

# Welcome to our Reception Curriculum Meeting

- **Important information**
- **Assessment in Reception**
- **Curriculum areas**
- **Questionnaire sent out after this meeting**

# Yeading Children's Centre

- See timetable for all 0-5 years services on website.



Childrens Centre

# Yeading Children's Centre Activities Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Notes
<p><b>Let's Get Active</b> <b>1 to 5 years</b> 10am to 11am Booking required.</p> <p>.....</p> <p><b>Baby Group</b> <b>Bumps to 12 months</b> 1.30pm to 2.30pm Booking required</p> <p>.....</p> <p><b>Twinkle Twinkle</b> (A Portage group for young children with Downs Syndrome) 10.15am to 11.30am 9<sup>th</sup> September 7<sup>th</sup> October Booking required</p> <p>.....</p> <p><b>Botwell Library</b> <b>Family Development</b> <b>Worker Meet &amp; Greet</b> 30<sup>th</sup> September 2pm to 3.15pm Booking required</p> <p>.....</p> <p><b>Botwell Library</b> <b>Brush For Life</b> 14<sup>th</sup> October 2pm to 3pm Booking required</p>	<p><b>Stay and play</b> <b>0 to 5 years</b> 10am to 11.30am Booking required.</p> <p>.....</p> <p><b>P3 (Advice and Support)</b> (Housing, Education, Training, Employment, Health, Benefits) 1pm to 4pm Booking required</p>	<p><b>Child Health Clinic</b> 9.30am to 11.30am Drop in .....</p> <p><b>Midwife</b> 9am to 1pm Appointment Only .....</p> <p><b>Virtual Weaning Party delivered by the Health Visiting team via Zoom</b> 10am to 11am Passcode Weaning Meeting ID 954 1018 .....</p> <p><b>Health Visitor</b> <b>Child Health Reviews</b> 1pm to 4pm Appointment Only .....</p> <p><b>Forest School</b> 11<sup>th</sup> September – 16<sup>th</sup> October <b>2 to 5 years</b> 1.30pm to 3pm By Invitation Only</p>	<p><b>Speech and Language Therapy</b> 9am to 4pm Appointment Only .....</p> <p><b>Midwife</b> 1pm to 4pm Appointment Only .....</p> <p><b>Parent Space</b> 1.30pm to 3pm By Invitation Only</p>	<p><b>Stay and Play Plus</b> <b>0 to 5 years</b> 10am to 11am Booking required.</p> <p>.....</p> <p><b>Toddler Stay and Play</b> <b>12 to 30 months</b> 1.30 to 2.30pm Booking required</p> <p>.....</p> <p><b>Midwife</b> 9am to 4pm Appointment Only</p>	<p><b>Yeading Dad's and Male Carers Group</b> 10am to 11.30am 28 September 26 October Booking required</p> <p>.....</p> <p><b>Virtual Sessions &amp; Courses</b> We also offer online courses via Microsoft Teams, please see <a href="http://hillingdon.gov.uk/children's-centres">hillingdon.gov.uk/children's-centres</a> for more details</p>



Five to thrive champions

# Attendance

- Penalty Notices
- Lateness
- Appointments
- Children need to be in the class at 8:55am.



# Requests

- **No phones in school premises**
- **Nut Free school**
- **Scooters and Bicycles**
- **GDPR (no photos of classroom or children)**
- **Birthday Books**
- **Hijab and Patkas – Blue only**
- **No party hair pins and bands**

# Healthy Lunches

- Eat better, Do better
- Fresh vegetables straight from our garden – at least two servings
- Meat (chicken) and fish choices
- Cater for vegetarians
- Bread and salad
- Healthy drinks
- No deep frying, no processed meats or savoury snacks

# Safe Routes to School

- Parking on Carlyon Road
- No walking or cycling through the school car park, nor the school playgrounds.

# Requests

- Hijabs and Patkas
- Waterproof coats
- Wellington boots
- PE kits (Summer Term)



# Websites

<http://www.topmarks.co.uk/>

<http://www.literactive.com>

Reading website:

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

Parents/Carers must register to use this website

Bug club

<https://www.activelearnprimary.co.uk/login?c=0>

# Assessment in Reception

- **Working in greater depth/ Exceeding**
- Using and applying knowledge, skills or understanding across the curriculum
- **Working At/ Expected (2)**
- Secure in their understanding within the context of teaching
- **Working Towards/ Emerging (1)**
- Increasing understanding
- **Working Below**
- Just starting to learn knowledge or skill

Reception Baseline within 6 weeks

# Reception Curriculum

- 7 areas of the Early Years curriculum:

## Prime

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

## Specific

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

# Reception Curriculum MAP 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title /Theme	I am Special	Traditional Tales and Fairy tales	Habitats	Grow with the Flow	I am Healthy	Under the sea
Role Play Area	Bakery	Castles and dragons	Café	Garden Centre	Dentist	Aquarium/ Beach
Key Text /Rhyme	<b>Little Red Hen (traditional Tale)</b> Heads, Shoulders, Knees and Toes Old Macdonald had a farm Mary had a little lamb	<b>The Enormous Turnip (traditional Tale)</b> You can do it! Monday's Child Ten Green bottles	<b>The Gruffalo</b> 1, 2, 3, 4, 5 Once I caught a fish alive I am a little teapot Sing a song of sixpence	<b>Jaspers Beanstalk</b> Mary, Mary quite contrary Old Mother Hubbard There was an old lady who swallowed a fly	<b>The Hungry Caterpillar</b> Incy Wincy Spider Miss Polly had a Dolly Pat- a - cake	<b>The Storm Whale by Benji Davies</b> Row Row, Row your boat One, two buckle my shoe A sailor went to sea, sea, sea
Learning Values	Respect	Resilience	Resourcefulness	Responsibility	Resilience/Reflection	Reasoning
SDG	Good Health and Wellbeing 🟢	Sustainable cities and communities: 🟢🟢	Life on Land 🟢🟢	No Poverty 🟡	Zero Hunger 🟢	Life under Water 🟢🟢
Characteristics of Learning	<ul style="list-style-type: none"> <li>Active learning Being involved and concentrating *Maintaining focus on their activity for a period of time</li> <li>Creating and thinking critically *Enjoying and achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people</li> <li>Active learning *Being involved and concentrating *Maintaining focus on their activity for a period of time</li> </ul>	<ul style="list-style-type: none"> <li>Creating and thinking critically *Enjoying and achieving what they set out to do *showing satisfaction in meeting their own goals.</li> <li>Active learning *Showing high levels of energy, fascination *Not easily distracted *Paying attention to details</li> </ul>	<ul style="list-style-type: none"> <li>Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people *Using senses to explore the world around them</li> <li>Creating and thinking critically *Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<ul style="list-style-type: none"> <li>Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people *Engaging in open ended activities *showing patience</li> </ul>	<ul style="list-style-type: none"> <li>Creating and thinking critically *Being proud of how they accomplished something not just the end result. *Enjoying meeting challenges for their own sake rather than external rewards or praise.</li> </ul>
EYFS Early Writing	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly show increasing control and skill in using mark making implements</li> <li>Write some letters which are correctly formed</li> <li>Write all letters, most of which are correctly formed</li> <li>Hear and say the initial sounds in words</li> <li>Know which letters represent some of the sounds</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound/letter correspondences using a capital letter and full stop.</li> <li>use their phonic/letter knowledge in their emergent writing</li> <li>spell simple CVC and common words</li> <li>write simple sentences</li> <li>short vowel sounds within words</li> <li>final sounds in words</li> <li>match letter sounds to letter shapes</li> <li>be able to orally blend sounds</li> <li>be able to segment sounds within words</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> <li>Identify simple punctuation and understand their purpose</li> <li>Use simple punctuation in their writing</li> </ul>	<ul style="list-style-type: none"> <li>Children to form the complete sentence before writing.</li> <li>Children memorise the sentence before writing by saying it aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Children to write sentences when they have sufficient knowledge of letter-sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Understand different purposes of writing ( invitations, lists, memos, cards, letters etc)</li> <li>Identify significant features of different purposes of writing</li> <li>Use significant features of different purposes of writing independently</li> <li>Write simple: <ul style="list-style-type: none"> <li>stories</li> <li>captions</li> <li>sentences and phrases</li> <li>lists</li> <li>instructions</li> <li>poems/rhymes</li> <li>non-fiction texts</li> </ul> </li> </ul>
EYFS Early Reading	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop story lines within play</li> <li>Retell familiar stories</li> <li>Identify characters in stories</li> <li>Identify the structure of stories</li> <li>Predict how the story may end</li> </ul>	<ul style="list-style-type: none"> <li>Change elements of familiar stories</li> <li>Create their own stories</li> <li>Begin to use words learnt through recent texts/topics/experiences in their self-initiated play and during discussions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between fiction and non-fiction texts</li> <li>Use non-fiction texts to gain information ( i.e. brochures, leaflets, reference books, manuals etc)</li> <li>Understand how non-fiction texts are organised</li> </ul>
Outdoor Learning	<ul style="list-style-type: none"> <li>Check TWINK! Autumn Panning</li> </ul>	<ul style="list-style-type: none"> <li>Check TWINK! Autumn/ Winter</li> </ul>				
EYFS Early Maths	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including composition of each number</li> <li>Substitute (recognise quantities without counting) up to 5</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> </ul>		<ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	
Golden Moments (including Cob Oven and VINS café)	NSPCC Pants Parent cooking sessions	National School meals week Anti -Bullying week Beck Theatre Friendship week	Warren Park Pond in a Pot	Growing beds Ducks	Cooking Food Waste Odds Farm Trip Caterpillars Dentist visit/Dental nurse	Warren Park Sports Day Summer Fayre
Vocabulary and Language	Body parts, respect, colours, full name, confident, happy, sad, excited, worried etc, family, home.	Cook, make, bake, ingredients, instructions, equipment, independent, responsibility	Animals, environment, endangered, land, water, trees, mountain, forest, desert, fly, crawl, movement, habitat, home, reasoning.	Planting, growing, roots, petals, sustainability, rain water, soil, vegetables, fruit, food, poverty, resilience	Teeth, oral health, hygiene, exercise, health, hunger, resourcefulness	Sunshine, sun, egg, cream, under water, sea, beach, sea life, aquarium, fish, coral sea weed, rocks, rubble, horizon, resilience

# Personal, Social and Emotional Development

## 1. Making Relationships

- Children play group games with rules.

*Board games with family, games in the park, taking turns and waiting for a go.*

- They understand someone else's point of view can be different from theirs.

*Talk about different choices in food, play etc.*

- They can begin to resolve minor disagreements.

*Let your child do the talking, become more independent.*

# Continued...

## 2. Understanding emotions

- Children will begin to learn ways to manage their feelings and ways to maintain control.

*What to do when they are angry or upset, talk them through it when you are at home, and tell them how you feel.*

- They should be able to listen to each other's suggestions.

*Taking turns in conversation.*

- They are able to stand up for themselves.

*Encourage children to tell teachers if something has happened, if they don't like something teach them what to say.*

Continued...

### 3. Sense of Self: Self confidence and Self awareness

- Children should be confident to speak to the class or a group.
- They should be resourceful in finding support when they need help or information.

*If they find something difficult, let them have a go first and then show them.*

- They should be able to talk about their plans and how they are going to carry it out.

*Talk to them about what they are doing when playing at home, play with them.*

# Physical Development

## 1. Health and Self care

- Personal hygiene

*Washing hands, blowing their nose*

- Healthy eating

*Know what is good for our body, eat lots of **DIFFERENT** fruit and vegetables at home.*

- Exercise

*Keeping safe while running and climbing.*

- Dressing and undressing independently



# Physical Development

## 2. Moving and Handling

- Provide opportunities to be active indoors and outdoors
- Confidence building, balancing, apparatus  
*Let the children be independent on climbing frames*
- Small and large movement
- Hand and eye co-ordination- *scissors, beading*
- Handwriting- *play dough, painting, chopping, squeezing*
- Movement to music

# Communication and Language

- Build relationships
- Lots of opportunities to interact with others
- Engaging all their senses

## **1. Listening and attention**

*Tell the children about stories when you were young or about your day, get them to finish tasks (e.g. finish painting before going out)*

## **2. Understanding**

*Ask 'why' and 'how' questions, listen to and give instructions, hear stories without pictures.*

