



Welcome to the EYFS  
curriculum

September 2022

# In EYFS...

## Uniform:

- School shoes.
- Coats in school every day
- PE days - Come in PE kit on Tuesday  
(Trainers, No ear-rings, hair up please)
- Wellies in school
- Book bag - no rucksacks/large bags as we don't have room in the cloakroom
- All named please 😊
  
- EYFS gate- 8:40am
- Library Day- Friday
- Learning new vocabulary- word of the day

## Behaviour: Rainbow Ladder

### Class Teacher

Miss Lewis



Mrs Crump

### Teaching Assistants

Mrs Bryson



# PE kit



PE kit: Can be black or navy shorts, joggers or leggings  
(maybe both in winter!)

PE HCIS top, HCIS Jumper or cardigan and trainers. Please  
do not wear earrings on PE days and all long hair to be tied  
up.

# EYFS curriculum

## Early Learning Goals

### Communication and Language

#### Listening, Attention and Understanding

- 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.

#### Speaking

- 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.

### Understanding the World

#### Past and Present

- 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.

#### People, Culture and Communities

- 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.

#### The Natural World

- 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.

### Personal, Social and Emotional Development

#### Self-Regulation

- 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.

#### Managing Self

- 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.

#### Building Relationships

- 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.

### Expressive Arts and Design

#### Creating with Materials

- 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.

#### Being Imaginative and Expressive

- 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.

### Mathematics

#### Number

- 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.

#### Numerical Patterns

- 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.

### Physical Development

#### Gross Motor Skills

- 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.

#### Fine Motor Skills

- 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.

### Literacy

#### Comprehension

- 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.

#### Word Reading

- 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.

#### Writing

- 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.

# EYFS curriculum continued...

- R.E. ~Autumn 1:Christianity, Judaism-Special people
  - ~Autumn 2 : Christianity- Christmas
  - ~ Spring 1: Hinduism- Celebrations
  - ~Spring 2: Christianity- Easter
  - ~ Summer 1: Christianity, Islam, Hinduism, Sikhism- Story time
  - ~ Summer 2:Christianity, Islam, Judaism- Special places
- Topics ~ Within the topics we will be planning to take the children on some school trips, these are heavily dependent on parent helpers. See our suggestions below...

Super me, Super you; senses, their body, families, people who help us [Visitors for people who help us](#)

Let's Celebrate; Diwali, Bonfire Night, Remembrance, Christmas, Black History Month [Experience to celebrate BHM](#)

Once upon a Time; traditional tales, fairy tales, story telling, [Waddesdon Manor-fun with fairytales](#)

Here, there and everywhere; transport, [Beckonscot mini model village, on the train!](#)

Growing and changing; how they have changed, how animals change, plants, seasons [Hogshaw Farm](#) (Green Dragon eco farm)

Brilliant Beasts; animals, imagination

- Music we follow KAPOW curriculum
- P.E. ~ Athletes in Motion- Mr Clark and physical development opportunities across the week.

# Characteristics of effective learning

Characteristics of Effective Learning



I make links in my learning like Curious George.

Characteristics of Effective Learning



I explore like the family in We're Going on a Bear Hunt.

Characteristics of Effective Learning



I try new things like The Very Hungry Caterpillar.

Behaviour and routines - play and exploration in action

Underpinning our Early Years Curriculum are the Characteristics of Effective Learning (CoEL)

During their earliest years, children form attitudes about learning that will last a lifetime.

Children are unique individuals who bring their own needs, talents and histories into the learning environment.

Supportive and nurturing practitioners, and the environment they provide, encourage these CoELs to develop.

There are 3 **characteristics of effective learning**:

