

Naunton Park Primary School

Reception Curriculum Handbook

Contents:

1. About this handbook
2. Foundation Stage
3. Classroom organisation
4. Mathematics
5. Communication and Language, Literacy
6. Understanding the World
7. Expressive Arts and Design
8. Physical Development
9. Personal, Social and Emotional Development
10. Play
11. Assessing children's progress and how parents are involved
12. Additional information
13. Suggestions for reading of as an alternative to reading

1. About this handbook

This handbook has been produced by the Reception Staff to support the information given at the Reception Curriculum Evening. Please use it as a reference point throughout the year but remember the Reception Staff will always be happy to answer any further questions that you have.

2. Foundation Stage

The Early Years Foundation Stage Curriculum begins at birth and continues to the end of the Reception Year. It is a mandatory document for all school and early years' providers in Ofsted registered settings attended by young children – that is children from birth to the end of the academic year in which a child has their fifth birthday.

The Early Years Foundation Stage principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

There are seven areas of learning;

Prime Areas – these are fundamental, work together and are there to support the development in all other areas –

Personal, Social and Emotional Development

Communication and Language

Physical Development

Specific Areas – include essential skills and knowledge for children to participate successfully in society.

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Characteristics of Effective Learning;

The characteristics of effective learning and the prime and specific areas of learning and development are all interconnected. The ways in which the child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and exploring – engagement	Active learning – motivation	Creating and thinking critically – thinking
Finding out and exploring Playing with what they know Being willing to have a go	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Having their own ideas Making links Choosing ways to do things

3. Classroom Organisation

During the induction period (term one) the children are allowed to choose the activity that they wish to carry out in three work spaces; Outside Areas, Red and Green classes. The children's groups are constantly changing at the beginning of this term and are mostly friendship related.

Activities are planned by adults or initiated by children and will address one of the six areas of the Foundation Stage. The children will have some tasks to complete daily that are initiated by an adult. The number of tasks increases during the year as children develop and become more able to carry out more complex tasks independently with some adult instruction.

In term one, the children will be put into four groups within their class. The names of the groups will reflect the topics e.g. moons, stars, suns and rockets. We may change these groupings every term depending on the learning needs of the children and the subsequent group dynamics.

Some children find it hard when their 'fluid' movement is stopped! As the year progresses, the groups tend to be ability based – usually targeting literacy/numeracy skills. Such grouping enables the Reception Staff to 'pitch' activities at a level that is appropriate for your child, allowing them to build on and develop the skills and learning that have previously been taught.

The Early Years Foundation Stage curriculum dictates within its statutory requirements that children have the opportunity to initiate their own activities, resource their learning independently and continue this learning with support of their peers and adults. Adults will need to have frequent opportunities to observe the children at 'work' and plan further interesting and motivating experiences for each child.

4. Mathematics

We have been very busy finding out what your child knows about numbers. "Can you count to 10?" "Can you count higher than 10?" "What is the biggest number you know?" "Which numbers can you see, what are their names?" "Can you count these objects?" The information that we now have will enable us to select and plan activities that meet the individual learning needs of your child.

Initial number work will include practical based activities that involve lots of discussion teaching new language and connect such language to a concrete skill. Recognising different quantities of objects to 5 without counting them. Knowing number bonds to 5 ($0+5$, $1+4$, $2+3$) and some number bonds to 10 ($0+10$, $1+9$ etc) including and talking about doubles. Counting out loud beyond 20, talking about numerals and their shape and moving on to number formation. Counting and making correct sets of numbers then progresses to combining sets together (finding out 'How many altogether?'), simple addition and subtraction and using this knowledge to solve number problems with more independence. Using vocabulary greater/less than or the same as when comparing quantities. We are already modelling the 'formal' recording of addition number sentences using + and =. Exploring and recognising patterns in numbers, including doubles, evens and odds.

We use Number Blocks as an additional resource to support the teaching of number.

