

EYFS

Squirrel class

Grow Learn Persevere Succeed

School Values:

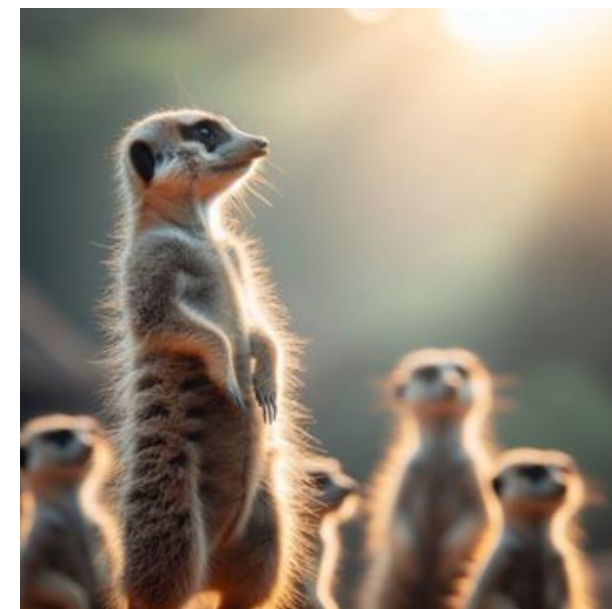
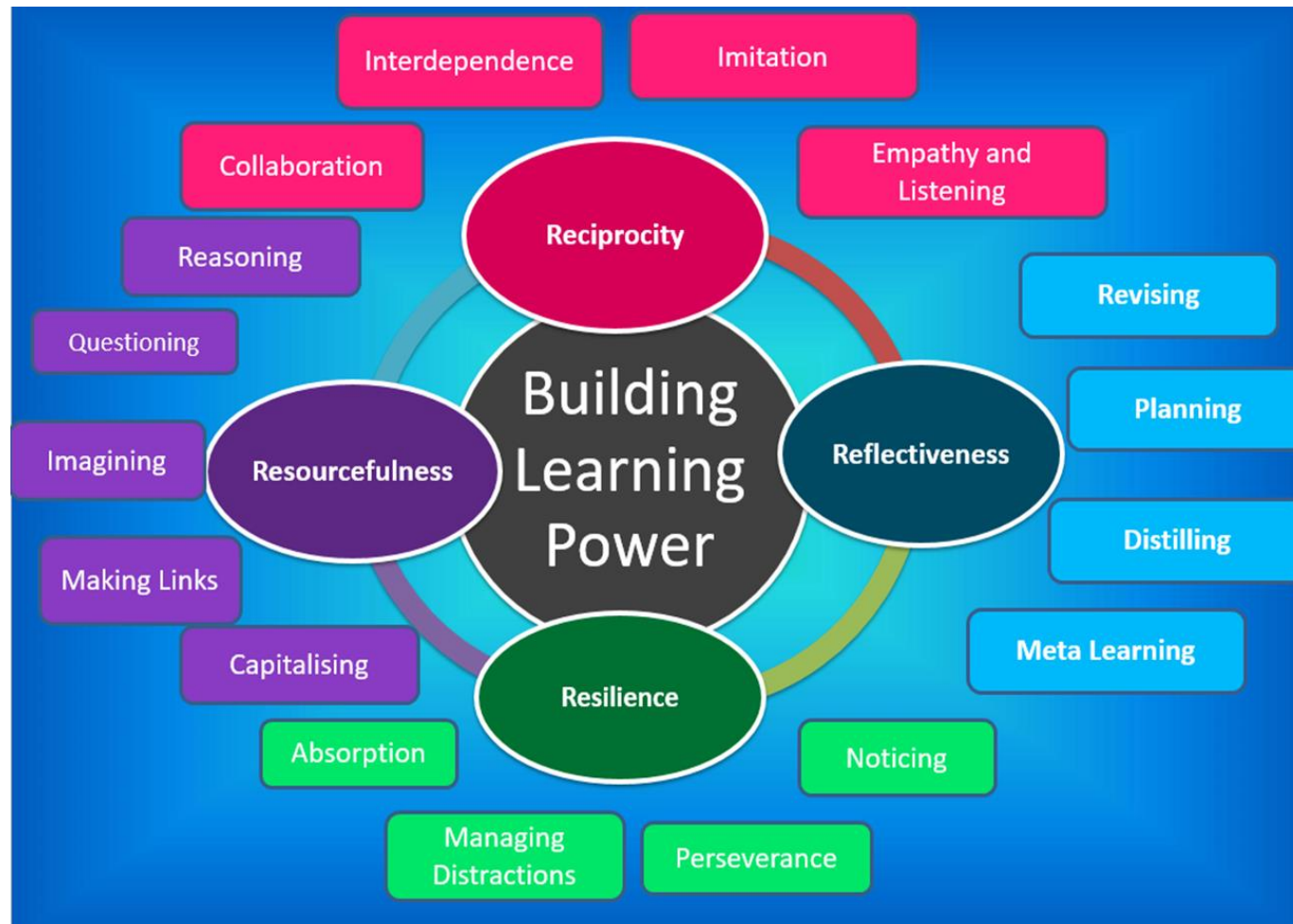
- Friendship
- Courage
- Positivity
- Resilience
- Respect
- Excellence

