

Purbrook Infant School

Learning and Growing Together



Brief Overview

- The school year so far
- The EYFS curriculum
- Behaviour and rewards
- Reading at home and at school
- Maths
- Communication
- Writing



The Staff



The school year so far

- Transition
- Baseline assessments
- SeeSaw
- Thank you!

	9:05 – 9:25	9:30 – 9:45	9:45 – 10:55	11:10 – 11:25		12:55 – 1:00	1:05 – 1:20	1:20 – 1:35	1:35 – 2:30	2:40 – 3:00
Monday	Assembly	Key Person Time								Story time
Tuesday	8:45 – 11:15 Welcome time, settling in etc.	Key Person Time	Discovery Time	Phonics	Lunch 11:45 – 12:45 Register 12:50 – 12:55				Discovery Time	
Wednesday		Literacy				Number sense	Maths	Funky fingers		Book talk
Thursday	PNA									
Friday	Assembly	Key Person Time							Rotation	Story time



Our New Curriculum!

Year Group	Curriculum	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Overarching Theme	Magical Me	What a Disaster and Christmas	Into the Wild	Explorers	There's only one Earth	Up, Up and away
	Question to explore....	<i>What makes me Magical?</i>	<i>What is a disaster? Were there Elves in the Stable?</i>	<i>Whose are those claw marks and where do they go?</i>	<i>Would you find a Polar bear in the Rainforest?</i>	<i>What can you find in the ocean?</i>	<i>Do all Superheroes fly?</i>
	STIMULUS	MAGICIAN VISIT	PURBROOK LOCAL AREA TRIP	PURBROOK LOCAL AREA TRIP MARWELL TRIP			RANGE OF SERVICES IN
Year 1	Overarching Theme	Up, Up and Away	Stories around the world and Christmas	Into the Wild	What a disaster	There's only one Earth	
	Question to explore....	<i>Is there a man in the moon?</i>	<i>What's for Christmas dinner?</i>	<i>What's growing in Mr McGregor's garden? Which creature has the sharpest teeth?</i>	<i>Can baking bread change a city?</i>	<i>Is plastic fantastic?</i>	
	STIMULUS	PLANETARIUM VISIT IN		DINO DAY IN MARWELL TRIP	FIRE PERSON VISIT IN	EMSWORTH TOWN	
Year 2	Overarching Theme	Up, Up and Away	Stories around the world and Christmas	Into the Wild	What a disaster	SATS There's only one Earth	
	Question to explore....	<i>How long does it take to fly around the world?</i>	<i>Did all Victorians Rock around the Christmas tree?</i>	<i>What's growing in the forest?</i>	<i>What happens at Sea?</i>	<i>What are we Eating?</i>	
	STIMULUS		PORTSMOUTH	MARWELL	HMS VICTORY (DOCK YARDS)		

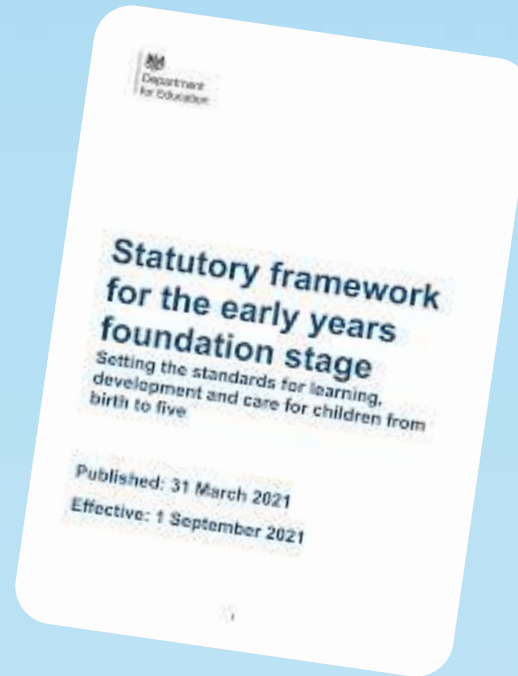
Year 3	STIMULUS	Up, Up and Away	Stories around the world and Christmas	Into the Wild	What a disaster	SATS There's only one Earth
Year 4	STIMULUS	Up, Up and Away	Stories around the world and Christmas	Into the Wild	What a disaster	SATS There's only one Earth
Year 5	STIMULUS	Up, Up and Away	Stories around the world and Christmas	Into the Wild	What a disaster	SATS There's only one Earth
Year 6	STIMULUS	Up, Up and Away	Stories around the world and Christmas	Into the Wild	What a disaster	SATS There's only one Earth



Behaviour and Rewards



Early Years Curriculum



Reading at home and at school

- The Early Years Foundation Stage Profile says that by the end of Year R, children should be able to:

“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”

“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.



Reading at home and at school

In later life, Literacy has been found to have a relationship with depression: 36% of those with low literacy were found to have depressive symptoms.

