

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 grid below to understand what we are aiming for your child to achieve by the end of this school year.

Early Learning Goals

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



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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.



A typical day in Raccoon class starts with a phonics session, following the Little Wandle scheme of learning. This includes tasks such as learning new phonemes, recalling previously taught phonemes, blending phonemes together to read a word, recalling tricky words, and writing words and sentences. We then have a daily handwriting session which may include gross or fine motor body movements, mark making and then progressing onto correctly forming letters on the page. The children then complete a carousel of fine motor tasks for 10 minutes, before having 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 'Drawing Club' literacy session or a Maths session on the carpet. Sometimes the children will be expected to complete a follow up task in smaller groups or one to one. 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.







Each afternoon begins with either a 'Drawing Club' literacy session or a Maths session. During the course of the afternoon we cover the whole school art, PHSE and RE curriculums, as well as alternating between PE and forest school sessions each Wednesday. There is also a weekly music session with a specialist teacher, and the children take part in a Christmas performance. Balance-ability sessions are timetabled in with a specifically trained teaching assistant to meet the needs of our children. We plan and provide a range of activities around our current theme for the children to explore and develop their skills and understanding.

We strive to promote a love of reading and have a wide variety of texts that we share throughout the school day. Each week the children bring home a new reading book linked to the current letter sounds they are learning during phonics, as well as a storybook for their adults at home to read to them.

Each term every child will have the opportunity to be our 'focus' child' where we make a detailed observation about your child over the course of a week. Their next steps are shared and their achievements celebrated. They will choose a story sack to bring home which contains a variety of tasks to complete at home and then share with their peers in class.

Each Friday we attend the whole school assembly and celebrate our star learners!

Our current Long Term Plan is

Raccoons Long term plan 2023-2024	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	All About me! My new class New Beginnings Zones of regulation/feelings Family and friendships Birthdays	Celebrations Halloween Bonfire night Thanksgiving Christmas Story Chinese New Year	Pirates Maps Problem solving Famous pirates Floating and sinking	Under the sea Water transport Animals Mermaids	Growing Healthy eating Life cycles Growth	Journeys Sequencing Transport Where in the world are we? Where can we travel on foot?
Drawing Club high quality texts, traditional tales and animations	The Colour Monster Three Little Pigs Curious George's Birthday Maisy's Birthday Goldilocks	Christopher Pumpkin Little Red Hen Funnybones; ghost train The Christmas Pine The house that Santa built Postman Pat; Christmas	The Night Pirates Peter Pan Captain Pugwash Treasure of Pirate Frank Popeye; Pirates	Tiddler Little Mermaid Captain Pugwash; monster ahoy The Singing Mermaid Pinocchio	The Odd Egg Jack and the Beanstalk Pink Panther in pink posies Oliver's Vegetables Enormous Turnip	We're Going on a Bear Hunt The Gingerbread Man 100 Decker Bus Dick Whittington Funnybones
Physical Development Enhancement	Forest School or GetSet4PE Introduction to PE: Unit 2	Forest School or GetSet4PE Introduction to PE: Unit 2	Forest School or GetSet4PE Gymnastics: Unit 1	Forest School or GetSet4PE Gymnastics: Unit 1	Forest School or GetSet4PE Games: Unit 1	Forest School or GetSet4PE Games: Unit 1

Kapow Art	Drawing: Marvellous Marks	Drawing: Marvellous Marks Seasonal Craft: Salt dough decorations	Painting and mixed media: paint my world	Craft and design: Let's get crafty Seasonal Craft: egg threading	Sculpture and 3D: creation station	Whole school art project Seasonal Craft: Salt painting and suncatchers
Kapow PHSE	Self-regulation: my feelings	Building relationships: special relationships	Managing self: taking on challenging	Self-regulation: listening and following instructions	Building relationships: my family and friends	Managing self: my well being
Keychain Computing	n/a	E safety Sequencing Algorithms	Algorithms Sorting Patterns	Sequencing Algorithms Data Handling	Accessing the computers and learning to log in	Numbots
'Wow' moments/ Enrichment	Birthday Party at the local park	Library visit Church visit Nativity Performances	Little City visit	Sealife Centre Hunstanton	Planting	Teddy Bear's picnic
Reading cafe themes	n/a	Stickman - Christmas craft themed	n/a	Snail and Whale - literacy themed	n/a	The Gruffalo - maths themed
Dates to remember/mark		Halloween Children in Need Thanksgiving	Valentine's day Chinese New Year Day	Easter Mother's Day		Father's Day

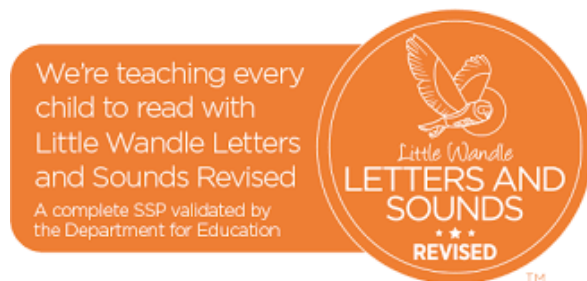
Maths - following the NCETM Mastering Number programme.

Music - a weekly lesson with a specialist teacher.



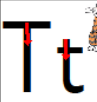





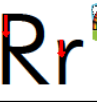


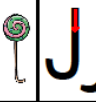




Our observations, interactions and the outcomes are recorded using the online learning journal Tapestry and shared with families at home. This secure website enables staff and families to consistently communicate and celebrate learning achievements. All

families are asked to sign an agreement of use during the transition period.



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 
Down the snake from head to tail.	Around the astronaut's helmet and down into space.	Down the tiger and across its neck.	Down the penguin's back, up and around its head.	Down the iguana and dot the leaf.	Down, up and over the net.	Down, up and over the mouse's ears.
Dd 	Gg 	Oo 	Cc 	Kk 	Ee 	Uu 
Round the ducks' body, up to its head and down to its feet.	Round the goat's face and curl under its chin.	All around the octopus.	Curl around the cat.	Down the kite, up to the top corner and down to the bottom corner.	Around the elephant's eye and curl down its trunk.	Down and around the umbrella, and back down to the ground.
Rr 	Hh 	Bb 	Ff 	Ll 	Jj 	Vv 
From the cloud to the ground and over the rainbow.	Down, up and over the helicopter.	Down the bear's back, up and round his tummy.	Down the flamingo to its foot and across its wings.	Down the lollipop stick.	Down the jellyfish and dot its head.	Down to the bottom of the volcano and back up to the top.
Ww 	Xx 	Yy 	Zz 	Qq 		
Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl around the string.	Across the top of the zebra's head, zig-zag down its neck and along.	Round the queen's face, down her robe and a flick at the end.		

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 in their reading record. Support of the correct pronunciation of letter sounds taught, an overview of the programme, a grapheme mat and tricky words, are detailed on a separate tab.

We are looking forward to a fantastic year of learning together!