There will be opportunities for the children to learn and connect language of shape, space and measure to real objects and experiences. We use language such as; Capacity – full/empty – making use of the sand and water trays, milk cartons

Length – longer/shorter than – measuring themselves, sorting and making beds for toys, comparing mini-beast lengths, Jack and the Giant, Ugly sister's feet and Cinderella's shoe

Weight – heavier/lighter than – a bag of shopping, sand and water trays, scales, kitchen roll and a bag of sugar

Time – long/short hand, face, numerals, o'clock

Shape – circle, rectangle, triangle, square, cube, cuboid, sphere, cone and cylinder.

5. Literacy: Writing – Stages of development

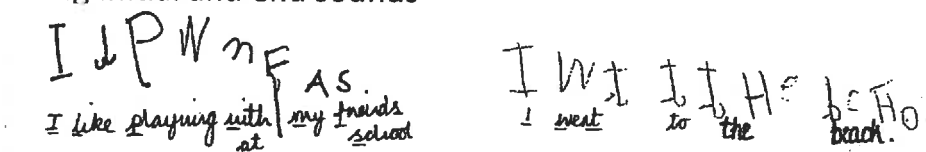
Emergent writing – random squiggles. Lines (joined or printed) or attempts at unrecognisable letter shapes



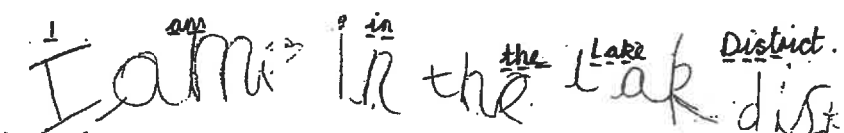
Random recognisable letter shapes (sometimes letters from their name)



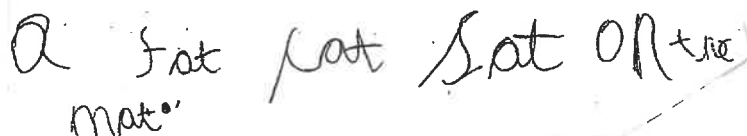
Using initial and end sounds



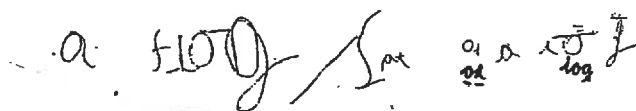
Using initial/end sounds and some known keywords (I, the, and, it etc)



Using initial, mid and end sounds and some known keywords



Building two and three letter words (CVC= Consonant Vowel Consonant e.g. cat, Consonant blend e.g. fr og and digraphs e.g. ship, chip, thin, boat,), beginning to use finger spaces in between words and thinking about capital letters and full stops (with a teacher reminder!)



Building words phonologically as they sound from beginning to end, putting spaces between words with more independence and putting a capital letter at the beginning and a full-stop at the end of a sentence.

When suddenly out of
 the the shadows they
 saw Scarface claw
 the the Tom in town
 the the



I went to the beach
 and I saw my baby
 cousin.

Using increasing number of keywords in writing (written from memory), and accurate use of; spelling patterns, punctuation, spaces.

I like going on the bus.
 I found lots of mineebsts
 in the woods.
 on the May bac I sat on the
 top of the bus.
 and i had an is lolee.

Word Reading and Comprehension:

The children will begin their reading journey with a 'pre-reader', a book without words. This is the hardest book for an adult to read because the pictures are used to tell the story. These books will enable your child to handle and use a book correctly, retell a story that they have heard and use the picture clues to enable them to 'read' the story.

Your child will then bring home a book containing words. It will have a sticker on the front. 'We can read this book together', will be a book containing high frequency and tricky words. These words will be sent home periodically on cards that you can attach to the keyring in your child's Phonics and Reading Wallet. They are for you to practice with your child at home but they will also need to come into school every day. At school, your child is learning to look at the shape of the word and begin to use their sounds knowledge to 'break down' words to read them for themselves. Some of these words can only be learned by sight. Or, your child will bring home a book with a sticker 'I can read this book'. These books rely on phonic knowledge, as they contain words that can be segmented h-a-t and then blend together - hat. They are chosen by school staff to match the Letters and Sounds phonics phase that your child is working within.

