Foundation Stage
Working Together Meeting

Welcome To Our Lady of Compassion

‘To Live As Jesus Taught Us’

FS1 Teacher

Mrs Sandhu-White

FS2 Teachers

Mrs Monington

Mrs Haycock

Mrs Kinchin

Please join your hands.

Loving God,

May your light shine always for our little ones.
May they go safely through life,
Knowing your love and goodness.
May they be like a light for others,
Bringing hope and joy to family and friends.
May they know you are always there
To guide, to lead and to protect.

Amen.

Infant Morning Prayer

O my God, I give to you,

All that I think and say and do,

All my work and all my happy play,

I will give, to you today.

Amen

Grace Before Meals

Bless us O God as we sit together,
Bless the food we eat today
Bless the hands that made the food,
Bless us O God,
Amen



SEASON OF CREATION

Prayer after Meals

Thank you God, for the food we have eaten,
Thank you God, for all our friends
Thank you God for everything
Thank you God
Amen.



Our Father

Our Father, who art in Heaven, hallowed be Thy Name. Thy Kingdom come. Thy Will be done, on earth, as it is in Heaven. Give us this day our daily bread and forgive us our trespasses, as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil.
Amen.

Hail Mary

Hail Mary full of grace, the Lord is with thee.
Blessed art thou amongst women, and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God, pray for us sinners, now, and at the hour of our death. Amen.



Glory Be to the Father

Glory be to the Father
And to the Son
And to the Holy Spirit
As it was in the beginning, is now and ever shall be,
World without end,

The Sign of the Cross Prayer...

From the top of my head to my heart,

From shoulder to shoulder,

I love you Jesus



The Sign of the Cross

In the name of the Father,
and of the Son,
and of the Holy Spirit
Amen



Our Lady of Compassion,
Watch over your children

Our Lady of Compassion

To live as Jesus taught us



Our Going Home Prayer

Goodnight dear Jesus,
And thank you we say,
For being our friend,
During this day.
Our Lady of Compassion.
Watch over your children.

Guardian Angel

Angel of God, my guardian dear,
to whom God's love commits me here,
ever this day be at my side,
to light and guard, to rule and guide.
Amen.



Prayer for those who have died

Eternal rest
Grant unto them
O Lord,
And let perpetual light shine upon them,
May they rest in peace
Amen.

Mobile App

How the app Works

Firstly, you will need to download the app from either the iTunes App Store or Google Play Store by clicking on the relevant buttons below or by loading up the app store on your phone and searching for ‘School News’.

Once you have located and downloaded the free app, launch the app and you will then be able to either click on the ‘Find my school’ button which uses the phones GPS to locate all the schools in the surrounding 20 miles, or you can type in the school's postcode and click on ‘Get my school’ button.

Your school's postcode is: B92 7EG

You will then see a list of schools that use the app. Click on the school you wish to view news & events for.

You will then be able to click on the ‘News’ button to view all of the latest news items that have been added to the school(s) you have selected and also all of the upcoming calendar events by clicking on the ‘Events’ button.

Clicking on ‘My Schools’ will display a list of schools that you view news and events for. Clicking on one of the schools will display the school address, telephone number and email address which you can click on to either phone or email the school directly from the app.

Points of Call

In the first instance, please contact your…

- Child's Class Teacher
- Phase Leader – Mrs Monington
- Deputy Head Teacher – Mrs Vella
- Head Teacher – Mr Emery

Please contact the office and they will arrange for you to be contacted via a telephone call.

Behaviour and Rewards

- Children are encouraged ‘To Live as Jesus Taught Us’ and to try to make things right by saying sorry.
- Going For Gold – Children receive a gold coin when they reach gold. Once they have collected 10 gold coins, they are awarded with a bronze band. For 20 gold coins, they receive a silver band and for 35 gold coins, they receive a gold band.
- FS1 Treasure Chest – If children reach gold, they are rewarded with something from the treasure chest.
- Other stickers are awarded throughout the day for a variety of things such as being helpful, being kind and using lovely manners.
- Raffle tickets are awarded across the school and are put into a draw. If your child’s ticket is pulled out, they receive a prize.

Timetable FS1 26-27

FS1 Timetable Autumn Term Timetable 2026-2027					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:15	Bags and coats, handwashing, registration, lunch choices and dance or music				
	Morning Prayers				
9:15 – 9:30	Communication Language & Speaking and Listening	Expressive Arts & Design	PSHE	RE	Understanding the World
9:30 – 10:00	Continuous provision and focus activities	Continuous provision and focus activities	Continuous provision and focus activities	Continuous provision and focus activities	Continuous provision and focus activities
10:00 - 10:15	Outside playtime				
10:15 – 10:30	Snack and milk				
10:30 – 11:00	PE	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning
11:00 – 11:15	Maths	Phonics	Maths	Maths	Phonics
11:15 – 11:30	Story time, handwashing and getting ready for lunch and home				
11:30 – 12:15	Lunch in the classroom Before Lunch Prayer				
	(11:40 morning children go home)				
12:15 – 12:45	Outdoor playtime				
12:45 – 1:00	Zones of Regulation, Well-being activities				
1:00-1:15	Registration, After Lunch Prayer				
	Focus topics, games and activities				
1:30 – 2:15	Continuous provision, focus activities and outdoor play	Continuous provision, focus activities and outdoor play	Continuous provision, focus activities and outdoor play	Continuous provision, focus activities and outdoor play	Continuous provision, focus activities and outdoor play
2:40-2:50 Getting ready to go home 2:45 children	Daily Worship Gospel	Daily Worship Meditation Prayers	Daily Worship TLAJTU	Daily Worship Songs of Praise	Daily Worship Gospel
2:50 – 3:00	Story time, Yoga, musical activities, dancing				
3:00 – 3:15	Getting ready to go home				

