

# Welcome to Lenham Primary School



# Who is who?



Mrs McCluskey  
Headteacher



Mrs Culver  
Deputy Headteacher  
Maths Leader  
Year 6 Teacher



Mrs Grieve  
Special Educational  
Needs Co-ordinator

# Who is who?

## Rainbow Class



Mrs Catmull  
Teacher



Miss Humberson  
Teacher



Miss Crossley  
Teaching Assistant

# Reception Class Daily Routine

8.45	Arrive at school/ Early morning challenge
9.00	Register Teacher Directed Activity
9:30	<b>Child Initiated Activities</b> Rolling Snack/Milk time
11.00	<b>Phonics</b>
11:30	Story/Poetry Basket
11:45	Lunch time
12:45	Register/ <b>Teacher Directed Activity</b>
1.30	<b>Child Initiated Activities</b>
2:40	Story time
3:00	Prepare for home time
3.15	Home time



# The Learning Environment

- As children spend a good proportion of their school day learning through play it is vitally important that our learning environment is carefully planned and changed regularly to meet the current needs of individual and groups of children. It must also encourage independence.



- As part of the Early Years curriculum, children are encouraged to take their play outside throughout the day. This means that our outdoor environment needs to offer the same learning experiences as indoors and be accessible come rain or shine.

# The Learning Environment

- Our indoor environment is divided into well resourced areas which encourage children to develop skills in each of the areas of learning.



These 'learning stations' could include:

- Writing Area
- Maths Area
- Book Corner
- Role Play Area
- Creative Area
- Small World Area
- Investigation Area
- Construction Area





# The Early Years Curriculum



- The first year of your child's education in school is the final year of the Early Years Foundation Stage (birth-5 years old).
- The EYFS curriculum is followed from pre school and into the school setting.

- It is a play based curriculum where children are encouraged to explore, think critically and creatively and to learn actively and independently.
- The teacher's role is to scaffold children's learning through questioning and planning to meet their needs and interests.



# Seven Areas of Learning

## Prime Areas

Personal, Social  
and Emotional  
Development

Physical  
Development

Communication  
and Language

## Specific Areas

Literacy

Mathematics

Understanding  
the World

Expressive Arts  
and Design



# Characteristics of Learning

## Playing and exploring-engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

## Active Learning-motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

## Creating and thinking critically-thinking

- Having their own ideas
- Making links
- Choosing ways to do things

# Personal, Social and Emotional Development



- The Early Learning Goals for PSED include; Self-Regulation, Managing Self and Building Relationships
- Most of the necessary skills for this area of learning will develop through everyday interactions with other children and staff, and through the daily routine.
- There will also be a weekly structured 'circle time' where children are given the opportunity to discuss their feelings and to think about specific themes such as friendships and coping with changes.



# Physical Development



- The Early Learning Goals for PD involve Gross Motor Skills and Fine Motor Skills
- Children will be encouraged to use a range of small and large equipment with suitable challenge and risk, along with direct teaching about space and safety.
- There will be one structured P.E. session a week covering gymnastics, dance and games.
- Additionally the environment is set up to encourage small and large physical movements. This also includes, structured handwriting sessions which support emergent writing skills and correct letter formation.
- We also have a weekly Write Dance session to support fine and gross motor skills, which involves making patterns to music with ribbons and crayons.