In your child's book bag there will also be a Reading Record that will allow you to communicate with us about your child's reading at home. We ask you to date the book every time you hear your child read and make comments as you wish. The teacher will always use their professional judgement to ensure that your child is reading the book that is appropriate for them. Please encourage your child to look at non-school books, signs, labels, magazines and comics. Once they have set off on the road to reading they are often delighted to be able to read single words or read entire 'old favourite' stories of their own.

Early readers often find that they are able to find words that they are learning in lots of places and this can be quite mind blowing. Point out words in the environment, in comics, other story books, packaging and they can be made using magnets or the sound cards the Phonics and Reading Wallet. Once they set off on the road to reading they are often delighted to be able to read single words or read entire 'old favourite' stories from their book shelves.

We use a scheme called Bug Club by Pearson as our key scheme alongside a number of other secondary resources to support phonics and reading. Please be assured that our daily phonics teaching is the most effective, efficient and focussed method of 'teaching' children to read. The daily sessions are integral to our curriculum, form a large part of the development of early reading skills and are an important start in their reading journey. 'Hearing' children read is seeing them use these skills in action. We hear children read words, sentences, captions, short passages and shared books as part of these sessions.

We are pleased that we can offer you access to the Bug Club platform at home and ask that you to use it with your child to access the reading books and games that we can allocate to you to support and practise what we have been doing in class. The children will be introduced to a new sound each day through sessions that follow a repetitive pattern. This means they will become very familiar with the teaching screens, video clips, games and activities.

Teaching staff will allocate games and eBooks on a weekly basis. The games practise a range of different recognition, blending and segmenting skills. We would like you to focus on the 'sounds' game first although if you are happy your child is familiar with the first set of sounds used in this game (s,a,t,p,i,n,m,d) you can move on and try the other games in the following recommended order: 'language', 'reading', 'spelling' and 'names'. The eBooks are easy to follow and have lots of ideas for discussion in the front and back cover. The circular bug icon at the beginning and end of the book can both be clicked to access a simple practise game page related to the sounds and words covered.

Phonics - Please help your children by learning alongside them and encourage 'pure sounds' e.g. mmmm rather than 'mu' and ssss rather than 'su'. Your children will have a laminated card in their book-bag that will show both the upper and lower case letter shape and a picture reminding them (and you!) of the action to match. Please make sure these boards are always available in your child's book-bag.

You can help your child with their sounds learning by practising actions, pointing to letter shapes in their environment e.g. car registration plates, billboards, shop names, product names. Games such as I-spy help with the recognition of sounds at the beginning of words.

When modelling letter shapes at home, please make sure that you write predominantly using lower case letters. It is important that the children begin to recognise both lower case and capital letters. Although during the teaching of early writing it may seem clearer to use capitals (for ease of copying), this will confuse children as their writing develops.

The learning and retention of sounds is integral to all areas of the development of reading and writing skills.

Communication and Language:

Listening, Attention and Understanding:

We encourage every child to be an active listener, to recognise that there needs to be a time to listen alongside a time to speak and often the two go hand in hand (questions and answers).

An attentive listener will have the opportunity to learn and practice new vocabulary, connect ideas and articulate their thoughts and understanding and share their knowledge. Opportunities to reflect what they have heard will be displayed in an ability to ask and answer questions.

Speaking:

Much of our work and the children's development is dependent on oral communication. Each individual is encouraged to develop their language at every opportunity. This may be through conversation one to one or with a larger group, connecting task related words to an activity (see Problem Solving, Reasoning and Number), joining in a conversation, initiating a conversation, asking and answering questions. Language development is linked closely to listening skills, enabling the speaker to engage in stories and tell their own and try newly learnt vocabulary in different contexts. To remember to take turns when speaking, and speaking with understanding of what has been asked and answering with clarity. Using words instead of actions to communicate feelings, needs and wishes.


Handwriting:

We introduce cursive (joined) handwriting from reception. Early attempts at imitating writing are often squiggles of joined lines.



In reception we regulate these joined lines with patterns set to nursery rhymes e.g.

Jack and Jill (buckets) 

Row, row, row the boat (sea) 

Humpty Dumpty (wall/hill) 

Baa Baa Black Sheep (knitting needles) 

Three blind mice 

Many letters shapes can be formed from these patterns leaving the few that do not to be taught separately.

