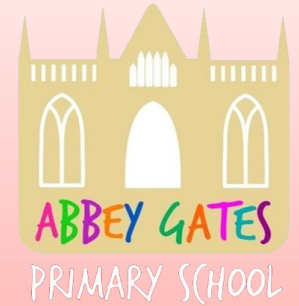


# WELCOME TO F2



Miss Orchard  
- F2 Class Teacher



Mrs Bowell - F1 Class  
Teacher



Miss Kingswood-  
Foundation Stage  
Teaching Assistant



Mrs Whitworth- F2  
Teaching Assistant



Mrs Wilmot- F1  
Teaching Assistant



Mrs Tomlin - Foundation  
Stage Teaching Assistant

# Early Learning Goals

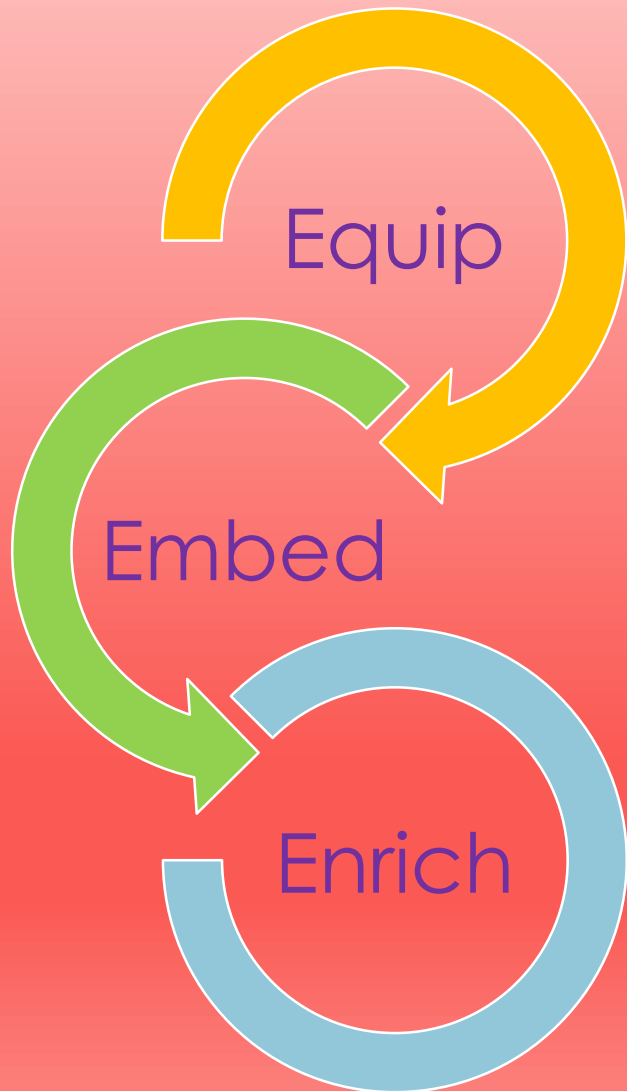
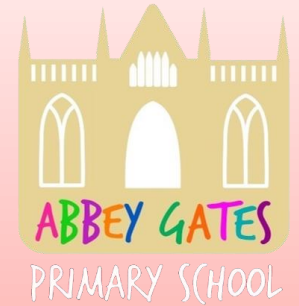


- The knowledge, skills and understanding which children should have by the end of F2.
- They are not a test.
- Exceeding Descriptors Removed.



