



Hartford Primary School
Class of 2023
Mrs Rowland and Miss Marsh

Introductions...

- Headteacher
- Deputy Headteacher
- SENCO
- Class Teachers – Mrs Rowland and Miss Marsh
- Teaching Assistants



Early Years Foundation Stage (EYFS)

Final year of the curriculum, continuation of curriculum delivered in Pre School.

7 areas of learning – 3 Prime and 4 Specific.

Expected levels at the end of Reception year are the Early Learning Goals (ELG'S)

Children will be assessed against this criteria throughout the year.

Curriculum...

The Foundation Stage recognises that children need to be able to use concrete experiences to provide the building blocks for their learning.

There are 7 educational programmes which have been established to shape the activities and experiences that children have during the Foundation Stage.

These areas of learning and development are:

- Communication and language
- Physical development
- Personal, social and emotional development

And specifically:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design



Early Learning Goals (ELGS)

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. <p>Speaking</p> <ul style="list-style-type: none"> • 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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • 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. <p>Managing Self</p> <ul style="list-style-type: none"> • 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. <p>Building Relationships</p> <ul style="list-style-type: none"> • 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> • 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> • 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • 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>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> • 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. <p>Word Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • 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.



Early Reading

- Children will learn the letter sound first, not the name.
- We deliver phonics through a scheme called ELS – Essential Letters and Sounds.
- Daily phonic lessons.
- Children will bring a reading book home, 1 per week and have the choice of a pleasure reading book too.



Transition Days/Visits...

- Two sessions before the summer break.
- One session with an adult.
- One session without.
- Sun hat and water bottle needed on the day.
- Pre school visits/telephone calls.

September...

We feel a phased start into school gives children the best start to school life as it eases transition from pre-school to primary. The dates have been emailed to you.

Wrap around care – Kids Count

Lunches – Menu, free meals – NUT/KIWI FREE

Snack

Water Bottle

Book Bag



Being school ready...

- Red books – please complete over the summer
- All about me – paperwork within pack
- Speak to a member of the team this evening about any additional needs/concerns
- Toileting
- Dressing – coats/shoes
- Label EVERYTHING!
- Lunch boxes
- Share all information – however small
- When in school – support with reading, be prepared, homework and sharing achievements.