## **3. Speaking**

*Talking and responding to your child as much as you can, ask them lots of questions, showing them how to answer using full sentences. Make up new stories.*

**ALL OF THIS IS STRONGLY LINKED TO READING AND WRITING**

# Literacy

- Phonics
- Reading
- Writing

# Twinkl Phonics

## Phase 2

- s, a, t, p
- i, n, m, d
- g, o, c, k
- ck, e, u, r
- h, b, f, ff, l, ll, ss

## **Some examples of blending:**

s-a-t sat

m-a-t mat

p-a-t pat

## **Sequence of teaching:**

- Revisit and review
- Teach
- Practise
- Apply

## Phase 3

j, v, w, x

y, z, zz, qu

Graphemes: ch, sh, th, ng, ai, ee,  
igh, oa, oo, ar, or, ur, ow, oi, ear, air,  
ure, er

## Phase 4

CVCC words (e.g. t-e-n-t) and CCVC  
words

(s-p-o-t)

Additional tricky words e.g. was,  
you

# Reading

- **READ EVERYDAY!** Daily opportunities
  - Shared and group or guided reading
  - Individual reading
  - Plan an environment rich in signs and symbols
- 
- Reading at home – children will have an opportunity to change their books regularly following reading their book at home.
- Note: It is important in the early stages that children become familiar with a book so that they can understand what they have read and begin to match what they have said with the written word. Children are encouraged to read a book at least 2 or 3 times.
- Please add a comment in their yellow reading record book.






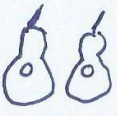

# Ways you can help with Reading

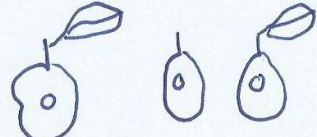

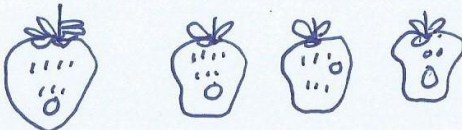



- Read stories at home.
- Look at print in the environment.
- Talk about pictures in the books they bring home.
- Play letter and word games.
- Let them see you read.
- Spend 10 minutes most days sharing a book.
- Visit the local library.
- Read Bedtime stories.
- Sing nursery rhymes.





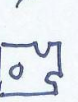


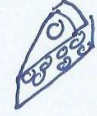





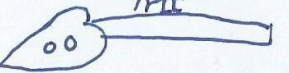

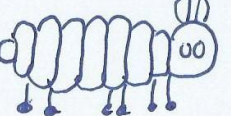
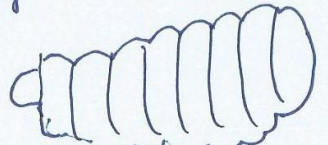
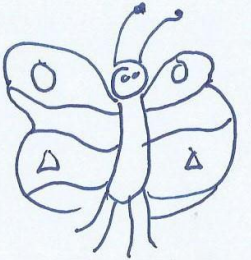
# Writing

- Allow children to see adults writing (strong modelling roles) and encourage children to experiment with writing for themselves.
- Provide a variety of writing and mark-making tools.
- Allow opportunities for purposeful writing.
- Be positive with your child's efforts.

# Story Map of 'The Very Hungry Caterpillar' by Eric Carle

In the light of the moon...  → On Sunday  Pop!  → On Monday  1 apple  → On Tuesday  2 pears 

→  On Wednesday 3 plums  →  On Thursday 4 strawberries  →  On Friday 5 oranges 

→  On Saturday  milk  ice cream  pickle  cheese  salami  lollipop  cherry pie  sausage  cupcake  watermelon  Oohh.  stomachache →  nice green leaf  →  fat caterpillar →  cocoon →  beautiful butterfly → The End



I can change the story of The Three Billy Goats Gruff. 09.06.15 888





One really diff like there were three little happy  
 hungry pore Rabbits. Next the hefy & empty hamper.  
 They thought that the glugy hungry pore Rabbit wanted  
 to eat the sweet green grass. So they crossed  
 that and they crossed the bridge. Next they  
 cross the bridge and the carrier popd out. After  
 that he said, "Woose trip trap, on my bridge?"  
 "I'm only me the little glugy hungry Rabbit, I  
 I only want to eat the sweet green grass. No  
 I want to gobel you up." Said The

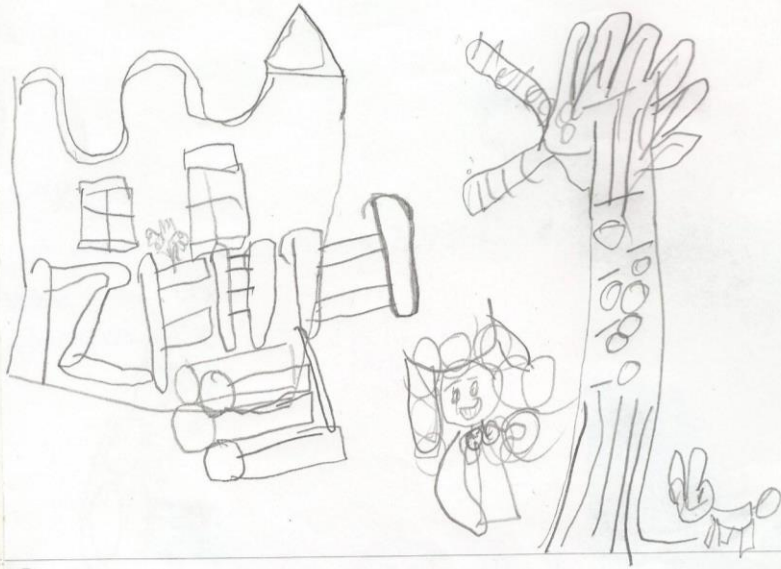
21/04/15 Layan

LO: I can record an investigation with the use of pictures and writing.

Are there changes to potatoes when salt is added?

Before	After
<p>hard</p> 	<p>Soft</p> 
<p>The potato was          was hard.</p>	<p>The potato          became soft</p>
<p>The carrier was          brown and          yellow.</p>	<p>and squishy          Well done Layan.</p>
<p>It had black</p>	<p>→ Consistently remember          your full stops</p>

LO: I can retell a story in writing.



