

**LEECHPOOL
PRIMARY
SCHOOL**



Welcome to EYFS

**Information
for Parents**

Contents

Welcome letter from the Year Team

1. Learning at Leechpool

2. 6Rs

3. Successful Learners

- a. Communication and Language
- b. Physical development
- c. Personal, Social and Emotional development
- d. Literacy
- e. Mathematics
- f. Understanding the world
- g. Expressive arts and design

4. Our Curriculum

5. Our Timetable

6. Being Healthy at School

Welcome letter

Dear Parents,

We are really excited to be part of your child's first experience of school and aim to give them the best possible start to their educational journey. We plan exciting activities to engage children in their learning and we observe them in their child-initiated play, focusing on what they can do and how we can support them to move forward in their learning.

We hope this booklet will give you a wealth of information about the environment, curriculum and requirements of the Foundation Stage (FS).

We believe that communication between school and home is key to helping us get to know your children as quickly as possible and our doors are always open. Each week you will receive a newsletter containing information about what we will be doing and ways that you can support at home.

We look forward to working with you.

The Foundation Stage Team

As a school we aim to:

- We aim to promote an exciting, creative and supportive learning environment, which energises each child to value themselves and maximize their potential.
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum, which recognises children's needs and individual learning styles.
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

Meet the EYFS Team.....

Name	Role
Miss Hannah Kemp	Kangaroo Class Teacher / EYFS Phase Leader
Miss Emma Brown	Koala Class Teacher
Mrs Tursha Miles	Learning Support Assistant
Mrs Shabana Khan	Learning Support Assistant
Miss Lauren Blackwell	Learning Support Assistant
Miss Olivia Morgan	PPA Teacher
Mrs Charlotte Bazeley	PPA Teacher

The School Day

Our school day runs from 8:55 a.m. until 3 p.m., with a lunch break from 11:30 - 12:30 p.m.

It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the doors to the Foundation Stage will be open from 8.35 a.m., with an adult on duty to take messages and welcome the children in to school. Pupils in FS go straight to their classrooms, sort out their belongings and self-register. The children are then able to select a chosen activity.

Any child entering the school after their registration time (8.55am), and when an adult is no longer at the cloakroom door, must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line.

Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form, which can be downloaded from the website.

Homework Expectations

Monday	Tuesday	Wednesday	Thursday	Friday
Reading, phonics and key words.				

Each week we send out weekly newsletters, which outline the learning we will be doing. These will give you ideas for ways to support your child at home in Maths and Literacy.

1. Learning at Leechpool

a) Valuing All Learners Equally

Aspirations

As a learning community, we will strive to

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self-image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.

b) Life Skills

In FS we focus on developing the following life skills:

Staying Safe

People who help us
Using and carrying equipment safely
Internet Safety

Emotional Health and Well Being

Making relationships
Self-confidence and self-awareness
Managing feelings and behaviour

Citizenship

Class charter
Joining in
Responsible citizens

2. 6Rs

LEECHPOOL VALUES RESPECT



THE

6



Rs



Our one School Rule is **RESPECT** – represented by the lion who reminds pupils to be respectful to other people and to take an interest in them.

We encourage the following skills in all pupils at all times:

Owl – Reflective	I remind you to be reflective in your learning and think about how well you are doing.
Meerkat – Relationships	I remind you to have good relationships when you work with other people.
Cat – Risk Taking	I remind you to be a risk taker in your learning and to learn from making mistakes.
Bee – Resourceful	I remind you to be resourceful in your learning and try different ways to solve thing yourself.
Dog – Responsible	I remind you to be loyal and responsible and care for those around them.
Tortoise – Resilient	I remind you to be resilient in your learning and never give up.

a) “Catch them being good”

Our overriding school rule is **RESPECT** and this incorporates the Golden Rules which are as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our behaviour system will now follow aspects of the Therapeutic Thinking model in classrooms, which is about supporting children to regulate their emotions themselves and reflect on their behaviours and emotions. We will not be using the traffic lights to manage behaviours in class, they will be more for helping the children to self-regulate their emotions and will be a good discussion tool for all pupils.

At Leechpool, we firmly believe that

**Positive experiences create positive feelings
Positive feelings create positive behaviour**

We will talk about the **pro-social behaviours** that we actively encourage and plan activities to develop these.