School Rules:

- Listen to all members of staff
- Walk quietly through the school
- Line up silently
- Kind words
- Kind hands
- Kind feet

Building Learning Powers

- **Building Learning Power (BLP)** is an approach to learning that we teach throughout our school as it helps children:
- Learn more and enjoy learning
- Become better learners
- Become lifelong learners
- BLP enables our children to understand how they learn. It helps them learn how to face challenges confidently. BLP equips our children with the skills and attitude to learn in all situations in their lives, both now and in the future.



Entering and leaving the school

- The school day starts at 8.45am and children who arrive after this time are marked as late
- The gates open at 8.35am allowing a ten-minute window for arrival
- The school day finishes at 3.15pm
- Please keep the zig-zag lines outside the school clear for emergency vehicles
- Children are asked to walk round the school and place any scooters/bikes in the shelters
- For health and safety reasons, children are not allowed on any school play apparatus before or after school

Behaviour- Behaviour and Anti-bullying Policy on website

- Staff use positive behaviour management strategies
- Respect of each other and good manners are modeled and praised
- Great Leighs is a Therapeutic School which encourages discussion around behaviours and particularly when issues between children arise
- Zones of Regulation are used to help children identify their feelings and how to manage them and better understand the feelings of others
- Consequences are used to help children learn to understand and manage their behaviours.

Special Educational Needs and Disabilities

- SEND Lead is Mrs Chamberlain
- Wide range of support in school including speech and language, mentoring, social skills, interventions to support learning
- In class support from support staff including reading, social skills groups and small group interventions

Snack and lunchtime

- As we are a healthy school, KS1 children are provided with a fruit snack daily and are allowed to bring a treat, such as a bag of crisps, on a Friday
- Water bottles required daily – filled with water!
- A two/three-week rolling menu is in place and is sent via parentmail
- School lunches must be booked by midnight two days before the day required
- Promote a healthy packed lunch – no sweets or fizzy drinks
- Nut, sesame and egg free school

Breakfast and stay and play clubs

- Breakfast Club: 7.45 – 8.45am
- Stay and Play Club: 3.15 – 6.00pm
- Bookings to be made 4 days in advance

Squirrel Class staff:

Mrs Turner- Monday-Thursday

Mrs Lee- Friday

Mrs Willis- Monday-Friday

Mrs Dodd/Miss Cunningham/Miss Bergin across the week

What to bring to school:

- book bags
- reading record, books and word list books
- named water bottle
- named PE kit (to stay in school)
- hat/gloves, coat, suncream etc
- PE- appropriate for outside

Please ensure toys are not brought in.

