



**Airedale  
Infant Academy**

# **Welcome**

## **Reception Curriculum**

*Part of Castleford Trust*



# Meet the team:



**Miss Brazel**  
**Reception Graylings**  
**class teacher**  
**Early Years Foundation**  
**Stage Leader**



**Miss Barker**  
**Reception Breams**  
**Class Teacher**



**Mrs Clarke**  
**Nursery Nurse**



**Mrs Armitage**  
**Teaching Assistant**



**Miss Tomlinson**  
**Teaching Assistant**

# Attendance Every Pupil, Every Day

Good attendance is an essential foundation for all pupils to get the most out of their school experience including, attainment, wellbeing and wider life choices. This is why good attendance and punctuality are a priority for us at Airedale Infant Academy.

Our values of Care, Aspire and Succeed run through everything we do here at Airedale Infant Academy, and we aim to instil these values in all our students. We want to help develop our children into happy, well-prepared and confident young children, who adopt an 'I can' mentality and aim high in all they do. To enable us to achieve this and be the very best we can be, we are committed to working in partnership with students, their parents/carers and the community. Our absolute aim is to make the most of every young person's time with us.

To achieve good attendance and punctuality, it is important that everyone ensures our school is somewhere pupils want to be. We do this by providing a calm, orderly, encouraging, inclusive, safe and supportive environment for pupils to learn. We ask parents and carers to acknowledge and recognise their legal responsibilities to ensure that their child/children receive an efficient, full-time education by securing and maintaining good school attendance. Working together we can address any concerns and overcome barriers to achieve good school attendance for all pupils.



# Attendance Officers



Ms V Till  
Attendance and Inclusion Officer  
School Admissions  
Trained Designated Safeguarding Lead (DSL)



Mrs L Wells  
Learning Mentor  
Attendance Officer  
Designated Safeguarding Lead (DSL)

Our attendance officers are here to help all families with school attendance matters. They actively encourage & promote good school attendance and offer support & interventions to improve attendance where necessary.

## Learning Lost

Pupil attendance is communicated with parents and carers in percentages, as is other essential information. Whilst a result of 90% in an academic test is considered positive, and a good achievement, in terms of attendance it means improvement is required. Please find below information on just how much learning is lost to absences: -

Please can we kindly request all absences from school are reported to our attendance team by calling 01977 519281 and selecting option 1 for attendance. Our attendance officers can also be contacted via email at [ais-ajs-attendance@aja.castlefordtrust.co.uk](mailto:ais-ajs-attendance@aja.castlefordtrust.co.uk)

Castleford Academy Trust and Airedale Infant Academy do not support parents and carers taking their children out of the academy for holidays during term time. Preplanned absences of 2 days or more must be requested by completing a Leave of Absence Request available on our website or from the main school office.

	Attendance Percentage	Days Attended	Number of Days Absent
<b>Excellent</b>	100%	190	0
	99%	188	2
<b>Impressive</b>	98%	186	4
	97%	184	6
<b>Nearly There</b>	96%	182.5	7.5
	95%	180.5	9.5
<b>Aim Higher</b>	94%	178.5	11.5
	93%	176.5	13.5
<b>At Risk of Becoming Persistently Absent</b>	92%	174.5	15.5
	91%	173	17
<b>Persistently Absent</b>	90%	171	19
	89%	169	21
<b>Serious Attendance Concerns Improvement Needed</b>	88%	167	23
	87%	165.5	24.5
	86%	163.5	26.5
	85%	161.5	28.5

# What is the Early Years Foundation Stage?

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and early years providers in England must follow the EYFS.

Included in the EYFS are the 7 Areas of Learning. They are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



# The EYFS Framework

- In 2019, the government proposed changes to the EYFS. These changes have now been made, and all early year's settings and schools will follow the new EYFS from September 2021.
- The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.
- To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow. The changes also hope to give children the best start in life and set them up well for their future.
- Not all parts of the EYFS have changed, some elements have remained the same or similar.

## Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,  
development and care for children from  
birth to five

Dated: 11 October 2024

Effective: 01 November 2024

# Key Changes

## 1.) Reduced the amount of unneeded written recordings and assessment of children by staff.

Staff are encouraged not to keep a large amount of written evidence that proves children are able to do lots of things. Practitioners know the abilities and skills of each child, and understand how to support them to develop. By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.

We use a digital platform called Tapestry to encourage you to share your learning experiences from home in order to truly document your child's learning and development.

In the past we have kept examples of your child's work however we feel it is more beneficial to share these with you in order promote conversations about your child's learning at home.





