Maple Class- Settling in meeting

Miss Waugh

Miss Wall & Miss Shovelin- TAs



Topics

This year's topics:



Acorns Reception Class



Maple Class Yr 1



Birch Year 2



Willow Class Year 3 and Yr 4



Oak Class Yr 5 and Yr 6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Our place, our space!	Once upon a chair!	School Days and Fairground ways!	Code, Colour and Clouds!	Crowns and Creepers!	Seas, Stars and Safari!

Over the year, information, photo galleries and class updates are posted on the class page of the school website along with our newsletter and termly topic grids. You can also find knowledge organisers and helpful websites here.

Maple Class Newsletter

Term 1

Term 1 Learning... This term our connector is 'Our place, Our Space!

Maths - We will be looking at 'place value within 10' exploring skills of sorting & counting objects, representing numbers numerically and recognising numbers as words, counting on from any number, understanding the terms less, more, same, greater, fewer and equal to, comparing and ordering objects and numbers and begin to use number lines. In 'addition and subtraction within 10' we will begin to use part whole models, write number sentences and explore fact families and number bonds. We will begin to explore problem solving using everything we have learnt.

English – We will be looking at Sentence-level writing, exploring our understanding of how to construct sentences focusing on transcription and letter formation. Our Grammar focus this term will be finger spaces, letter sizing & the alphabet. In Phonics we will be revisiting the Basics 3. Whole class reading will happen daily and reading comprehension activities will happen each week

Science – Our topic is Seasonal Change. We will look at Seasonal changes that occur during each season.

You can find more information on the rest of the curriculum on the class page of the school website.

Reading and Homework

Maths

- **Place value** within 10 – exploring sorting, counting, representing, less, more, greater, fewer, equal to, compare, order
- **Addition and subtraction** within 10 – part wholes, fact families, number bonds
- **Problem solving**

Science- Seasonal Changes

We will look at Seasonal changes that occur during each season
The children will predict, observe and record weather and other changes and look for patterns in their findings.

English

We will:

- Exploring our understanding of how to construct sentences focusing on transcription and letter formation.
- Grammar – finger spaces, letter sizing & the alphabet
- Phonics – Revisit Basics 3

RE

Who is Jewish and what do they believe?

The children will begin to understand what Judaism is. They will begin to understand what Jewish people believe about God. This unit looks at stories including David and Goliath.

Handwriting, spelling, punctuation and grammar will be taught both explicitly and discretely.

Music

Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. In this unit, we ask, 'How Can We Make Friends When We Sing Together?'. The Social Question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world.



Maple Class

Term 1

Whole class reading will happen daily. We will complete reading comprehension tasks each week.

Texts:

A stroll through the Seasons
Shirley Hughes Out & About: A first book of Poems
Julia Donaldson - Tabby McTat, The Highway Rat, Room on the Broom.

Computing

Programming Bee Bots

Kapow Primary

Geography: What's it like here?

We will:

- Locate school on an aerial photograph
- Create a map of our classroom
- Locate key features of our playground and field
- Draw a simple map
- Conduct a survey about our playground
- Create a design to improve our playground

Art and DT

Sculpture and 3D: Clay houses.

This term we will be working with clay; experimenting with making different shapes and finding out how to use tools to create different effects and patterns. We will use these skills to create a clay house model.

PSHE: Road Safety, Personal Safety & Water Spillage

This term, pupils will learn how to keep themselves safe in a range of everyday situations, including on the roads, around water and when making personal safety choices. They will develop the knowledge and confidence to recognise risks and make safe decisions.

PE

The children will be exploring the sports of football and handball with Coach.
During their outdoor lessons they will also learn how to hit, catch & run to develop hitting skills with a variety of bats.

Daily Routine



- Spelling, handwriting, grammar, reading comprehension, phonics and English
- Mental Maths and Maths
- Whole Class Reading
- Science/Topic (history or geography)/PSHE/Art or DT/PE (Tuesday and Thursday)/Music/RE/Computing
- We will have a weekly library slot
- Continuous provision – rainbow challenges

What is Continuous Provision?

Continuous provision is an effective vehicle for reflecting young children's interests, supporting learning in a developmentally appropriate way and for implementing and embedding the curriculum.

Young children learn best through play and exploration. Wherever possible we offer children the opportunity to experience real life events that are linked to their learning. Every day our children get the opportunity to be an artist, writer, mathematician, scientist, designer or a storyteller to name but a few! These play-based experiences enable the children to consolidate their skills, knowledge and understanding and enable them to be become independent and resilient learners. Throughout the environment, both inside and outside, you will see busy children actively engaged in a wide range of activities that they themselves have chosen. Continuous provision supports and encourages our children and staff to have a lifelong love of learning.