We will use the term **anti-social behaviours** to describe behaviours that we do not wish to see and work with the pupils to identify why they might be displaying some of these behaviours and what support can be put into place to make them more pro-social.

We believe that emotional feedback is the most effective reward - praise, smiles, thumbs up, thank you etc. Tangible rewards (stickers, smiley faces, etc) are not effective in the long term and should only be a short-term prop. We believe that everyone starts each day on a positive. We also believe that everyone can expect to give and receive praise.

We will use a number of reward systems to develop and sustain this. These are:

Verbal and/or written praise

Showing work and sharing successes and achievements with other teachers and pupils

Notes home

Displaying good work

Stickers - we will limit the amount of stickers we use as we want children to be verbally praised for what they achieve. Any stickers given need to be purposeful and explicitly given.

Extra playtime

We will also continue to use the following to acknowledge the achievements of pupils:

- **Dragon tokens**—every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour.
- **Headteacher Awards**—any member of staff can send a pupil to Mrs Davenport with a gold token— this is for exceptional pieces of work or exceptional behaviour. The children will then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies on Mondays and Fridays.
- **Class Rewards**—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves.
- **Class Headteacher Awards**—any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc.
- **Lunchtimes**— at lunchtimes, pupils are praised and given yellow slips for good behaviour and polite manners. Stickers are given for pupils that try new foods or have a clean plate.

b) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

Year group	Continent	Class names
Foundation Stage	Oceania	Kangaroo / Koala
Year 1	Europe	Hedgehog / Squirrel
Year 2	Antarctica	Penguin / Seal
Year 3	South America	Jaguar / Llama
Year 4	North America	Bears / Eagles
Year 5	Africa	Lions / Giraffe
Year 6	Asia	Panda / Tiger

c) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way.

We also ask that they have the correct PE kit in school for their PE and Sport lessons. These must be taken home to wash on a Friday and returned on a Monday morning. Please check the website if you are unsure what our uniform policy includes.

Please ensure that all uniform is named so that, should it get lost, it can be returned to the correct person.

3. Successful Learners

Successful Learners
Who.....
Have the essential learning skills of English, mathematics & computing
Have enquiring minds and are creative, resourceful and able to identify and solve problems
Communicate and collaborate well
Enjoy learning and are motivated to achieve the best they can now and in the future

In the Foundation Stage, we follow the Early Years Foundation Stage Profile Framework. There are 7 areas of learning.

a) Communication and Language

1	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - 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.
2	<p>Speaking</p> <ul style="list-style-type: none"> - 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.

b) Physical Development

1	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - 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.
2	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> - 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, paint brushes and cutlery. - Begin to show accuracy and care when drawing.

c) Personal, social and emotional development

1	<p>Self-Regulation</p> <ul style="list-style-type: none"> - 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.
2	<p>Managing Self</p> <ul style="list-style-type: none"> - 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.
3	<p>Building Relationships</p> <ul style="list-style-type: none"> - 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.

d) Literacy

1	<p>Comprehension</p> <ul style="list-style-type: none"> - 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.
2	<p>Word Reading</p> <ul style="list-style-type: none"> - 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.
3	<p>Writing</p> <ul style="list-style-type: none"> - 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.

i. Reading

Reading is probably the most important skill children learn during their time in primary school. The children will read regularly at school with an adult on a 1:1 basis. The children will practise their ability to decode unknown words, recall high frequency words and demonstrate an

understanding of the text they have read.

Your child will bring home an individual, banded reading book. These reading books are self-selected by your child and we would like you to aim to read a minimum of 4 times a week with your child, daily where possible! These can involve a number of different activities:

- They can read aloud to you.
- You read to them (this is really important as you model good reading and can expose them to some books they might find more difficult to read on their own.)
- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the characters thoughts and feelings within the story.

Please do record each time you read with your child in their reading diary. It allows us to see that your child has read and also how successful they have been. These reading diaries are checked every day and allow us to track the children’s progression through each book band before moving them up as appropriate.

We aim to help your child develop a love for reading with confidence.

ii. Writing

In Foundation Stage, children will have a phonics lesson every day. During this time, children will learn new phonetic sounds, blend and segment words as well as consolidating previous phonic knowledge. Children will apply phonic knowledge to texts as well as use to record dictated sentences.

