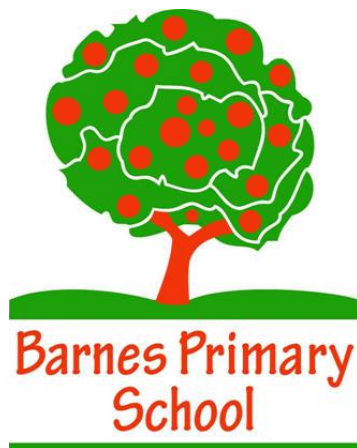


# Writing, Maths Mastery and Managing Feelings



# WELCOME

A personal message from us!

Thank you for their independence with dressing.

Thank you for your support with reading at home and home learning!

Thank you for the high attendance... We can't teach them if they aren't here.

We are working on

Using knives and forks.

Developing focus and attention.

Speaking in full sentences using the word because.

# End of year goals: Reading recap

## 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.

If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.

If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.

If a child is read to 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.

If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.





















If a child is read 5 books a day, they will have heard approximately 1,483,300 words by the time they are 5 years old.

# End of year goals: Reading recap

## 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.

Sound Mat 1	s  sun	a  apple	t  tap	i  insect
p  pan	n  net	m  mouse	d  dog	g  goat
o  octopus	c  cat	k  kite	ck  duck	e  elephant
u  umbrella	r  rabbit	h  hat	b  bat	f  frog
ff  cliff	l  ladder	ll  shell	ss  dress	j  jug
v  van	w  web	x  fox	y  yellow	z  zebra

Sound Mat 2	zz  fizzy	qu  queen	ch  chick	sh  sheep
th  thumb feather 	ng  ring	ai  train	ee  bee	igh  light
oa  boat	oo  book  moon	ar  car	or  fork	ur  purse
ow  owl	oi  coin	ear  ear	air  chair	ure  manure
er  hammer	wh  wheel	ph  dolphin	ay  crayon	a-e  cake
a  acorn	e-e  scene	ie  shield	ea  peach	



# Example reading page – End of year



# How we teach vocabulary

life cycle

A life cycle is the order that something grows, changes and becomes a grown-up in.



seed

A tiny baby plant that can grow into a plant or tree.

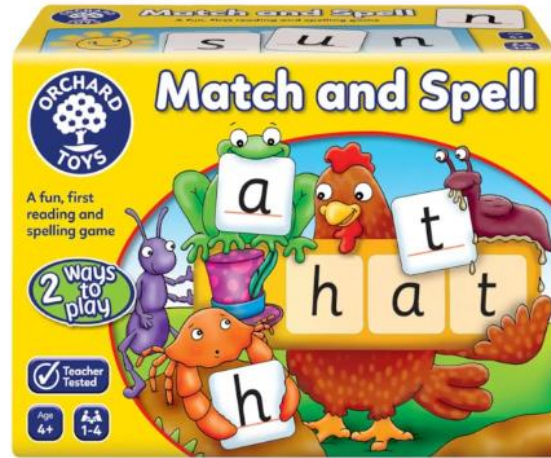


author

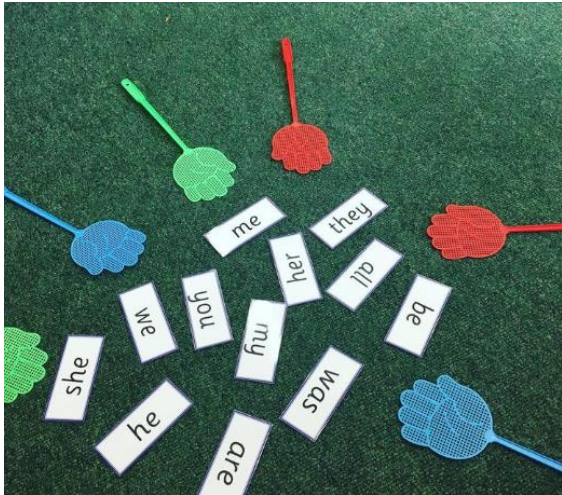
A person who writes a story.