Continuous Provision in Year 1

What does the research on child development tell us?

Piaget (1952) describes four distinct periods of development, ranging from birth through to adulthood. The preoperational stage runs from 2 – 6 years and is the period during which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first-hand experiences. It is not until around the age of 7 that major developmental changes take place; when children begin to think in the abstract (Bredekamp, 1987), develop the ability to plan ahead, to approach problems more logically and understand another's point of view (Robinson, 2008).

CP, when well-planned and linked not only to the interests of children but also carefully aligned to the demands of the National Curriculum, can provide increasingly challenging and valuable learning opportunities throughout both Y1 and 2, enabling children to revisit and embed skills and knowledge whilst continuing to strengthen the effective learning behaviours they had when they left Reception

Section 1

Continuing with Provision in Key Stage 1 The Reasons Why



When we think about the place of continuous provision in our primary schools, we often think of our youngest children only. Most 3-, 4- and 5-year olds are able to learn in an exciting, dynamic environment with opportunities for child-led learning, inside and out.

In a good EYFS setting, children's interests and developmental needs are at its heart. It offers a carefully planned, well-resourced learning environment supported by adults who understand how to engage with, guide and extend young children's thinking through skilful interaction.

There is a clear understanding in the EYFS that children need to experience their learning first-hand in order to explore and make sense of the world, and that this exploration supports the development of critical learning behaviours.

By the end of their reception year, most children have developed far greater confidence, are more creative and highly independent.

Unfortunately, in quite a lot of schools, as children move into Key Stage 1 the time to explore freely and learn through self-initiated activities is significantly reduced, and at worst reserved only for playtimes. This goes against everything that we understand about child development and the fact that key developmental changes in how children learn do not usually occur until around the age of 7.



Why then, only six weeks after leaving Reception, might children enter a space and an environment for learning that is entirely different from the one they left; where the autonomy they previously enjoyed has all but disappeared?

Often, the move to National Curriculum expectations and the pressure of 'coverage', as well as the requirement for evidence in books in order to demonstrate progress, precipitates a significant increase in whole class teaching sessions following prescribed content and approaches. This often requires a rigid timetable leaving little time, if any, for applying learning in context, for problem solving, creative and critical thinking.

This can lead to approaches where the more practical elements of teaching and learning, including opportunities for child-initiated learning, are squeezed in or added as a time filler for children finding it difficult to access the core curriculum. As Julie Fisher* suggests, when adults see play as merely recreational or a waste of learning time, its considerable value is overlooked.

So, why should we continue to facilitate child-led learning throughout Key Stage 1?

1. Well-being

First and foremost, when children are in a stimulating environment and have time for spontaneous, child-led learning they not only find learning more enjoyable but are also more highly motivated.

Professor Dr. Ferre Laevers argues that when children are so closely connected to a situation and their involvement is high, then their well-being improves. He explains that well-being is not just reliant on positive, strong relationships, but is dependent on a sense of satisfaction and a belief in one's own competencies.

A UK study published by the Department for Education* found that pupil well-being can predict later academic progression and engagement in school. For example, pupils with better emotional well-being at age 7 had a value-added Key Stage 2 score, 2.46 points higher (equivalent to more than one term's progress) than pupils with poorer emotional wellbeing.

This sends a powerful message that continuing to offer an environment rich in opportunities for practical, self-initiated activities is vital throughout Key Stage 1.



2. Life-long Learning Skills

In addition, child-led learning challenges children to overcome problems in a wide range of meaningful contexts; problems that are social and emotional, as well as intellectual. As they do so, children develop confidence in their own abilities and the independent, creative and critical thinking that we know underpins successful, lifelong learners.

The Characteristics of Effective Learning (CoEL) which have been at the heart of the EYFS since 2012 and form a vital part of planning and observing in the EYFS, are relevant at any age or stage. These characteristics, sometimes referred to as learning behaviours or dispositions, can create a valuable framework for reflecting on effective teaching and learning throughout the school; some primary schools already take this approach, with great success.

The powerful potential of provision to support children's learning behaviours

Playing & 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

Whilst the content of the teaching will change and move on from the EYFS, as will our expectations of the children - the effectiveness of the learning process is paramount and the CoEL provide a very useful common language.

