



Hoylake Holy Trinity C of E Primary
School

F2 Welcome Meeting

Meet the EYFS Team



Mrs Graham
F2 Teacher



Mrs Brown
F2 Teacher
Early Years Lead



Mrs Williamson
F2 Teacher



Mrs Lewis
Teaching Assistant



Mrs Coburn
Teaching Assistant



Miss Birch
F1 Teacher



Miss Schorah
F1 Teaching Assistant

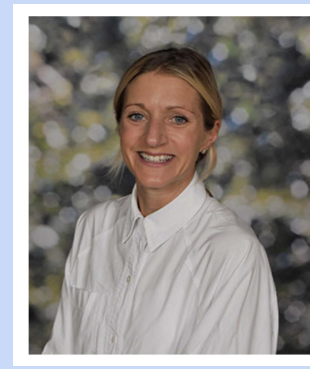
Other Members of our School Team



Mrs Wright
Head Teacher



Miss Harper
Deputy Head Teacher/SENCO/
Safeguarding Lead



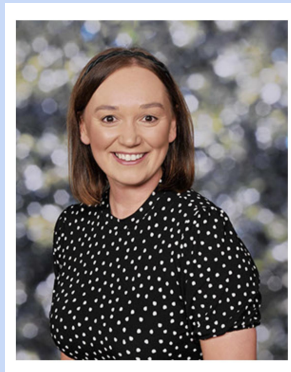
Mrs Pillow
Assistant Headteacher
KS1/EYFS Lead



Mrs Walton
HLTA



Mrs Davies
HLTA and ELSA



Mrs Loftus
ELSA support



Mrs Dakin
Office Team



Mrs Evans
Office Team

Other staff:
Anthony (PE Specialist)
Mrs Pearson (Music Specialist)
Mrs Woodward (PPA cover)

Children in EYFS work towards their ELG at the end of Reception. There are 7 altogether.

3 prime areas

Communication & Language

PSED

Physical Development

4 specific areas

Maths, Literacy, Arts&Design
And Understanding the world.



Expressive Arts and Design
Creating with Materials
- 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.
Being Imaginative and Expressive
- 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.

Understanding the World
Past and Present
- 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.
People, Culture and Communities
- 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.
The Natural World
- 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.

Communication and Language
Listening, Attention and Understanding
- 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.
Speaking
- 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.

Personal, Social and Emotional Development
Self-Regulation
- 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.
Managing Self
- 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.
Building Relationships
- 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.

Physical Development
Gross Motor Skills
- 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.
Fine Motor Skills
- 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.
Mathematics
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.
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.

Literacy
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.
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.
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.

Topics in Foundation 2

All our plans are underpinned by high quality books and stories.

Autumn Term	Spring Term	Summer Term
This Is Me Transition Ourselves, Funny Bones Autumn: Harvest Festival Autumn Changes	Alien Invasion Space! Dinosaurs!	Mini beasts and life cycles Aaaarghh Spider Yucky Worms
Light and Dark Bonfire night Diwali Winter Christmas	Animals Chinese New Year/Zodiac Safari Habitats	Our World Traditional tales The beach and coast - oceans Environment - plastic pollution in the sea. Transition for Year 1

These are broad themes that can change depending on the cohort.

We have daily phonics, maths, and topic lessons. Our classroom continuous provision (areas to play) will reflect our topics, for children to continue their learning through play.





Play is meaningful

Children play to make sense of the world around them, and to find meaning in an experience by connecting it to something already known. Through play, children express and expand their understanding of their experiences.

Play is joyful

Look at children – or adults – playing, often smiling and laughing. Of course, play may have its frustrations and challenges (Who gets the first turn? Why can't I make this block building stay up?), but the overall feeling is one of enjoyment, motivation, thrill and pleasure.

Play is actively engaging

Watch children playing, and you will usually see that they become deeply involved, often combining physical, mental and verbal engagement.