FS2 Timetable

	FS2 Timetable Autumn 2020				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8.45am – 9.00am	Morning Prayer. Registration & dinner choices.				
9.00am - 9.30am CP	Communication, Language and Literacy	RE	RE	Power Maths	Power Maths
9.30am – 10.00am CP				Continuous Provision	Continuous Provision
10.00am - 10.15am	Playtime				
10.15am – 10.20am	Handwashing & Snack Time				
10.20am – 10.30am	Oracy	Oracy	PSHE	Oracy	Oracy
10.30am – 11.00am	Power Maths	Understanding the World	PE	Physical Development PE in hall	Communication, Language and Literacy - Reading Focus
11:00am – 11.30am	Phonics	Phonics	Phonics	Phonics	Phonics
11.30am – 11.40am	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
11.40am – 11.45am	Tidy up time, handwashing.				
11.45am – 11.55am	Daily Worship Gospel	Daily Worship Meditation prayers / Songs of praise	Daily Worship Prayers	Daily Worship Songs of Praise	Daily Worship TLAJTU
	Before Lunch Prayer				
12.00pm	Lunch (FS2 Teachers to support children in hall 12.00pm – 12.15pm)				
1.00pm – 1.05pm	After Lunch Prayer Handwashing and registration				
1.05pm - 1.15pm	Zones of Regulation register	Mental Health and Wellbeing	Zones of Regulation	Mental Health and Wellbeing Project Evolve	Zones of Regulation
1.15pm – 2.15pm	Expressive Art and Design Kapow Art / Kapow D&T	Power Maths	Power Maths Books	RE	PSHE Music
2.15pm – 2.45pm	Continuous Provision Daily Readers	Continuous Provision Daily Readers	Continuous Provision Daily Readers	Continuous Provision Daily Readers	Celebration Assembly Alternate Fridays
2.45pm – 2.55pm	Tidy up time, Handwashing, Getting ready for home time.				
2.55pm – 3.10pm	Speaking & Listening Story time	Speaking & Listening Story time	Speaking & Listening Story time	Speaking & Listening Story time	Speaking & Listening Story time
3.10pm - 3.15pm	End of Day Prayer & Home time				

Yearly Overview

Marvellous Me! Wonderful We! **Seasons & Celebrations**	**Around the World in 6 Weeks** **Heroes and Heroines**	**Growing & Planting** **Marvellous Machines**

Memorable Experiences

FS1 & FS2 Autumn Walk/Autumn Treasure Bag **FS2 Buddy Service** **FS1 & FS2 Nativity** **FS2 Walk to the Post Box**	**FS1 & FS2 Mother's Day Assembly** **Mini Home Project – Create an Easter bonnet for the Easter bonnet parade.**	**FS1 & FS2 Trip** **FS1 & FS2 Sports Day**

Outdoor Play And Learning (OPAL)
Please help us by sending in the following items… (which will stay in school)

Clearly named waterproofs & wellies.



Clothing

- Please ensure that all clothing is clearly labelled with your child's name in a place that is easy for your child and staff to find. For example: Neck of jumper / cardigan and near coat loop.
- Pull on trousers are much easier for the children to manage.
- Please ensure that shoes / trainers are labelled.
- Velcro shoes and trainers please – no laces.
- Help your child to independently put on their coat and try to do up the zip.
- Help your child to turn sleeves the right way when they are inside out.
- Named hat and mittens (not gloves) for winter.

Reading with your child

In FS1, children will bring home a library book.

In FS2, children will be allocated a reading book and their own choice of library book.

It is important to try to find ten quiet minutes a day to read with your child.

As your child progresses with their reading, they will become more familiar with phonemes / graphemes and Common Exception Words.

Bedtime stories are important for children of all ages and help children to develop good listening and comprehension.

FS2 Reading Books

These are matched to the children's phonic knowledge and will be issued once we have completed the first set of phase 2 phonemes (s a t p i n).