3. Making Links, Embedding Skills & Knowledge

In 'Why Ages 2-7 Matter So Much for Brain Development', Sriram* writes that the period of brain development between the ages of 2 and around 7 offers 'a prime opportunity to lay the foundation for a holistic education for children'

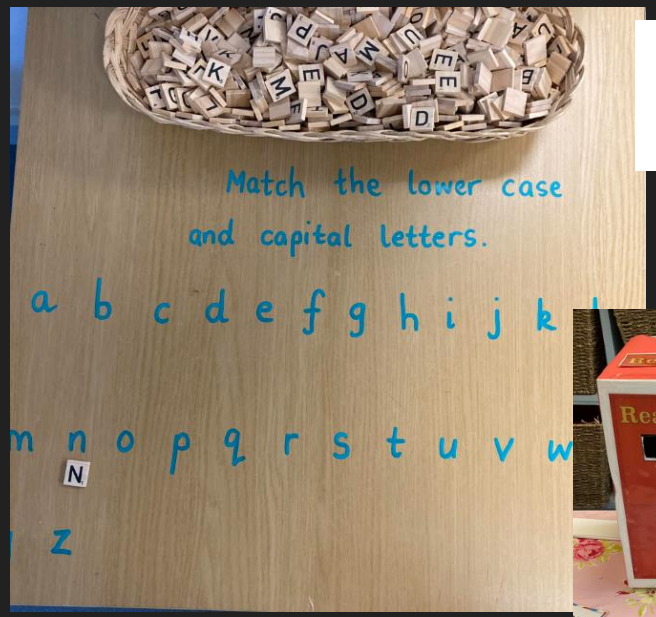
Here, he explains that there are four ways to maximise this period by:
- Encouraging a love of learning
- Focusing on breadth instead of depth
- Paying attention to emotional intelligence
- Not treating young children's education as merely a precursor to "real" learning

More recently, research undertaken by the Education Endowment Foundation* reveals growing evidence of the powerful relationship between self-regulation and metacognition. This reminds us of the critical need to provide opportunities for children to 'Plan, Monitor and Evaluate their own activities; to draw on their prior experiences, set their own challenges and connect learning across the curriculum; driven by self-motivation.'

Encouraging a life-long love of learning

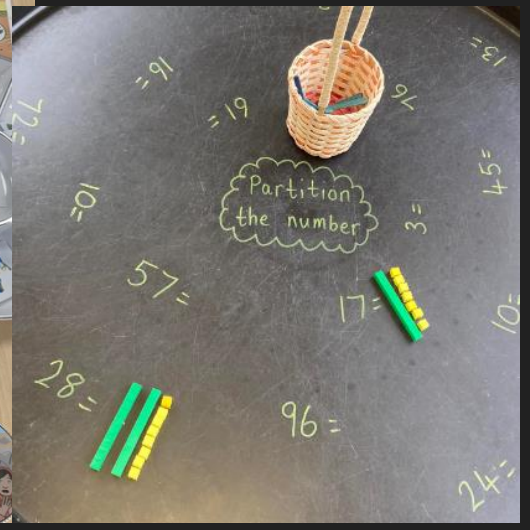


* DFE Study England (2014)
* Why Ages 2-7 Matter So Much for Brain Development, Sriram (2020)
* Metacognition and Self-Regulated Learning, Quigley, Muijs & Stringer Education Endowment Foundation (2018)









TAPESTRY

Rainbow challenges .
I will set rainbow challenges each week that are linked to different subjects. There will always be maths, English and spelling challenges and others will include science, humanities, RE, art/DT or computing.

Once your child has completed the task they collect the corresponding coloured lollystick and add it to their jar.

The challenges usually link to our learning and vary from being a recap or extension of the lesson. Sometimes it is a skills based practice, such as numberbonds or other fluency which is good to revisit all year. For English sometimes it is oral, sometimes written.

Most challenges are hands on and practical. These are recorded on Tapestry with a photo. Any written challenges are also recorded this way so we don't need to file or stick in loads of paper.

Reading in year 1



- Book bands (matched to phonic teaching)
- Reading in class – RIC and pleasure
- Class Classics

Please try to read with your child as much as you can! Reading records will be checked on a Friday.

Class Classics

Year 1
The Velveteen Rabbit
Rainbow Fish
Funnybones
The Owl and the Pussycat
Whatever Next?
Dogger

Homework



- Sent out on a Friday
- Spellings –Spelling Shed
- Talk homework
- Math Homework
- Topic homework per term – complete one activity per week.

- Times Tables (TT Rockstars)
- Teach your monster to read
- White Rose One Minute Maths

Phonics Screen Year 1

In June, all year 1 children are expected to complete the year 1 phonics screening check. The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' or 'alien' words.