5Cs **Care**, **Compassion**, **Courtesy**, **Cooperation**,  
**Confidence**

# MAKING A DIFFERENCE

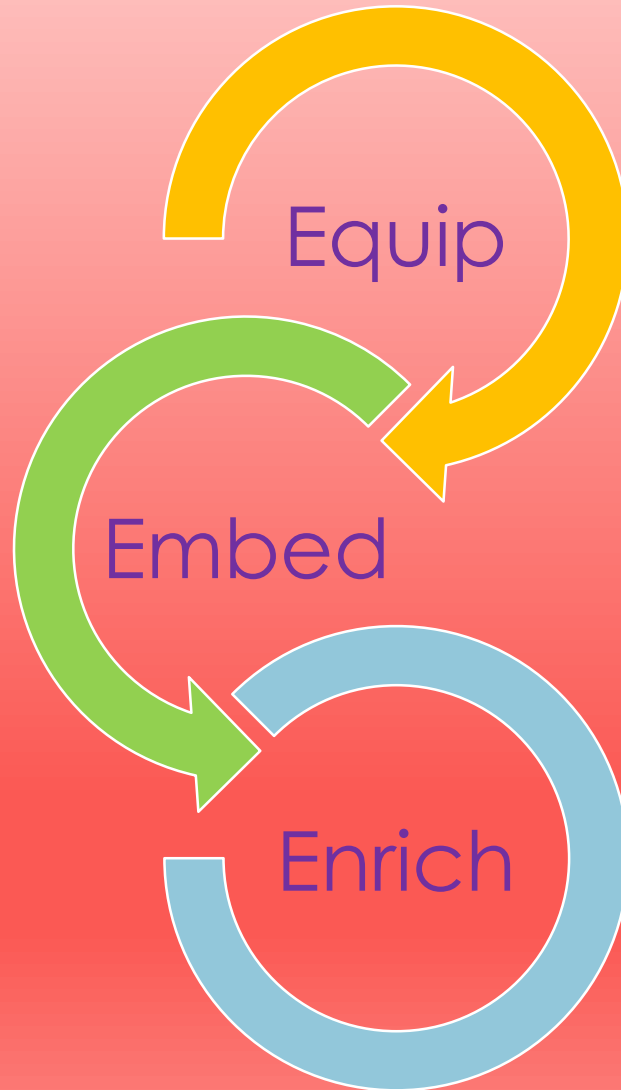


Our curriculum is based on research considering what *our pupils need* in order to achieve our vision.

# LEARNING TOGETHER

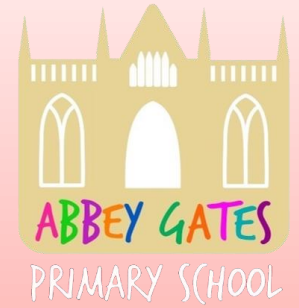
*Equipping* all pupils with key skills and knowledge, through high quality teaching and learning. Providing precision intervention through early identification of learning needs, supporting and challenging all.

*Enriching* pupils' learning experiences by providing a wealth of opportunities to motivate and inspire them, both academically and in their personal development.



*Embedding* skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils, maximizing learning opportunities.

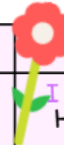
# A BROADER EDUCATION



*The*  
**BIG**  
*Question*

# 6 BIG QUESTIONS FOR 6 HALF TERMS IN F2.

## Reception Long Term Plan 21-22



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

General Themes  
 NB: These themes may be adapted at various points to allow for children's interests to flow through the provision  
 WELL-BEING & Behaviour For Learning

**I wonder what's special?**  
 Starting school / my new class / New Beginnings  
 My Family and culture / finding out about different religions  
 What am I good at?  
 How do I make others feel?  
 Why are friends special?  
 /What does it mean to be a good friend?  
 Being kind / staying safe

**I wonder what changes?**  
 Seasons,  
 What happened in the past?  
 Nocturnal animals,  
 Dinosaurs.  
 Weather and rainbows

**I wonder how things work?**  
 Freezing and melting,  
 Strong materials  
 Waterproof materials  
 Machines  
 Investigate states of matter:  
 - Ice melting,  
 - Sound causing vibration,  
 - Light travelling through transparent material,  
 - Shadows,  
 - Magnets,  
 - Floating.

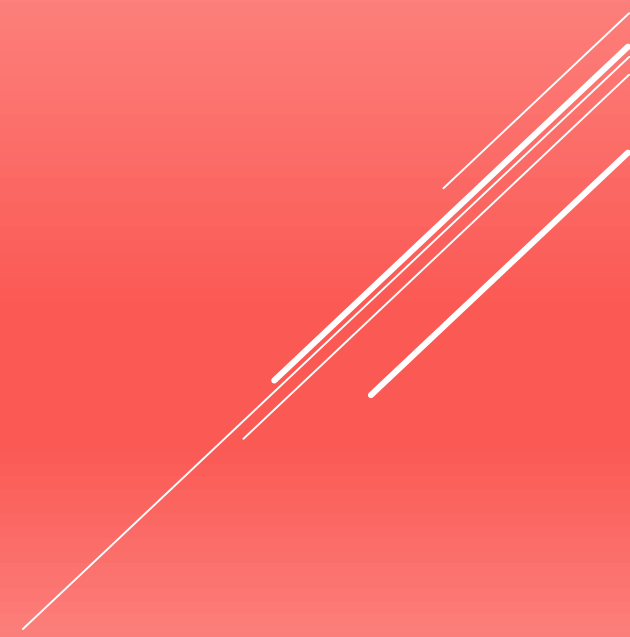
**I wonder what grows?**  
 How have I changed?  
 Life cycles  
 How do plants grow?  
 What is a habitat?