**playing and exploring** - children investigate and experience things, and 'have a go'

**active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



# Day in the life

	8.50 – 9.00 REGISTER CALENDAR NEWS, SODA	9.00–9.20	9.20 – 11.00 FREE FLOW	Tidy up	11:10 – 11.30	11.30 – 11.45	Lunch	1.00 – 1.30	1.30 – 2.30 FREE FLOW	Tidy up	2.45-3.15
<b>MON</b>  <b>KC KB</b>	Weekend news  (May need longer when written)	Literacy input	Introduce enhanced provision + challenge	Tidy up  Drink water	<b>PHONICS</b>	Music and movement  (Wash hands and toilet in groups)		Maths input	See enhanced provision plan + challenge	Tidy up  Drink water	end of day story, looking at our learning
<b>TUES</b>  <b>KC KB</b>	Morning task	Literacy input	Indoor provision  PE 9:45-10:30am	PE  Drink water	<b>PHONICS</b>	Music and movement  (Wash hands and toilet in groups)		Maths input	See enhanced provision plan + challenge	Tidy up  Drink water	end of day story, looking at our learning
<b>WEDS</b>  <b>KC KB</b>	Morning task	UTW/EAD input	Introduce enhanced provision + challenge	Tidy up  Drink water	<b>PHONICS</b>	Music and movement  (Wash hands and toilet in groups)		See enhanced provision plan + challenge		Tidy up  Drink water	end of day story <b>in the library</b> , looking at our learning
<b>Thurs</b>  <b>BL KB</b>	Morning task	Themed week circle time	Continue enhanced provision + challenge for Literacy and Maths	Tidy up  Drink water	<b>PHONICS</b>	Music and movement  (Wash hands and toilet in groups)		RE/ PSED Input	See enhanced provision plan + challenge  Computing Purple Mash (small groups)	Tidy up  Drink water	end of day story, looking at our learning
<b>Fri</b>  <b>BL KB</b>	Morning task	Themed week circle time	Continue enhanced provision + challenge for Literacy and Maths	Tidy up  Drink water	<b>PHONICS</b>	Music and movement  (Wash hands and toilet in groups)		Music Kapow	Continuous provision Inc. special choosing	Tidy up  Drink water	end of day story, looking at our learning

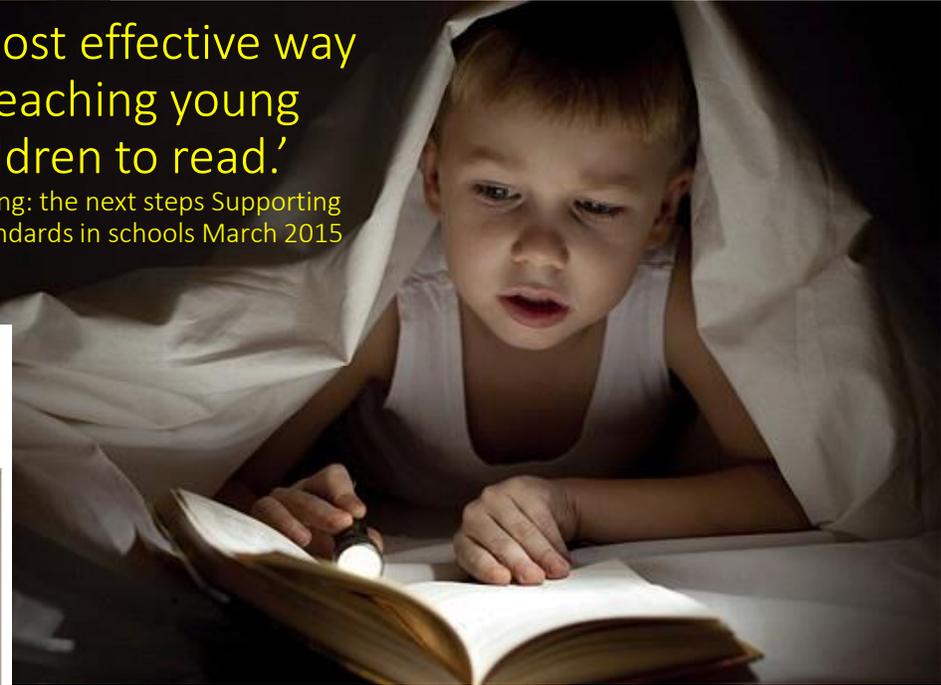
Rolling snack and milk 9:30-11am  
Book change- aim to be changed by Wednesday  
Library book changed on Friday



# Phonics

'the most effective way  
of teaching young  
children to read.'

DFE Reading: the next steps Supporting  
higher standards in schools March 2015



10  
minutes  
a day



Can make a huge difference!

# Definitions

<https://home.oxfordowl.co.uk/reading/phonics/>

**Letter(s)** represent a sound (phoneme)

t                      igh                      ai

A **sound** can be represented by more than one letter and more than one spelling