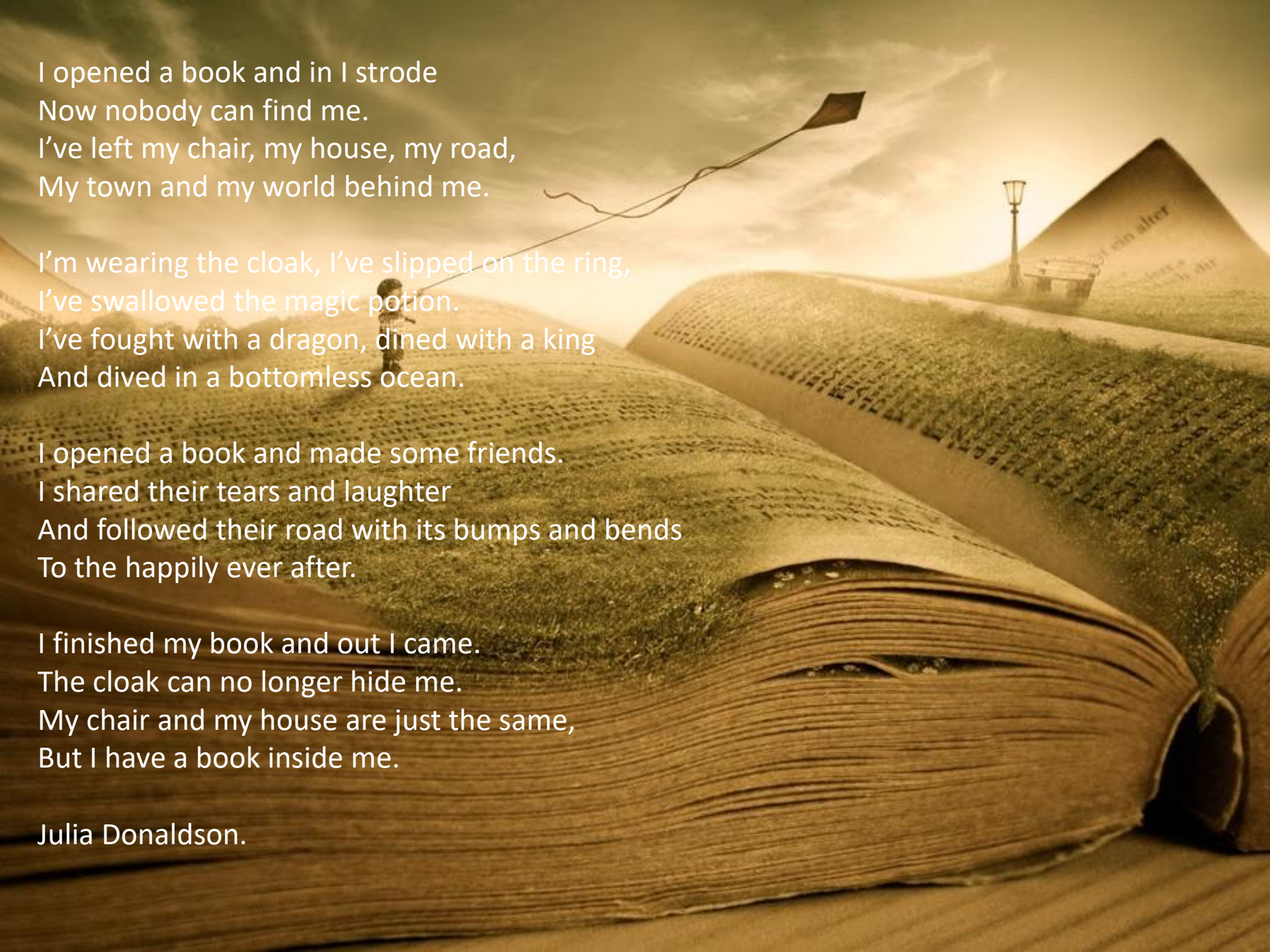
Please keep the books safe. Lost or damaged books will incur a charge to replace them.

It is important that your child brings in their reading book and reading diary each day. Please write a note in the diary or initial it so that we know that your child has read their book at home.

FS2 staff will aim to change reading books once per week.

Please work together with us by helping your child to learn the sounds and the words that we send home.

https://youtu.be/44mZZQfgkjY



I opened a book and in I strode
Now nobody can find me.
I've left my chair, my house, my road,
My town and my world behind me.

I'm wearing the cloak, I've slipped on the ring,
I've swallowed the magic potion.
I've fought with a dragon, dined with a king
And dived in a bottomless ocean.

I opened a book and made some friends.
I shared their tears and laughter
And followed their road with its bumps and bends
To the happily ever after.

I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same,
But I have a book inside me.

Julia Donaldson.

Systematic Synthetic Phonics

- FS1 participate in various phonics sessions across the week. These sessions are a combination of focus sessions, story sessions and continuous provision activities.

- In FS2, the children participate in a 20-minute phonics session each day. This time will increase as the year progresses.

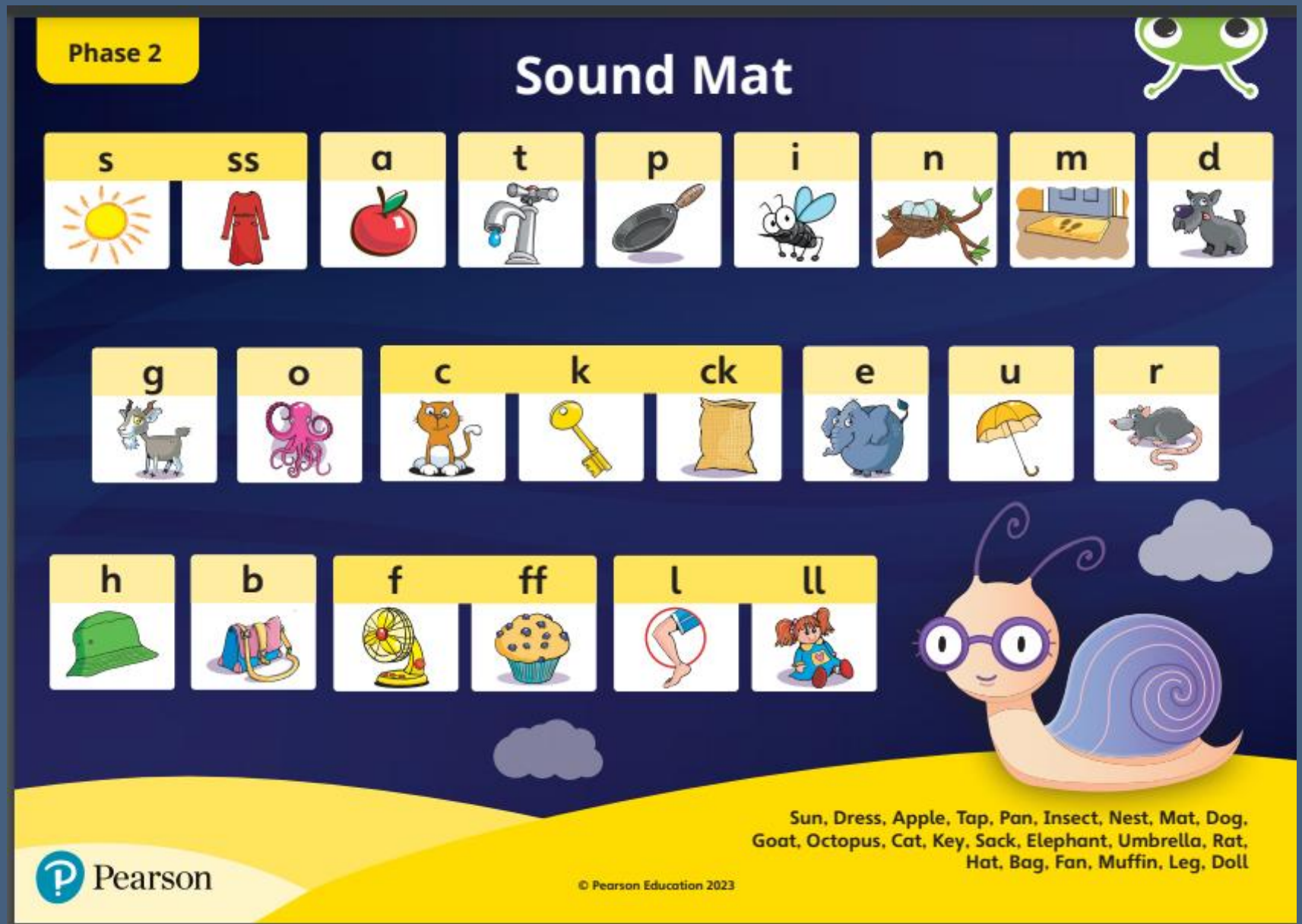
- You can help your child by using the correct pronunciation of phonemes.