**I wonder where we can go?**  
 Around the Town  
 How do I get there?  
 Where in the world have you been?  
 Where do we live in the UK / world?  
 Vehicles past and Present

**I wonder who can help?**  
 Plastic pollution  
 People who help us / people who help us at school  
 People around me and their roles in society  
 Recycling

Whilst we have an idea in mind for where these projects may lead, we have ensured that the 'Big Question' is broad enough to allow us to follow the children's interests and will be incorporating these into our projects throughout the year.

# LAYING THE FOUNDATIONS.

- ▶ Every child deserves a wide range of experiences and support that enables them to reach their full potential.
  - ▶ Planning, assessing and reviewing children's learning and what they have learnt.
  - ▶ Partnership between school and parents.
  - ▶ Following the children's interests.
- 

# NEW EYFS FRAMEWORK 2021.

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from September 2021.

The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow.

Not all parts of the EYFS have changed, some elements have remained the same or similar.

# NEW EYFS FRAMEWORK 2021.

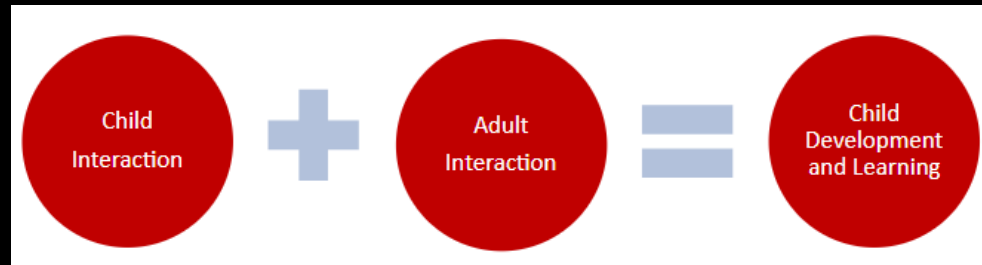
## 7 Areas of Learning

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At the end of the EYFS, there are 17 Early Learning Goals that children are expected to achieve.

# SOME KEY CHANGES

1. Reduced the amount of unneeded written recordings and assessment of children by staff.



Wow Moments,  
Remark on the Remarkable,  
Observations from home.





## PROJECT PLACEMAT - I wonder what is special?

### Sticky Knowledge

- I know who is in my family and can comment on photos, naming who I can see and what relation I have to them.
- I can talk about things which I do with my family.
- I can identify places I have been with my family.
- I can name and describe people who are familiar to me.
- I can talk about members of the community and their roles. For example, postal workers, police officers, dentists, doctors and librarians.
- I can explain where Abbey Gates Primary School is, identifying the road, village and city is in.
- I can identify places which are special to members of the community.
- I can talk about celebrations, for example Diwali and Birthdays.
- I can talk about things which I am good at.
- I know how to be a good friend.
- I know that Harvest Festival is a celebration of the food which is grown on the land.

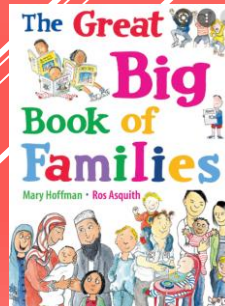
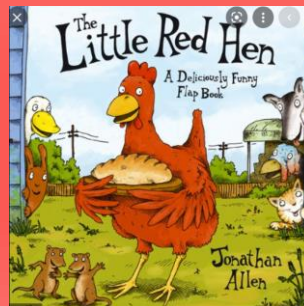
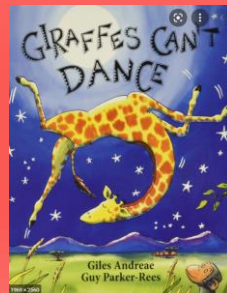
### Key Questions:

- I wonder why I am special?
- I wonder who is special to me?
- I wonder how I can describe my feelings?
- I wonder what your goals are?
- I wonder what Harvest Festival is?
- I wonder what makes a good friend?

