



St Anne's Catholic Primary School

Parent Partnership Meeting





St Anne's Catholic Primary School

Meet the Team



Mrs Bromley
Scotland Teacher



Mrs J Henesy
Wales Teacher
& EYFS Lead



'Living and working as Jesus taught us.'



Mr L Anderson
Headteacher



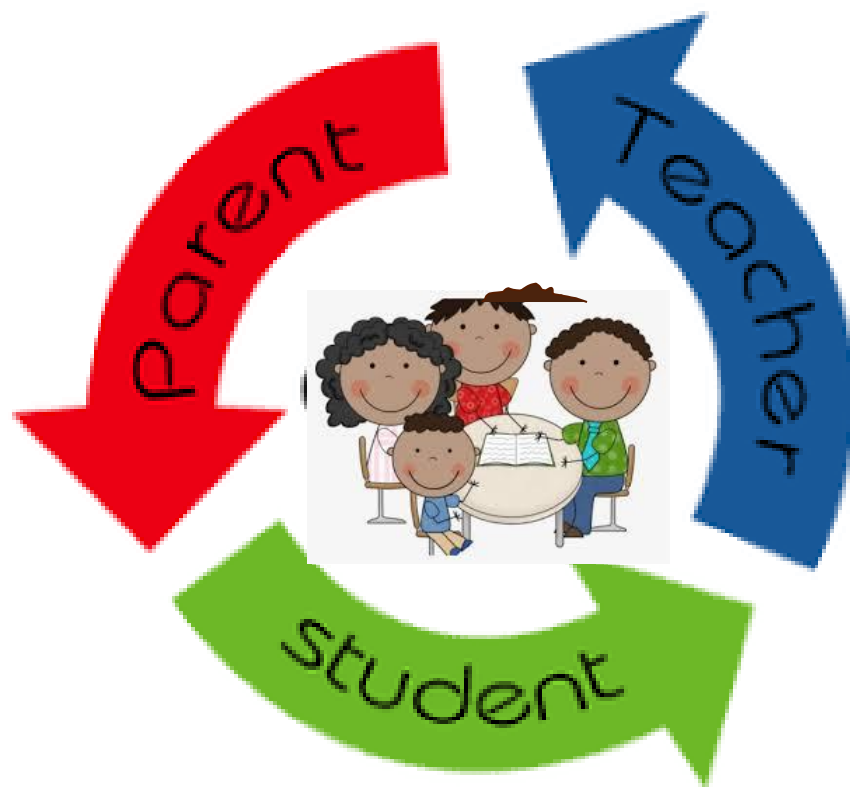
Mrs L Bannister
Deputy Head



Mrs K McCrystal
School Business Manager



St Anne's Catholic Primary School



At St Anne's we strongly believe in 'Parents as Partners'. We recognise the fundamental nature of working in partnership with all families to support your child in building a solid foundation for their current and all future learning.



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The development of a child's spoken language underpins all seven areas of learning and development of the Framework and is a key focus in our language rich Early Years setting.





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Early Learning Goals

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.

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.

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.

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.

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.

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.

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.



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What does this look like for
maths?





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Maths is.....sorting





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Maths is ... recognising, understanding and creating patterns





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Maths is – counting and making amounts





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Maths is ...representing numbers in lots of different ways





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Maths is... measure



61 cubes tall

The boys used the baseline rule to help them measure themselves using the cubes to see who was the tallest.