**s, se, c, sc and ce** as in

sun, mouse, city, science

**Digraph- 2 letters 1 sound**

oa ai                      or

**Trigraph- 3 letters 1 sound**

air                      ure                      igh

**Split digraph-**

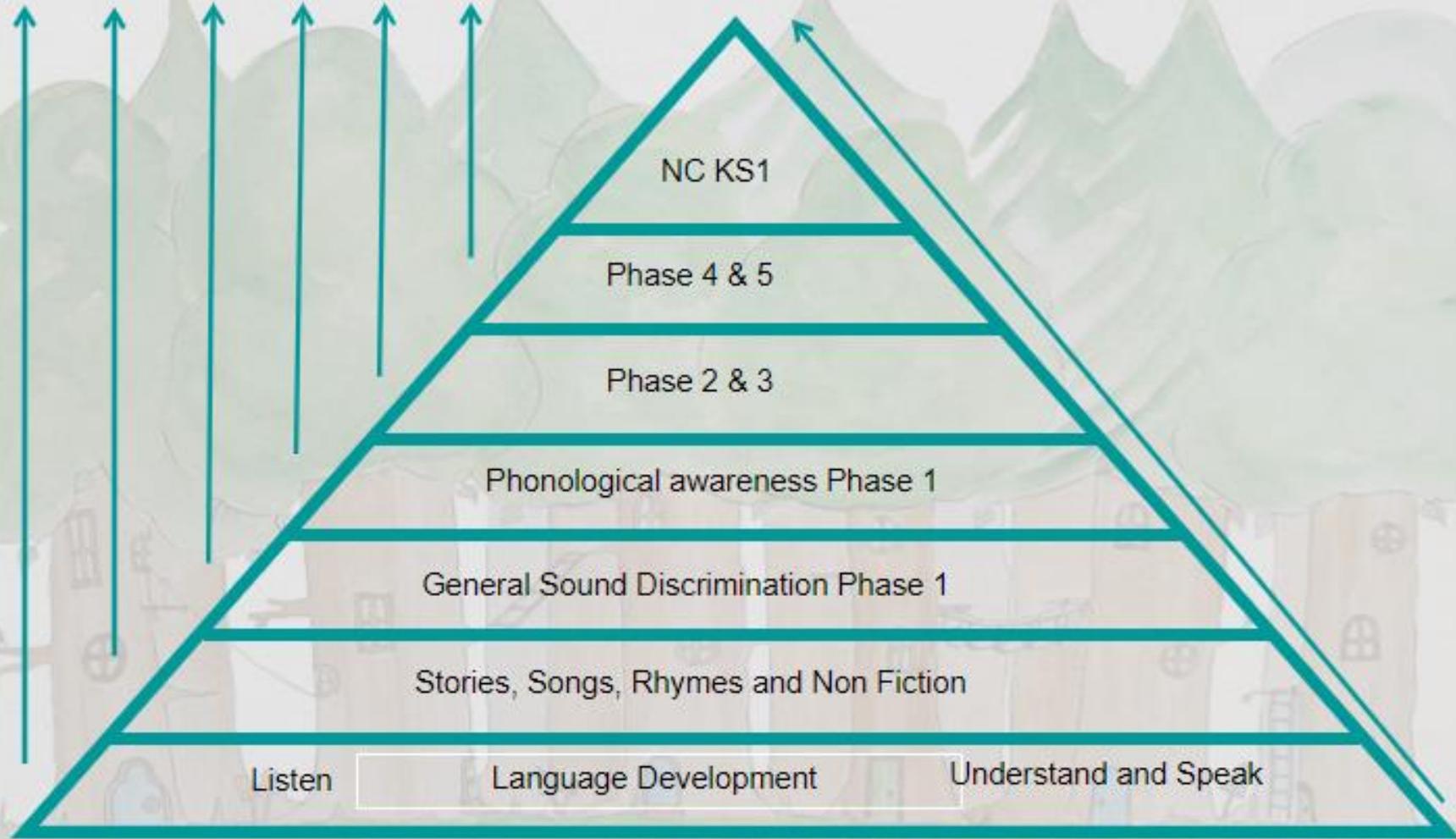
o\_e                      a\_e                      i\_e

# SUPERSONIC

## Phonic Friends



# The big picture



# What is Phonics

- Different schemes schools adopt
- We use the DFE Letters and Sounds programme
- Phased 1 – 5 systematic approach
- Accessing Supersonic Phonic Friends resources to enhance
- The ability to be able to listen to sounds in words
- Recognising the spelling for the sounds in words
- Remembering the spelling for the sounds in words
- Building words
- Reading words – flash cards and decodeable text
- Writing words

Within the teach aspect of the Supersonic Phonic Friends' phonics session the children will be introduced to the characters who are a key part of the steps in teaching and each character focus on a different part of the steps in teaching.

### The Steps in Teaching

Listen with Len

Segment with Seb and Blend with Ben

See it with Sam

Segment with Seb and Build with Bill

Read with Rex

Write with Ron

Supersonic Phonic Friends' uses helpful phrases with actions across the teaching sequence to engage and stimulate the children during their phonic session, providing a multi-sensory approach.



# Firm Foundations Phase 1

## Listening – no flashcards allowed

### Firm Foundations in Phonics

	General Sound Discrimination	The Strands
Aspect 1	Environment Sounds	Tuning into sounds (auditory discrimination)
Aspect 2	Instrumental Sounds	Listening and remembering sounds (auditory memory and sequencing)
Aspect 3	Body Percussion	Talking about sounds (developing vocabulary and language comprehension).