### Crucial Connections

- <https://www.bbc.co.uk/cbeebies/watch/cbeebies-go-explore-app>
- <https://hungrylittleminds.campaign.gov.uk/#3> - 3-5 Section.

## Reading Recommendations



## PROJECT PLACEMAT - I wonder what is special?



### Vital Vocabulary

Special	Better or greater than what is usual.
Celebration	An important day or event.
Friend	People who like each other.
Respect	Showing somebody that you care about how they feel.
Village	A group of houses.
Goal	Something that you want to be able to do.
Harvest	Picking crops.
Crops	A plant that has grown.
Community	A group of people who live in the same place.
Autumn	A time of year where the tree leaves change colour, it gets colder, plants stop making food, animals prepare for the Winter and it is light for a shorter amount of time.
Season	The time of year.

### 5Cs Focus:

- **Care:** How can I be a good friend?
- **Confidence:** Settling in to new routines and making new friends.
- **Compassion:** How do I make other people feel?
- **Cooperation:** Working as part of a class team to follow school rules.
- **Courtesy:** Showing respect to others.

### Songs to practise singing:

(Please find lyrics to the songs attached)

- We're all special,
- We use our hands to draw and play,
- Make a new friend.

# SOME KEY CHANGES

3. There is a focus on reading underpinning all areas of learning.



NEVER READ TO - 4,662 WORDS;

1-2 TIMES PER WEEK - 63,570 WORDS;

3-5 TIMES PER WEEK - 169,520 WORDS

DAILY - 296,660 WORDS

FIVE BOOKS A DAY - 1,483,300 WORDS.

# SOME KEY CHANGES


4. There is a focus on encouraging healthy choices overall and an understanding of oral health.
  - Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why and the importance of brushing teeth.
  - Getting into good routines from a young age is important as these often continue into adult life.



# WHAT DOES THE SCHOOL DAY LOOK LIKE?

















- ▶ Each day, the children will have 'Busy Time'. This is their time to explore the learning environment, both indoors and outdoors, and follow their interests and curiosities.
- ▶ We will add enhancements to the provision based on the interests which the children have.
- ▶ Adults will spend time in the learning environment with the children to ensure that the children's next steps in learning are being met.
- ▶ The children will also read with an adult once a week and complete guided tasks as part of a small group, with an adult, focused on Literacy and Maths.
- ▶ The children will take part in a Phonics, Maths, Literacy and Singing input each day. There will also be story time at fruit and milk time and snack time.
- ▶ PE takes place weekly on Friday morning.

# PHONICS

- ▶ We have designed our own Phonics scheme as a school to ensure consistency between year groups.
  - ▶ In F2, the children will progress through Phase 2, Phase 3 and Phase 4 Phonics.
  - ▶ Phonics will be taught daily in a whole class group.
  - ▶ Children will be allocated books based on their knowledge of graphemes.
- 

# PHONICS

## Phase 2 Sound Mat









 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 ff	 l	 ll	 ss	

Tricky words...

I no the to go into

© Natasha Tuite Q Phonics 2020

## Phase 3 Sound Mat

 j	 v	 w	 x	 y	 z	 zz	 qu
 ch	 sh	 th	 th	 ng	 ai	 ee	 igh
 oa	 oo	 oo	 ar	 or	 ur	 ow	 oi
 ear	 air	 ure	 er	Tricky words... he she we be me you are her was all they			

© Natasha Tuite Q Phonics 2020

Seb has big socks.



Peg up the socks, Seb.

- Grapheme,
- Phoneme,
- Segment,
- Blend,
- Tricky word,
- Digraph.

# HOMWORK IT'S A STICKY QUESTION!



If you dig up  
buried treasure,  
is it yours?



Do video games  
play their players?



Could you have a  
sport where  
everyone was on  
the same side?



What would your rules  
for grown-ups be?



In what ways  
are children  
better than adults?



When does enhancing a  
photo become a lie?



If you laugh when  
you are trying not  
to, is it you doing  
the laughing?

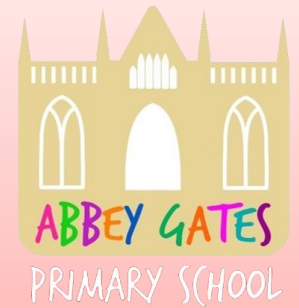


What make the  
strongest reasons:  
facts, feelings  
or beliefs?