If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2 when they will resit the screen in June.

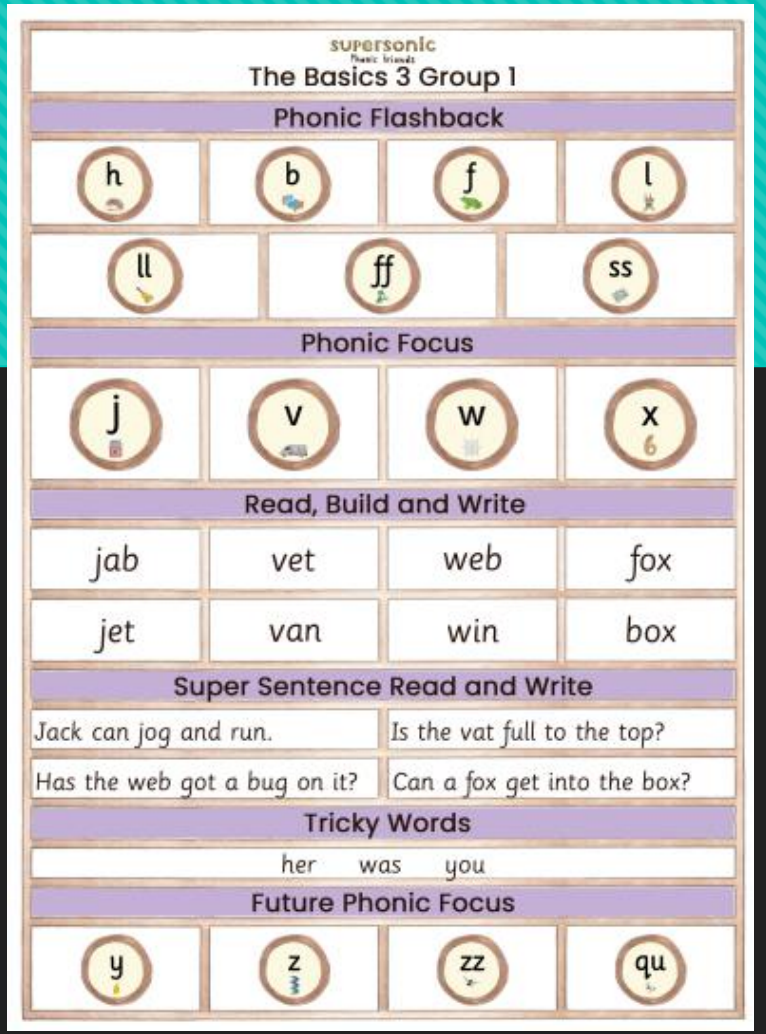
Parent Workshop – 18/09/2026 @ 2.30pm.

Practising Sounds and blending

- Flashcards – having the sounds on cards help children to recognise and read the sounds at pace.
- Orally blending – during conversations with your child, use the opportunity to segment VC and CVC words ie. Can you put the l-i-d i-n the b-i-n? Pause after each word to give your child the opportunity to blend the word aloud before continuing.
- Initial sounds, medial sounds, end sounds – the first stage is to hear the initial sound in a word – if you are practising 's', say a sentence using lots of words beginning with this sound ie. The **s**un is **s**etting in the **s**ky…The last sound in a word is often easy for children to hear and decode as it's the final thing they hear and can be emphasised (although not at the expense of loosing the pure sound)! Medial sounds are trickier, as they are wedged in the middle. Practise stretching out the word so your child can really hear the sound.
- Word building – use flashcards, sound pebbles, chalk, whiteboards, phonic cubes. Children can play around with sounds, building both real and nonsense words – this is key as it helps with Year 1 Phonics Screen.

Helping your child at home

- Work on listening skills
- Practise segmenting and blending
- Look for familiar sounds and words in the environment
- Practise new sounds and graphemes
- Help your child to complete their phonics home learning
- Read with your child, both hearing them and reading to them.
- Play phonics games using sound flashcards, tablet games, I spy, etc.



Parent Helpers



- Reading, Gardening, Arts and crafts
- Contact the office if you can help! They will arrange a DBS check.

AOB

Uniform

- Ensure in correct Uniform, including shoes. No trainers or sandals.
- Hair below should length must be tied up.
- Please label all items – PE clothes included!!

Bottles

- School water bottles are provided, so no need to send in bottle for class, only for packed lunch.

- Date changes – Outdoor Learning Day now on Thursday 24th September
- OPAL presentation & Stay and Play Session Friday 25th September 8.50-10am