- https://www.pearsonschoolsandfecolleges.co.uk/asset-library/interactive/primary/bugclub/alphabet/index.html

FS2 Bug Club

- Your child will receive a login for their Active learn account.
- Please ensure that you activate your child's account.
- This will give your child access to all of the Bug Club reading books.
- We will also add maths games and challenges for your child to access.

The Order in Which Phonemes are Taught



Phase 3

Sound Mat

j	v	w	x	y	z	zz	qu	ch
								

sh	th	ng	ai	ee	igh	oa	oo	oo
								

ar	or	ur	er	ow	oi	ear	air	ure
								



Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips,
Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book,
Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

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Actions for Sounds List

Bug Club Phonics

Phase 2

s	Make a sunrise motion with both palms facing forwards	
ss	Trace your hands from your shoulders downwards	
a	Pretend to take a bite from an apple	
t	Mime turning on a tap	
p	Pretend to flip a pancake in a pan	
i	Make antennae by wiggling two fingers on top of your head	
n	Cup your hands and round them upwards	
m	Pretend to wipe your feet on a mat	
d	On both hands, point two fingers downwards like ears	
g	Pretend to stroke a goatee on your face	
o	Wave your arms at your sides like tentacles	

Actions for Sounds List

Bug Club Phonics

c	Stroke some imaginary whiskers on your face	
k	Mime turning a key in a lock	
ck	Pretend to sling a heavy sack over your shoulder	
e	Make a trunk using your arm and swing it from left to right	
u	Mime putting up an umbrella	
r	Pretend to nibble on some cheese	
h	Using one hand, mime placing an imaginary hat on your head	
b	Mime lifting a heavy shopping bag	
f	Fan your face with your hand	
ff	Cup your hands like you are holding a muffin and take a bite	
l	Point at your leg	
ll	Pretend to cradle a baby	

Actions for Sounds List

Bug Club Phonics

Phase 3

j	Scoop jam from a jar using two fingers, spoon to your mouth	
v	Pretend to steer with an imaginary steering wheel	
w	Extend fingers on both hands, place one in front of the other	
x	Draw your hand away from your face to mime a long snout	
y	Cup your hands around your mouth and pretend to shout	
z	Zip up an imaginary jacket	
zz	Pinch three fingers on one hand and bob them up and down	
qu	Place an imaginary crown on your head with a domed hand	
ch	Make a chopping action with one hand on your opposite palm	
sh	Pretend to listen to a shell at your ear	
th	Cross your hands over each other and flap them like wings	

Actions for Sounds List

Bug Club Phonics

ng	Put a crown on your head with domed hand and stroke a beard	
ai	Cup one hand over opposite fist and extend two fingers on fist	
ee	Curl your fingers in loops at either side of your head	
igh	Place prayer hands on the side of your head like a pillow	
oa	Make the outline of a rowboat with your arms	
oo (long)	Pretend to spoon food into your mouth	
oo (short)	Mime opening a book with your hands	
ar	Make twinkly stars in the air by opening and closing your fists	
or	Mime spearing food on a fork and lift to your mouth	
ur	Ripple your arm in front of you like a wave	
er	Mime climbing a ladder with your hands	
ow	Cup your hands in circles around your eyes	

Bug Club Phonics Pronunciation Guide

It's important to pronounce the phonemes clearly because this helps children blend to read.

Making a 'pure' sound

You should avoid adding a schwa sound to the phonemes where possible.

A schwa is like an /uh/ sound. A good way to show the difference between making a pure sound and adding a schwa is to say the /c/ sound as if you have started to say 'cat' but stopped right after 'c'.

You'll hear this is a short, clipped /c/. Now say /c/ but add a schwa – /cuh/. Try sounding and blending 'cat' using both pronunciations. It is much easier to blend and read 'cat' by saying /c/ /a/ /t/ than it is to blend /cuh/ /a/ /tuh/.