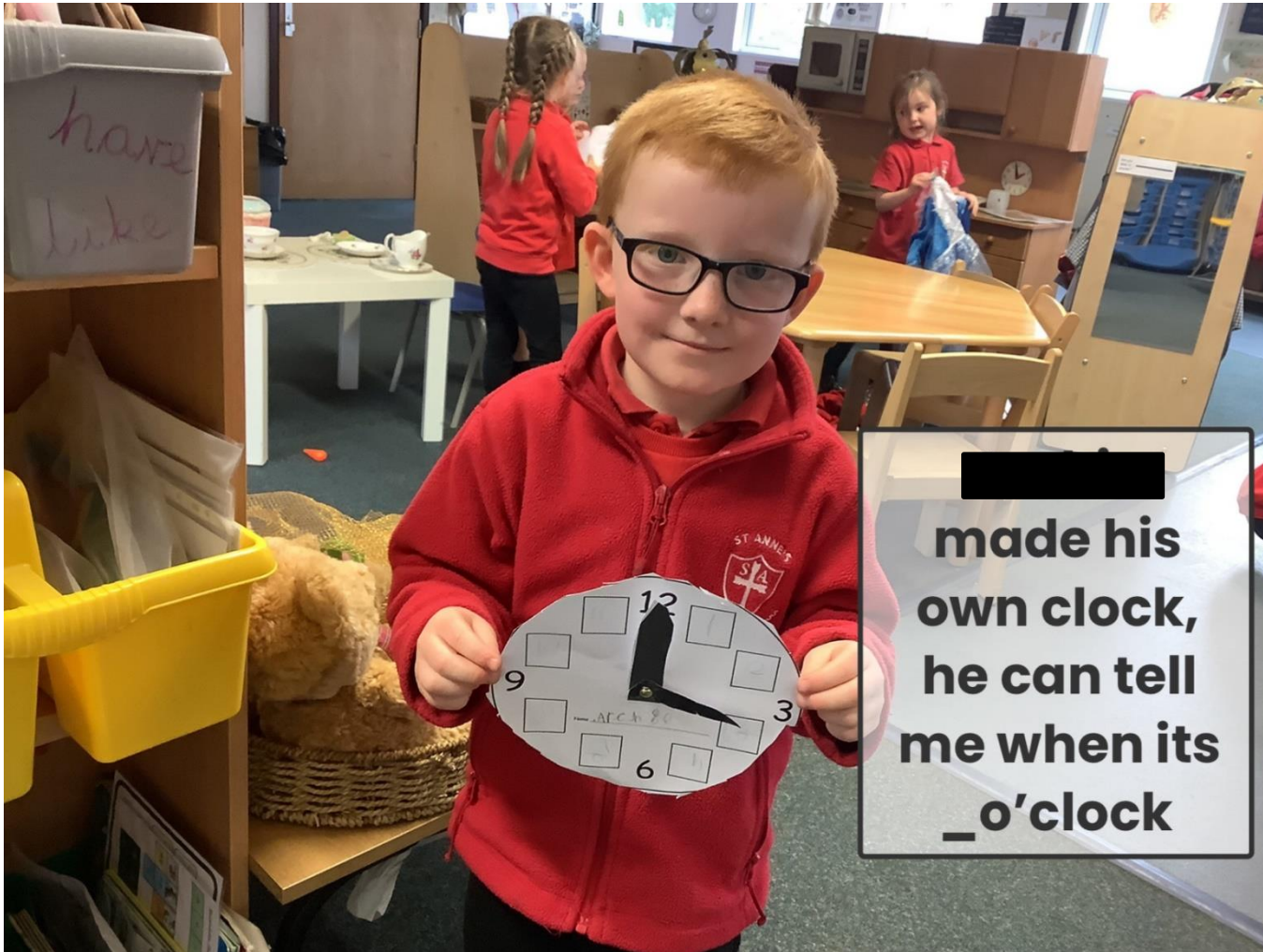


57 cubes tall



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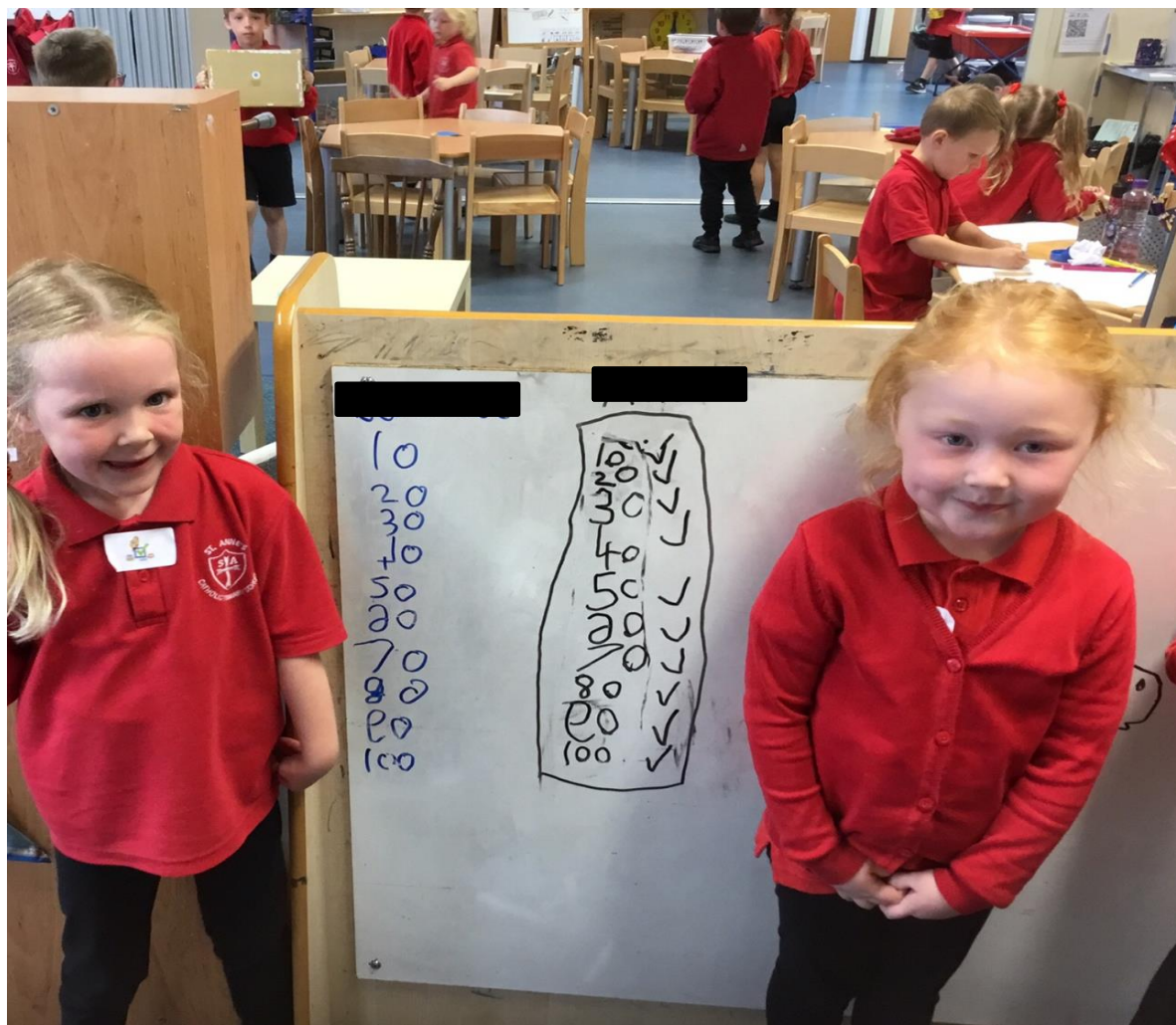
Maths is... telling the time





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Maths iscounting on and counting back





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Maths is... using real life opportunities