The rules for our joined handwriting style are easy for the children to remember:

1. Every lower case letter starts at the bottom.
2. Capital letters do not join.
3. Each letter has an entry and exit stroke.
4. Each lower case letter in a word joins until you get to the end of the word, when the pencil is taken off the paper to leave a space.

Cursive writing from reception helps the children to: write in a joined style ensuring that letters are all correctly formed and orientated; to write with increased speed and fluency and to improve the presentation of written work.

We have found that children are receptive to **many** different **fonts** and types. You will find that there are many different styles of writing for them to use and see within their classroom. We practise handwriting in some form daily. It takes many different forms from large pens, chalks, squeeze bottles and water paintbrushes on the playground to the more formal pencil on paper.

6. Understanding the World (Past and Present, People, Culture and Communities, The Natural World):

(broken down into National Curriculum components)

Science:

- Where does the sunshine go? During this theme we look at sources of light, electricity, planets, the sun and the earth, people who work at night
- Ocean Commotion; (pirates and mermaids); our world, hot, cold, wet, and dry countries, weather, maps, atlases and the globe
- Long ago and far away (fairy tales); forces, moving and still objects, controlling speed, dinosaurs, fossils and bones.
- Paws and Claws (pets); similarities and differences, care of animals, x-rays, visit from vet, animal habitats, reception trip to Cotswold Farm Park
- Out and About (mini beasts); naming, looking at habitats, use of the outdoor classroom, similarities and differences, symmetry.

Some science activities are extra to our theme work and allow the children to ask and answer 'why', 'because', 'how', 'what if' and 'when' questions. Tasks may include huge lumps of ice and cold/warm water, ice balloons, potato skin boats making them float, too much water in the sand, making 'gloop', cooking and tasting different foods, using the nature area.

History: We talk about our past and future. We learn about famous people from the past e.g. Guy Fawkes and Grace Darling. We compare different forms of transport during Fairy stories. We look at light forms from the past and present.

Geography: We identify different uses of all the areas of our school. We use simple geographical language to name parts of our local environment e.g. houses, shops, woods, hills, hedges, roads and park etc. We have used our school environment and followed picture clues to complete a journey and written clues to finish a treasure hunt. We make a map for Red Riding Hood to follow and include landmarks from the story. (see links with science).

Design Technology: We use reclaimed materials (junk and paper) to make models throughout the year. By building on skills children have their models may have more significant requirements, e.g. an opening door, four windows, wheels that do/don't move etc. We also ask children to participate in construction challenges linked to the theme e.g. make a bridge for a Billy goat that stands up using masking tape and a single sheet of paper!

Information Communication Technology (I.C.T.):

This is an integral part of our classroom day in reception. We have found more recently that many children come into school with computer skills. We teach them to work through the various programs that are available at school. They have the opportunity to learn how to use programs that are unfamiliar to them on the Interactive Whiteboard [IWB] (the wall mounted computer screen) and can then practise and develop their own skills further by completing the same program on the class desk or lap-top computer. The children will be able to word-process with the support of an adult initially, either their own work or copy typing.

The children will also have access to CD players at the listening centres.

Photographing work using the digital camera happens on a daily basis and the children are encouraged to edit photos using the IWB. The iPads have recently been used to support story work with talking books and puzzles/games linked to topic work. Children will learn how to use a small programmable robot called 'Bee-bot.'

R.E:

We talk about family, friends and belonging to groups. We think about good/bad and how that relates to school, friendships and behaviours. We also learn about faiths and how different festivals in the year are celebrated – Christmas, Easter and Diwali. We talk about places and stories that are special.

Through each 'Big Question' there will be opportunities to talk about and share images and knowledge of other countries, cultures, people, buildings, different beliefs and festivals.

7. Expressive Arts and Design:

(broken down into National Curriculum subject components)

Art: During their reception year your child will have the opportunity to create pieces of artwork in 2D and 3D forms. They will paint, print, draw, collage, model using clay, play dough and junk, colour and trace. Many of these tasks will be repeated at regular intervals throughout the year and enable the children to develop and practise the techniques that they have learnt.

