent board. Every child will have a space you will receive one cloud per half term to fill in. I would like you write on it something your child has done which has made you proud along with the date and their name. It could be educational, something they have achieved outside of school or even if they have helped you at home. It can be anything that has made you proud, please send it back into school so I can put it up next to their picture. If you would like any additional clouds send me a message on Class Dojo and I will put another in your child's bag.

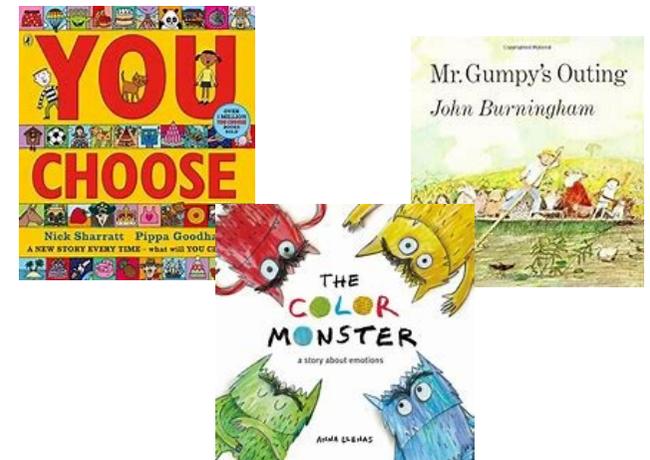
### School Contact Details

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 Headteacher: Mrs P.Belnavis  
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Thank you for your support  
 Miss Loosemore and Mrs Reed



## Welcome to Class One



### Staff in class 1

Miss Loosemore  
 Mrs Reed  
 Miss Foster

**Information for Parents**

Dear Parents/Carers,

Welcome to Class 1.

This half term our main priority is to ensure children are settled into school life so that they feel safe and confident to play and learn. We will focus on building relationships with you and your child.

All children will be encouraged to take part in all activities and try new things. For the first half term our topic is 'How am I Unique and Wonderful?' The children will be describing themselves using new vocabulary, they will be looking at similarities and differences between themselves and their peers. They will be learning about different families and will find out some information about where they live.

We will be reading books about feelings, emotions, families and discussing them. Some work will be prompted by the teacher and some by the children themselves. We follow the Early Years Foundation Stage (EYFS) curriculum and we promote learning through play, encouraging children to be active and independent learners.

Please can you ensure your child brings their water bottle and a waterproof coat to school every day.

We will be having an outdoor morning on a Friday so the children will need some wellies to bring in. Further information will be on class dojo.

**Reading**

Reading is important so please can you read story books at home with your child for a few minutes most evenings so it becomes a fun part of your routine.

**Water bottles**

All children will need their own water bottle with their name on. They will bring it home each day to be washed.

**PE**

Children are to bring their PE kit from Monday 13th September. They are to bring it on a Monday to leave on their peg all week and they will take it home on Friday to be washed. **Please can you ensure all items of clothing are labelled.**

Children will be expected to get changed independently, so can you please encourage them to get dressed and undressed at home independently.

**All children to have appropriate PE kit and no jewellery is to be worn including earrings at any time throughout the school year.**

**School day**

From Monday 13th September Class 1 are to be dropped off at 8.45am and collected at 3pm.

Please ensure you arrive promptly when dropping off and picking up your children.

**Lunchtimes-** please support us by encouraging children to cut up their own food at home.

Morning session- 8.45m- 12pm

Afternoon session- 1.00pm- 3.00pm

**Literacy**

Comprehension

Children demonstrate understanding of what has been read to them by retelling stories using their own words. They will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and during role-play.

Word Reading

Children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. They write simple phrases and sentences that can be read by others.

**Understanding the world**

Past and Present

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

People, Culture and Communities

Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.

The Natural World

Children explore the natural world around them, making observations and drawing pictures of animals and plants. They know some similarities and differences between the natural world around them and contrasting environments. They understand some important processes and changes to the natural world around them, including seasons and changing states of matter.

**Maths**

Number

Children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5. They automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Children verbally count to 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other. They explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Expressive arts and design**

Creating with Materials

Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations and explain the process which they have used. They will make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children will invent, adapt and recount narratives and stories with their peers and their teacher. They will sing a range of well-known nursery rhymes and songs. They will perform songs, rhymes, poems and stories with others. They will try to move in time with music.