# What does this look like at home?



# Writing

## End of year goals

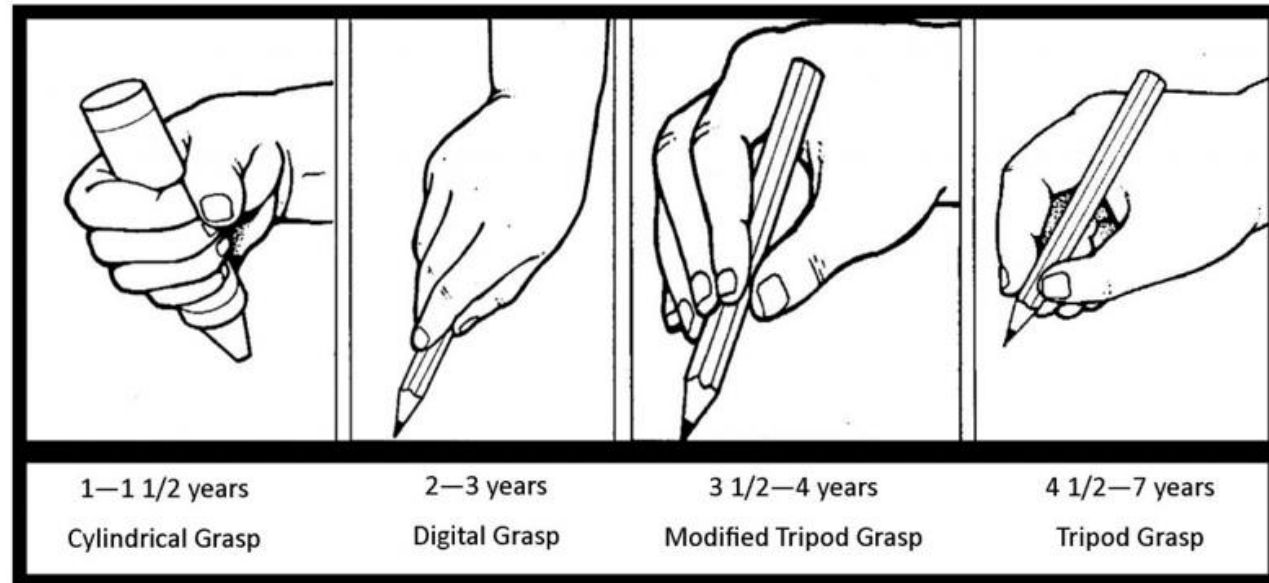
### Writing

- 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.

I got a To feree  
can woble toof I  
bed. Pat my  
please toof in  
giver a my  
coin



# Pencil grip



# Your turn!



# Pencil grip development tips

- theraputty
- threading
- zips and shoes!
- tummy time - wrist movement
- climbing
- scissors
- vertical surfaces - wrist alignment
- pencil grips on colouring pencils
- pom poms in last two fingers



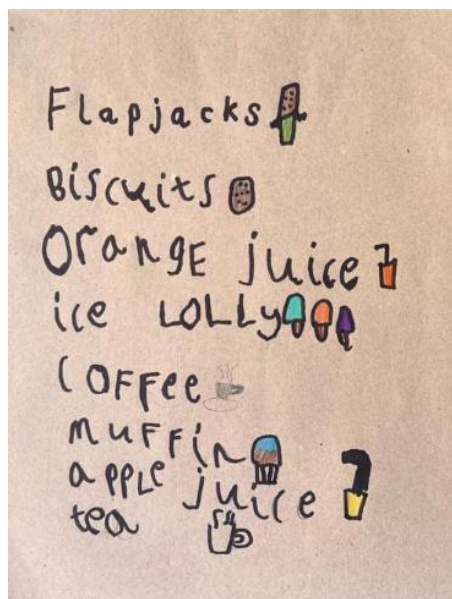
# Letter formation – Practice makes permanent

c o a d g q s f

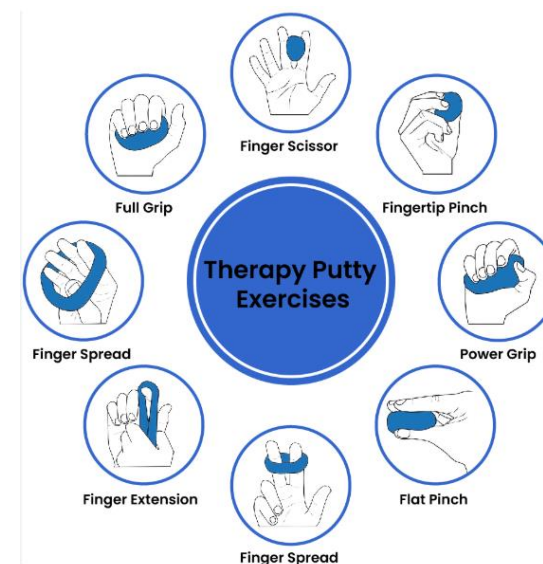
l t b k p i u y j

r n m h e

v w x z



What does this look like at home?