Role-Play Area Conversion: during the year the role play areas in the classrooms may be converted to create a play area that is linked to the theme. We have made castles, cottages, post-offices, hairdressers, vets, to name but a few. These are huge 2D and 3D design projects and opportunities for the children to work together on a larger scale develop different art techniques. At the children's request (to support their child initiated learning) we have also moved role play areas outside or set up incidental areas within the classroom in addition to existing areas.

Small World Play: This form of play is resourced by lego, playmobil, duplo, small figures, cars, lorries etc. These small and often known environments enable the children to retell stories and take on roles that they are familiar with – hospital, the park, dolls house etc.

Music: The children will learn songs and singing games. They will take part in the Christmas play. They will learn about low/high, loud/quiet, fast/slow, beat and tempo, structure, texture and timbre during class music lessons. They will also be able to play non-tuned percussion instruments – drums, claves, sticks, tambourines etc. They learn to play the glockenspiel, accompanying music and singing. During the year there are also opportunities for them to be part of an audience and watch musical performances.

Dance: As part of P.E. your child will have the opportunity to dance. This includes theme based dance (pets, mini-beasts) and movement often with the use of simple music or percussion. They will also have the opportunity to create their own movements to music during child-initiated play.

8. Physical Development:

Your child will take part in weekly P.E. sessions covering gym, games and dance. Gross motor development includes moving safely around each other, obstacles and equipment. Showing strength, balance and co-ordination. Moving energetically whilst running, jumping, dancing, hopping, skipping and climbing. In addition to this will be weekly opportunities to use the trim track and the large playground equipment. There will be daily access to physical development activities in the outside area that will develop fine and gross-motor skills.

In the FS unit children will have regular access to 'hand gym' and other resources used to develop fine motor skills. Regular practice with hand gym activities improves fine motor skill and control. Developing ability to control pen, pencils and mark making tools alongside the ability to use small tools including scissors, paintbrushes and cutlery.

9. Personal, Social and Emotional Development:

The developmental needs within this area are met in all aspects of school life. This may include targeted activities that address specific skills or it may be more incidental as opportunities arise in the school day e.g. taking turns, saying sorry, using please and thank-you, looking after a friend etc. Circle time is an opportunity to address the development of key skills, encourage teamwork and the ability to take turns when speaking and listening.

Self-Regulation – thinking about themselves and others, starting to regulate behaviour. Having goals to work towards – challenging ideas and learning. Responding to others and following instructions.

Managing Self – trying new activities, being independent, resilient and perseverance

Relationships and behaviour at Naunton Park

Positive relationships (with peers, with staff, with parents...with everyone) is key!

- Relationships help motivate children;
- Relationships help children achieve well;
- Relationships affect how children come into school in the morning and can determine how their day will be;
- We can learn through relationships and learn from them;
- Relationships can help solve a problem and find a solution;
- Relationships enable us to reflect and to move forwards.

To overcome a problem, if or when one arises, we want your child to feel confident to talk about it, to reflect, learn and move forwards in a positive way.

To do this, we discuss questions like:

- What happened?
- What were you thinking or feeling at the time?
- What do you think or feel now?
- Who's been affected? Has it affected you?
- What's needed to make things right?
- What have we learned from this?

We might begin by using this simplified version with younger children. You might want to try the same approach at home.

- When you do.....
- It makes me feel.....
- So I need you to.....

Behaviour -

Our school aims to promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school, have a positive self-concept and go on to achieve their full potential. We endeavour to achieve this in many ways including:

- ☐ being genuinely interested and concerned for the children and staff in our school
- ☐ recognising and praising the many positive qualities of our children
- ☐ holding the belief that a child's self-image can change in a positive way through seeing and feeling their successes
- ☐ always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns
- ☐ always expecting high standards of behaviour and attitudes
- ☐ treating each other fairly and consistently
- ☐ always following the school's sanctions closely in matters of unacceptable behaviour and poor attitude

Rewards - should be offered for effort; effort with work, manners, behaviour, kindness, helping others etc. These are all linked with our expectations of attitudes and behaviour. We prefer to focus on positive behaviour that is rewarded by stickers, house points and marbles.