People who read books regularly are on average more satisfied with life, happier, and more likely to feel that the things they do in life are worthwhile.



Children who read books often at age 10 gain higher results in vocabulary, spelling and maths tests at age 16 than those who read less regularly.

If all pupils in England read for enjoyment almost every day, the boost to Key Stage 2 performance would be the equivalent of an 8% rise.

16 year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.



Reading at home and at school



Reading at home and at school

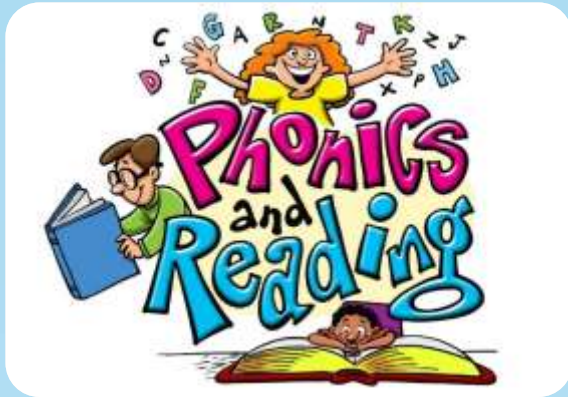
Your child should have brought home a Reading Message book.



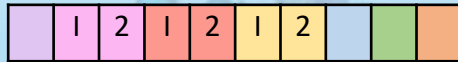
18.10.23	<i>"The Gruffalo"</i>	<i>"Loved this book"</i>	<i>Mum</i>
19.10.23	<i>"The Lost Teddy"</i>	<i>"Read well, told a story using the pictures"</i>	<i>Miss Wigmore</i>



Reading at home and at school



s	S	a	at	p	i
n	m	d	g	o	
c	k	e	u	r	
h	b	f	l	j	
v	w	x	y	z	
qu	ch	sh	th	th	



Reading at home and at school



Maths – make it count

The Early Years Foundation Stage Profile says that by the end of Year R, children should be able to:

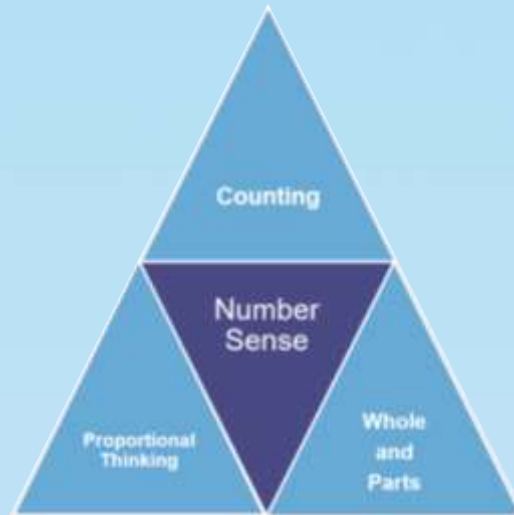
“have a deep understanding of number to 10, including the composition of each number; subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.”

“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.”

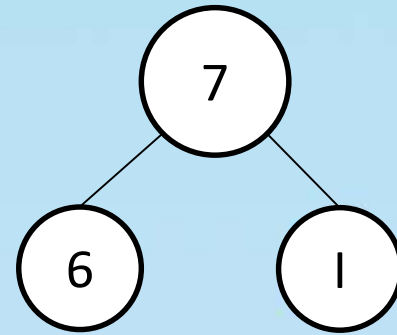
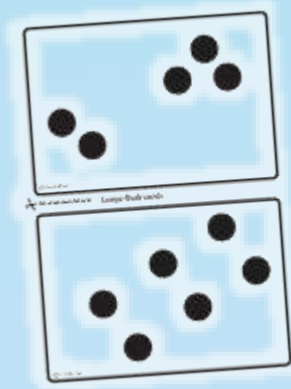
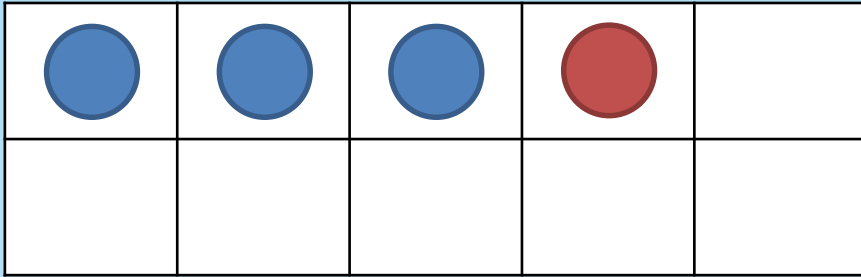