## Rhyming

The sounds at the end of the word are the same

No flashcards allowed



## Rhythm

Lots of chunks/ syllables in a word

No flashcards allowed



## Alliteration

The beginning sound we can hear in a word

No flashcards allowed



Teach  
Approximately 5-6 mins

The children will learn the new GPC for the session and it is essential that they are able to:

- Listen
- Recognise & Remember
- Build
- Read
- Write

These are on the 'I can' statements on the planning. Any child that needs additional support will be put into the evaluation as focus children.

At the start of The Basics 2 when children are learning s a t p, the teaching sequence will vary, the lesson will focus more on segmenting and blending orally.

Supersonic Phonic Jobs - Practise  
7 - 8 minutes approx.

This part of lesson is where children practise reading and or writing words with the new learning in.

The children read or write the word and then they check if it is right along side the teacher. They 'give themselves a tick or fix it quick' so that at the end of this part of the session, they end up with the supersonic six.

Supersonic Phonic Jobs - Apply  
7 - 8 minutes approx.

This part of lesson is where children practise reading and or writing captions and sentences with the new learning in, previous learning and tricky words that have been taught so far.

The children read or write the caption or sentence. When they have completed this, they then check if it is right along side the teacher. They 'give themselves a tick or fix it quick' so that at the end of this part of the session, they end up with the supersonic six with their caption or sentence.

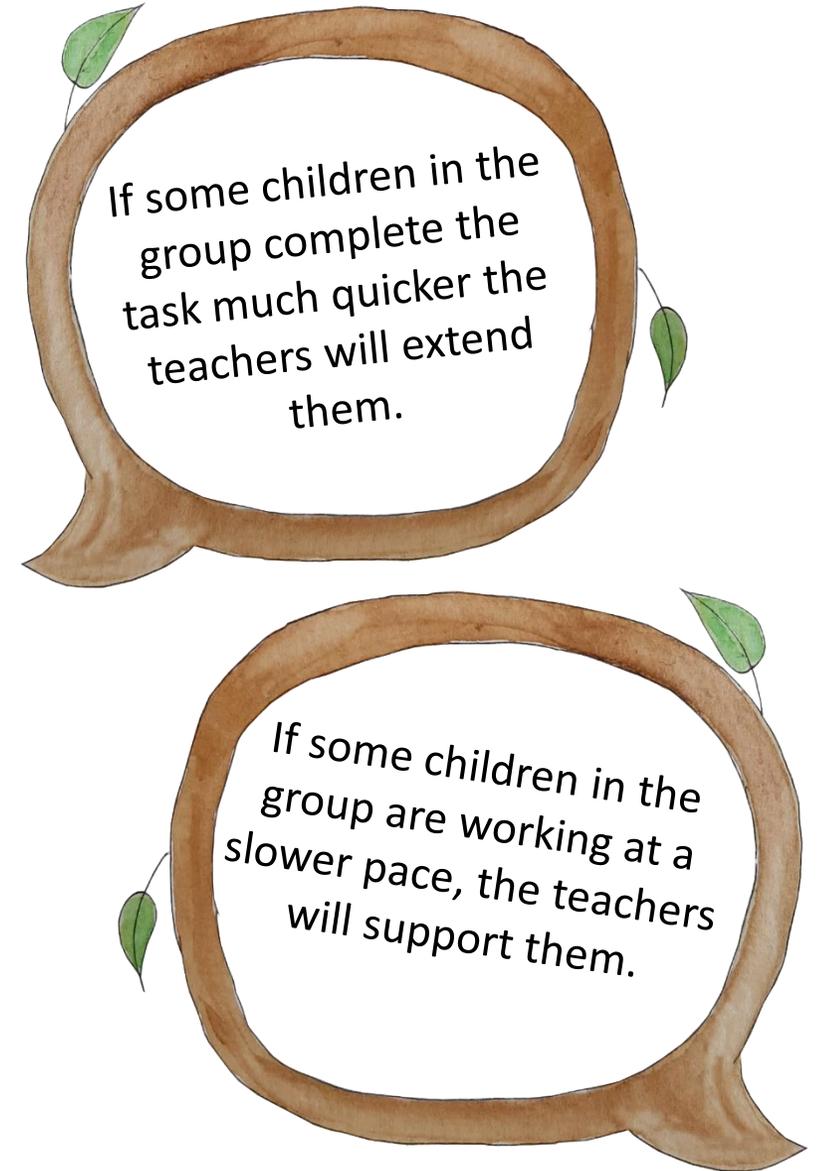
Finishing the Session

To finish the session, the children 'turn, talk and tell' to their phonic friend 'what have been learning today?'