Terminology for pupils	letter, capital letter word, sentence punctuation, full stop, finger space, story, beginning, middle, end, character rhyme, poem/poetry
Phonics terminology	phonics, grapheme, phoneme, digraph, trigraph, blend/blending

iii. Handwriting

To develop the children’s writing we begin by developing their gross and fine motor skills. Each day we will complete a ‘Funky Finger’ activity, including dough disco or write dance.

During the Foundation Stage the children will also be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly.
- begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- form digits 0-9.
- understand which letters belong to which handwriting ‘families’ and practise these.

We teach the children how to form their letters, starting in the correct place. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. Children are expected to have gained their pen license by the end of Year 3 where they will be consistently joining their handwriting to a high standard.

a b c d e f g h i j k l m n

o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

e) Mathematics

i. Foundation Stage key mathematics objectives

1	Number <ul style="list-style-type: none">- 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.
2	Numerical Patterns <ul style="list-style-type: none">- 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.

ii.

Leechpool Primary School Calculation Policy Equipment

Children have access to a variety of mathematical apparatus designed to aid their calculation with numbers. These may include some of the following:



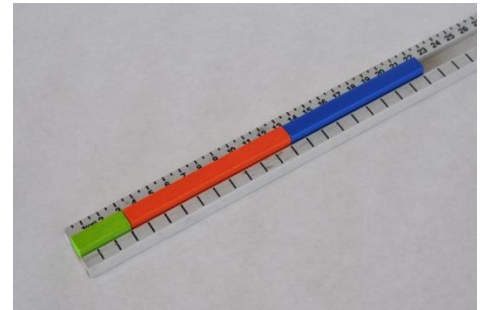
Numicon



Base 10



Cuisenaire Rods and number tracks



Counters and counting equipment



Bead strings



Coins

Whole School Key Vocabulary for Maths

Addition

More
Add
Plus
Sum of
Increase
Total
Altogether
Inverse



Subtraction

Take away
Minus
Subtract
Less
Difference
Decrease
Inverse



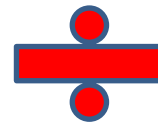
Multiplication

Lots of
Groups of
Times
Repeated Addition
Multiply
Product
Inverse





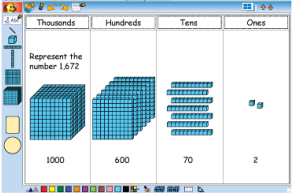
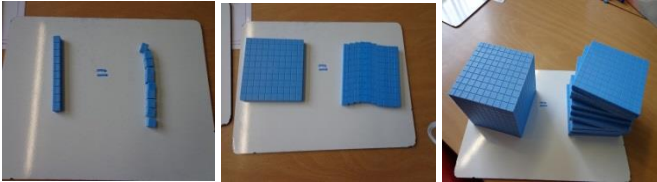
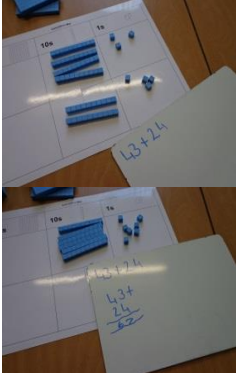

Division

Divide
Group equally
Share equally
Factor
Inverse
Remainder
Quotient
Divisor

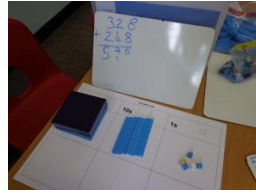


Whole School Written Calculation Methods – Addition

Children will progress through these methods as they move up the school. In EYFS we begin with pictorial representations and concrete resources for example using counters.

