

Early Years @ Bowdon Church



OUR VISION

"I HAVE COME THAT THEY MIGHT HAVE LIFE AND HAVE IT IN ABUNDANCE" JOHN 10:10

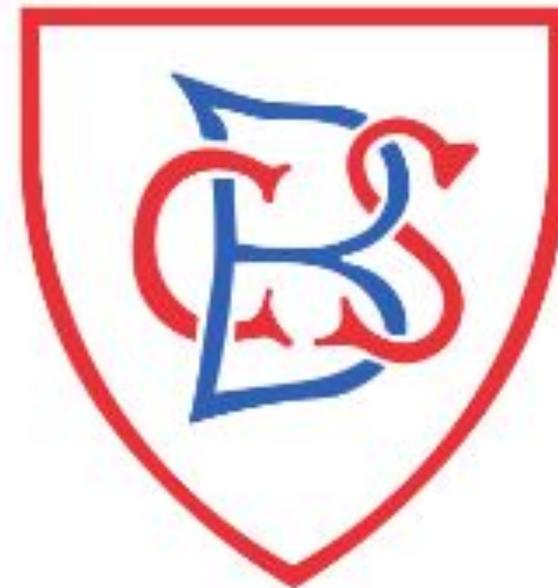
OUR MISSION

PURSUING EXCELLENCE TOGETHER,
SECURE IN THE LOVE OF GOD



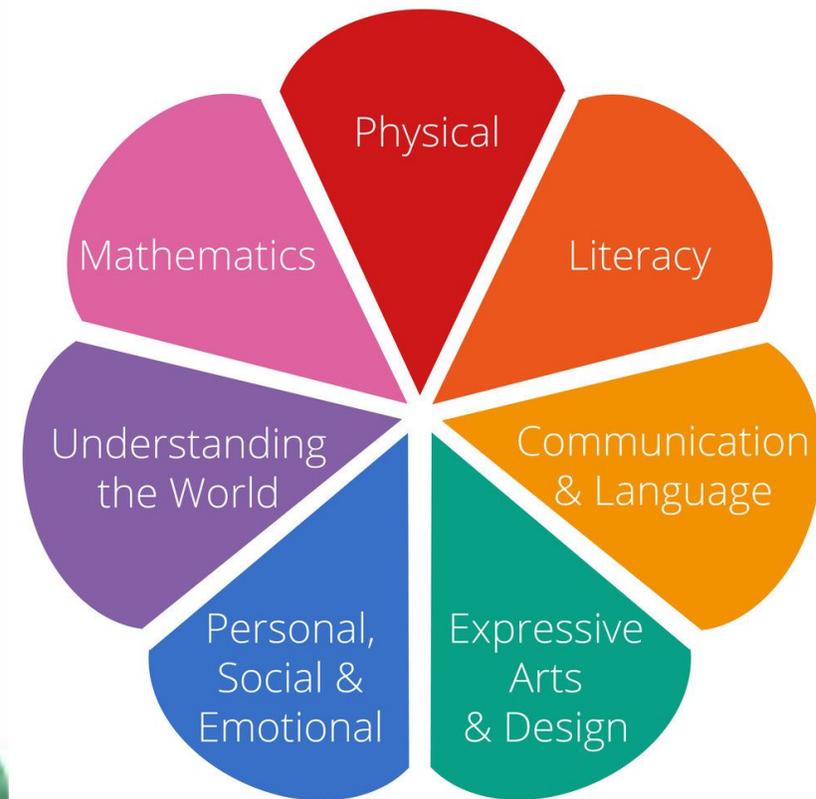
The aim of our Early Years at Bowdon Church School is to:

- *Activate their own natural desire to learn and build strong foundations for good future progress through school and later life.*



Implementation

- There are 7 areas of learning and development which we focus on the Early Years Foundation Stage curriculum. These seven areas are:





Communication and Language, Physical Development and Personal, Social and Emotional development are the three prime areas.

Let's talk!

These are crucial in our Early Years environment for igniting children's curiosity, building their capacity to learn and form relationships and thrive.