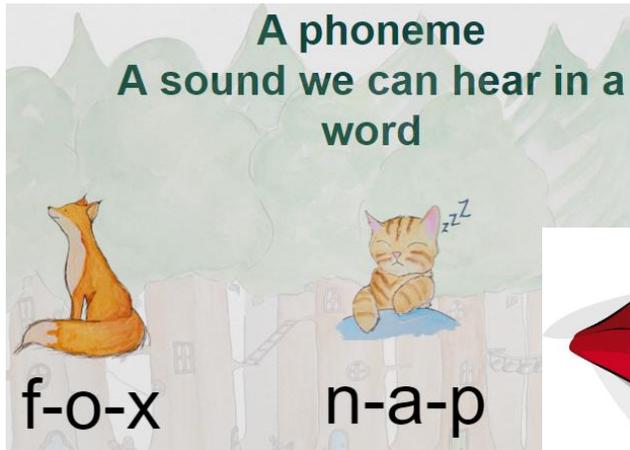
The children tell the teacher what they have been learning today and they look at the new learning on the screen or flashcard.

The children then have a sneak peek at the new learning that they are going to learn in the next session with the help of 'Cheeky Sneaky Sid.'

Just like we do in class...



# Pronouncing the phonemes



<https://www.youtube.com/watch?v=UCI2mu7URBc>

Long: f l m n r s sh v th z

Bouncy: c p t ch h b d g w qu y

<https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy/>



# SUPERSONIC

Phonic friends

A grapheme  
The spelling we can see

s a t p i m n d

g o c k ck e u r

h b f l ll ff ss



## The Basics 2

Listen, Recognise, Build, Read, Write  
3 sounds only



Week	Recognise Spellings for the Sounds
1	s a t p
2	i n m d
3	g o c k
4	ck e u r
5	h b f l
6	ll ff ss



## The Basics 3

Listen, Recognise, Build, Read, Write  
3 sounds only



Week	Spellings for the Sounds
1	j v w x
2	y z zz qu
3	ch sh th ng
4	ai ee igh oa
5	oo oo ar or
6	ur ow oi er
7	ure ear air



## The Basics 4

Listen, Recognise, Build, Read, Write  
4 and more sounds only

No new spellings to remember

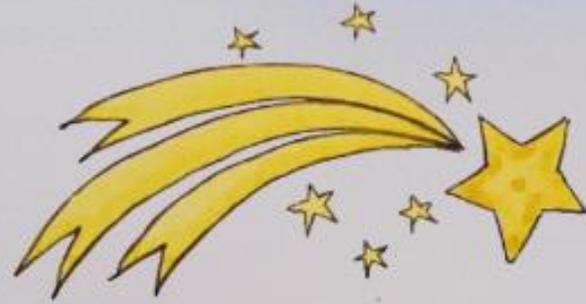


Week	Listening to more than 3 sounds in a word
1	CVCC tent camp
2	CCVC stop flag
3	CVCC roast paint
4	CCVC float brain
5	CCVCC splash
6	CCCVCC sprint



# SUPERSONIC

## Phonic Friends



is

I

the

to

no

go

has

his

as

of

into

## Nonsense Words

All Phases

**tish**

**shig**

**sheb**

**shab**



**Application**  
**Decodeable – matching my phonics**  
All phases



**Application**  
**Story Books**  
All phases



**Application**  
**Environmental Print and Popular Culture**  
All phases



**Play**  
Application  
All Phases



# Parent newsletter



## Reading:

- Reading 10 - 15 minutes daily
- Please read at home to parents or another family member as frequently as possible. Reading every evening for roughly 10 minutes will greatly improve your child's progress, understanding and experience **in all areas**. It will help consolidate the reading skills taught in school. It is hugely beneficial to hear your child read regularly and also to talk about the text that you have shared together.
- Reading books and reading records in school Mondays for changing. Aim to be returned by Wednesday. We will change books if written in the diary.
- The children choose their books. There is no harm reading a book more than once to build confidence and fluency. You could also read a book from home.
- The children will receive a 'me' book during the first term when we begin to cover the phoneme letter sounds and a 'we' book from the library for you to share in the first weeks.
- We read with your child in many different ways across the school day, we are unable to record each and every one of these reading experiences but please be reassured they are taking place!