Play is iterative

Play and learning are not static. Children play to practice skills, try out possibilities, revise hypotheses and discover new challenges, leading to deeper learning.

Play is socially interactive

Play allows children to communicate ideas, to understand others through social interaction, paving the way to build deeper understanding and more powerful relationships.



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As well as adult inputs, we make sure we have lots of time for PLAY! Children's play creates powerful learning opportunities across all areas of development. Play allows children to communicate ideas, to understand others through social interaction, paving the way to build deeper understanding and more powerful relationships. Children play to make sense of the world around them, and to find meaning in an experience by connecting it to something already known.

What is COOL Time?!
Choose Our Own
Learning!



We have continuous provision time (COOL TIME) on our timetable but there is lots of planning and support that goes into play. It's easy to think 'they only play all day'. Play does not mean there are no boundaries - we carefully set up experiences or use the children's interests to set up areas, the children use respect and kindness (HHT values). Adults support children through modelling and extending language - the calling of the fire brigade, dialling 999, before engaging with the child in dialogue about fire engines, rescue, emergency and scenarios. This supports: PSE development, CL, PD, and UW. Geography - maps, History - important people, Art - expression and using loose parts, Literacy - reenacting scenarios, Maths - number recognition.

Baseline Assessments

As well as getting to know your children and making sure that they are happy and settled, this half term also involves each F2 child completing a statutory government assessment known as the baseline.

Lots of the children have done this already with their class teacher. It's absolutely nothing to worry about. We work hard as a team to make sure the children are at ease and usually not even aware that they're being assessed! It basically provides information about your child's starting point as they begin their school journey - focusing on literacy and numeracy skills.

As well as this, we will do our own teacher assessments. Again, in a very relaxed, fun way. These assessments enable us to plan next steps for each child and consider these in our planning.

General reminders...

Please keep the school office informed of any medical conditions or medications. Particularly anything new or if things change...

All inhalers and epipens etc must be accompanied by a consent form from the school office and given to the class teacher.

Inhalers and epipens etc are stored in classrooms. Calpol and other medicines are stored in the school office.

Free School Meals

All children in F2 are entitled to free school meals.

They have a choice between hot and cold meals - menu was sent on Parent App and also on Tapestry.

Water bottles- these should be named and children are to take them home each day to be washed out.

Pupil Premium - if you think you are eligible, please let the office know.

Snack/ Toast/Milk

Children can bring in 20p a day (£1 for the week/ £6 for the half term) and have a piece of toast each day.

Children can also bring in a healthy snack to have at morning break. We provide a free piece of fruit during afternoon break.

If your child is attending an afterschool club, please provide them with a healthy snack.

Children can be signed up to have milk if they still wish to- [Cool Milk](#)

OPAL

Outdoor Play and Learning



We are proud to be an OPAL school - committed to ensuring that all children have at least one hour of outstanding play every school day. At HHT we plan for and invest in play, in the same way as we do for other curriculum areas.

We are just starting our OPAL journey, but you will start to see changes to our playtimes soon - children may come home a bit messier than normal!

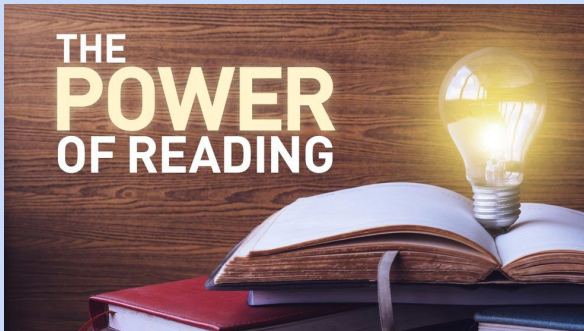
We have launched Freedom Fridays - children have access to both playgrounds on site and can mix with different year groups.