This curriculum is split into 6 topic themes over the year. Carefully selected texts, rhymes and songs are chosen to ensure pupils are receiving a broad and balanced curriculum that will **deepen their communication and language skills.**



Long Term Planning Overview in Early Years- Reception



2023-2024

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic overview (These themes may be adapted to allow for children's interests)	<u>We are Bowdon Superstars</u>	<u>Changing Seasons</u>	<u>Twinkle Twinkle little star</u>	<u>If you go down to the woods today</u>	<u>Down in the jungle...</u>	<u>All aboard the express train!</u>
Communication and Language Overview	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what the children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give them an opportunity to thrive. Through conversation, story telling and role play, where children will share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Communication and Language Focus C and I is developed throughout the year	Learn and use new vocabulary linked to topic/shared stories. Extend vocabulary by discussing meaning of vocab found in books. Engage in story time by answering questions	Learn and use new vocabulary linked to topic/shared stories. Extend	Learn and use new vocabulary throughout the day. Engage in <u>non-fiction</u> books and	Articulate ideas into sentences and use connectives to join ideas. Engage in story times by focusing	Engage in stories by retelling familiar stories in detail to a visitor/friend.	<u>Assessment of ELG</u> Continue to develop their vocabulary and explain

Aim= Inspire and engage for all

Our curriculum promise

- Daily Phonics
- Daily Maths
- Daily favourite five (during snack time)
- Daily story time (Home time)
- Re, PSED, understanding the world, expressive arts input each week
- Literacy writing focus each week.
- Physical development incorporated daily – Gross motor, fine motor, activities



Enhancements to our curriculum

- Trips
- Visits to the local area
- Church
- Food tasting and cooking
- Visitors
- Celebrating our community and culture
- Crafts and creativity





Parent visitors

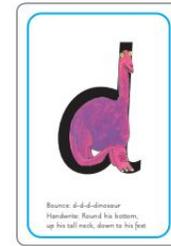
- We love parents coming in and giving talks to the children about their job/special talents or heritage. Last year we had:
- Police dog handler
- Fireservice
- Nurses
- Sign language
- Eid, Diwali and Lunar New Year
- Farmer
- Dentist

Read Write Inc

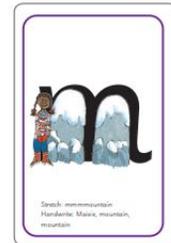
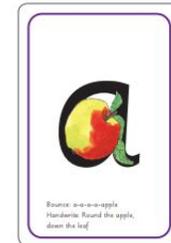


We teach children to read and write in Reception in a very systematic way using Read, Write Inc.

- 1) Read the sounds
- 2) Blend the sounds into words
- 3) Read the words in a sentence and story.



- 1) Make marks
- 2) Form letters correctly
- 3) Write words using taught sounds.
- 4) Write a sentence with support
- 5) Write a sentence independently
- 6) Write multiple sentences using a capital letter and full stop.