 <b>SUPERSONIC</b> Phonic Friends Parent Weekly Newsletter Phase 3 															
Spellings already know	Tricky Words	Nonamee Words													
s a t p l m n d g o c k d e u r h b j f i l k m j v w x y z z r q u	I to no go the into  me she we be he	shep  chib	dish  hing												
This week's spellings for the sounds															
ch 	sh 	th 	ng 												
Build, Read & Write															
chop, chin, chug, check, such, chip,	ship, sheep, shed, shell, fish, shack,	snacks, much, thin, thick, path, bath,	sing, song, king, hang, ring, wing,												
Sound Buttons															
chin	shop	path	song												
Spelling Frames															
<table border="1"> <tr><td>ch</td><td>i</td><td>n</td></tr> </table>	ch	i	n	<table border="1"> <tr><td>sh</td><td>o</td><td>p</td></tr> </table>	sh	o	p	<table border="1"> <tr><td>p</td><td>a</td><td>th</td></tr> </table>	p	a	th	<table border="1"> <tr><td>s</td><td>i</td><td>ng</td></tr> </table>	s	i	ng
ch	i	n													
sh	o	p													
p	a	th													
s	i	ng													
Next week's spellings for the sounds															
rain 	bee 	boat 	moon 												

# Maths- White Rose

## Reception Guidance



Our guidance underpins the Educational Programme for Mathematics (DfE March 2021) and will support you to deliver a curriculum that embeds mathematical thinking and talk.

Our overviews support the ethos of the EYFS whilst at the same time enabling teachers to create a mathematically rich curriculum. Additionally, it allows for key mathematical concepts to be revisited and developed further across the year.

The guidance has been divided into ten phases and provides a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking.

For more information follow <https://whiterosemaths.com/advice-and-guidance>

## The Counting Principles

Following research from Gelman and Gallistel in 1978, it is vital that teachers understand the five counting principles. (Gelman, R. & Gallistel, C. (1978) *The Child's Understanding of Number*. Cambridge, MA. Harvard University Press.)

I

**The one-one principle.** This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object.

Children will sometimes count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count saying one number name per object. This will also help to avoid children counting more quickly than they touch the objects which again shows they have not grasped one-one correspondence.



1



2



3



4



5



## The Counting Principles

2

The **stable-order principle**. Children understand when counting, the numbers have to be said in a certain order.

Children need to know all the number names for the amount in the group they are counting. Teachers can therefore encourage children to count aloud to larger numbers without expecting them to count that number of objects immediately.

3

The **cardinal principle**. Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

In order to grasp this principle, children need to understand the one-one and stable-order principle. From a larger group, children select a given number and count them out. When asked 'how many?', children should be able to recall the final number they said. Children who have not grasped this principle will recount the whole group again.

## The Counting Principles



4

The **abstraction principle**. This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps.

When starting to count, many children rely on touching the objects in order to count accurately. Teachers can encourage abstraction on a daily basis by counting claps or clicks. They can also count imaginary objects in their head to encourage counting on, this involves the children visualising objects.

5

The **order-irrelevance principle**. This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.

Encourage children to count objects, left to right, right to left, top to bottom and bottom to top. Once children have counted a group, move the objects and ask children how many there are, if they count them all again they have not fully grasped this principle.

# Example overview...

## Autumn



Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Getting to Know You</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p>			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

# Maths- Key language

**Cardinal** - The number that indicates how many there are in a set.

**Classification** - The identification of an object by specific attributes, such as colour, texture, shape or size.

**Conservation** (of number) - The recognition that the number stays the same if none have been added or taken away.

**Numeral** - The written symbol for a number; e.g. 3, 2, 1

**Ordinal** - A number denoting the position in a sequence e.g. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc or page 1, page 2, page 3...

**Partition** - Separate a set into two or more subsets e.g. Partition a set of socks into plain and patterned.

**Subitise** - Instantly recognise a small quantity, without having to count how many there are.

**Number** - Number can be:

- a count of a collection of items e.g. three boxes,
- a measure e.g. of length or weight, or
- a label e.g. the number 17 bus

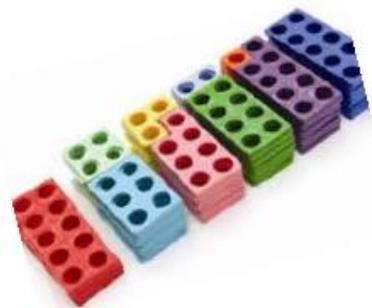
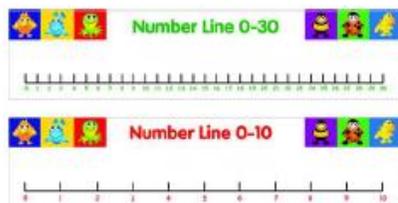
**Quantity** - The amount you have of something e.g. a cup of flour, three boxes, half an hour.