Tapestry Childhood  
Education Platform

## How to access Tapestry

Tapestry is accessible both from a browser (e.g. Chrome, Firefox, etc) via [tapestryjournal.com](https://tapestryjournal.com), and an app, available to download for iOS and Android.



## Further information

Visit the Parents & Carers section on Tapestry's website for more information and FAQs: [tapestry.info/parents-carers/](https://tapestry.info/parents-carers/)



SCAN ME



# Key Changes

**2.) There is more of an emphasis on the importance of developing communication and language skills as well as a higher focus on sharing stories.**

Children should be supported in building up vocabulary by increasing the number of words they know and can use. We recognise that good language skills are the basis for all other learning and social interaction and so we as adults regularly chat with the children 1:1, but also facilitate the children in communicating with their peers in class discussions but also during their own play schemes, modelling language and encouraging them to extend their ideas.

Children are exposed to rich language through our topic lessons. The meaning of new vocabulary is explored and put into context for children. It is revisited over a period of time.

During 'Talk Through Stories' each day we extend and deepen children's comprehension and vocabulary, teaching five new words each week.



# Speech and Language Therapy



We now offer speech and language therapy with a qualified speech and language therapist two times a week.

## Our Therapy Service includes...



### Assessment

Assessment may include working with children one-on-one and using standardised tests, though will also include observing children in setting and speaking with the adults who know them best.



### Advice & Strategies

Therapy is developed in partnership with staff, to make sure it links with learning and social needs as well as fitting smoothly into day to day activities and the overarching curriculum.



### Direct therapy

We work with pupils individually, in small groups or in the classroom, using evidence based approaches. Ideally, a member of staff will work alongside so strategies can be modelled and reinforced to support best outcomes.



### Reporting

We provide outcomes of assessments and in progress reports, providing guidance to support understanding of needs and implementation of best practice strategies. We also provide detailed diagnostic reports for the EHCP process.



# Speech and Language Therapy



Alongside LINGO the EYFS team deliver 'Chatterboxes' speech and language sessions three times a week.









Chatterboxes is a toolkit of activities and materials to support the language development of children between the ages of 3 and 5 years old.

Each box is linked to a specific theme, containing a range of language learning activities, story books, toys, and games. Activities focus on different aspects of language including: Listening and Attention; Words and Concepts; Understanding and Talking; Play and Interaction, with further ideas for continuous provision.

Chatterboxes was developed following requests from our schools for a flexible and engaging approach to support children's language.



# Our Teaching Sequence

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Early Years Learning &amp; Development Teaching Sequence</p>		Once Upon A Time	Let's Celebrate	People Who Help Us	Zoom to the Moon	Mad About Minibeasts	All Around the World
							
		<p>Follow instructions</p> <p>Know to ask questions to find out more information</p> <p>Explain why listening is important and understand how to be a good listener</p> <p>Use complete sentences in everyday talk</p> <p>Use talk to explain my ideas</p>	<p>Listen and respond</p> <p>Use good listening skills in a whole class session for a short period of time</p> <p>Listen to poems, rhymes, songs, fiction and non-fiction books</p> <p>Listen to and joins in to conversations with adults and peers</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</p> <p>Listen to and continue a conversation with adults and my peers</p>	<p>Answer how and why questions</p> <p>Show good listening skills in a whole class session</p> <p>Answer questions from peers, showing an understanding of what has been asked</p>	<p>Use talk to clarify thinking</p> <p>Ask questions to find out information based on their own fascinations and interests</p> <p>Participate in small group discussions, offering my own ideas</p> <p>Say how they feel about stories and poems, what parts of the story I liked or disliked</p> <p>Identify my favourite characters, events, or settings and talk about why they are my favourite</p>	<p>Connect ideas</p> <p>Respond to others with relevant questions</p> <p>Learn new vocabulary and use it in a range of contexts</p> <p>Hold a conversation considering what others have said before responding appropriately and continue for many turns</p> <p>Use and understand a wide range of vocabulary</p> <p>Describe and retell past, present and future events in one sentence using a connective and tenses</p>	<p>Develop explanations</p> <p>Participate in small group discussions, offering my own ideas, using recently introduced vocabulary</p> <p>Use talk such as 'so that, because, I think, you could, it might be' to explain how things happen and why things work</p>
<p>Personal, Social &amp; Emotional Development</p>	<p>Share my likes and dislikes.</p> <p>Listen well in a small group.</p>	<p>Talk about my feelings.</p>	<p>Help, listen and support my friends.</p>	<p>Share and take turns in play</p>	<p>Develop trial and error skills whilst managing feelings of frustration.</p>	<p>Explain about my own feelings and begin to discuss how this may make other people feel.</p>	