Once there was a naughty girl called Little Red Riding Hood. She lived with her granny. One day her granny said, "your mother is poorly take this basket of cakes to your mother." "OK," said Little Red Riding Hood. As she skipped happily along the path, a wicked nasty wolf was watching HER. The ugly wolf popped out and said to Little Red Riding Hood, "Hello little girl where are you going?" Little Red Riding Hood replied politely, "To my mother's house because she is not well."

# How children learn

- Writing sounds
- Writing words
- Writing captions
- Writing simple sentences

# Maths Mastery in EYFS

This approach enables the pupils to gain a **deep understanding** of maths, allowing them to acquire a secure and long-term understanding of maths that allows them to make continual progress to move onto more complex topics.

The lessons are taught by breaking down maths objectives into the **smallest steps**, so that every pupil is **secure** in every new concept before moving on. The focus is on teaching for **fluency, reasoning and problem solving**.

# Two main maths areas are: Number and Shape, Space and Measure

By the end of the Reception year, children are expected ...

## Number

- To count reliably with numbers from one to 20.
- To place numbers to 20 in order and say which number is one more or one less than a given number.
- Using quantities and objects, to add and subtract two single-digit numbers and count on or back to find the answer.
- To solve problems, including doubling, halving and sharing.

# Shape, Space and Measure

- To use everyday language to talk about size, weight, capacity, position, distance, time and money.
- To compare quantities and objects and to solve problems.
- To recognise, create and describe patterns.
- To explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Fluency**- deep understanding of number.

## Representing Numbers

Children need to understand that numbers can be represented in many ways, not just as a written numeral. We use many different objects and pictures to show that numbers can be represented in lots of ways.



**Fluency**- deep understanding of number.

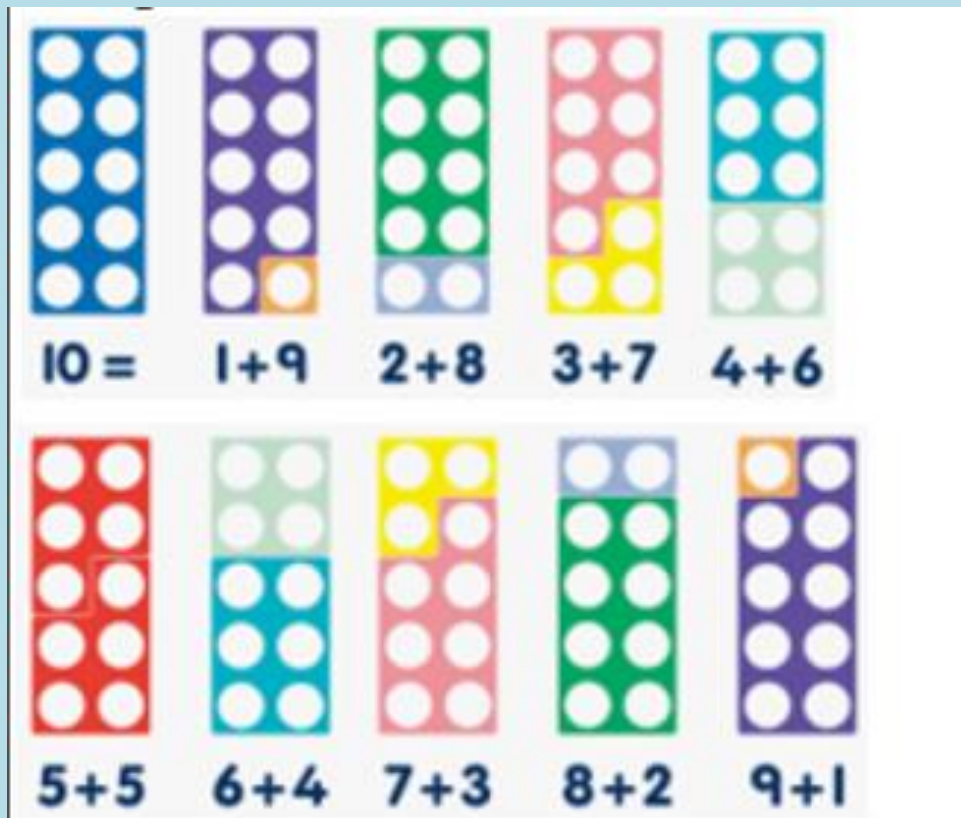
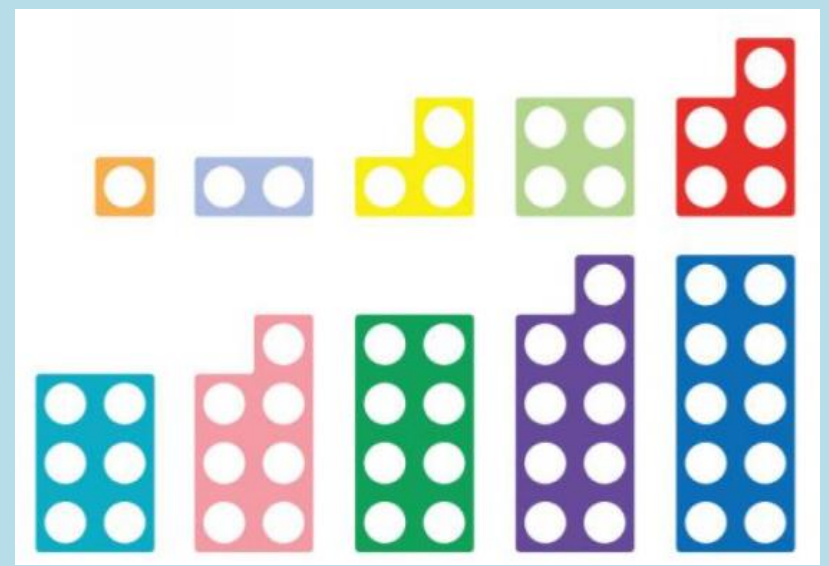
## **Counting**

When counting, children need to understand...