# Resources

1	2	3	4	5	6	7	8	9	10	🌟
11	12	13	14	15	16	17	18	19	20	🌟
21	22	23	24	25	26	27	28	29	30	🌟
31	32	33	34	35	36	37	38	39	40	🌟
41	42	43	44	45	46	47	48	49	50	🌟
51	52	53	54	55	56	57	58	59	60	🌟
61	62	63	64	65	66	67	68	69	70	🌟
71	72	73	74	75	76	77	78	79	80	🌟
81	82	83	84	85	86	87	88	89	90	🌟
91	92	93	94	95	96	97	98	99	100	🌟

- A variety of resources are used in the teaching of maths.



**RACE TO 100**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

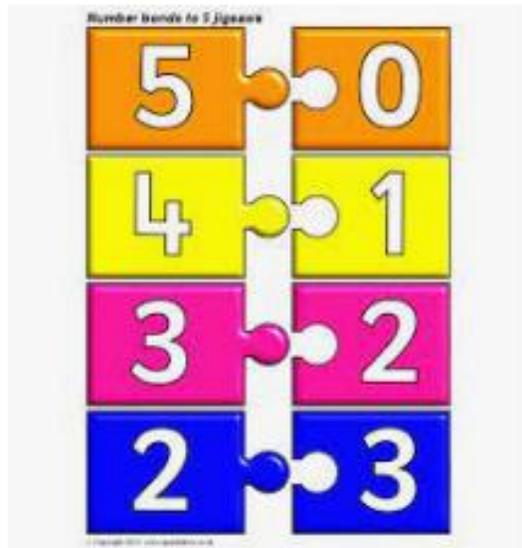
■ Move on 3 squares     ■ Move back 4 squares  
■ Stand on the spot - roll a 4 or 6     ■ You're in luck - have another turn



- Number Bonds to 5

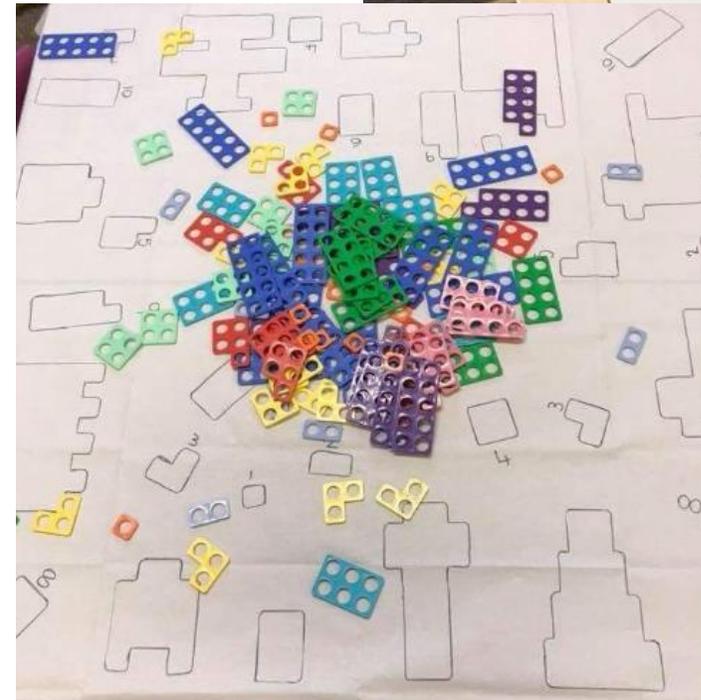
Number bonds (number pairs) are powerful building blocks for number.

E.g. if the children know that  $7+3=10$  then they can  $17+3=10$  and  $70+30=100$



# Why does Numicon work?

- It is very visual.
- It is colourful and pleasing to the eye.
- The holes are finger sized.
- It gives a concrete image of number.
- It is fun!
- It can be used for all four operations.



# How can I help my child?

- Use maths in everyday life eg: shopping, laying the table...Practice counting everything! How many tins in the cupboard, how many forks we need for dinner
- Play games such as snakes and ladders, dominoes, frustration...
- Questioning; how do you know that answer? How could you get to the answer a different way?
- Have a 'growth mind-set' attitude, no-one is rubbish or 'can't do' math. It's ok to make mistakes. It's ok to use resources and make jottings.

# Useful websites

- <https://home.oxfordowl.co.uk/learning-at-home-4-5/>
- <https://www.nationalnumeracy.org.uk/free-family-maths-toolkit>
- <https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths>



We are very pleased to announce that we are now using Tapestry as our online learning journal provider.

Tapestry allows you to login with a secure username and password so you can view all your children's observations, photographs and videos. You can like and comment on observations that we add for your child and it's also possible for you to add your own observations. Your comments and own observations will allow us to find out about which activities your child really enjoyed and the learning they get up to at home.