Praise - should be used to reward and reaffirm a good work ethic e.g. effort, determination, resilience, grit and staying power. Children should be praised for the process and efforts made in producing a good piece of work not just the good piece of work itself.

Language we use - kind hands, kind feet, good sitting, good looking, good listening, kind words, quiet voices.

Approaches of Characteristics for Good Learning – persevering parrot, concentrating crocodile, go for it gorilla, proud peacock, choosing chimp, exploring elephant, I know rhino, slinky linky snake, creative chameleon.

Pupil Premium – If you believe that you are eligible for Pupil Premium please contact the school office.

PTA – The PTA at Naunton Park Primary School hold events during the year that raise significant amounts of money for school resources. Please contact them via pta@nauntonpark.gloucs.sch.uk.

10. Play:

This is an important and integral part of the whole reception curriculum. Many play based activities and much of the play that goes on will cover more than one area of learning. Play can teach skills, practise skills, develop skills, 'try out' ideas in a safe environment, retell stories and experiences, use and develop their language and listening skills, enhance personal and social skills and so much more. In reception your child will 'play' every day.

Some play is planned by reception staff and some is initiated by the children and developed further through interactions between child and adult, child and partner, child and peers or as a result of the resources available. Therefore outcomes will either be identified in advance by staff or reflected on during and after a child initiated learning experience. If your child comes home and says 'I played all day,' we think that is fantastic because it has enabled them to have the most hands-on, interesting and motivating learning experience that is possible. The children regularly enjoy structured play. During these sessions 'everyone' plays, including the reception staff. The teaching in these sessions will still be linked to any of the six areas of development in the Early Years Foundation Stage, can be child or adult initiated, they can select the area where they work and with whom they work, and it provides an extra opportunity to observe learning and interactions with others.

'You can discover more about a person in an hour of play, than in a year of work.'
Plato

11. Assessing children's progress and how parents are involved:

Teachers' assessments are carried out continuously and enable accurate planning to develop learning further. Information gained through observations of children at play (often recorded on post-it notes), photographs and comments are put into an individual learning journey. Send 'WOW' vouchers into school, they tell us what your child has achieved at home.

There are opportunities throughout the year to report to parents – mid year report (Term 3/4) and Year end report (Term 6). Alongside 2 parents consultation evenings in Term 2 and Term4.

12. Additional Information:

- **Snacks:** Everyday a fruit or vegetable snack is available free from school. Your child may bring a snack from home but that has to be in line with our school healthy eating policy. On 'Free Choice' Wednesday, however, your child may bring a snack from home that does not comply with the 'fruit or vegetable' rule – plain biscuit, bread sticks, cereal bar, crisps (NOT SWEETS OR CHOCOLATE). It is a whole school policy to encourage and promote healthy eating and an understanding that some foods that are healthy and some are not.
- **Coats, Jumpers and Welly Boots:** All children should bring have a coat to school every day which can be kept on their peg in the cloakroom. They should also have a jumper handy which can be put in the jumper box in the classroom and will be given out at the end of the day. If it is a wet day and your child wears wellies to school please ensure they have school shoes to change into. However, their wellies may be worn in the outside area if they choose to work outside during the day.
- **P.E. Kit:** Your child will come into school in their PE kit on their PE days – Tuesday and Thursday. Please ensure the kits is warm /cool enough (depending on the season) to be worn for the whole day. The kit should consist of a T-Shirt (the colour of their school house), plain blue or black shorts/leggings or joggers and a pair of plimsolls/trainers which should be clearly named and regularly checked to make sure they still fit! Long hair should be tied back on P.E days (Tuesday and Thursday) and jewellery is not to be worn.
- **Parent Consultation Evenings:** Shortly after your child starts school you will be invited to meet their class teacher for a ten minute appointment to discuss how they have settled in and to give you an opportunity to voice any worries or triumphs! These will be held in term one and term four. These consultations are held over two evenings and you will be reminded (via the newsletter) to sign up online.
- **Reports:** In term four you will receive an interim school report and in July a final school report.

