

Who's Who?



Mrs Burlton -
Headteacher



Mrs Smith
Class teacher
Monday,
Tuesday and
Friday



Mrs Dunn
Class teacher:
Wednesday and
Thursday.



Miss Richards and
Miss Pudney
Teaching Assistant
Monday - Friday

FD



Mrs
Butcher
SENCO



Mrs
Prebble
Office
Manager



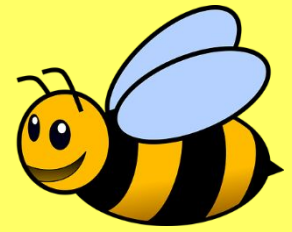
Mrs Sivyer
Meal
Supervisor

Timetabl

Week 2	8.30-8.50	8:50-9:00	9:9:30	9.30-10	10-10:15	10.15	10.30	10.50-11.50	11.50-12.15	12.15-1.15	1.15-1.45	1.45-3	3-3.15
Monday	Early Morning Work	Sensory circuits	Phonics s and name writing	Own Learning	Snack	break	worship	Own Learning	Maths		PE- cricket	Own Learning	Story
Tuesday			Phonics A and name writing	Own Learning			Own Learning	Maths	Drawing Club		Own Learning		
Wednesday			Worship	Own Learning	PSHCE and snack		Phonics Day t And name writing		Own learning		Own Learning	Forest School	
Thursday			Phonics p and name writing	Own Learning			worship	Own Learning	RE		Drawing Club	Own Learning	
Friday			Handwriting - Write Dance	Own Learning				Own Learning	Maths		Drawing Club	Own Learning	

Term 1: PE kits on Mondays, Forest School clothes on Wednesdays. Wellies to stay in school.

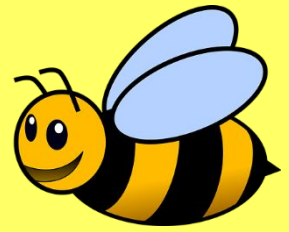
Phonics



We follow the Floppy's Phonics programme



Reading



When I say to a parent,
"read to a child"
I don't want it to
sound like medicine.
I want it to sound like
chocolate.
- Mem Fox

The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.
Dr. Seuss



Reading at High Halden

'Reading is to the mind what exercise is to the body' - Richard Steele

- Phonics- Daily sessions in yr R/1
- Lots of opportunities to read- independently, with teaching staff, with volunteer readers and with their peers
- Shared reading- class teachers read to the class every day

We also encourage book talk and reading recommendations at different times across the week. Remember children are encouraged to bring any texts they have enjoyed and to share them with their peers.



Reading for Pleasure at Home

 **Supporting Readers at Home** 

 Open University research suggests there are three important ways to support readers and a love of reading.







Read Aloud

Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.





Family Reading Time

Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.





Book Chat

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!







Children who read, and are supported as readers, develop strong reading skills and do better at school.

For more ideas see the OU website: www.ourfp.org

Look out for your bookmark which gives you ideas on what to talk about when reading at home



EYFS/KS1

Questions to ask your child when reading

Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us

During the reading of the book:

What is happening in the pictures?

- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is....? Is he/she friendly/ mean/nice....?



Questions to ask your child when reading

At the end of the book:

- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character was....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?



Count objects, actions and sounds.

Compare numbers.

Subitise

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Link the number symbol (numeral) with its cardinal number value.

Compare length, weight and capacity

Count beyond ten.

Maths

Continue, copy and create repeating patterns.

Explore the composition of numbers to 10.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can

Automatically recall number bonds for numbers 0-5 and some to 10.

Understand the 'one more than/one less than' relationship between consecutive numbers.

EYFS Curriculum Titles

Topic Title	This is Me	Once Upon a Journey	Paws, Claws, Whiskers and Tails	Are We Nearly There Yet?	Celebrate Together!	Oh I do like to be beside the Seaside!
Enquiry Question	How do Families Compare?	What are the important places in my world?	Which animals live in different parts of our world?	How has Transport Changed?	How do celebrations around the world compare?	How does the coast compare to High Halden?

Learning Overviews



Communication and Language

Our first English text is 'Peace at Last' by Jill Murphy. Our main focus for this text is oral retelling of the story. The children will also draw images and attempt to write labels to represent parts of the story.



Literacy

This term we will teach the level 1 sounds and helpful words from our Floppy Phonics scheme. The children will learn to identify the initial sound in words.

The children will also be encouraged to give meaning to the marks they make when drawing, painting or collaging.

Learning Overview Bumblebees Term 1 This is Me!

Spiritual Development

- 04/09 - Team Building Day
- 26/09 - Harvest Festival
- 30/09 - Kindness Challenge
- 07/10 - Hello Yellow

Enrichment

- ★ Forest School- Every Wednesday
- ★ British Food Fortnight- End of Sep/Beg of Oct
- ★ Local area walk at end of term 1

Maths

The focus will be exploring the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. There will also be a focus on 3 sided and 4 sided shapes.



Personal, Social and Emotional Development

The children will learn the classroom values/rules and routines and will begin to form relationships with the adults in the classroom as well as their peers. This term we will also be encouraging the children to be independent in their self care routines such as washing their hands and going to the toilet.



Knowledge Organisers

Bumblebees Term 1 Knowledge Organiser

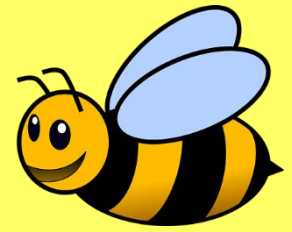
This Is Me



 village	 family
 community	 school
 home	 High Halden

How Do Families Compare?