However, some sounds cannot be heard clearly in isolation unless a small schwa is added. You will find guidance on these sounds below.

Voiced and unvoiced sounds

Where a sound is marked as 'unvoiced', this means that you don't use your vocal cords to make the sound. A good way to show the difference is by whispering (unvoiced) and speaking (voiced).

Regional pronunciation

Some of these phonemes are sounded differently in different regional pronunciations. BCP provides special notes within daily lesson plans where you may want to adapt according to regional pronunciation.

Phase 2 Phoneme Pronunciation Guidance

Phoneme	Pronunciation guidance	Graphemes
s	Put your teeth together and hiss out (unvoiced) – **sssss sun**	ss, c(e), c(i), c(y), sc, st(l), se
a	Open your mouth wide and make the /**a**/ sound at the back of your mouth – **a a a a**pple	
t	Place the tip of your tongue to the roof of your mouth (towards the front) with lips slightly parted and push the air out as you open your mouth (unvoiced) – **t t t** tap	
p	Press your lips together tight and push the air out as you open your mouth (unvoiced) – **p p p** pan	

i	Pull your lips into a smile and make a sharp /i/ sound at the back of your mouth – **i i i** insect	
n	Put your tongue to the roof of your mouth (towards the front) with lips parted and make the /n/ sound – **nnnnn** nest	kn, gn
m	Press your lips together tight and make the /m/ sound – **mmmmm** mat	mb
d	Place your tongue to the roof of your mouth (towards the front) as you make a quick /d/ sound (small schwa) – **d d d** dog	
g	Open your mouth slightly and make a soft sound in your throat (small schwa) – **g g g g** goat	
o	Make your mouth into an 'o' shape and make the /o/ sound – **o o o** octopus	(w)a
c	Smile slightly and move the back of your tongue to the top of your mouth, then push the air out as you release your tongue, making the /c/ sound (unvoiced) – **c c c** cat	k, ck, ch
e	Open your mouth wide as you smile slightly and make the /e/ sound at the back of your mouth – **e e e** elephant	ea
u	Open your mouth wide without smiling and make the /u/ sound in the back of your mouth – **u u u** umbrella	o
r	Keep your teeth close together as you pull your lips back slightly and say the /r/ sound as though you are growling – **rrrrr** rat	wr
h	Open your mouth and say the /h/ sound as you breathe out sharply (unvoiced) – **h h h** hat	
b	Press your lips together tight and push them out as you say the /b/ sound (small schwa) – **b b b** bag	
f	Put your front teeth onto your bottom lip and push the air out (unvoiced) – **fffff** fan	ff, ph
l	Behind your teeth, point your tongue to the roof of your mouth – **llllll** leg	ll, le

