

Welcome to the busy class of the Raccoons!

We follow the EYFS (Early Years Foundation Stage) statutory framework, which explains how, and what your child will be learning. Your child will be learning skills, acquiring new knowledge, and demonstrating their understanding through the seven areas of learning and development. Please see the attachment to understand what we are aiming for your child to achieve by the end of this school year.

Early Learning Goals

<div><div>Communication and Language</div><div>Listening, Attention and Understanding</div><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.<div>Speaking</div><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.</div>	<div><div>Personal, Social and Emotional Development</div><div>Self-Regulation</div><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.<div>Managing Self</div><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.<div>Building Relationships</div><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.</div>	<div><div>Physical Development</div><div>Gross Motor Skills</div><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.<div>Fine Motor Skills</div><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.</div>
<div><div>Understanding the World</div><div>Past and Present</div><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.<div>People, Culture and Communities</div><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.<div>The Natural World</div><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.</div>	<div><div>Expressive Arts and Design</div><div>Creating with Materials</div><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.<div>Being Imaginative and Expressive</div><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.</div>	<div><div>Literacy</div><div>Comprehension</div><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.<div>Word Reading</div><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.<div>Writing</div><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.</div>
<div><div>Mathematics</div><div>Number</div><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.<div>Numerical Patterns</div><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.</div>		

We help the children to learn through playing, exploring and being active. This means children will take part in a range of fun, practical activities; some of which are adult led, some guided by adults and some will be child-initiated. Children are born with a natural desire to explore and learn and we can support them in this by creating an enabling environment. We observe carefully and enhance the learning whenever we spot a 'teachable moment'. We strive to ensure our environment is equipped to meet the needs, interests and stages of development of each individual child.

We are a reception class with 45 children, who have been split into two smaller classes called Rosie Raccoons and Ricky Raccoons. We have an experienced team to support and guide the children.





Meet the **TEACHER**

Mrs Locke

Hello! My name is Mrs Locke and I will be your Rosie Raccoon Early Years teacher on Mondays, Tuesdays, Wednesdays and Thursday mornings. I am very excited to meet you all and I know we are going to have a fantastic year together!

MY FAVOURITES:
 Colour: Purple
 Film: Sing 2
 Hobbies: Baking
 Animal: Flamingo
 Sport: Swimming
 Subject: Maths
 Crisp flavour: Cheese and Onion
 Day of the week: Wednesday

Fun Facts:
 This is the start of my fifteenth year of teaching. I have two children. We have a dog called Bullseye.

Meet the **TEACHER**

Miss Morris

Hello! My name is Miss Morris and I will be your Ricky Raccoon Early Years teacher. I am really looking forward to meeting you all and I can't wait for the fun year we have ahead!

MY FAVOURITES:
 Colour: Pink
 Film: Nativity!
 Hobbies: Reading
 Animal: Elephant
 Sport: Swimming
 Subject: Literacy
 Crisp flavour: Salt and vinegar
 Day of the week: Friday

Fun Facts:
 I grew up in Norfolk and lived on a farm looking after and riding horses. I am engaged and currently planning my wedding.




A typical day in Raccoon class starts with a phonics session, following the Little Wandle scheme of learning. The children then have time to explore the classroom and garden during 'busy learning'. The time during the school day that is not spent listening on the carpet or completing individual or group tasks we call busy learning.

Mid-morning we have a snack of fresh fruit or veg. Alternatively, children can bring in a healthy snack from home. Children are provided with free milk until their fifth birthday. If they would like to continue to have milk each day,

families will need to order and pay for this using this link

<https://www.coolmilk.com/parents>







We then have a Literacy and Maths session on the carpet. Then it is back to further exploring in busy learning until lunchtime, which is 11.45am-12.45pm. Every child is entitled to a free school meal until the end of year 2; please see the separate menu tab.

Every afternoon we focus on a different area of the EYFS. These include Maths Monday, Thoughtful Tuesday, Writing Wednesday, Terrific Thursday, and Fine Motor Friday. We plan and provide a range of activities around these themes for the children to explore and develop their skills and understanding.