Trips and Activities



BLUE ZONE



sad



tired



sick



bored

I can try...



stretch

GREEN ZONE



happy



calm



feeling ok



ready to learn

I can try...



drink water

YELLOW ZONE



frustrated



worried



silly



excited

I can try...



deep breaths

RED ZONE



angry



terrified



yelling



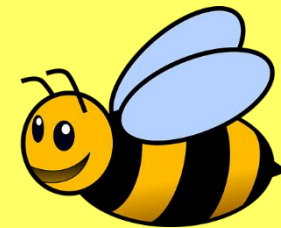
hitting

I can try...



take a break

Home Learning



Term 1 Week 5

Sounds to Practise

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r

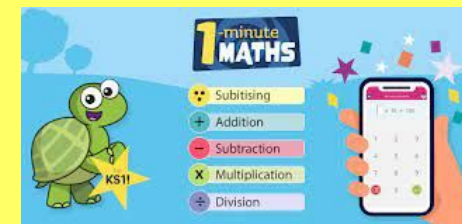


Words to practise reading

sock	cup
pack	sun
get	red

Tricky Words to read

I	to	go
no	the	

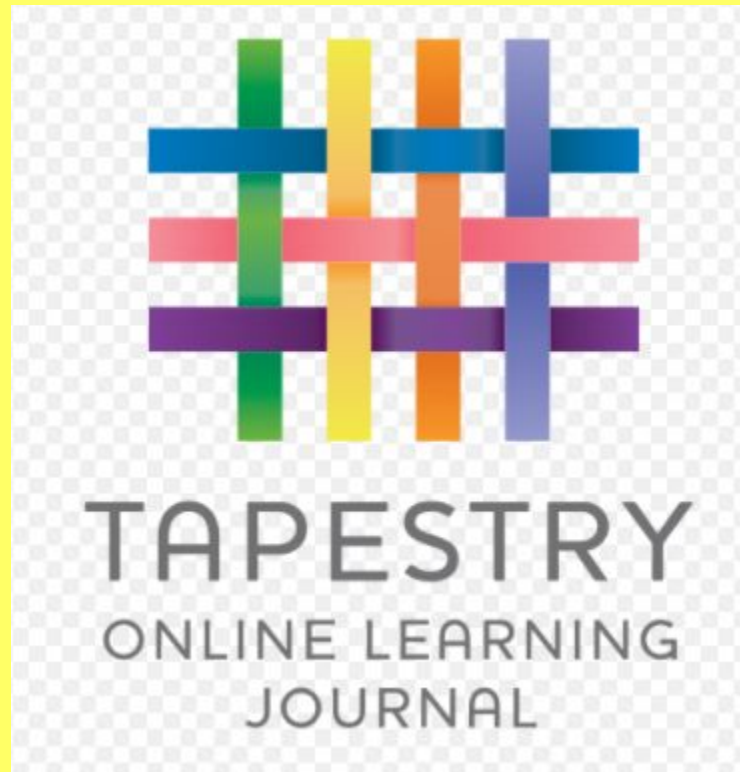


Dojo

The screenshot shows the Dojo Classroom interface in a web browser. The browser's address bar displays the URL: <https://teach.classdojo.com/#/classes/59ad74de4041ccd61e340541/points>. The page title is "Bumble Bees". The navigation bar includes "Your classes", "Classroom" (selected), "Portfolios", "Class Story", "Messages", and "Settings". Below the navigation bar, there are tabs for "Students" (selected) and "Groups", along with a "View reports" button. The main content area displays a grid of student profiles, each with a unique avatar and a score of 0. The students listed are:

Avatar	Name	Score
Whole Class	Whole Class	0
Arthur Honeysett	Arthur Honeysett	0
Bobby Beaney	Bobby Beaney	0
Daeni A	Daeni A	0
Dolly A	Dolly A	0
Dylan A	Dylan A	0
Elias Moore	Elias Moore	0
Faye Burtenshaw	Faye Burtenshaw	0
Fenton Cahill	Fenton Cahill	0
Grace Lusher	Grace Lusher	0
Isabella Maxted	Isabella Maxted	0
Liberty Williams	Liberty Williams	0
Margaret Connors	Margaret Connors	0
Mary Connors	Mary Connors	0
Micheal A	Micheal A	0
Molly A	Molly A	0
Montana Ackleton	Montana Ackleton	0
Scarlett Buncock	Scarlett Buncock	0
Scarlett Moore	Scarlett Moore	0
Summer Tebbutt	Summer Tebbutt	0
Teddy Le Marechal	Teddy Le Marechal	0
+		

At the bottom of the interface, there is a toolbar with various tools: "Toolkit", "Attendance", "Select multiple", "Random", "Timer", "Big Ideas", "Student accounts", and "Invite parents (50%)". The Windows taskbar at the very bottom shows the system tray with the time 22:53 and date 29/08/2018.



<https://www.youtube.com/watch?v=espJ96TJHV8>






Attendance

Why Attendance Matters

There are only **190 school days** in a year — every single one is a chance to learn, grow, and thrive. 🌱 When children miss school, even just a few days, it can have a big impact on their progress and wellbeing. That's why we ask families to work with us to keep attendance **as high as possible- we aim for 100%**, but understand that occasionally children will be too unwell for school. Attendance **below 95%** is a worry for us.

How Parents Can Help

Together, we can support every child's success by building strong attendance. Here's how you can help:

-  Ensure your child arrives on time, every day
-  Call us if your child is too unwell to attend
-  Book medical or dental appointments **outside school hours** where possible
-  Avoid term-time holidays — these **cannot** be authorised
-  Reach out if you need support with attendance or punctuality — we're here to help

**MOMENTS
MATTER,** how you
**ATTENDANCE
COUNTS.**