<p>Prior to using the formal written methods of addition and subtraction pupils will use a variety of equipment to explore smaller number bonds. Quick and accurate recall of these facts, and establishing the connections between them, helps greatly with larger addition and subtraction calculations.</p>		$6 + 3 = 9$ $3 + 6 = 9$ $9 - 3 = 6$ $9 - 6 = 3$															
<p>To aid with addition and subtraction pupils will use equipment including base 10. Base 10 can be used to visual the partitioning of larger numbers.</p>																	
<p>Pupils understand how tens, hundreds and thousands can be regrouped using base 10 as a visual aid.</p>		<p style="text-align: center;">1 ten = 10 ones 1 hundred = 10 tens 1 thousand = 10 hundreds</p>															
<p>Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that do not involve regrouping.</p>		<table style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>T</td><td>O</td></tr> <tr><td></td><td>4</td><td>3</td></tr> <tr><td>+</td><td>2</td><td>4</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td><td style="border-top: 1px solid black;">6</td></tr> <tr><td></td><td>6</td><td>7</td></tr> </table>		T	O		4	3	+	2	4			6		6	7
	T	O															
	4	3															
+	2	4															
		6															
	6	7															
<p>Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that involve regrouping.</p>		<p>36 + 45</p> <p>The ones are added and we have 11. This needs to be regrouped into 1 ten and 1 one. Adding the tens gives 8 tens in total.</p>															

Develop understanding of the column method of addition involving regrouping ones and tens.



T O

$$\begin{array}{r} 77 \\ +45 \\ \hline 122 \\ \hline 1 \quad 1 \end{array}$$

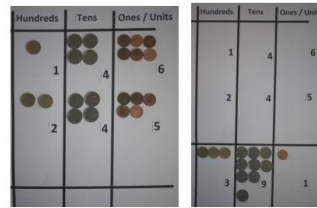
7 + 5 = 12
 The 12 is regrouped in 1 ten and 2 ones. The 1 ten is shown underneath and then included in the addition of the tens.

The 7 tens, 4 tens and 1 ten are added to equal 12 tens. These are regrouped as 1 hundred and 2 tens.

T O

$$\begin{array}{r} 77 \\ +45 \\ \hline 122 \\ \hline 1 \quad 1 \end{array}$$

Develop further understanding of addition in the context of money.



£1.46 + £2.45

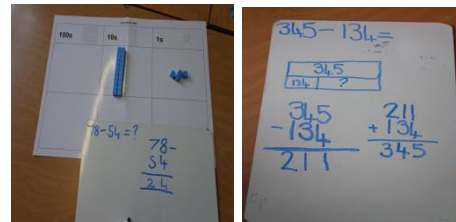
$$\begin{array}{r} 1.46 \\ + 2.45 \\ \hline 3.91 \\ \hline 1 \end{array}$$

Pupils extend their written method to work with increasingly larger numbers and decimal numbers as appropriate.

Written Calculation Methods – Subtraction

Prior to using a written method, pupils may use objects or counters to explore the notation of subtraction. Number lines may be used to count backwards. Connections should be made to addition and smaller number bonds that pupils can recall.

Subtract from 2 and 3 digit numbers without regrouping. Check subtraction calculations using the inverse operation of addition. Bar model diagrams may be used to establish the connection to addition.



	8
3	?

$$8 - 3 = ?$$

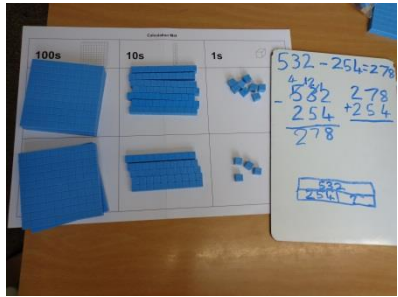

$$3 + 5 = 8$$

Subtract from 3 digit numbers, regrouping tens into 10 ones using a column method. Check subtraction calculations using the inverse operation of addition.

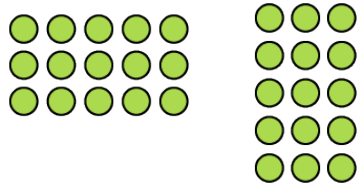
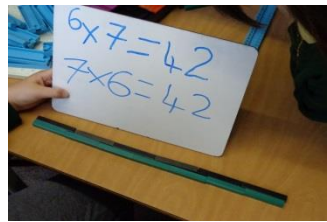
H T O