Typical timetable:

- Arrive 8.35-8.45 (after this time is marked as late)
- Assembly- readers/intervention
- English/Topic
- Free flow activities (child initiated and adult-led)
- Phonics
- Story
- Lunch
- Maths
- Free flow activities
- Handwriting
- Home time 3.15

RE, PSHE, ICT, Science, History, Geography

The Prime areas of learning

Communication and
Language

Physical Development

Personal, Social and
Emotional Development

Specific areas of learning

Literacy

Mathematics

Understanding the
world

Expressive arts
and design

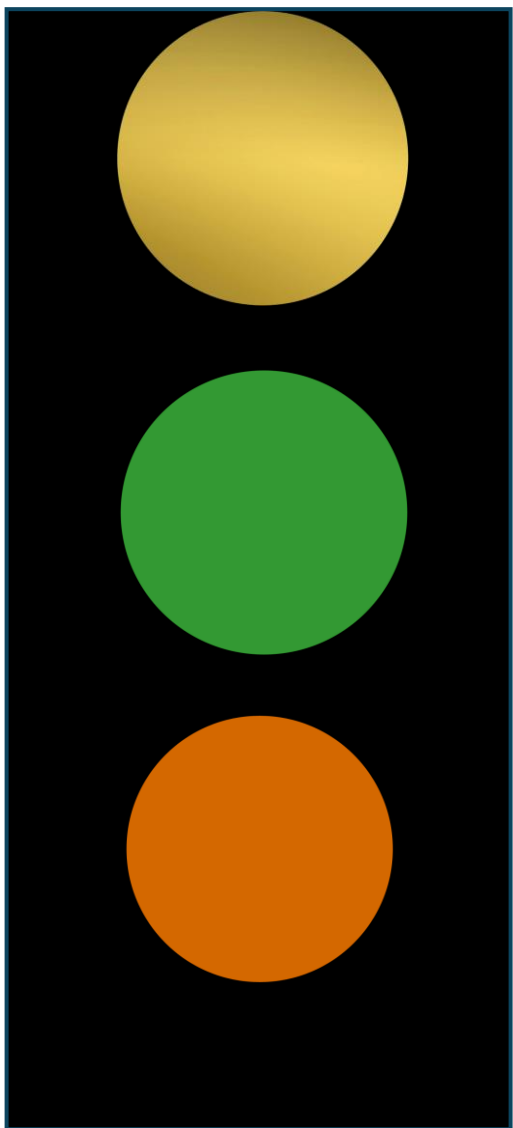
Recent changes to EYFS curriculum:

- Professional judgement- Tapestry
- Greater emphasis on C+L and vocab
- Self-care- healthy eating and oral health
- 2025- safeguarding and welfare- safer eating
- 2026- screen use

PE- Wednesday and Thursday

Forest School- Thursday (**Summer term**)

Homework- given on a Friday and due in following Monday



Yearly overview- topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Autumn	People Who Help Us	Fairy Tales	The Great Outdoors (Boydell's trip)	

Reading

Picture books

Level 2

Level 3

Level 4

**Please read 5
times per week!**



- Books will be changed on a Monday and Thursday
- Children will take home a Rhino Reader book and a Reading for Pleasure book
- The Rhino Reader book will mirror the Phonics level the children are on
- The Reading for Pleasure book is intended to be shared with an adult. It may not be a book that they can read independently

- Here is a suggested weekly plan to make the most of your child's reading books
This suggested plan is to help provide opportunities to improve fluency, develop vocabulary and practice comprehension skills as well as develop a love of reading

	Monday (New books)	Tuesday	Wednesday	Thursday (New books)	Friday	Saturday	Sunday
Rhino Reader/ Book Band book	Discuss the book title and blurb Practise sounds and tricky words	Practise sounds and tricky words Read book	Re-read book focusing on comprehension	Discuss the book title and blurb Practise sounds and tricky words	Practise sounds and tricky words Read book	Re-read book	Re-read book focusing on comprehension
Reading for Pleasure book	Discuss the book title and blurb	Read book	Re-read book focusing on comprehension	Discuss the book title and blurb	Read book	Re-read book	Re-read book focusing on comprehension

What to look at:

- What do you think the book is about?
 - What characters are in the book?
 - What is the title of the book?
 - Author/illustrator
-
- What do you think is going to happen next?
 - How do you think they are feeling?
 - What happened in the story? What was your favourite part?
 - What sounds/HFW's can you spot?

End of year expectations:

Literacy:

ELG 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

ELG: 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.

ELG: 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.

Mathematics

ELG: 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.

ELG: 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

How to support your child:

- Encourage independent change and practise buttons and zips
- Going to the toilet and washing hands independently
- Using a knife and fork
- Sharing/turn taking games
- Fine motor activities- threading beads, tweezers, playdough, construction etc
- Letter and number formation
- Spotting numbers and letters/words when out and about

Class email:

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