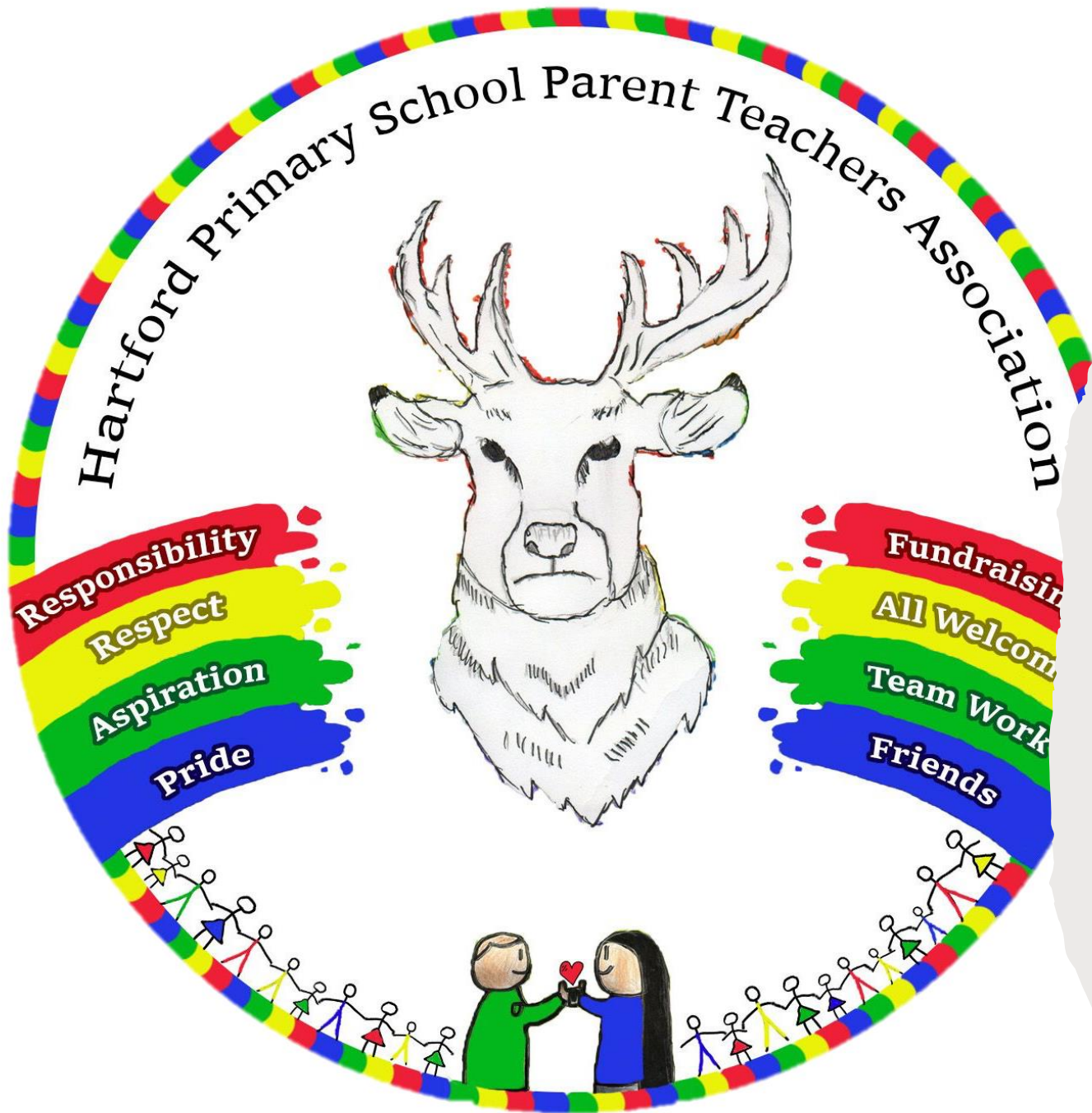


"Your child's journey begins here..."

The year ahead...

- Trips
- Christmas
- Buddy Readers
- Come dine with me
- Stay and play
- Forest schools
- World book day
- PTA events – Circus
- Sports Day





PTA – Parent Teacher Association

Pre loved uniform

We hold a mixture of PTA meetings after morning drop off and in the evenings both at school and online

Film nights, free dress days, disco's, Wonderful Woman sale, Superman sale, doughnut sales and the Circus is coming to town! We have also held the odd coffee morning for a drink and a chat!

We will always be open, honest and transparent with you all and everything we discuss or decide will be shared with you

Our focus – this year we have focused on resurfacing the PEN's as well as our other yearly commitments including trips, transport and the famous leavers hoodies!



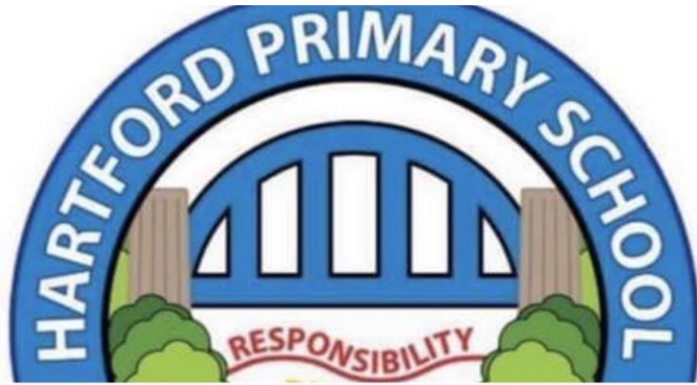
Thursday 3rd August at 9am - a great way to get to know each other before starting school in September, please contact Coco's directly if you wish to attend.

Cheshire Forest Schools are also holding an event for our new EY children. Monday 21st August at 10am, please book a place with them directly.

2023 Reception Class Meet Ups

Come along to our secure and private woodland where we will have plenty for the children to do in an extremely relaxed setting.

We have swings, hammocks, balancing stap lines, mud kitchens, digging area, arts and crafts and will finish around the campfire for a toasted marshmallow and cup of juice.



Hartford primary school 2023 starters >

🔒 Private group · 10 members

Join Group

About

About

- 🔒 **Private**
Only members can see who's in the group and what they post.
- 👁️ **Visible**
Anyone can find this group.
- 🕒 **History**
Group created on 12 June 2023

Parents group

If you are on Facebook you may like to join...

Great for sorting birthday parties, finding missing jumpers etc...

The Nothing Poem



When children come home
at the end of the day,
there's a question they're asked
as they scurry to play.



"Tell me, what did you do in school today?"
"Nothing. I did nothing today!"

Perhaps nothing means I played with blocks.
Tied my own shoes, or found beautiful rocks.
Maybe the monarchs hatched today.
Or maybe I found a new friend to play.



Maybe today was the very first time
my scissors followed a straight line.
Perhaps I learned a new song,
and sang all the words,
or I touched a feather from the strangest birds.



When you're in preschool and your heart has wings,
"Nothing" can mean some wonderful things!

~ author unknown ~





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<https://www.hartfordprimaryschool.com/class/early-years>