Early Reading and Writing



Creating a love of reading in children is potentially one of the most powerful ways of **improving academic standards** in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world, than to enable them to become **truly independent readers.**



Our vision

At Hoylake Holy Trinity CE Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively with confidence, fluency and understanding, through speaking and listening, reading and writing. By the time children leave our school, we also want every child to take pleasure in reading and writing across a range of genres and have a strong motivation to read for a variety of purposes.



We...

Read
Everyday
And
Discover

Expands vocabulary

Strengthens writing ability

Enhances knowledge

Increases imagination and creativity



What is Phonics?



- Phonics = the sounds in our language.
- From a very early stage, children develop awareness of different sounds in spoken language (eg. T t t t - Thomas, b b b b box, c c c cup)
- They develop understanding that spoken words are made up of different sounds (phonemes) and they learn to match these phonemes to letters (graphemes).
- This approach has been shown to provide an efficient way for most young children to learn to read and spell.

• https://www.youtube.com/watch?v=p_6Jb0-3qz8&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=2

This half term we will start to
introduce 2 x sounds a week.

We listen to it, say it, see it,
write it...

Fred Talk

- Say "hello" to Fred, he helps the children learn to read and spell
- Fred can only talk in sounds... He says "d -o- g" Not dog. We call this Fred Talk.



Spelling: Fred Fingers

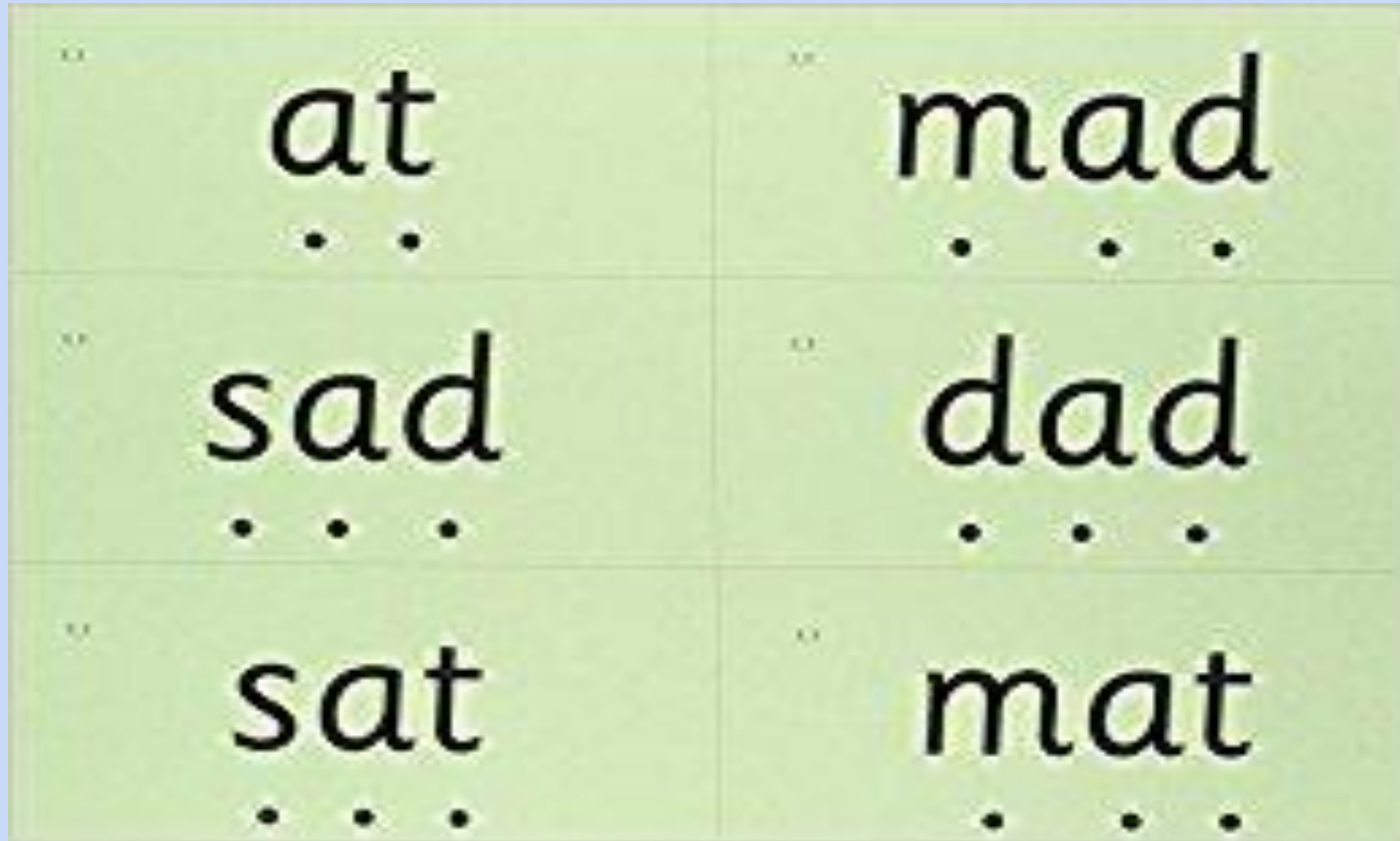
We segment sounds to spell and we blend sounds to read...