The children also have regular opportunities to experience:

- PE sessions (weekly from January).
- Weekly balance-ability sessions with a sports coach during the autumn term.
- Weekly music sessions with a specialist teacher, and take part in a Christmas performance.
- Each week the children bring home a new reading book linked to the current letter sounds they are learning during phonics.
- Each term every child will have the opportunity to be our 'focus' child' - more details will follow.
- We enjoy offering cooking and tasting opportunities linked to our current learning theme and ask for donations to support this when necessary.

Our current Long Term Plan is

Raccoons Long term plan 2022-2023	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	All About me! Starting school / my new class / New Beginnings Zones of regulation/feelings Birthdays Friendships	Celebrations Bonfire night Thanksgiving Christmas Story Chinese New Year	Traditional tales Goldilocks and the three bears Jack and the beanstalk The gigantic turnip	Under the sea Animals Pirates Water transport	Transport Air Transport Land transport	People who help us Introduction to 999 Doctors Role play Police/London if interested
High quality Texts	The Colour Monster <u>Maisy's Birthday</u> <u>Hello Friend</u>	Hovis the hedgehog: Bonfire night Strick Man The story of Christmas	Goldilocks and the three bears Jack and the beanstalk <u>The gigantic turnip</u>	<u>Surprising Sharks</u> The treasure of Pirate Frank Lost and Found	Amelia-Jane's Aeroplane <u>Naughty Bus</u> <u>The Train Ride</u>	Emergency The Dog Detectives
'Wow' moments / Enrichment	Birthday Party	Nativity Performances 1st/2nd	Planting Teddy Bear's Picnic	Sealife Centre Hunstanton	Little City visit	Fire station visit Visitors to school inc. police car
Dates to remember/mark	European Day of Languages Halloween	Children in Need Thanksgiving	Valentine's day Chinese New Year Day	Easter Mother's Day		Father's Day

Our observations, interactions and the outcomes are recorded using the online learning journal Tapestry and shared with families at home. This secure website enables staff and families to consistently communicate and celebrate learning achievements. All families are asked to sign an agreement of use during the transition period.



We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



Our school follows the Little Wandle scheme when teaching phonics. All children will take part in daily whole class teaching sessions; learning letter sounds and non-decodable 'tricky words', as well as correct letter

formation which is detailed here.

Ss	Aa	Tt	Pp	Ii	Nn	Mm
Under the snake's chin, slide down and round its tail.	Around the astronaut's helmet and down into space.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down the penguin's back, up and around its head.	Down the iguana's body, then draw a dot for the leaf at the top.	Down the stick, up and over the net.	Down, up and over the mouse's ears, then add a flick on the nose.
Dd	Gg	Oo	Cc	Kk	Ee	Uu
Round the duck's body, up to its head and down to its feet.	Round the goat's face, up to his ear, down and curl under his chin.	All around the octopus.	Curly around the cat.	Down the kite, up and round, down to the corner.	Around the elephant's eye and down its trunk.	Down and around the umbrella, stop at the top and down to the bottom and flick.
Rr	Hh	Bb	Ff	Ll	Jj	Vv
From the cloud to the ground, up the arch and over the rainbow.	Down, up and over the helicopter.	Down bear's back, up and round his big tumbling.	Down the flamingo's neck, all the way to its foot, then across its wings.	All the way down the lollipop.	All the way down the jellyfish. Dot on its head.	Down to the bottom of the volcano and back up to the top.
Ww	Xx	Yy	Zz	Qq		
From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zig down and across the zebra.	Round the queen's face, up to her crown, down her robe with a flick at the end. Quick, it's the queen!		

Every child will bring home a reading book linked to their current knowledge of letter sounds. This will begin with wordless books until they are ready to sound out and blend words. Achievements should be recorded every time they read using our online Go Read app - login details can be requested. Support of the correct pronunciation of letter sounds taught in the Autumn term can be watched here https://youtu.be/-ZtjFIvA_fs