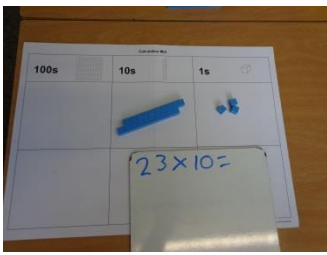
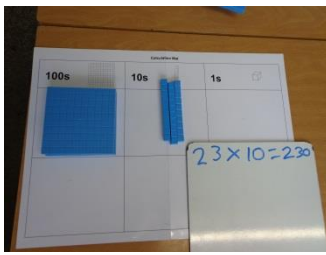
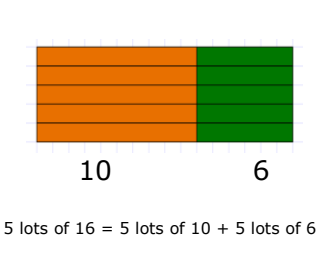
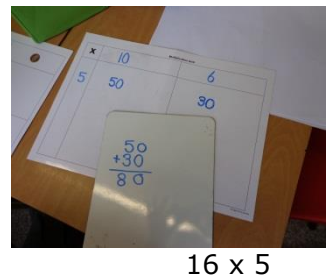
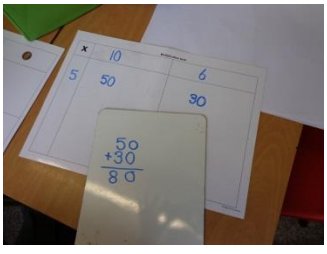

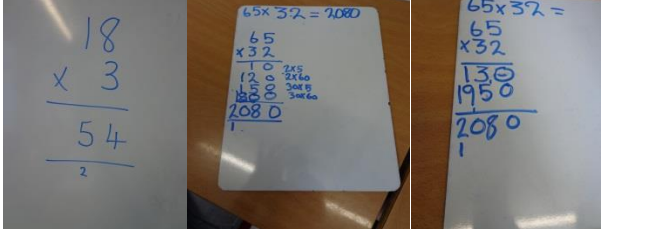
$$\begin{array}{r} 2 \quad \cancel{7} \quad 13 \\ - 1 \quad 2 \quad 5 \\ \hline 1 \quad 4 \quad 8 \end{array}$$

We cannot subtract 5 from 3 we regroup one of the tens into 10 ones. We know we have 13 ones and so can subtract 5 ones. We are left with 6 tens and can subtract 2 tens. Finally we look at the hundreds.

<p>Subtract a 3 digit number from a 3 digit number, regrouping the tens into ones and the hundreds into tens. Pupils may use base 10 to support with this or, if knowledge of place value is secure, counters may also help.</p>		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>12</td> </tr> <tr> <td>-</td> <td>2</td> <td>5</td> </tr> <tr> <td></td> <td>2</td> <td>7</td> </tr> <tr> <td></td> <td></td> <td>8</td> </tr> </tbody> </table> <p>Regrouping is necessary across two place values columns. 1 ten is regrouped as 10 ones. Then 1 hundred is regrouped as 10 tens giving enough hundreds, tens and ones to subtract from.</p>	H	T	O	4	5	12	-	2	5		2	7			8
H	T	O															
4	5	12															
-	2	5															
	2	7															
		8															
<p>Develop further understanding of subtraction in the context of money.</p>		<p>Question:</p> <p>John had £2.53 in change in his pocket. He bought a notebook for £1.39 when he was in town. How much money does he have left?</p>															
<p>Use the inverse operation to solve missing number problems.</p>	<p>Write in what the missing numbers could be.</p> $170 + \boxed{} = 220 - \boxed{}$																
<p>Pupils will extend their use of the written method to include larger numbers and decimals as appropriate. They will solve a range of addition and subtraction calculations and understand the mathematical vocabulary for addition and subtraction.</p>																	

Written Calculation Methods – Multiplication

<p>Prior to using a formal written method, pupils will use counters and objects to help solve multiplication problems. They will begin to relate counting in 2's, 5's, 10's etc. to their times tables. An array can represent a multiplication.</p>																					
<p>Develop an understanding of multiplication as repeated addition and appreciate that multiplication can be completed in any order.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="4" style="text-align: center;">24</td> </tr> <tr> <td style="background-color: #008000; color: white;">6</td> <td style="background-color: #008000; color: white;">6</td> <td style="background-color: #008000; color: white;">6</td> <td style="background-color: #008000; color: white;">6</td> </tr> <tr> <td colspan="4" style="text-align: center;">or</td> </tr> <tr> <td colspan="4" style="text-align: center;">24</td> </tr> <tr> <td style="background-color: #483d8b; color: white;">4</td> <td style="background-color: #483d8b; color: white;">4</td> <td style="background-color: #483d8b; color: white;">4</td> <td style="background-color: #483d8b; color: white;">4</td> </tr> </table> <p> $6 \times 4 = 6+6+6+6$ $4 \times 6 = 4+4+4+4$ </p>	24				6	6	6	6	or				24				4	4	4	4
24																					
6	6	6	6																		
or																					
24																					
4	4	4	4																		
		 <p style="text-align: center;">$6 \times 7 = 7 \times 6$</p>																			