Read Write Inc

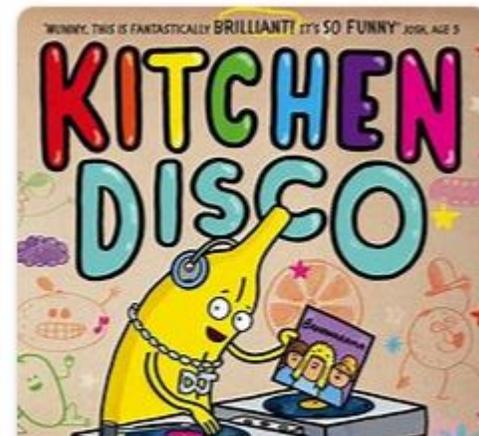
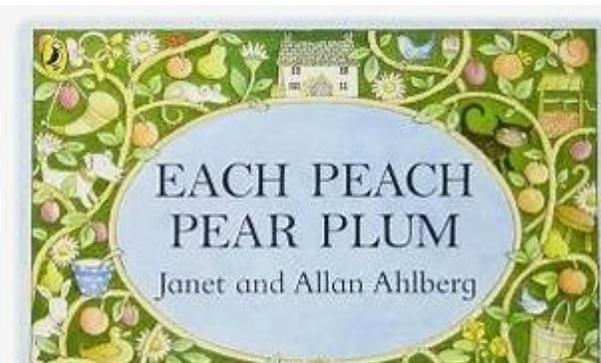
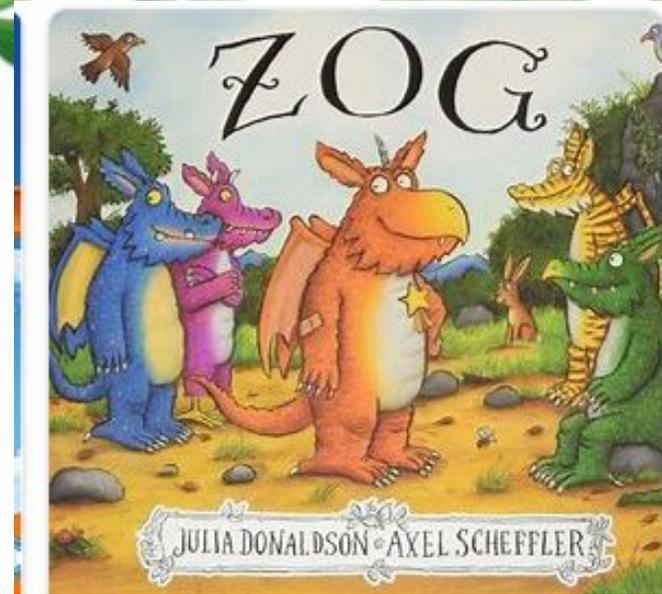
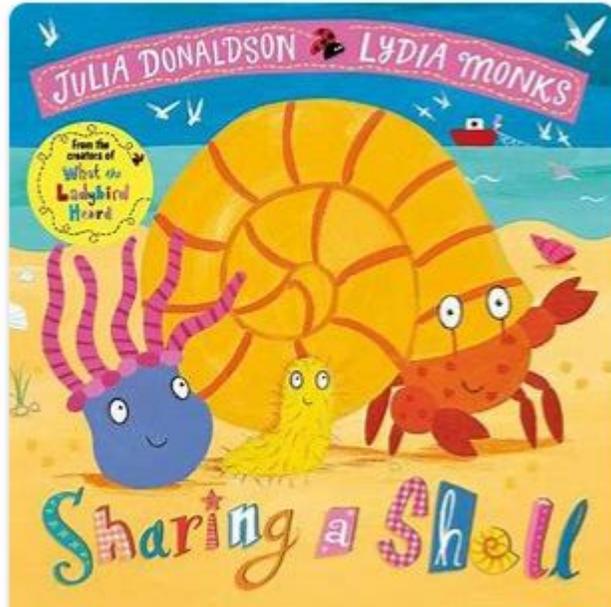
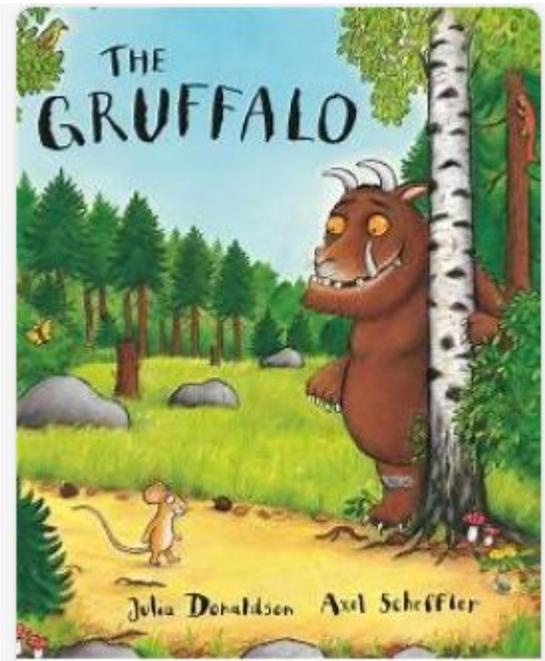
All children begin phonics together. We know that some pupils will have started their phonics journey at nursery.

All children will be taught to read, blend, segment and write the sounds.

We will screen the children before October half term and they will be put in phonics groups. This is when reading books may begin to come home for the children can blend.



Favourite five



“They just play in Reception”

The power of continuous provision

“Play gives children a chance to practice what they are learning.” -Mr. Rogers

Everything has a purpose.

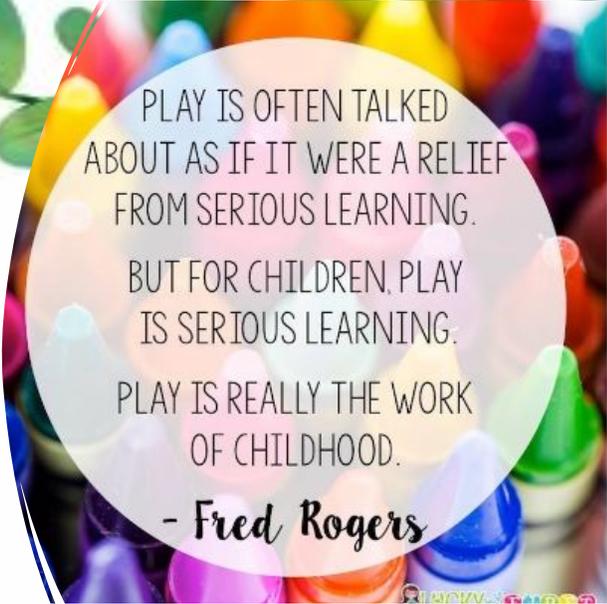
Everything has been chosen for a particular reason.