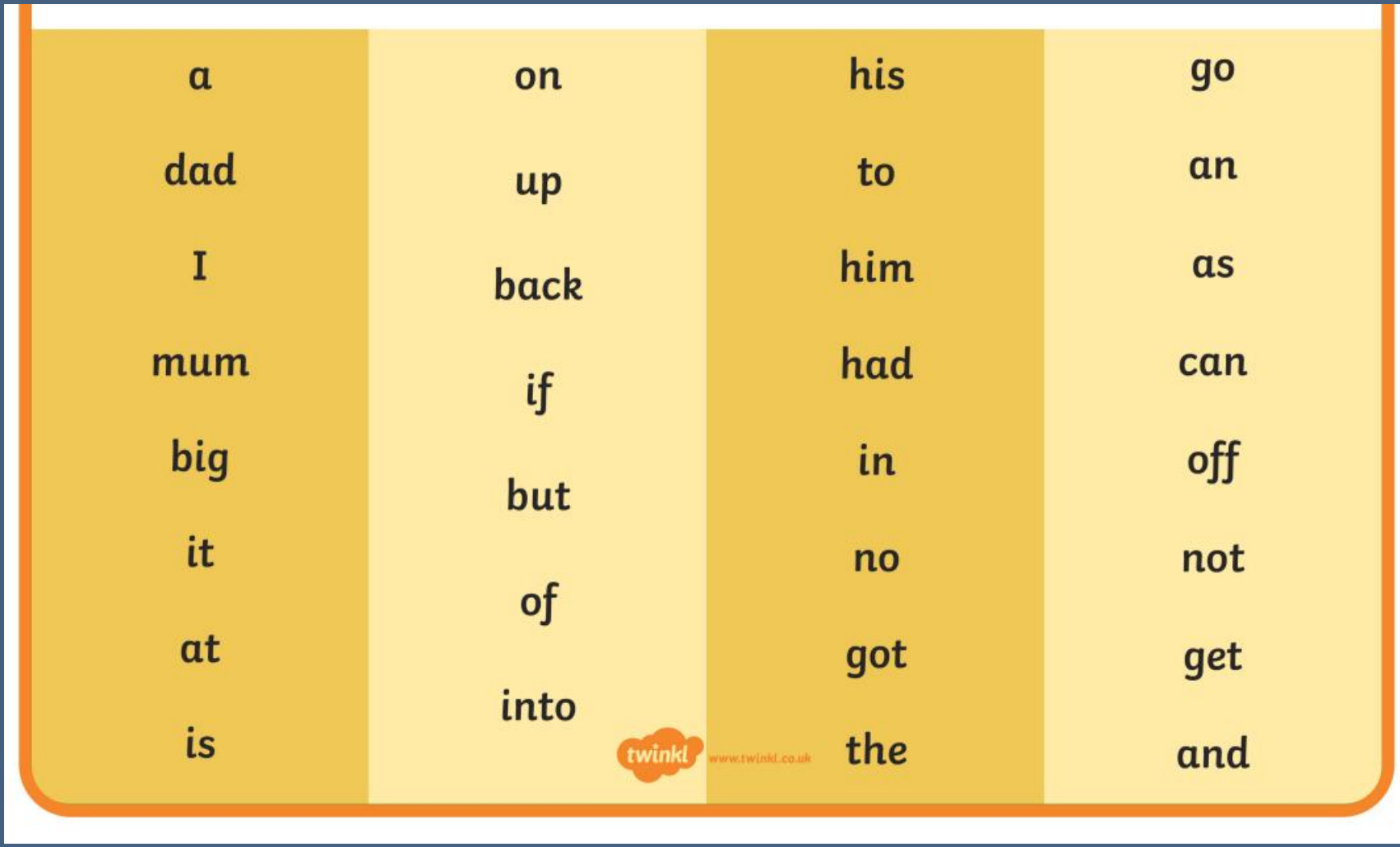
Phase 3 Phoneme Pronunciation Guidance

Phoneme	Pronunciation guidance	Graphemes
j	Put your teeth together, pucker your lips and touch the tip of your tongue to the top of your mouth (towards the front) as you say the /j/ sound (small schwa) – **j j j** jam	g(e), g(i), g(y), dge
v	Put your top teeth onto your bottom lip and gently force out air to make a buzzing sound – **vvvvv** van	
w	Start with your lips in a small 'o' shape, then move them slightly further apart as you push air out of your mouth (small schwa) – **w w w** web	wh
x	Put the /c/ and /s/ sounds together to make /x/ by moving the back of your tongue to the top of your mouth, and push air out as you release your tongue, then put your teeth together as you hiss out (unvoiced) – **x x x** fox	
y	Raise the middle of your tongue towards the roof of your mouth, then sharply move your tongue downwards and drop your jaw as you make the /y/ sound (small schwa) – **y y y** yell	
z	Holding your lips slightly parted, put your teeth together and force air between the tongue and the roof of the mouth and out past the teeth – **zzzz** zip	zz, se
qu	Put the /c/ and /w/ sounds together to make /qu/ by moving the back of your tongue to the top of your mouth, then push out air as you release your tongue. At the same time, round your lips into a circular shape and widen them as you push air out (unvoiced and small schwa) – **qu qu qu qu**een	tch
ch	Put your teeth together, placing your tongue to the roof of your mouth (towards the front) and round your lips slightly as you release your tongue and push out air (unvoiced) – **ch ch ch ch**ips	
sh	Push your lips forwards and show your teeth as you push air out, like you're shushing someone (unvoiced) – **shshshsh sh**ell	ch, c(ial), c(ian), t(ion), ss(ion)

th	Put your tongue between your teeth and push air out sharply (unvoiced) – **th th th** m**th**	
ng	Open your mouth slightly and lift the back of your tongue to the back of the roof of your mouth as you make the **/ng/** sound – **ng ng ng** ki**ng**	
ai	Open your mouth to a wide smile (tip of tongue touching the back of your lower teeth) then arch the middle of your tongue towards the roof of your mouth as you move your jaw up – **ai ai ai** sn**ai**l	ay, a-e, eigh, ey, ei
ee	Starting with your mouth in a relaxed, open position, the tip of your tongue stays behind your lower teeth as the middle/front part of the tongue arches towards the roof of your mouth and you pull the corners of your lips into a smile – **eeeee** sh**ee**p	ea, e-e, ie, y, ey
igh	Open your mouth as wide as possible and relax your lips as you flatten your tongue in your mouth, then arch the middle/front part of your tongue towards the roof of your mouth as you move your jaw up – **igh igh igh** n**igh**t	ie, i-e, y, i
oa	Make your mouth into an 'o' shape and then pull it into a tighter circle as you make the **/oa/** sound – **oa oa oa** b**oa**t	ow, o-e, o, oe
oo (long)	Start with your lips in a relaxed position and move them into a tight circle as you push out the **/oo/** sound – **ooooo** sp**oo**n	ew, ue, u-e
oo (short)	Purse your lips as you sharply push out the **/oo/** sound from the back of your mouth – **oo oo oo** b**oo**k	u, oul
ar	Start with your mouth open wide, lips in a relaxed position, then bring your jaw up a little as you curl your top lip slightly to say **/ar/** – **ar ar ar** st**ar**	
or	Make a small 'o' shape with your mouth, drop your jaw and shift your tongue back in your mouth (so the tip doesn't touch anything) as you say **/or/** – **or or or** f**or**k	aw, au, al
ur	Start with your mouth slightly open, then raise your top lip as you say **/ur/** – **ur ur ur** s**ur**f	er, ir, ear

ow	Start with your mouth wide open with your tongue flat and then move your lips into a pursed position, lifting the back of your tongue upwards – **ow ow ow ow**l	ou
oi	Make a small 'o' shape with your mouth, then relax your mouth as the middle of your tongue moves towards the roof of your mouth – **oi oi oi** c**oi**ns	oy
ear	Pull your lips into a smile, relax the tongue down as you make the **/ear/** sound – **ear ear ear ear**	ere, eer
air	Open your mouth and push your tongue towards the front slightly as you make the **/air/** sound – **air air air** ch**air**	are, ear
ure	Place the tip of your tongue just behind your lower front teeth and raise the middle of your tongue towards the roof of your mouth, then sharply move your tongue downwards and drop your jaw as your top lip curls upwards to make the **/ure/** sound – **ure ure ure** man**ure**	

FS2
Phase 2 Common Exception Words



a	on	his	go
dad	up	to	an
I	back	him	as
mum	if	had	can
big	but	in	off
it	of	no	not
at	into	got	get
is		the	and

twinkl www.twinkl.co.uk

FS2
Phase 3 Common Exception Words

will	with	my	we
that	for	see	you
then	he	too	her
now	them	was	be
she	down	all	they
this	me	look	are

Phase 2 Tricky Words

the

to

I

no

go

into

twinkl.com

Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

twinkl.com

Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

twinkl.com

Phase 5 Tricky Words

oh

could

their

people

Mr

Mrs

looked

called

asked

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Handwriting

Before children are ready for writing, they need to develop hand skills and they need to develop strength and control in their arms and shoulders so that they can steady themselves. Children must be able to understand where their hands are during a task, what the movements feel like and how they move.