# Maths

## End of year goals (but we are ambitious)

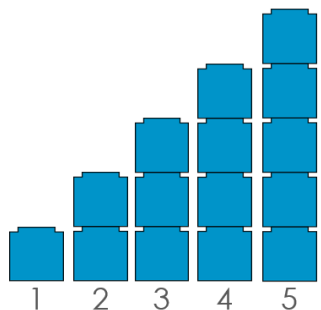
Maths	Number	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
	Numerical Patterns	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>



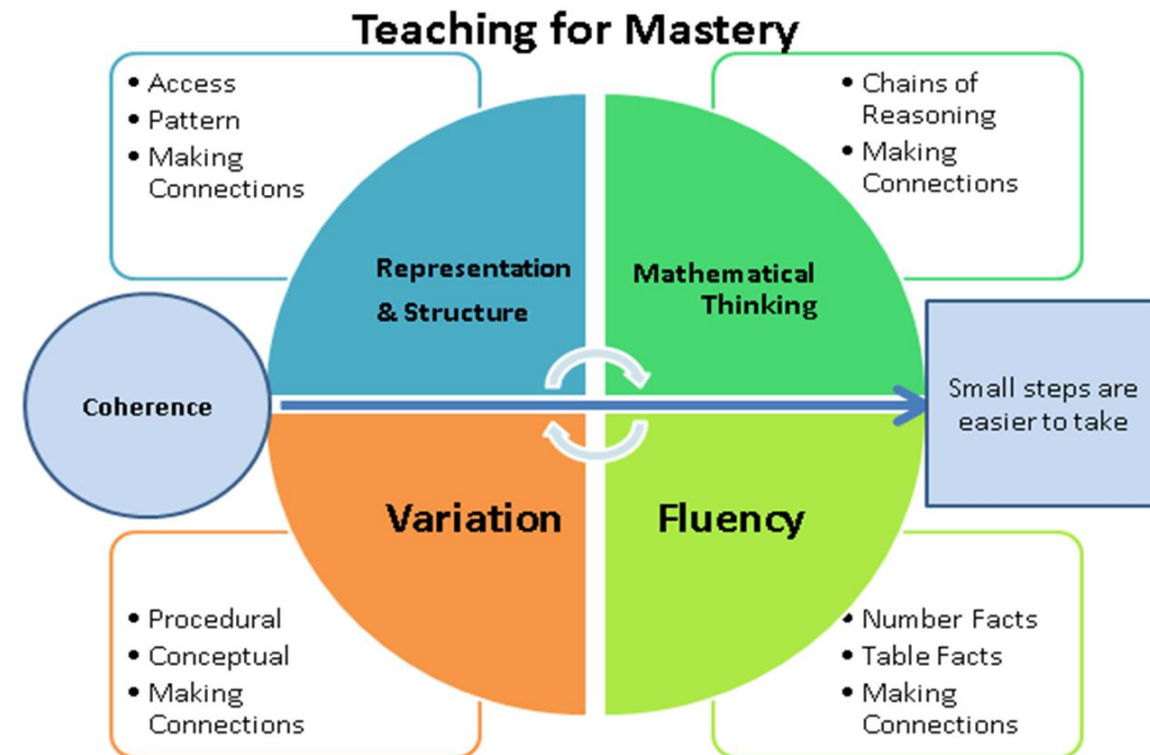
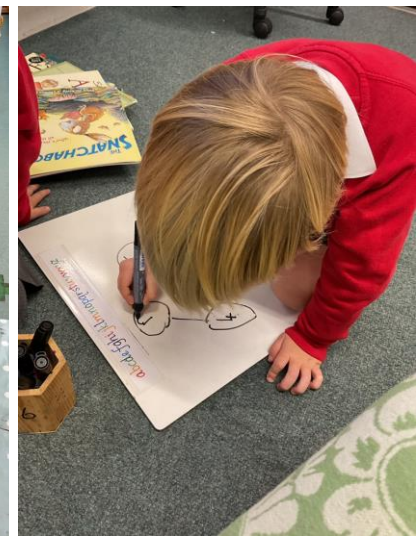
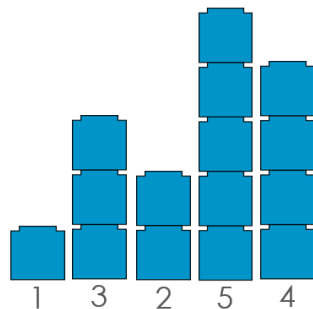
# Maths – it's everywhere!