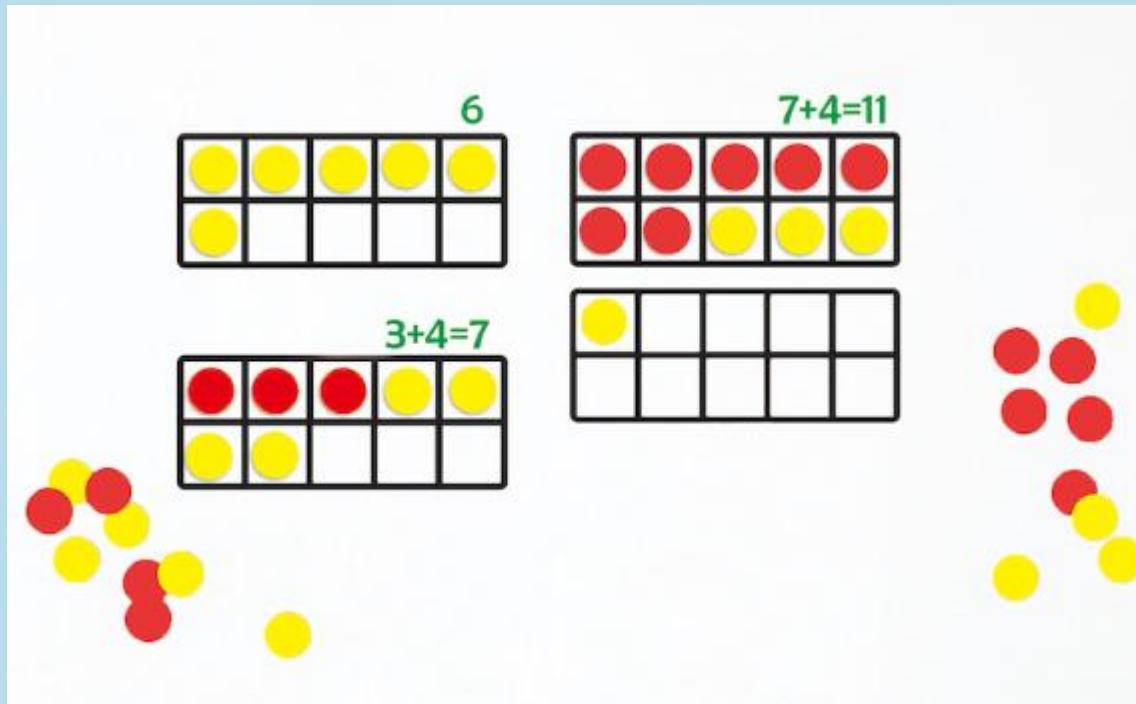
- That we need to say one number for each object counted (touch counting).
- The final number we say is how many altogether. Some children continue to count after they have reached the final object as they don't connect the numbers they are saying to the objects in front of them.
- That we can count objects in any order and the total stays the same.



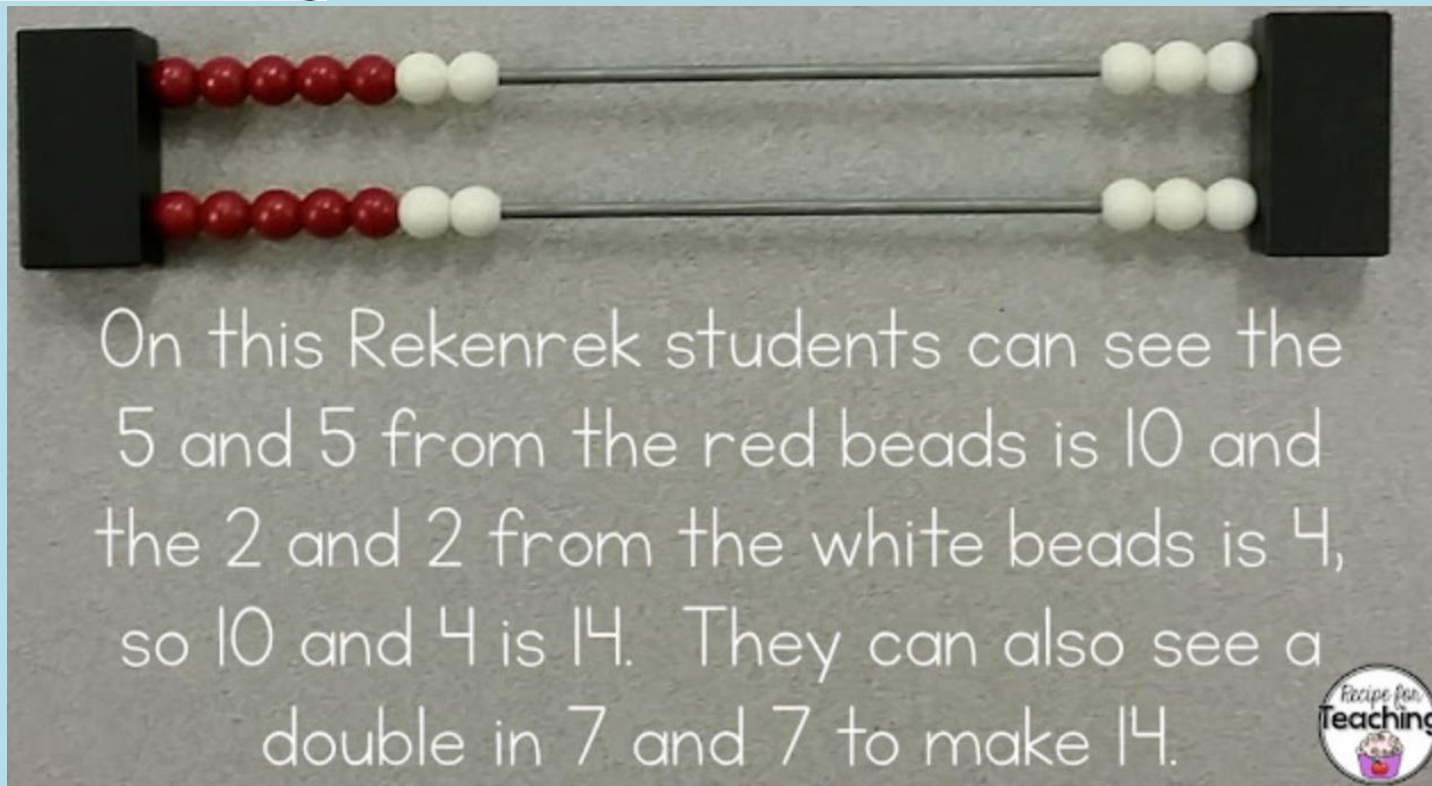
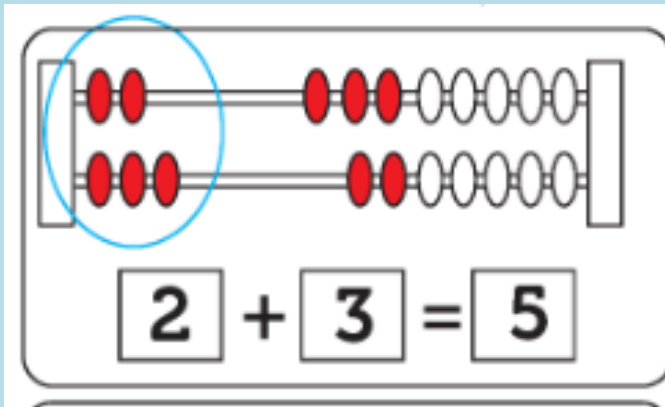
# numicons