C - u - p

H - u - sh



Decodable Words (Green Words)



Learning to read:

Use letter sounds, not letter names

Red Words

Words that cannot be decoded - we just have to learn them!

I	the
you	your
said	was



'Alien' Words

ot



vap



osk



ect



'What a load of
nonsense'

Ways you can support your children at home:

- Reading together - school books, magazines, comics, non-fiction
- Short and sweet activities - sound hunts, sound bingo, eye spy
- Sound-talking
- Find real objects around your home that have three phonemes (sounds) and practise "sound talk". First, just let them listen, then see if they will join in, for example, saying:
 - "I spy a p-e-g - peg." "I spy a c-u-p - cup."
 - "What a tidy r-oo-m!"
- Apps: Alphablocks, Teach your monster to read, Pocket phonics

Getting ready for writing

- We will model how to form letters (graphemes) correctly using the RVI rhymes, so that children can eventually acquire a fluent and legible handwriting style.
- We teach lower-case letters initially and then capital letters in the summer term.
- As most writing will be in lower-case letters it is useful if you can use these at home.
- A good start is for your child to write their name correctly, starting with a capital letter followed by lower-case letters.
- Spelling is harder than reading words - praise!
- Little and often
- It's ok if they are spelling phonetically.

RWI Rhymes for Letter formation

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair, and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, up to the top and across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				



Strive for 5

Our reading rainbow!

At the end of each week, we will record how many times each child has read (aiming for 5 times a week!)

When your child reaches a certain number of reads (30, 50, 70, 95, 120) etc... they will move their name up the rainbow. The idea being, that by the end of the year, they will have moved along all of the colours of the rainbow!

Homework

Learning away from School.

We want to spark children's imaginations and provide them with opportunities and experiences to develop their '**Awe and wonder**'.

Each half term, we will provide you with 6 activities to complete when you can. Photos can be uploaded to Tapestry. We will share and celebrate these with the children.

We will also provide optional activities relating to Phonics and Maths which we would encourage you to complete.

Other ways you can help at home: Modelling how to tidy up....

What's in the book bag...

Reading record - to record reads (5x a week).

School reading book - to read WITH your child and for them to eventually read to you.

Reading for pleasure book - to read TO your child.

'Wow moments' speech bubble

Sound and letter formation mats - we will send flashcards home each week when we think children are ready.

Leaflet

As part of our parent partnership, we will be running some phonics workshops later on in the year (January time). Please sign up when the dates are organised if you can and come and experience a phonics lesson with your child and class teacher.

Termly stay and read sessions - come into school and read with your child

School trips - Queen's Park and West Kirby Library

As always...please let us know if there is anything more we can support with or if you have any questions.

Collect your child's reading bag and HAPPY READING!

Thank you for listening.