	$6 \times 4 = 4 \times 6$	
Develop an understanding of how to multiply 1 and 2 digit numbers by ten. Pupils can use equipment and place value knowledge to help with this.		
Multiply a teen number by a 1-digit number, using apparatus and the grid method.		
Multiply 2-digit numbers by a 1-digit number, using the grid method alongside the column method and establish the link between the two methods.		$\begin{array}{r} 16 \\ \times 5 \\ \hline 30 \\ 50 \\ \hline 80 \end{array}$
Multiply a 2-digit number by another 2-digit number, using the grid method alongside the column method and establish the link between the two methods.		$\begin{array}{r} 23 \\ \times 16 \\ \hline 18 \\ 120 \\ 30 \\ \hline 200 \\ 368 \end{array}$
Multiply 2-digit numbers by 1 and 2-digit numbers, using the column method. Pupils may move to use a more compact column method.		

Written Calculation Methods – Division

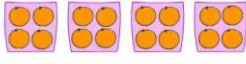
Before using a formal written method for division pupils understand division as sharing equally. They may use objects, counters or diagrams to help them 'group' a number.

DIVISION BY SHARING

Examples


(a) Divide these 16 oranges equally between 4 families.

Each family gets 4 oranges.


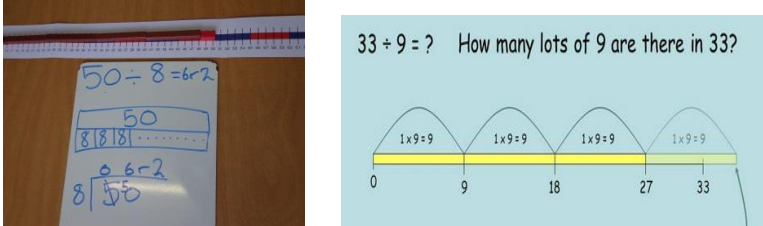
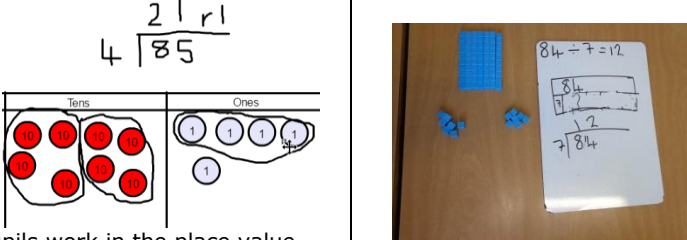
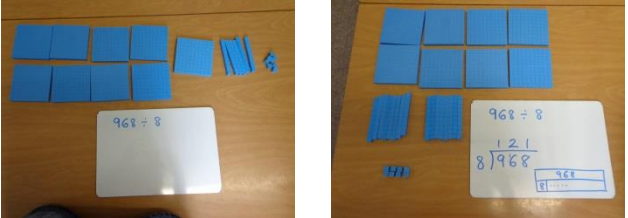
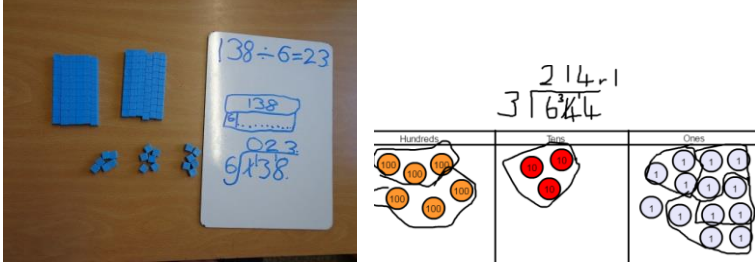


Equal Sharing

$15 \div 3 = 5$ is the amount each person gets if 15 items are shared equally among 3 people.