# ten frames



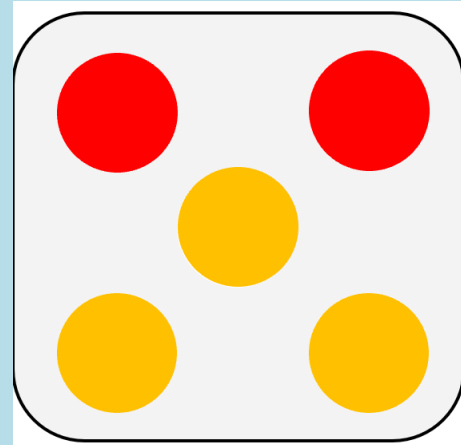
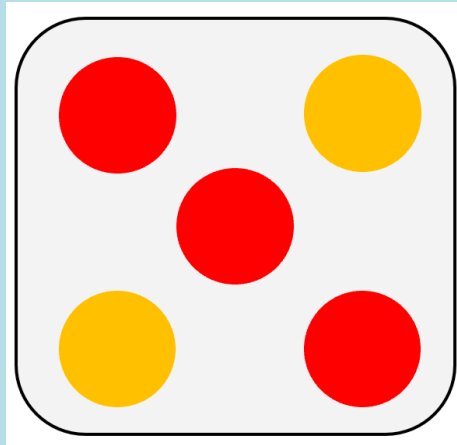
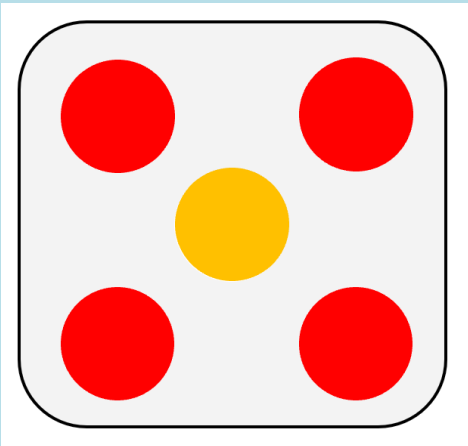
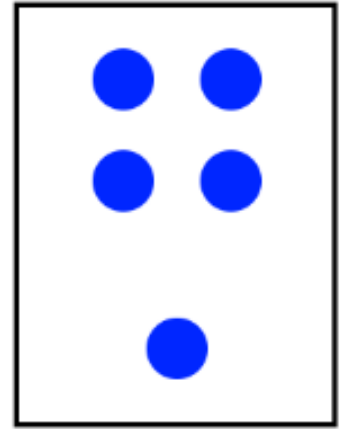
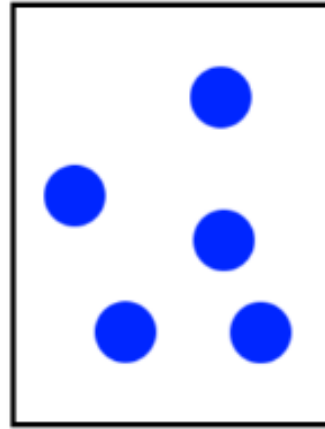
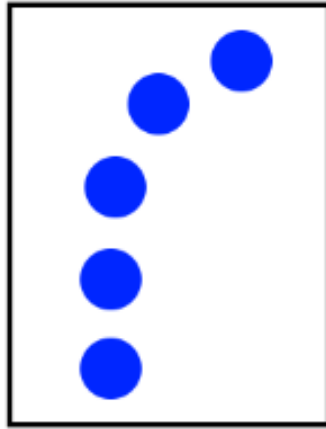
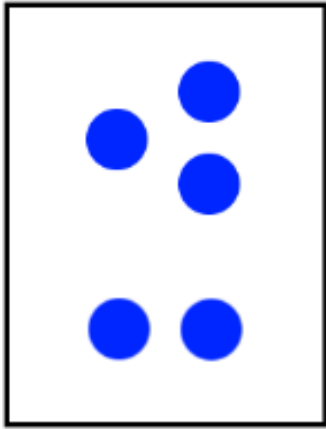
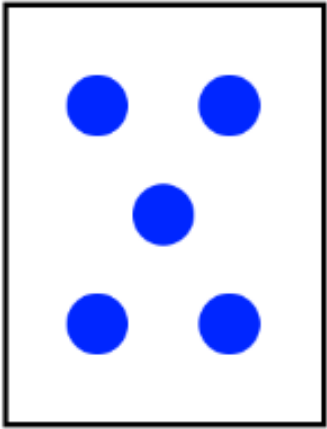
# rekenrek



# Subitising- recognising amounts.

Important skill to recognise small amounts without the need to count them. Initially this should be by using concrete objects but as children progress, allowing them to see groups of dots in different arrangements helps them to mentally 'see' how many objects are there without needing to count. This is a very important skill when children begin to add and subtract. Using dice is a good way to practise this skill before moving onto objects in different arrangements.

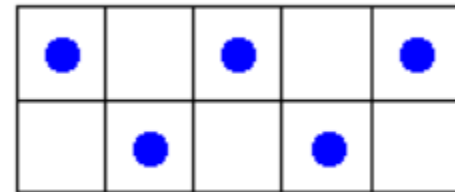
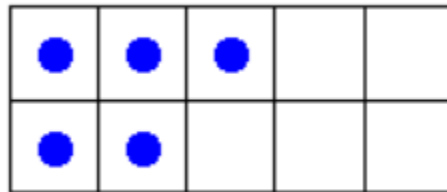
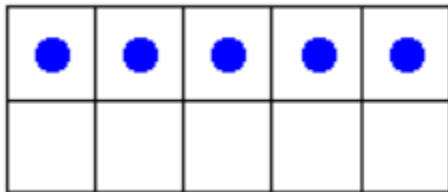




5 is made of \_\_\_ and \_\_\_;  
\_\_\_ and \_\_\_ make 5.