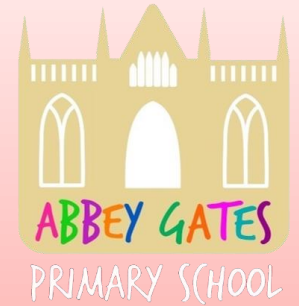
If you could make  
one new law, what  
would it be?

# AIM HIGH PROJECT HOMEWORK



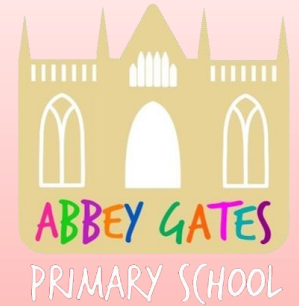
- ▶ Involvement and support from home - working in partnership
- ▶ Child led to support engagement and enjoyment
- ▶ To be displayed to give a sense of pride
- ▶ Selected from a wide variety of subject areas - IT, Art, Writing, Design and Technology, Drama, Dance, Oracy...

# KEEPING IT FUN!



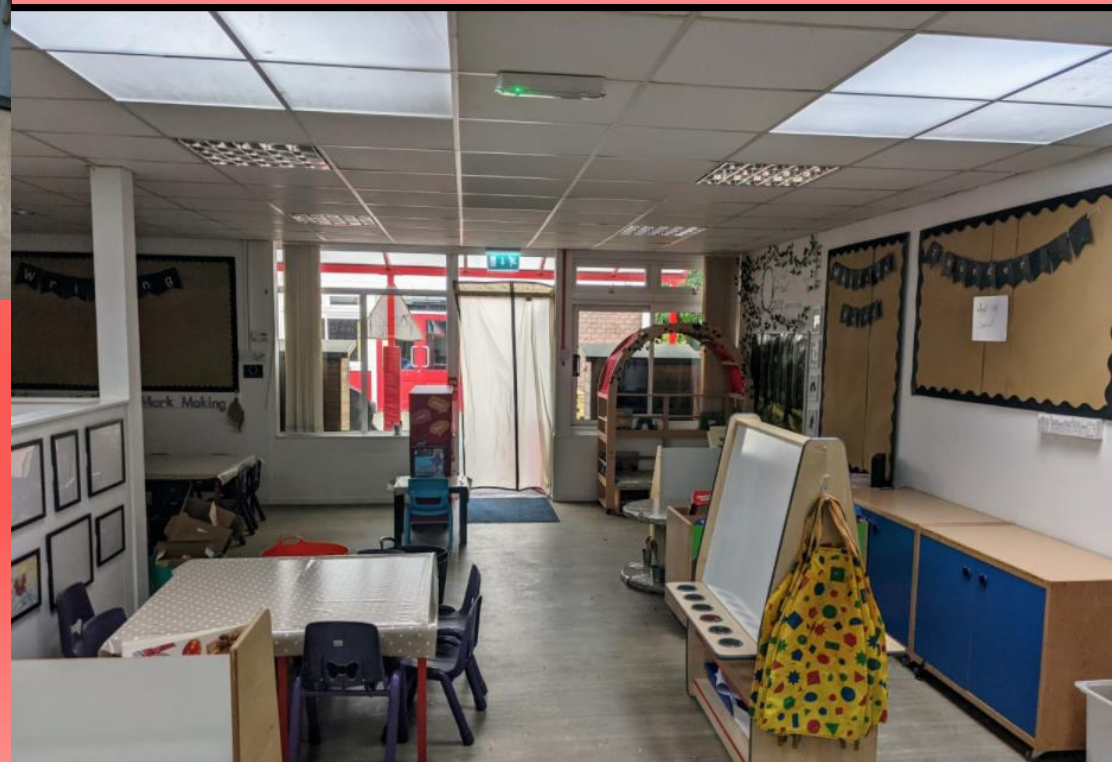
- ▶ Please read regularly with your child,
- ▶ Practise our songs of the half term - lyrics will be sent out with the project placemats,
- ▶ 'Aim High' creative homework - a menu written by the children,
- ▶ Weekly Tapestry challenge.

# TARGETED EXTRAS



- ▶ Based on our assessment for learning, we may set small extra tasks for your child following a discussion with you to help embed basic skills and knowledge in their memories, ensuring they are able to *keep up* not *catch up*.

# OUR INDOOR LEARNING ENVIRONMENT







# OUR OUTDOOR LEARNING ENVIRONMENT.





THANK YOU FOR COMING.