- **Reporting to teachers:** Please feel free to discuss any issues with your child's class teacher (or any available member of the reception team if necessary). We are available at the beginning of the school day for small messages/issues. However, if it is an issue you know will take more time or has the potential to take more time please make an appointment for after school. Please be mindful that when the whistle goes at 8:55 a.m. the Reception Staff work together to settle your child into school.
- **Timings:** The children will be collected at 8:45 from the playground on a dry day. On a wet day you may shelter under the Outside Area Shelter within the coloured fence and wait until the door to the outside of the classroom is opened. School finishes at 3:10 and you will be able to pick up your child from the lower playground.
- **Homework:** Every term you will receive a curriculum letter and an A4 'Curriculum Map' that will inform you about the theme that will be happening at school that term. It may contain ideas for activities or ways in which you can support their learning at home or whilst 'out and about'. In addition to this your child will bring a reading book home to share and a set of words to practise. You can also use the list at the end of this booklet titled 'Alternative suggestions to reading' for further ideas. There is a homework grid available on the school website. You can choose if these activities are completed at home or not.
- **Helping in the classroom:** Please contact the school office. All help no matter how much time you can give is always greatly appreciated.
- **Marble Jars, Stickers and House Points:** Your child has been allocated to a 'house' at school. House Points, stickers or marbles serve as a reward for good work, behaviour (individual, group or class), manners, helpfulness, teamwork etc. House Points are recorded within the classroom and marbles are put into the class jar. When the marble jar is full the children are rewarded with a treat. Ideas for the treat are discussed as a class and the favourites are voted for. A short letter home will inform you of the treat date and the nature of the treat.

Forest School:

- We have been very excited to introduce Forest School to our curriculum at Naunton Park Primary School over the last year or so. The outdoor classroom, which continues to develop, is where we base our sessions and, so far, several classes across the school have enjoyed learning in this way.
- During Forest School lessons, children have the opportunity to direct and explore their own learning in an outdoor environment, take risks and tackle tasks such as tool use and nature related investigations. Additionally, the fire pit is used, often to create camp-style food and drink.
- Clothing - Appropriate clothing is essential to enable your child to fully embrace and take part in Forest School. The picture on the next page provides a guide to the clothing requirements for Forest School lessons. Your child should wear the appropriate clothing (see next page for help) to school on the day of their Forest School lesson but should wear school shoes/trainers and bring named wellies or outdoor footwear with them in a bag. We also ask that children bring spare trousers into school with them in case they get wet. We also ask that long hair is tied back. Please check the forecast ahead of your child's scheduled lessons to ensure that your child comes to school in the appropriate clothing.

Suggestions to help with reading or as a reading alternative	
1.	Look at the front cover of the book and talk about what you think the story may be about
2.	Look at the back cover of the book and talk about what you think the story may be about
3.	Tell the story by looking at the pictures
4.	Listen to the story being told by someone else
5.	Retell the story having heard it using their own words
6.	Retell the story pointing to each word as you read
7.	Predict what you think might happen next
8.	Predict what could happen after the last page of the story
9.	Find a word in the text that is suggested by someone else
10.	Find a sound at the beginning, middle or end of a word
11.	Can you point to the word that begins with the letter 'c' etc
12.	Can you point to the word that ends with the letter 's' etc
13.	Can you point to the object in the picture that begin with.....?
14.	How many times can you find the word.... on different pages in the book
15.	How many times can you count the letter.... throughout the story
16.	Practise 'Jolly Phonics' actions and sounds using the soundboard
17.	Practise making the sound and the child pointing to the sound on the soundboard
18.	Practise making the sound and the child has to do the action
19.	Practise making the sound and the child says the letter name
20.	Use magnetic letters on a roasting tray and select the correct one when a sound is made
21.	Select the correct foam letter when suggested in the bath – name or sound it
22.	Complete a letter jigsaw puzzle
23.	Complete a rhyming jigsaw puzzle
24.	Complete a build a word jigsaw puzzle
25.	Make up a silly rhyming sentence – That hat sat on the cat'.
26.	Use magnetic or foam letters to attempt to build three letter words