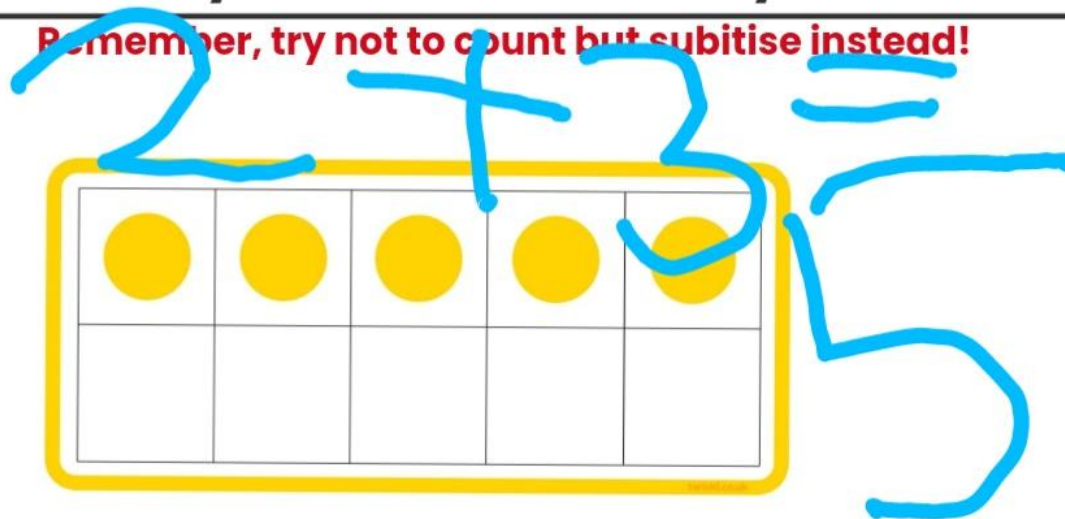


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Maths is ... applying knowledge to solve problems

How many are here? How do you know?

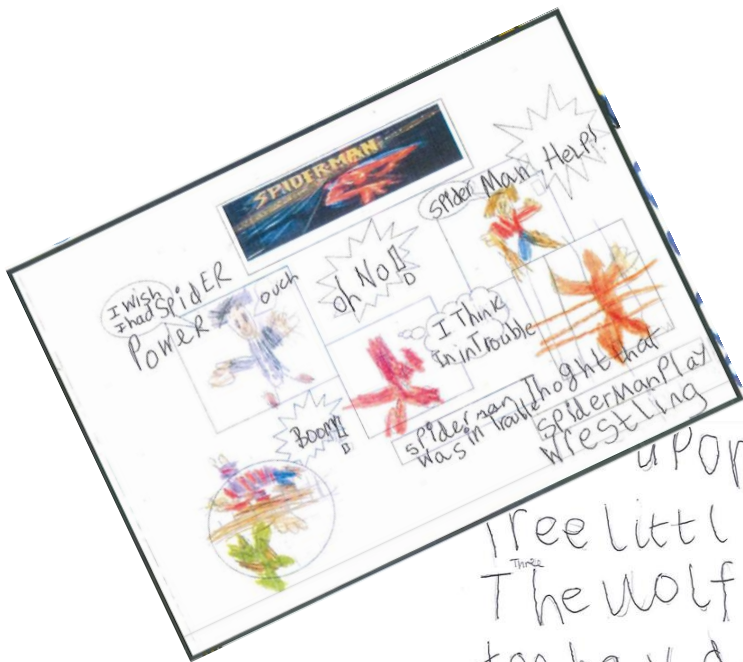
Remember, try not to count but subitise instead!



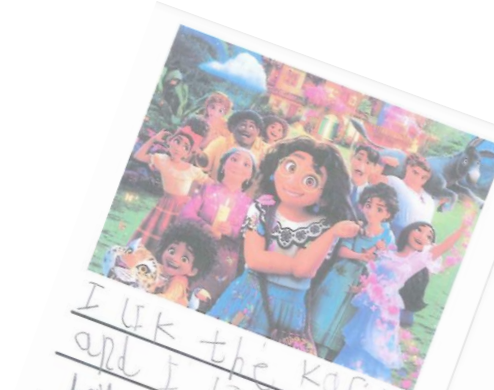


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What does this look like for reading and writing?



upon t
I see little pig
The wolf wont
too have dinner wiv
the Pigs. Let them
In the house.



I like the Karate
and I like the
halls in the film
in Karate I like
the rebel bee koo
she says + of me

le of a Flower April 22.

get seed 12
under the
ground.

then the seed
ling grow down
root

it grow and
growd
it growd and
growd

Finally it
did.





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Re-telling
a familiar
story...

Once upon time
Three little Pigs ^{were} happy
The wolf wanted
to have dinner with
the Pigs. Let him
in the house.

⊕ 2.2.27



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Sequencing an event or process...

The Life Cycle of a Flower

April 22.



first seed is
under the
ground.



then the seed
ling grows down
root



it ~~grows~~ and
grows
it grows and
grows



Finally it
~~and~~ did.



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Writing about their
interests...