*But we don't think it will just 'happen'.*

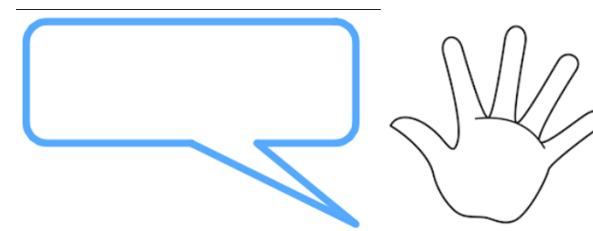
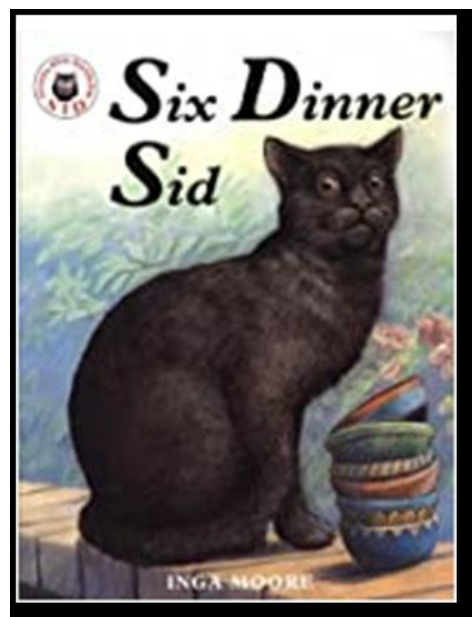
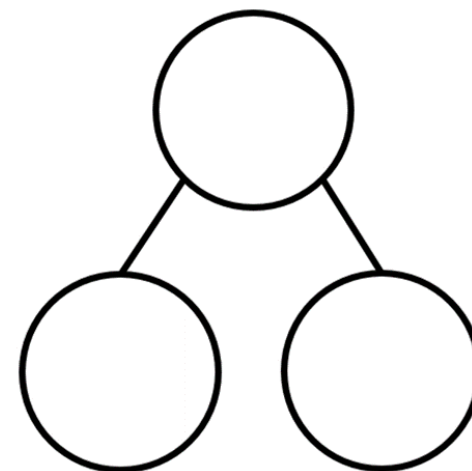
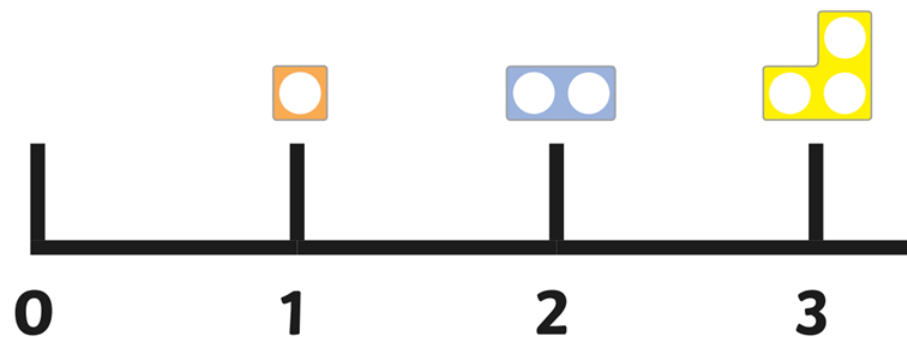
- Skilful use of language from all adults will build children's understanding
- Open ended free flow opportunities support the skills taught
- Transition moments throughout the day will be used to practise skills
- Quality interaction in free flow will always extend and support children




Look carefully. What do you notice?