$15 \div 3 = 5$

<p>Make connections between multiplication and division. Divide a 2-digit number by a single-digit number using number rods and number lines (without remainders)</p>	 <p> $6 \times 7 = 42$ $7 \times 6 = 42$ $42 \div 6 = 7$ $42 \div 7 = 6$ </p>
<p>Divide a 2-digit number by a single-digit number, using number rods and number lines (including remainders).</p>	 <p> $50 \div 8 = 6 \text{ r}2$ $33 \div 9 = ?$ How many lots of 9 are there in 33? </p>
<p>Introduce the column method for solving division of a 2-digit number by a single-digit number. Pupils may use base 10 or counters to help with regrouping if necessary.</p>	 <p> $4 \overline{)85}$ $84 \div 7 = 12$ </p> <p>Pupils work in the place value columns to divide by 4</p> <p>1 ten is regrouped into 10 ones. The tens and ones are divided by 7</p>
<p>Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping). Base 10 or counters may be used to help with the understanding of regrouping.</p>	 <p> $968 \div 8$ 121 $8 \overline{)968}$ </p> <p>There is one group of 800 in 968. We regroup the remaining hundred into 10 tens. The 16 tens can be grouped into two groups of 8 tens. The final 8 ones make one group of 8.</p>
<p>Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping and remainders)</p>	 <p> $138 \div 6 = 23$ $3 \overline{)164}$ </p>

Pupils extend their division to include 4 digits numbers divided by a 1 digit number and eventually 4 digits numbers divided by 2 digit numbers. It should be noted that knowledge and recall of times tables and related division facts is vital for long multiplication and division. It is expected that pupils should have this knowledge by the end of year 4.

iv. Rapid Recall Facts

Fluency is an important part of the Maths curriculum. To aid children with their fluency skills, there are certain 'rapid recall facts' that your child should know as they progress through school. The table below details these:

Year 1	I can use objects to work out one more and one less.
	I can read and write numbers from 0 to 10.
	I can show an understanding of + - and =.
	I can recall number bonds within 5.
	I can understand that the total number will change when objects are added or taken away.
	I can count to 20.
	I can name some common 2-D shapes.
Year 2	I can work out one more and one less of a given number.
	I can count, read and write numbers from 0 to 100.
	I can read and write number statements using +. - and =.
	I can recall number bonds within 10.
	I can add 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can subtract 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can find and name $\frac{1}{2}$ (half) of an object, shape or amount.
I can recognise and name some common 2D and 3D shapes.	
Year 3	I can read and write numbers to 100 in numerals.
	I can count in steps of 2, 5, 10s.
	I can find the place value of each digit of a number with tens and ones.
	I can answer simple addition and subtraction questions in my head as well as by writing them down.
	I can remember and use multiplication and division facts for the 2, 5, 10 times tables.
	I can find, name and write fractions of a length, shape, set of objects or amount.
	I can notice and explain the properties of 2D and 3D shapes.
I can read measurement scales in 1s, 2s, 5s and 10s.	
Year 4	I can use number bonds for all numbers up to 20.
	I can use the 3 times table fluently, including multiplication and division facts.
	I can use the 4 times table fluently, including multiplication and division facts.
	I can use the 8 times table fluently, including multiplication and division facts.
	I can recall facts about durations of time (e.g. days in the week, minutes in an hour, hours in three days, months of the year).
	I can tell the time to the nearest minute.
	I can recognise a right angle and name its value.
Year 5	I can use number bonds to 100.
	I can use the 12 x 12 fluently, including multiplication and division facts.
	I can recognise decimal equivalents of fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and any number of tenths and hundredths.
	I can multiply and divide single digit numbers by 10 and 100.
	I can round any number to the nearest 10 or 100.
	I can add and subtract numbers up to 4 digits using the formal column method.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
I can recall fact relating to the conversion of measurements (e.g. cms in a m, mls in a l).	
Year 6	I can use times tables up to 12 x 12 fluently.
	I can understand the value and order of each place value columns from 3dp to 10,000,000.

	I can mentally calculate addition and subtraction calculations where regrouping is not required.
	I can multiply and divide whole number by 10, 100 and 1000.
	I can use written column addition and subtraction, regrouping where necessary.
	I can read the time on both a 12 and 24 hour clock to 1 minute intervals.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
	I can recall decimal number bonds to 1 and 10.
	I can recall facts relating to the conversion of measurements (e.g. cms in a m, mls in a l).