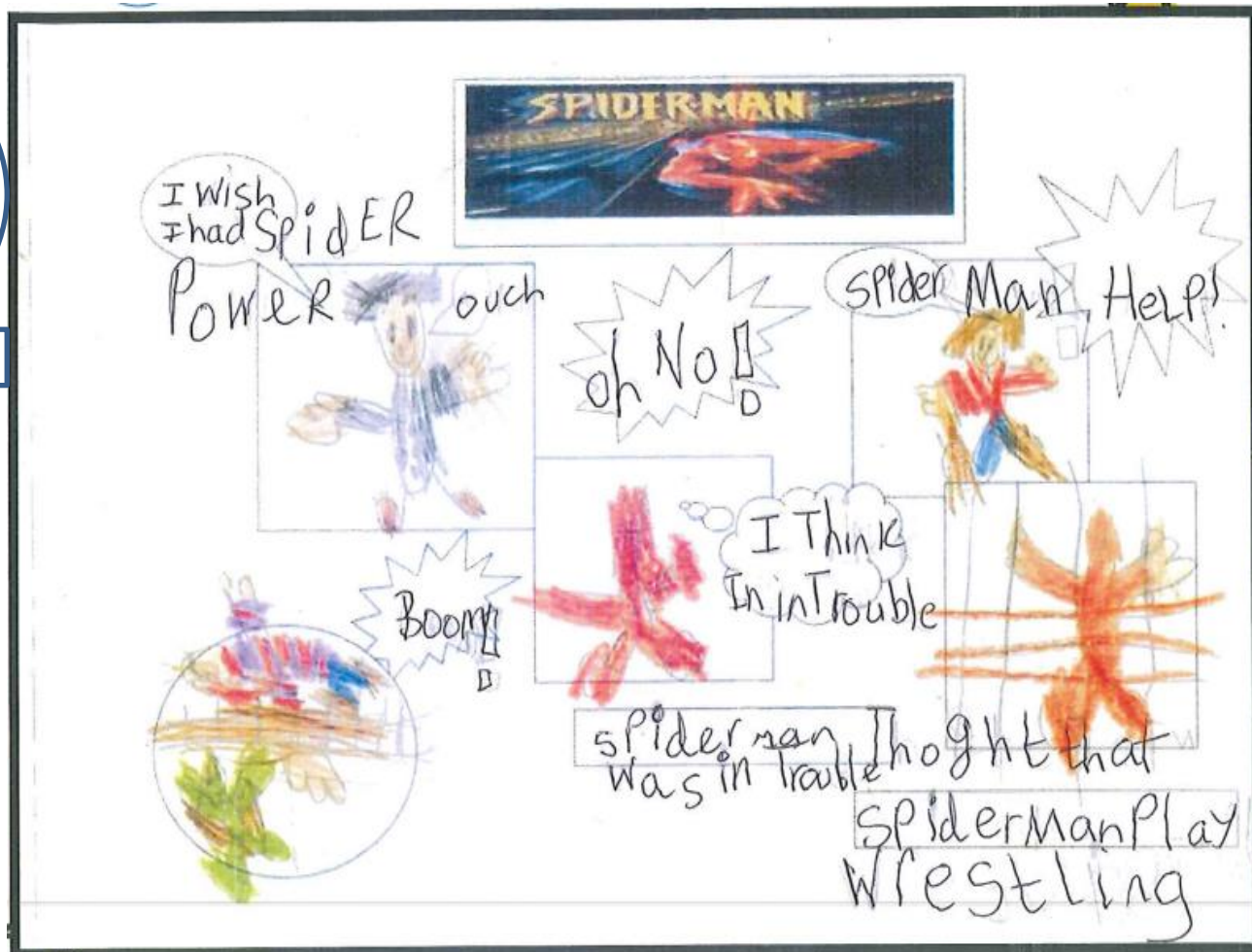


I lik the Karikiz
and I lik the ^{characters}
halls in the film
in cartoon I lik
mirabel beekos
she sayz ^{saved} ^a ^{miracle}