Explore, create, investigate, problem solve and discuss

Continuous provision is our third teacher

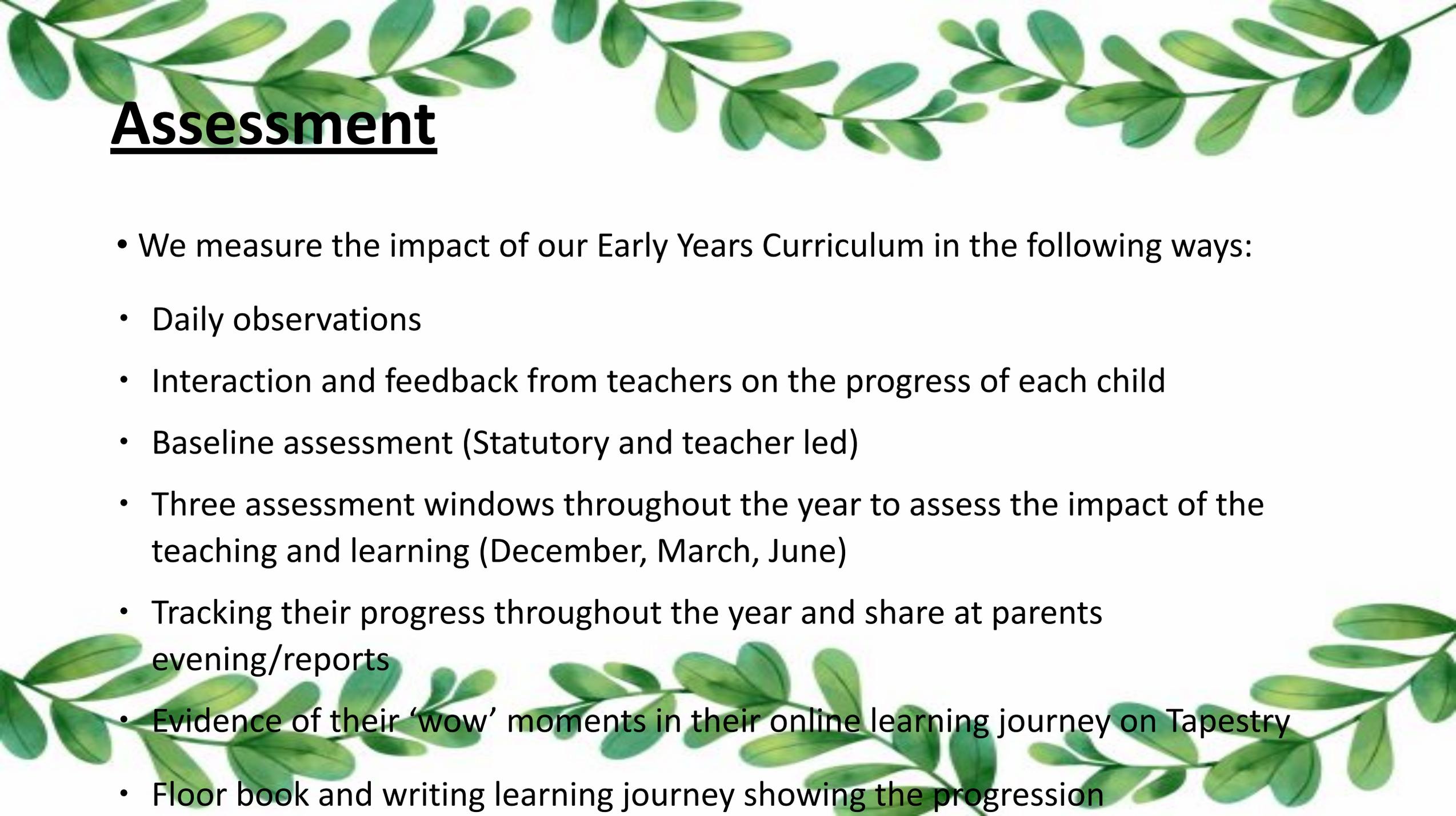
Continuous provision

- Our indoor and outdoor learning environment is designed to encourage children to extend, challenge and deepen their understanding.
- These environments allow for independence, curiosity and hands on play-based learning.
- Challenges are provided in each area to extend their learning.
- Adult engagement in these areas allow us to enhance our provision through knowing when to stand back and observe, question the children to extend and develop their learning, model and intervene to support teaching and learning.