# Understanding that the total stays the same even when the objects move

When children first start to use numbers, they often do not understand that if we move objects into another arrangement the total stays the same. We practise this with many different types of objects but a useful tool is using a tens frame to be able to move counters around.



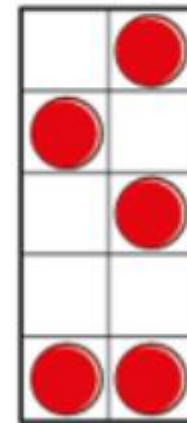
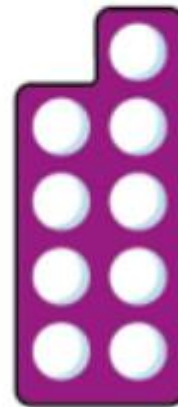
# Reasoning

Reasoning in maths helps children to be able to explain their thinking, therefore making it easier for them to understand what is happening in the maths they are doing. It helps them to think about how to solve a problem, explain how they solved it and to think about what they could do differently.

examples of reasoning :

- true and false statements eg adding one to a number always makes it smaller
- spotting incorrect maths eg 1, 2, 3, 4, 6, 5, 7, 8, 9, 10
- explaining how we know something or how we worked it out

The numbers  
are in order from  
smallest to  
greatest.



Do you agree with Tiny?  
Why?



# Problem solving

Problem solving in maths allows children to use their maths skills in lots of contexts and in situations that are new to them. It allows them to seek solutions, spot patterns and think about the best way to do things.

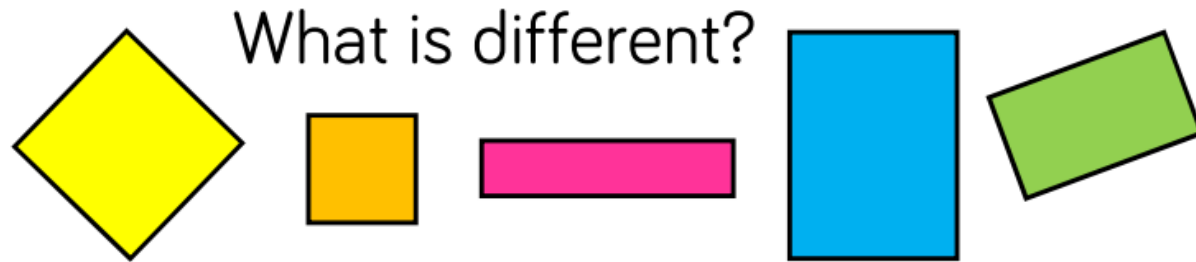
In Reception, problem solving might include:

- spotting, following and creating patterns
- estimating amounts of objects
- predicting how many times they can do something in a minute
- sharing objects between different groups - particularly when the amount of groups change and the amount of objects stays the same
- finding different ways to partition numbers eg 5 could be  $5+0$ ,  $4+1$ ,  $3+2$  et.

How many corners can they see?

What if we turn it around, is it still the same shape?

Compare a square and a rectangle. What is the same?



## Matchstick Shapes



Use matchsticks to build squares and rectangles.

What is the smallest square you can make?

How many matchsticks did you use?

What is the largest?

Can you count all of the matchsticks you used?

What is the smallest number of matchsticks needed to build a rectangle?

# Helping your child with maths

- Count- steps up and down the stairs, pennies, buttons, pasta etc. "Can you put 16 carrots in a bag?"
- Ask children to say how many without counting (5 or fewer)
- Play games using dice/dominoes and encourage child to say how many spots without counting
  - Ask children to set the table with enough knives, forks and plates for everyone.
  - Spot numbers in the environment - on phones, microwaves, clocks, registration plates, doors.
  - Ask children to think of their own representations for numbers eg one of them, two hands, three bears, four wheels on a car, five toes, six sides on a dice, seven dwarves, eight legs on an octopus etc
  - Deliberately make mistakes. Children need to understand mistakes are normal and everyone makes them eg get mixed up when counting, muddle two numbers when ordering them.



# more ideas...

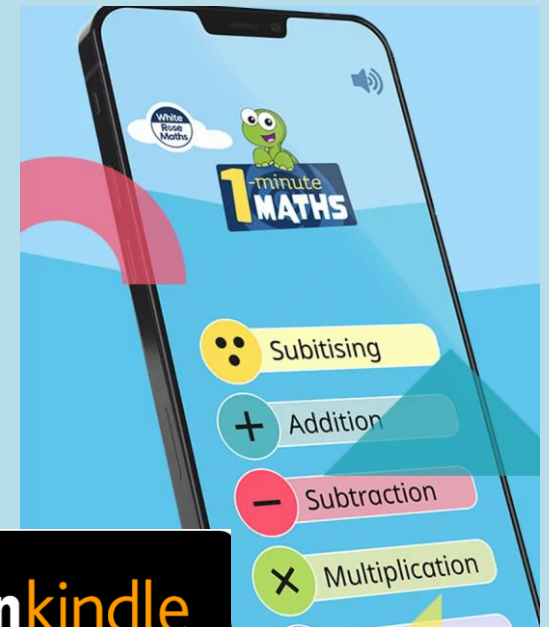
- Begin to recall number bonds that make 5 and 10
- Dot to dot for number order
- Use a calendar to look at dates. "How many days until your birthday?"
- Writing numbers in flour, sand, bath, etc
- Use numbers written on objects/card with the number of dots to match.
- Hide numbers around the house or garden for children to find.
- Play outdoor maths games like hopscotch and skittles. Even better, let children make up their own games and decide how to score points.
- Read books with maths concepts eg The Very Hungry Caterpillar, One is a snail, ten is a crab, What's the time, Mr Wolf? The doorbell rang.
- Draw attention to more and less.



- Watch **Numberblocks** on Cbeebies. This programme is written by maths specialists to model maths concepts and represents number brilliantly. Also, **Numberjacks** is excellent for solving problems.