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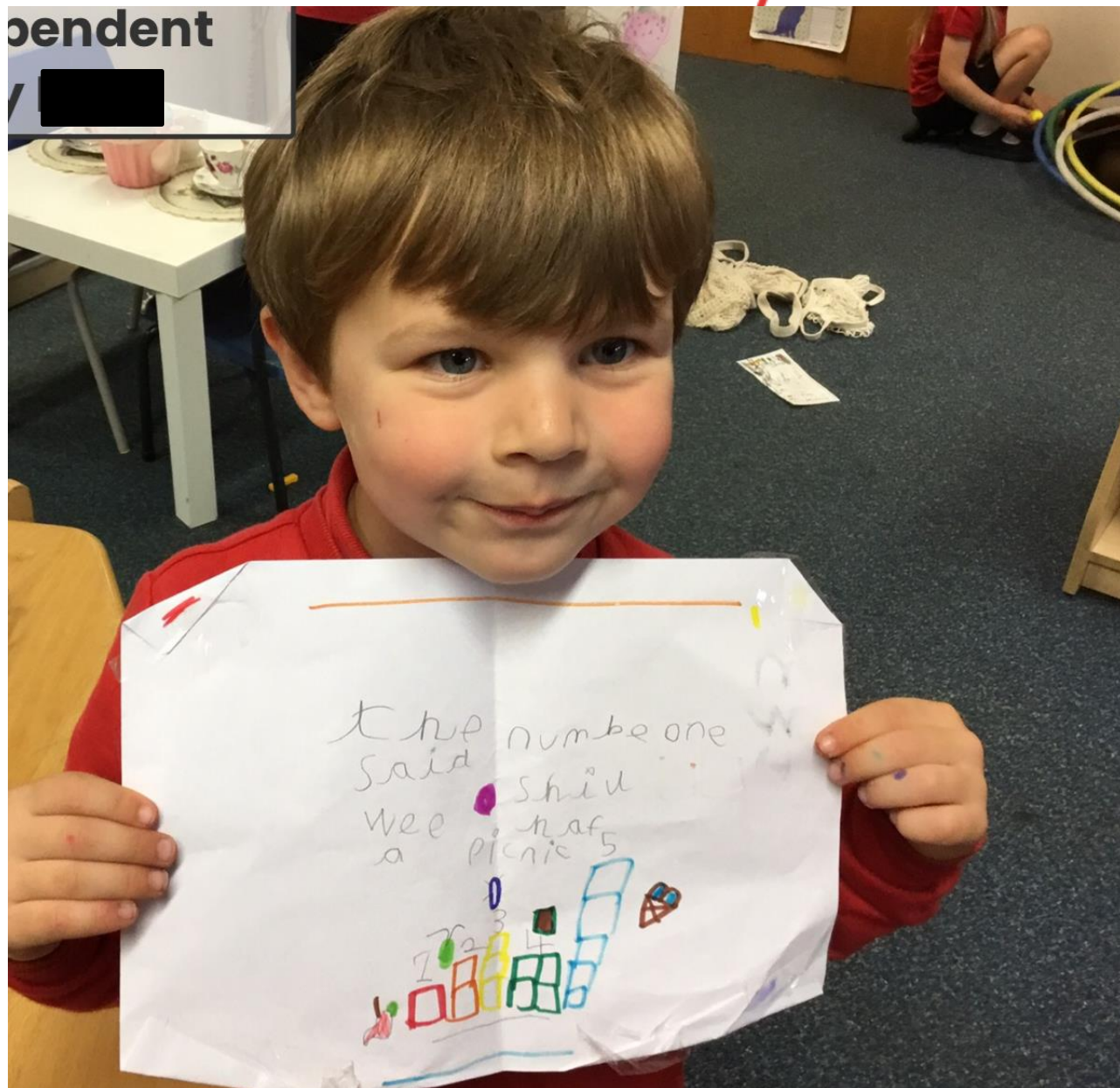
Creating
comics...
It doesn't need
to be a story!