PLAY IS OFTEN TALKED ABOUT AS IF IT WERE A RELIEF FROM SERIOUS LEARNING. BUT FOR CHILDREN, PLAY IS SERIOUS LEARNING. PLAY IS REALLY THE WORK OF CHILDHOOD.

- Fred Rogers



Assessment

- We measure the impact of our Early Years Curriculum in the following ways:
- Daily observations
- Interaction and feedback from teachers on the progress of each child
- Baseline assessment (Statutory and teacher led)
- Three assessment windows throughout the year to assess the impact of the teaching and learning (December, March, June)
- Tracking their progress throughout the year and share at parents evening/reports
- Evidence of their ‘wow’ moments in their online learning journey on Tapestry
- Floor book and writing learning journey showing the progression

Reception Baseline Assessment

What is the RBA?

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It became statutory for all schools from September 2021.

What does participating in the RBA mean for my child?

The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

How will the RBA benefit my child?

The RBA will provide an opportunity for your child to have valuable one-to-one time with their teacher at an early stage, so the teacher can get to know your child better. It will provide a helpful snapshot of where your child is when they enter reception, so they can be supported in the most appropriate way.



Standards
& Testing
Agency



TAPESTRY
ONLINE LEARNING JOURNAL



Share 'WOW' moments with you and celebrate their learning.

One image a week- single, group or class photograph and description to show a special moment we want to celebrate.

You can share 'WOW' moments from home too! We would love to share these in the classroom.

Receive an activation email to login.

Please do not share these images on social media. We need consent to upload





Google Classroom

This will be our way of communicating and sharing information with you.

We will post phonics sounds, homework and reminders of upcoming events.

Letter of intent for each half term will be posted here too.

Homework

Here is a list of suggested activities for our Reception homework this term. We would love for you to try one or more of the activities listed below. Also, feel free to suggest your own ideas/activities. We would love to see them! Please share any images with us using tapestry. A Log for tapestry has been emailed. Please let us know if you have not received this-check your junk box. At the end of Autumn term two, we will have a showcase in the classrooms. This will be a great opportunity for your child to share their learning from home with their peers. Please ensure all homework has been sent in before Friday 18th October.



Go on an Autumn walk and collect leaves, conkers, acorns etc	Create an Autumn picture using leaves	Create a healthy breakfast	Look out for Autumn pumpkins in the shops/farm. Are they big/small? Can you find any pumpkins that are not orange?	Visit a library/bookshop and share a story with a grown up.
Look out for matching pairs in your house. Can you help sort the washing and match up the socks?	Harvest focus-Go to the shops. Discuss which items have been grown on a farm. Buy a vegetable/fruit that you haven't eaten before. Did you like	Get a paint brush and some water. Practise your letter formation on a wall/on the floor outside.	Go on a welly walk. Splash in puddles, stomp in leaves and squelch in the mud.	Look at pictures/videos of you as a baby. Discuss how you have grown and changed. What did you like to do as a baby? What do you like to do now?

Letter sounds, letter formation and a reading book

Star of the Day!



Congratulations to _____

for _____

WELL DONE!



Date _____ Signed _____



ink saving



What can you do to support your child?

- Daily bedtime story
 -
 - Lots of conversations (Who, what, when, where and how)
 -
 - Develop fine motor skills and hand strength (Playdoh)
 -
 - Practise their daily sounds and letter formation using correct phrases
 -
 - Read their reading book every night to support fluency
- 

Housekeeping points

Please label all jumpers, cardigans and coats

Waterproofs and wellies needed in school in a drawstring bag. Outdoors in all weather-
Need to be labelled.

No backpacks- we don't have the room.

Water bottles every day

One piece of fruit for snack.

Gates will close at 8:40 every day. We begin phonics at 8:45am.

No toys in school. We are introducing show and tell. We will inform you of the dates soon.

Sorry about the mess/marks on our clothes/shoes- We are learning



Christmas nativity

Monday 9th December pm - RBR nativity @ 9:30am

Tuesday 10th December am- RB nativity @ 9:30am

Tuesday 10th December pm- RSM nativity @ 2:15pm



Our door is always open

A young child with short brown hair, wearing a green patterned shirt and dark pants, stands in a field of tall sunflowers. The child is smiling and looking towards the camera. The sunflowers are in various stages of growth, with some fully bloomed and others still budding. The background is a dense field of green foliage and sunflowers.

We must teach our
children to smell the
earth, to taste the rain,
to touch the wind, to
see things grow, to see
the sun rise and night
fall – to care.

John Cleall

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