🖐 What X-Rays Show About Your Child's Hands

•At age 3–4:

- Many hand and wrist bones are still soft cartilage.
- Some bones, especially in the wrist, haven't shown up yet on X-rays.
- The bones are still growing, so there are big gaps (called growth plates).

•By age 7:

- More bones are fully formed and visible on X-rays.
- Finger and wrist bones look stronger and more solid.
- Growth plates are still there but starting to close as bones mature.

🦾 How This Connects to Motor Skills

- **Bones give structure** — as they harden, they support better muscle use.
- **At 3–4** children are still developing **fine motor control** (like holding a pencil or using scissors).
  - They may rely on bigger arm or shoulder movements to help their hands.
- **By 7 years:**
  - Their hands are stronger and more stable.
  - They can do more detailed tasks (like writing clearly, tying shoelaces, or building with small pieces).

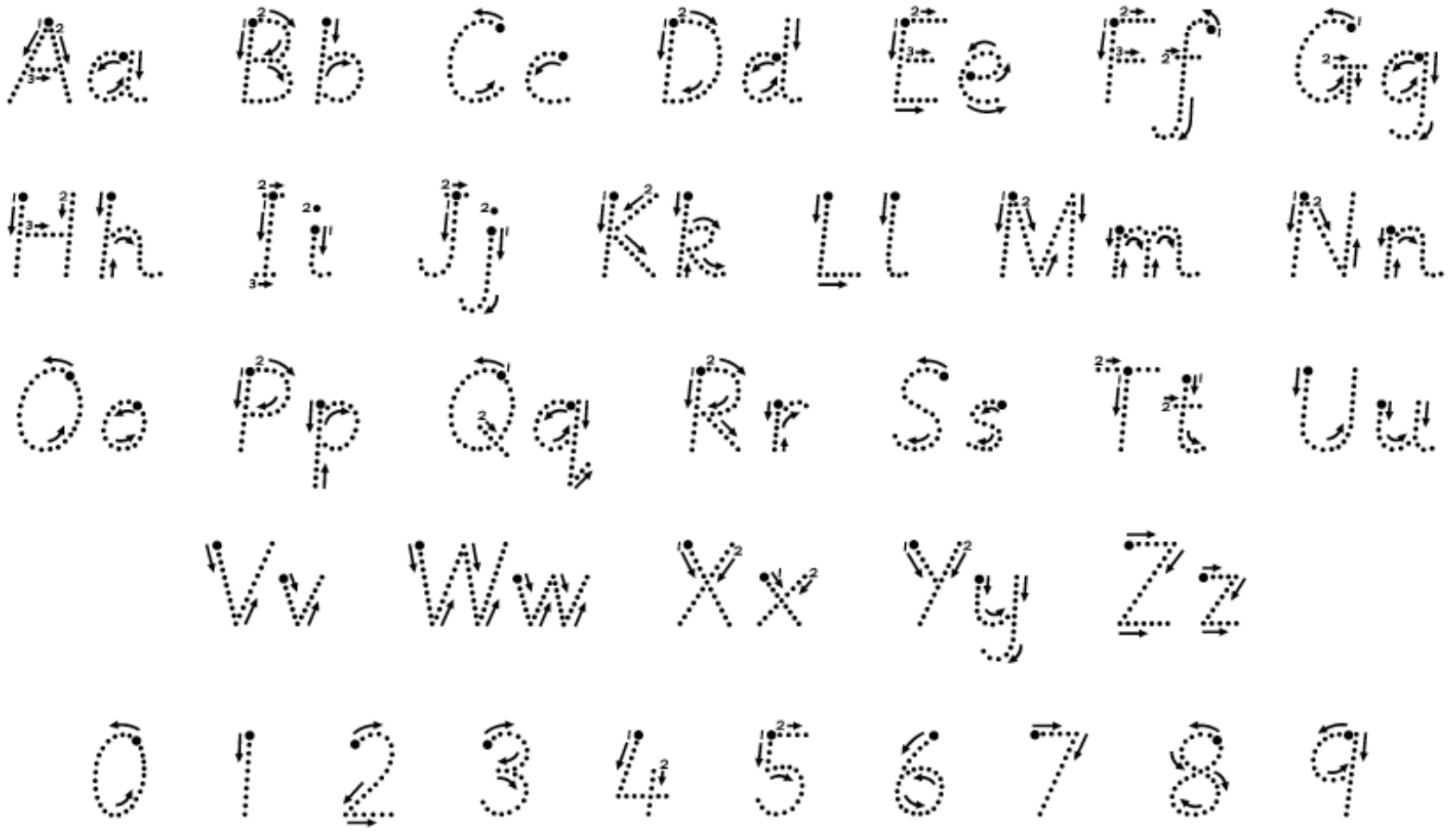
🧠 Why This Matters

- Hand and bone development **go hand-in-hand** with motor skills.
- A less mature hand (seen on X-rays) may explain why a younger child:
  - Grips crayons awkwardly,
  - Has trouble cutting or dressing themselves,
  - Or tires quickly when using their hands.