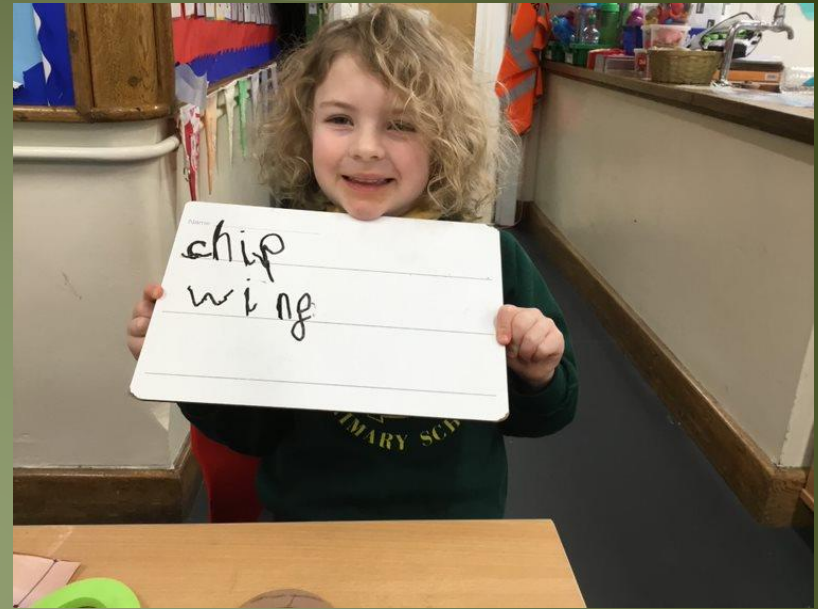
# Communication and Language



- This area recognises that children will not be able to progress successfully with formal literacy skills without having first embedded listening, attention, understanding and speaking skills.
- Children will be encouraged to pronounce sounds in words correctly, to use language in role play, to negotiate and plan. We also model how to take turns in conversation and how to listen to others. This will be achieved through a balance of structured activities such as 'show and tell' and during teacher lead group work, as well as scaffolding and supporting children to discuss their learning and play.

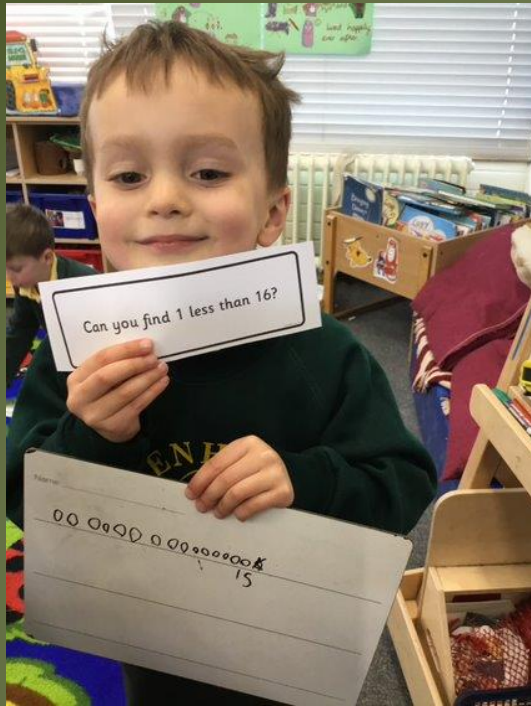


# Literacy



- This area of learning covers the more 'formal' skills of literacy-reading and writing.
- A daily phonics session will systematically teach the children the names and sounds of the letters of the alphabet. Children will be taught how to blend sounds together to read and write words independently.
- Whole class stories, group and individual reading are also very important to develop children's enjoyment of, and motivation for reading. Children will also be given books to share at home on a regular basis and to practice their emerging reading skills.
- Children are taught how to both say and write letters correctly from the very beginning to help them progress in literacy successfully.

# Mathematics



- Mathematics is taught through a range of practical experiences which help children to develop an understanding of numbers and space, shape and measures.
- Children will be taught to count, recognise and understand the composition of all numbers up to 10 and to add, subtract and double numbers in practical and problem solving situations.
- Again these skills can be further developed in play through carefully planned activities in the environment.
- Children will also be taught to recall all number bonds to 5 and to subitise (recognise quantities without counting) using numbers up to 5.



# Understanding the World



- Understanding the World is the area of learning which aims to give children a basic understanding of their immediate surroundings and to help them make sense of the wider world. Children are encouraged to explore their environment and use their natural curiosity to learn about things which are of interest and relevance to them.
- Direct teaching encourages children to look at their wider community and the cultures and beliefs of others, and also to use technology to support their developing knowledge and understanding across all areas of the curriculum.