# Typical models we use/ approaches



# Example lesson







**Pedestrian Zone**

**At any time**

**No loading**

**Mon - Fri**

**11 am - 3 pm**


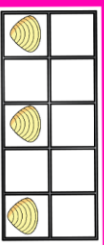
eleven is ten and one more











Order these:



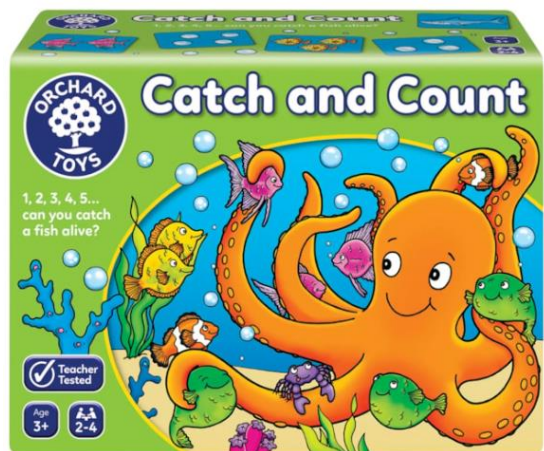












# What does this looks like at home?



How many fish fingers will you have left after you eat that one?



# Zones of regulation

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

# Happy Confident Me

How do you think she is feeling?  
Why?

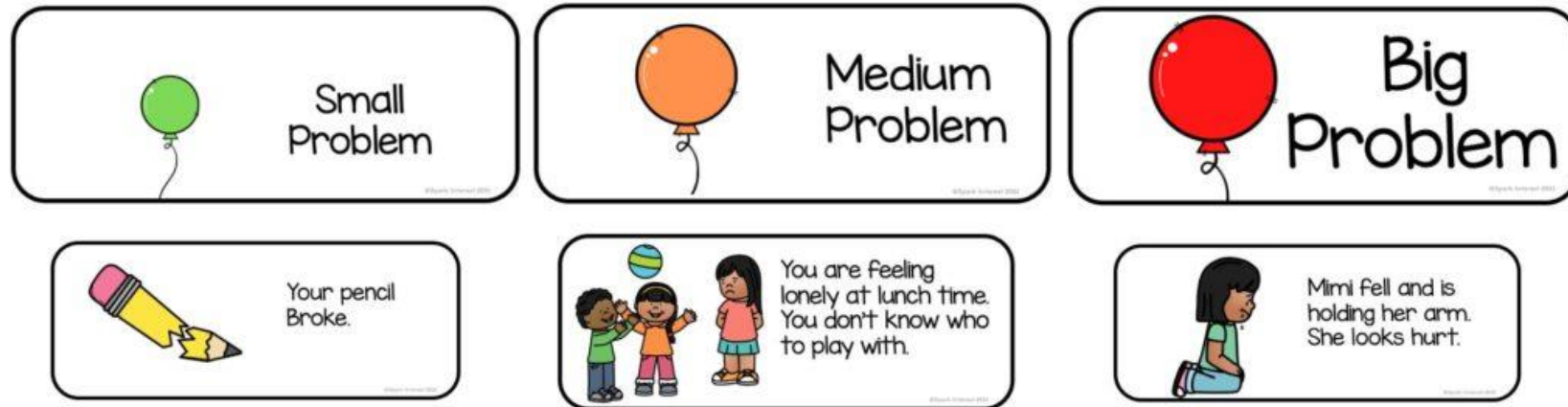


I think she is feeling...  
because...

Collect child voice  
What is her body/face showing.  
Have you felt like this before?



# Size of the problem



by myself

with some help

with an adult

# Managing feelings








C - **connect** - tune into your child's feelings and your own

A - **acknowledge** - validate the feelings by labelling them and empathising

L - **limit setting** - remind your child that all emotions are ok but school/home have rules and some behaviours are not ok

M - **make a plan** - When your child is calm explore how they could manage their emotions next time. (exploring) What happened? Problem solving (let's think of other ways you could....) Solutions (next time you feel like that what will you do?)

our morning routine

	Go Potty
	Brush Teeth
	Get Dressed
	Eat Breakfast
	Shoes/Jacket/Hat & Mittens
	Lunch/Schoolwork/Backpack
	Off to School!



I've changed my mind!



# What does this look like at home?



# CONSISTENCY



I know you are feeling...  
but it is not okay to...



# Any questions?