Maths – make it count

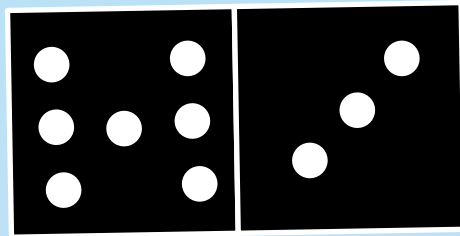
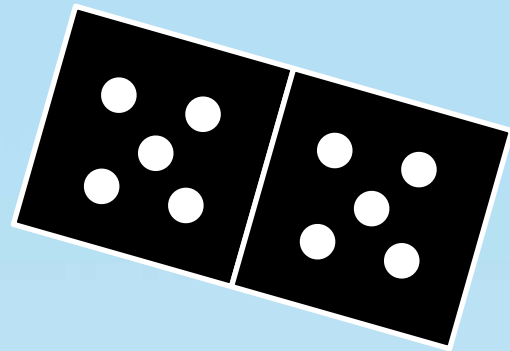
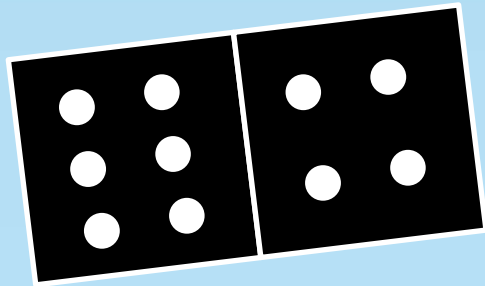
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Early maths skills			1	2	3		4	5					



Maths – make it count



Maths – make it count



Communication

Why is communication so important?



Communication

How can I help my child to communicate?

Tip #1:

Get your child's attention

Face your child or sit down with them. Say their name before you start speaking.



Tip #2:

Give them time to think

Children need more time than adults to think about what they've heard, and to decide what to say back. Give them time to respond and look at them while you wait.



Tip #3:

Make it easier to listen

Turning the music, radio or TV off helps children focus on your words.



Tip #4:

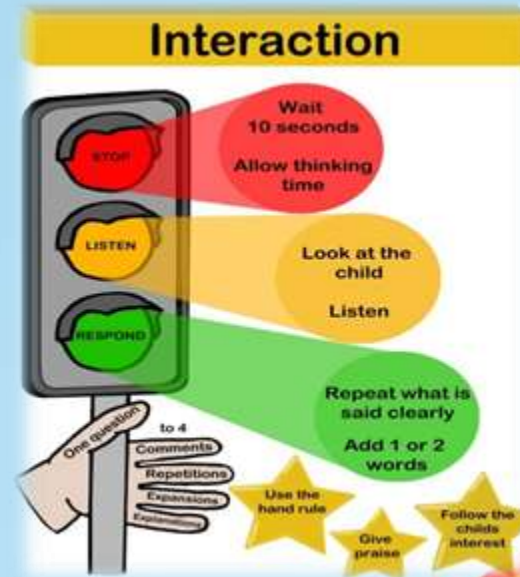
Build on what they say

Adding one or two words to what they say helps your child onto the next stage of talking. So, if your child says "bus" you say "Yes, big bus".

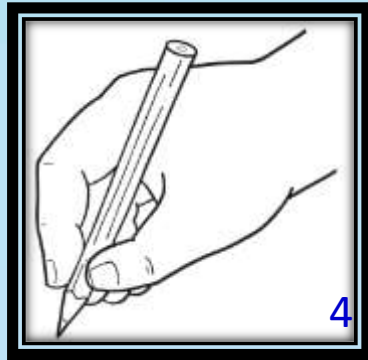


Communication

How can I help my child to communicate?



Writing



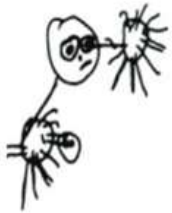
Writing

Children need to write at different angles including vertical, lying upside down and lying on their tummies.



Writing

Mark-making is **the most** important step in early writing.



Pictures.



Random scribbling.



Scribble writing.

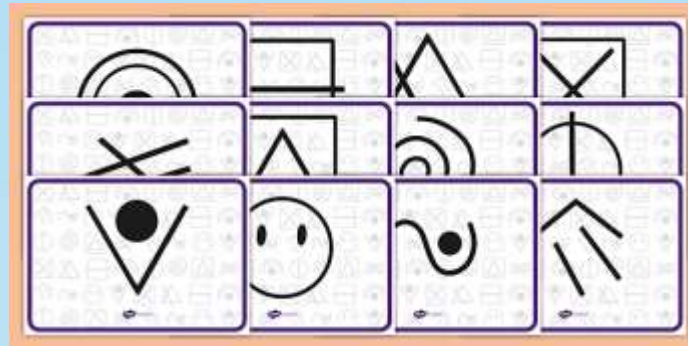


Symbols that resemble letters.



Writing

What are secret symbols?



Celebration time!

We will walk down
together to your
children's classes.