# Expressive Arts and Design



- This area of learning is all about teaching children how to use their imagination to be creative in play and expressive arts, music, drama and creative writing.
- Some skills are developed through direct teaching, such as supporting children to plan their ideas and to make designs. Also, demonstrating how to use different tools and techniques. We aim to provide the children with exciting, diverse and adaptable resources to use in creative activities both inside and outside the classroom.



# Our Learning Journey



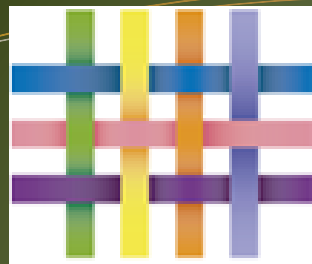
Each term we base our learning around a different theme. Most of our literacy and play activities that are set up in the environment are connected to this theme. We celebrate children's learning as part of a learning journey display within the classroom and add to it almost daily with examples of their learning.

# The Early Years Profile

- During the Reception Year, teachers and practitioners are required to make formal and informal observations of children's learning against the goals in the EYFS curriculum. This is a collaborative process which values contributions from the teacher, parents and the child equally.



- At the end of the year parents will receive a report which will assess their child's development against the Early Learning Goals and give them their next steps in learning which will transfer with them to be continued in the first term of Year One.



**TAPESTRY**  
ONLINE LEARNING JOURNAL

**Tapestry** is a secure online **Learning Journal** to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us

**Who has access?**

- School staff
- Parents/carers
- Any additional family members e.g. Grandparents  
(On request from parents)





# Benefits

It is a great way for parents to stay connected to what is happening at school

It is really useful for us to get your thoughts and feedback on observations and see what they do at home

School is only a part of a child's week and parental involvement with Tapestry enables us to gather a larger picture of a child's learning.



# What you see:

An observation consists of a picture, observation and curriculum statements for that observation

*'Jessica told us that 'it is Daddy's wish to have a sports car, so I made it come true!'*



*'Jessica told us that 'it is Daddy's wish to have a sports car, so I made it come true!''*

Jessica told us that her daddy's wish for a sports car 'so I made it come true!' Jessica made a car with her friends using the blocks.

## ELG 2020

### Communication and Language

#### Speaking

##### Emerging

- ✓ 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

#### Gross Motor Skills

##### Emerging

- ✓ Demonstrate strength, balance and coordination when playing


### Expressive Arts and Design

#### Creating with Materials

##### Expected

- ✓ 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

## Comments

 Helen Kemp Relative - 04 May 2021 08:54 PM

 Like

 Delete

Daddy has just seen this and absolutely loves it! Thank you for making his dream come true. X

Add a comment

Jessica enjoyed dressing up as the giant. 'These clothes are massive' she said.

Jessica enjoyed dressing up as the giant. 'These clothes are massive' she said.



## ELG 2020

### Communication and Language

#### Listening, Attention and Understanding

##### Expected

- ✓ 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

#### Speaking

##### Expected

- ✓ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- ✓ 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.

### Expressive Arts and Design

#### Creating with Materials

##### Expected

- ✓ Make use of props and materials when role playing characters in narratives and stories.

## Comments





# Useful links

School Twitter page @LenhamPrimary

School Website – [www.lenham.kent.sch.uk](http://www.lenham.kent.sch.uk)

School Office email [office@lenham.kent.sch.uk](mailto:office@lenham.kent.sch.uk)

School Telephone 01622 858260

Uniform – [www.kentschooluniform.com](http://www.kentschooluniform.com)

# What happens now?

- Mrs Catmull and Mrs Humberson will start contacting nurseries.
- Virtual Home visits- Aiming for these to be on 15<sup>th</sup>, 18<sup>th</sup> and 22<sup>nd</sup> June. Please check your email for your invite.
- Play and Stay- July (12<sup>th</sup>-16<sup>th</sup> July) depending on COVID roadmap. Tapestry will be up and running when we do play and stays, please activate your account.