Within our teaching, we will be covering these topics and also showing the children how these can be used to answer questions across all areas of the Maths curriculum.

iv. Vocabulary

Mathematics Vocabulary for FS

Number and Place Value	Multiplication and Division	Measure
numbers count order more less add take away equals How many are left? altogether	double half share fair equal	size weight, heavy and light length and height, tall short, long, longer etc capacity, full, empty
Geometry (position and direction)	Geometry (Properties of shape)	Fractions
every day positional language, for example behind, next to, forwards, backwards, under, over, next to	pattern shape 3D shape 2D shape flat edges corners vertices faces	whole half quarter

f) Understanding the World

1	Past and Present <ul style="list-style-type: none">- 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.
2	People, Culture and Communities <ul style="list-style-type: none">- 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.
3	The Natural World <ul style="list-style-type: none">- 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.

g) Expressive Arts and Design

1	Creating with Materials <ul style="list-style-type: none">- 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.
2	Being Imaginative and Expressive <ul style="list-style-type: none">- 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.

4. Our Curriculum

Our topics this year are:

These topics are subject to change due to children's interests.

Term	Theme(s)	Additional Events
Autumn	All About Me	Foundation Stage Christmas Production Christmas Fayre
Spring	Around the World	International Fortnight
Summer	The Great Outdoors	British Fortnight Trip to Arundel Castle Sports Day

Websites we use at school

At school we use a number of websites to support the children's learning. The children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones for Foundation Stage:

- Seesaw - <https://web.seesaw.me/>

5. Our Timetable

As a school we keep the timetable quite flexible to enable us to better meet the needs of the children. However, there are a few lessons which are fixed each week. Please ensure your child has the correct equipment in each day. This includes:

- PE kit – this should be named. These need to be in school every day with the appropriate clothes for the time of year. Please ensure your child has a change of socks. The children will need their PE kits in school on a Friday.
- Reading Record - this should be in school every day along with the book your child is reading. They will have time every day to change their reading book once it is finished.

	8.35 - 9.10	9.10-9.25	9.30-9.45	9.45 - 11	11-11.15	11.30 - 12.30		14.30 - 15.00
Monday HK – Leadership PM?	Morning Routines Linked Provision / Boosters	Squiggle whilst we wiggle	Literacy / Topic	Rolling Snack Continuous Provision Plan/do/review or Focus activities	Phonics	Lunch	Dough disco Maths	Continuous Provision Focus activities
Tuesday		Squiggle whilst we wiggle	Literacy / Topic	Rolling Snack Continuous Provision Plan/do/review or Focus activities	Phonics	Lunch	Dough disco Maths	Continuous Provision Focus activities
Wednesday PPA – 8.30 - 11am?		Squiggle whilst we wiggle	Literacy / Topic	Rolling Snack Continuous Provision Plan/do/review or Focus activities	Phonics	Lunch	Registration Dough disco Maths	Continuous Provision Focus activities
Thursday		Squiggle whilst we wiggle	Literacy / Topic	Rolling Snack Continuous Provision Plan/do/review or Focus activities 10.40 - Music	Phonics	Lunch	Dough disco Maths	Continuous Provision OLP / Focus activities
Friday		Squiggle whilst we wiggle	Literacy / Topic	PE Snack	Phonics	Lunch	Dough disco Maths	Library Continuous Provision Individual readers

Story / Getting ready to go home

6. Being Healthy at School

We are proud to be a Healthy School. The children in Foundation Stage have access to a free fruit or vegetable snack every day which we have at the end of the day. They may also bring in a healthy snack to eat during the morning. We ask that **no** sweets, chocolate, crisps or biscuits are eaten at this time

We are a **nut free** school and ask that nothing containing nuts is brought in by the children for both their healthy snack and in their packed lunch.

We ask that all pupils bring in a water bottle - to be brought in daily and kept in the classroom for easy access during the day.

At lunchtime the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. For children in Early Years, Year 1 and 2, these meals are free.

These meals need to be pre-ordered via their website:

<https://parentpay.com/>

Children in the Foundation Stage eat lunch at 11.30 a.m.



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