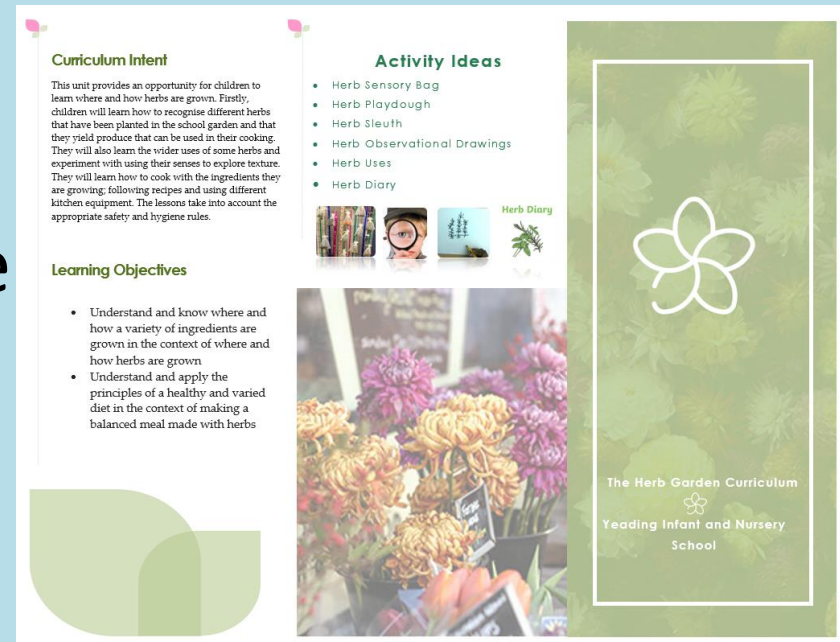
## 1-minute maths



# The Great Outdoors

- Being outside lets us make big movements, we move our bodies in different ways, solve problems and take risks.

- While exploring our natural environment.
- The Herb Garden Curriculum



**Curriculum Intent**

This unit provides an opportunity for children to learn where and how herbs are grown. Firstly, children will learn how to recognise different herbs that have been planted in the school garden and that they yield produce that can be used in their cooking. They will also learn the wider uses of some herbs and experiment with using their senses to explore texture. They will learn how to cook with the ingredients they are growing, following recipes and using different kitchen equipment. The lessons take into account the appropriate safety and hygiene rules.

**Activity Ideas**

- Herb Sensory Bag
- Herb Playdough
- Herb Sleuth
- Herb Observational Drawings
- Herb Uses
- Herb Diary

**Learning Objectives**

- Understand and know where and how a variety of ingredients are grown in the context of where and how herbs are grown
- Understand and apply the principles of a healthy and varied diet in the context of making a balanced meal made with herbs

**Herb Diary**

The Herb Garden Curriculum  
Yeading Infant and Nursery School

Why is it important?

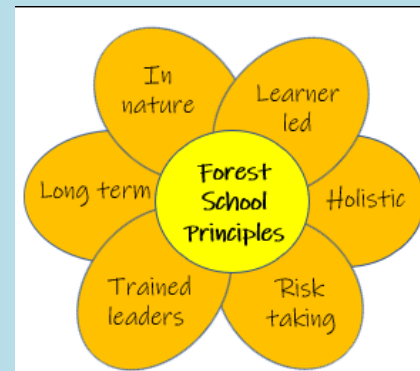
- Builds confidence
- Understands pattern
- Solve problems
- Use technology

# Outdoor learning

Learning outdoors can be enjoyable, creative, challenging and adventurous. It is very important in helping children to learn by experience, grow into confident and responsible citizens.

Recent studies have highlighted benefits of outdoor learning for young children such as:

- Higher levels of language
- Greater independence
- **Improved health and sleeping patterns (No matter the weather!!)**
- Greater physical ability
- Improved time and focus on activities through concentration
- A greater understanding of nature and the environment
- Improved social skills, involvement and initiative
- A respect for others and things around them



# Understanding of the World

## People and Communities

- Know the difference between now and the past .
- Understand different people have different beliefs.
- Understand why we need to treat each other with respect.



# Understanding of the World

## The World

- To understand the properties of some materials.
- To understand some of the uses for materials.
- To be familiar with concepts such as floating and sinking.
- Understand living things and the environment.
- Understand how humans effect living things and the environment
- How to look after our community

# Understanding of the world

## Technology

- Use a range of everyday technology e.g. computers, CD players, digital cameras, tape recorders, iPad,
- Select appropriate applications/programs

# How can you help at home?



Parental engagement

Moderate impact for moderate cost, based on moderate evidence.



- Ask open-ended questions (Why? What? How? When? Where?)
- Encourage children to think of solutions (How can we make this work?)
- Encourage children to talk about their experiences (what they see, hear, smell, touch and taste)
- Encourage children to discuss similarities and differences of the world around them
- Helping children to become aware of the importance of recycling, reusing and reducing
- Encourage healthy eating habits
- Promoting cultural diversity

# Thinking About...

## Role Play

Who are you dressed as?  
What is your character's name?

What can you tell me about your character?  
Where would your character live?

Can you show me how your character would talk?  
Can you show me how your character would move?

Why does your character behave that way?  
Why does your character live in...?

Can you tell me what your character would say?  
Why did you choose to...?

What is your character going to do next?  
Can you create a story with your friends?



# Expressive Arts & Design

- Taking risks
- Initiating their own learning
- Making choices and decisions
- Finding ways to express their unique experiences
- Explore media and materials
- Create the most weird and wonderful things

# Expressive Arts & Design

We need to:

- Provide a stimulating environment
- Provide a wide variety of resources
- Provide opportunities
- Encourage 'have a go' and take risks
- Encourage different forms of communication and expression
- Value every effort and discuss next steps
- <https://www.firstdiscoverers.co.uk/early-years-painting-activities-ideas/>



# Our Website

<http://yeadinginf.co.uk/>

# Our Instagram

[https://instagram.com/yeading\\_infants](https://instagram.com/yeading_infants)

**Please take part in our Parent and Carer Surveys**  
**throughout the year!**

# Thank you all for listening

We hope you will take this experience and provide exciting learning opportunities environment for your children, both inside and outside of the home environment.