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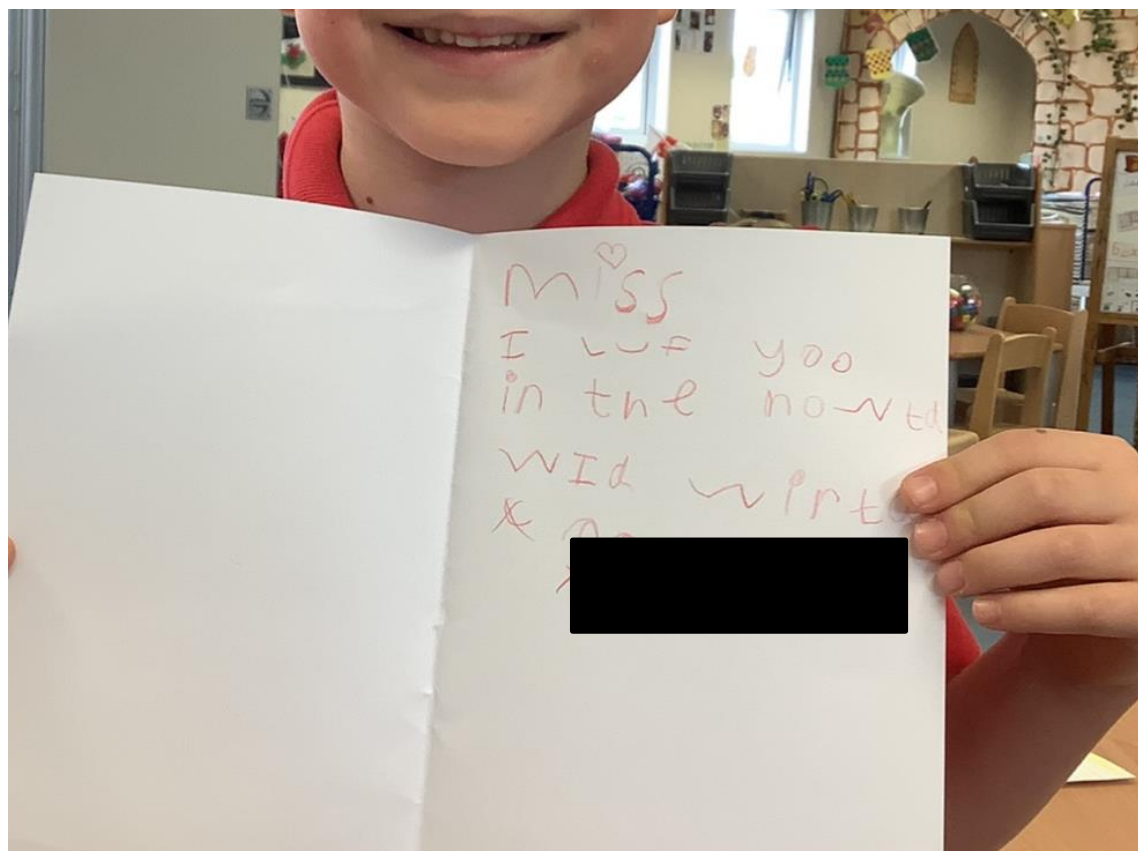
Some of the best
writing comes
from the
children and
their interests...





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Some of the best writing comes from the children and their interests...





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How can we work together to get your children to the expected standard?

Early Years Phonics Workshop - Wednesday 12th October
3:15 to 3:45pm OR 3:45 to 4:15pm

Early Years Maths Workshop - Wednesday 2nd November
3:15 to 3:45pm OR 3:45 to 4:15pm

All sessions will be held in our school hall.
Please bring your child as these workshop will be interactive.



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Dear Families,

As a school we wish to encourage the children to interact with homework from an early age. In order to encourage this in Reception we will have a half - termly competition where one child from each class will win a prize for participating in phonics and maths activities.

This homework could be a seesaw related task or a video/picture of them playing the games. If you have any questions regarding this do not hesitate to contact us. Many thanks for your ongoing support



The Reception Team.

RSE – Journey in Love

Reception



*God loves each of us in
our uniqueness*



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Healthy School

A key prime area of learn for children in Early Years includes making healthy choices about food and drink and we will be working very hard to help the children meet this ELG and (hopefully) choose healthier food options.

We offer the children a wide variety of fruit and vegetables daily which we encourage them to at least try, plus milk or water is also available. We wish to limit the amount of sugar that children have access to in school and would encourage children eating a packed lunch to have just **one** small sugary treat per day.

With this in mind we **do not** accept cakes or sweets for birthday treats. Cakes or biscuits made in school will be eaten as snack for that day or sent home so families can monitor the sugar intake.



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Thank you!

We look forward to working with you.

'Living and working as Jesus taught us.'