All data that is entered to Tapestry is stored securely on their servers. If you are interested in finding out more information about this, you can go to <https://tapestry.info/security>

Once we have set you up with an account you will be able to login using any web browser from [tapestryjournal.com](https://tapestryjournal.com) or by downloading the Tapestry app from the Play or App store, depending on what type of device you are using. Remember, if you are going to use the App version of Tapestry to ensure auto updates are turned on for your device so you always have the most up to date version of the app.

We will set you up using your email address and once this has been done, you will receive an activation email from which you can set up your own password to login with. You will also be asked to set up a 4-digit PIN which you can use on the Tapestry app to quickly log back in once you've initially logged in. Do remember to keep an eye out on your spam/junk folders for this email.

We do hope you enjoy using Tapestry, do let us know if you have any questions about it.

Tapestry information for parents- <https://tapestry.info/parents-carers.html>



**purple mash**  
2simple

Bring the whole curriculum to life

[What is Purple Mash?](#)

[Get a 14-Day Trial](#)

2simple

- -School log in
- -Childs log in

<https://www.purplemash.com/login/>

Email

[Log in](#)

[Forgot password?](#) [Register parent](#)

OR

[Find my school's login page](#)

**purple mash** Sarah Lake:

Username:	slake
Password:	

simple Passwords for younger Pupils ...  
help.2simple.com

Integration partners

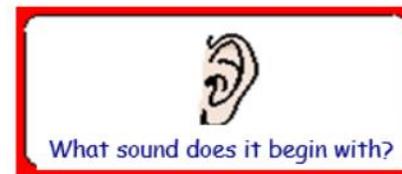
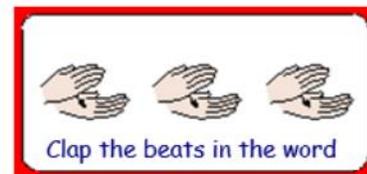
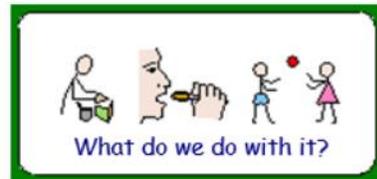
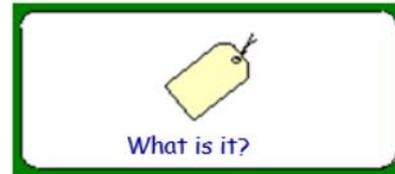


Tools	Games	Mini Mash	Serial Mash
English	Mathematics	Science	Computing
Art	Topics		

## Pre-teaching vocabulary:

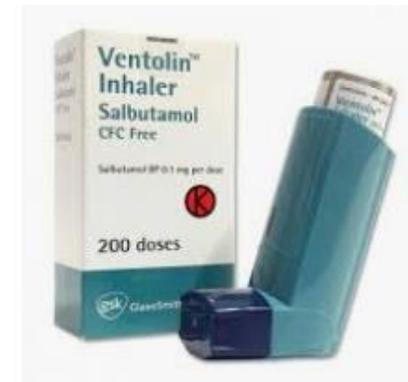
We work a lot on introducing and developing vocabulary linked to our topics. If you notice your child hasn't come across a word before below are some steps to take and continue to repeat to embed the vocabulary into their working memory.

# Step 1 How we learn new words



# Medical Information

- Medicines
  - Medical form to be completed
  - Children shouldn't administer medicine themselves
- Inhalers/Epipens
  - Children can't leave the school site if their inhaler/Epipen isn't in school
  - Medical labels on the box



# Key Information

- Significant to year group;
  - Working towards Early learning goals
  - Baseline assessment
  - Speechlink assessment
- Intervention work / booster groups
  - Either with teacher or teaching assistant to support progress.
  - Examples of these could be speechlink, phonics catch up, fine motor or gross motor activities...
- Treasure I would like to share...

# The Year Ahead



We have already made a fantastic start to the year and it will be a busy one, with lots of exciting topics and activities planned.

We'd like to thank you, the parents and guardians, for all your support at home; it really does make all the difference!

Please take your time to add any of your ideas onto our mind maps around the classroom.

# Communication and parents forum

Communication happens in many ways here at HCIS.

The newsletter is a source of information as well as the weekly updates and the school website.

Each class has a **whatsapp** group which is a very useful way to check what's going on and communicate amongst yourselves.

Each term we host an active **parent forum** which asks for feedback on many aspects of school life.

**Questionnaires** are sent periodically to collect views too.

- **School Website-**  
**[www.haddenhaminfant.bucks.sch.uk](http://www.haddenhaminfant.bucks.sch.uk)**