Fine and Gross Motor Activities

1. Use peg boards
2. Lacing cards
3. Building with Lego®
4. Tear lettuce into pieces for a salad
5. Tear construction paper for a collage
6. Peeling stickers
7. Spread icing on biscuits or cupcakes
8. Use both arms to twirl streamers
9. Making bead necklaces or bracelets
10. Jigsaw puzzles
11. Encourage gross motor play (climbing, jumping, crawling) — this builds strength and coordination.
12. Playdough – roll, stretch, pinch, pat, poke.

OLC Handwriting Font



Maths

Maths in FS1 is covered during continuous provision activities and teacher focus activities. FS2 take part in a daily Power Maths session.

Mathematics: Number ELG:

By the end of the EYFS, Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

There will be times when we send home little activities, games or challenges for you to complete with your child.

In FS2, we will add activities to your child's Active Learn log in.

Key Instant Recall Facts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	To recite the number names in order to 5.	To say one number for each item in order; eg 1, 2, 3, 4, 5.	To choose the right number of objects to match the numeral to 5.	To sort objects and say which group is more/less.	To recite number names to 10 in order.	To make comparisons between objects relating to size, length, weight and capacity.
FS2	To subitise (recognise quantities without counting) up to 5.	To know number bonds up to 5.	To count beyond 20.	To compare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity.	To know patterns within numbers up to 10, including double facts.	To know patterns within numbers up to 10, including evens and odds.

EYFS Development Matters Statements **Three and Four-Year-Olds - Prime Areas**

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.

- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

- Use longer sentences of four to six words.

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

- Develop their sense of responsibility and membership of a community.

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.

- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.

- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

- Understand gradually how others might be feeling.

- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

EYFS Development Matters Statements **Three and Four-Year-Olds - Specific Areas**

Literacy

- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

FS2 Baseline Assessment

The EYFS baseline assessment is a short, simple check of your child's early language, communication, maths, and personal development. It takes place during the first 6 weeks of starting Reception and helps teachers understand your child's starting point so they can support their learning in the best way possible. It's done through fun, practical activities and your child won't even know they're being assessed!

The picture, on the following page, shows all of the EYFS Early Learning Goals.

To achieve a **Good Level of Development (GLD)** at the end of the Reception year, children should be meeting the expected level in all of the following key areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**
- **Literacy**
- **Mathematics**

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.

Internet Safety – Family Digital Toolkit.

https://www.internetmatters.org/digital-family-toolkit/

What's inside the toolkit

- Get **age-specific advice** and tips to support your children online
- Learn about **popular apps and platforms** your children use
- Get information about how to deal with any **online safety concerns**
- Get recommendations for **digital tools** to support their interests and wellbeing

Internet Matters: Supporting Parents in the Digital Age

🌐 What Is Internet Matters?

- Internet Matters is a **UK-based not-for-profit organisation** founded in 2014 by major internet providers (BT, Sky, TalkTalk, Virgin Media). It offers **free, expert advice** to help parents, carers, and educators keep children safe online.
- 👩 🧑 👧 👶 **How It Helps Parents of Primary School Children**
- ✅ **Practical Tools & Resources**
- **Age-specific safety guides** for children aged 6–10.
- **Parental control tutorials** for devices, apps, and games.
- **Online safety checklists** for back-to-school readiness.
- **Advice hubs** covering topics like screen time, gaming, social media, and AI chatbots.
- 🧰 **My Family's Digital Toolkit**
- A personalised resource pack tailored to your child's age and online habits.
- Helps parents set boundaries and stay informed about emerging digital risks.
- 🗣️ **Conversation Starters**
- Tips to help parents talk to children about online safety in age-appropriate ways.
- Guidance on how to respond to issues like cyberbullying or inappropriate content.
- 📈 **Impact & Reach**
- 9 in 10 parents who use Internet Matters take **positive action** to improve their child's online safety.
- Over **700,000 families** have used the Digital Toolkit.
- Works with schools, charities, and tech companies to improve digital wellbeing.
- 🧠 **Why It Matters**
- Children's online experiences are constantly evolving. Internet Matters helps parents:
- Stay up to date with **new technologies** and risks.
- Build **media literacy** and resilience in children.
- Create a **safe and balanced digital environment** at home.

School & Building Fund Voluntary Contribution

- School Fund - £30 per child or £45 per family per year.
- Building Fund - £30 per child or £45 per family per year.
- Payable via ParentPay.

Communication

- School App
- Office emails
- Newsletters
- Please fill in Microsoft detail form ASAP.


Friends of Our Lady of Compassion

Friends of Our Lady of Compassion (FOLC)

FOLC **always** need new members.

They are a friendly team of parents and staff who do a wonderful job raising money for our school.

You are most welcome to join / pop along to one of the meetings to see the sorts of things that they do – You don't have to be a committee member to go to a meeting.

If you are unable to commit to regular meetings, please consider signing up on Helping Hands as an occasional helper.

Dates for your diary…

- FS2 & Y6 Buddy Service – 14th October 2.15pm
- FS1 Nativity – 9th December 9.20am
- FS2 Nativity – 2nd December 9.20am
- FS1 Mother's Day Assembly TBC
- FS2 Mother's Day Assembly TBC
- FS1 & FS2 Easter Bonnet Parade TBC
- Sports Day - TBC

Questions or concerns.

Thank you for joining us today.

If at any point you have questions or concerns, please do not hesitate to contact the school office via email and a member of staff will get back to you.