PRIME		<p>Use the toilet independently.</p> <p>Talk about healthy meal choices.</p> <p>Build small friendships groups.</p>	<p>Show awareness of other's needs, wants and feelings.</p> <p>Show kindness to others.</p> <p>Fasten and unfasten poppers and zips independently.</p>	<p>Understand how to work to achieve a target.</p> <p>Develop self-resilience when overcoming new challenges.</p> <p>Undress and dress independently.</p> <p>Show confidence when trying new things.</p>	<p>Play with a large group of friends.</p> <p>Tell my friends about my own work and play.</p> <p>Wait and adapt my needs when working with my friends.</p>	<p>Manage my own behaviour in accordance to the rules.</p> <p>Talk about myself positively. Manage my own personal needs.</p> <p>Play cooperatively and invite others into my play.</p> <p>Identify the needs of others.</p>	<p>Listen well and understand that listening is important.</p> <p>Explain why rules are important and how they keep us safe.</p> <p>Give focussed attention to my teacher and friends and respond appropriately.</p>
	<p>(Gross Motor)</p> <p>PHYSICAL DEVELOPMENT</p> <p>(Fine Motor)</p>	<p>Moving in different ways</p> <p>Travel at different speeds.</p> <p>Begin to understand how to be spatially aware.</p> <p>Jump and hop.</p> <p>Begin to develop co-ordination of the arms, eyes and legs (not at the same time)</p> <p>Travel in different ways.</p>	<p>Combine movements and negotiate space</p> <p>Dance in a group.</p> <p>Dance using jumps.</p> <p>Complete a dance routine.</p>	<p>Balance</p> <p>Find and stay in a space.</p> <p>Learn and remember three key body shapes.</p> <p>Balance on one leg.</p> <p>Catch different sized balls.</p> <p>Throw a ball or beanbag at a target.</p>	<p>Coordination</p> <p>Travel in different ways using different body parts.</p> <p>Travel safely across a beam.</p> <p>Complete an obstacle course.</p> <p>Change direction at different speeds.</p>	<p>Develop ball skills</p> <p>Pass a ball to a partner accurately and with control.</p> <p>Catch a ball with two hands.</p> <p>Throw and catch large and small balls.</p> <p>Begin to introduce communication into games.</p> <p>Throw overarm.</p> <p>Throw underarm.</p>	<p>Precision and accuracy</p> <p>Run around without bumping into my friends.</p> <p>Travel in different ways and stop at a signal.</p> <p>Decide when and how to get into a space</p> <p>Stop quickly when scootering and cycling</p>
		STRENGTH & STAMINA	AGILITY	SKILLS			
		<p>Dexterity &amp; muscle memory</p> <p>Hold a pencil using a tripod grip.</p> <p>Develop my small motor skills through activities</p> <p>Use tools safely</p> <p>Use the toilet independently.</p> <p>Manage my own hygiene.</p> <p>Fasten and unfasten poppers and zips independently.</p> <p>Talk about healthy meal choices.</p>	<p>Effective pencil grip</p> <p>Understand the importance of 'a sensible amount of screen time' and the impact it has on my health and well-being</p> <p>Form some capital letters correctly</p> <p>Use tools safely</p> <p>Talk about why and how to look after my teeth</p> <p>Talk about which food and drink can damage my teeth</p> <p>Form lowercase letters in my independent writing</p> <p>Talk about the importance of a good sleep routine which impacts on overall health and wellbeing</p> <p>Undress and dress independently.</p>	<p>Talk about how to safely cross a road</p> <p>Talk about why you need to stay on the pavement</p> <p>Select appropriate tools for their purpose.</p> <p>Write most lowercase letters correctly</p> <p>Manage my own personal needs.</p>			



SPECIFIC	Literacy	Reading (Read Write Inc)	<p>Orally blend sounds together</p> <p>Beginning to Fred talk and blend CVC words</p> <p>Read on sight the exception words: I, of, my, to, <u>the</u>, no.</p> <p>Recognise and read the majority of set 1 single letter sounds</p>	<p>Recognise and read the initial sound in a word</p> <p>Fred <u>talk</u> and read words with 3 and 4 letter sounds</p> <p>Read on sight the exception words: the, your, said, you, my, are, he, of, no, I, of, my, to, the, no</p> <p>Recognise and read special friends <u>th/sh/ch/ng/ck/gu</u></p>	<p>Blend CVC words</p> <p>Blend CVCC words</p> <p>Read on sight the common words: your, said, you, my, are, he, into, put, be, do, some, we,</p> <p>Read a simple sentence</p> <p>Recognise and read at least 10 diagraphs</p>	<p>exception words: the, of, no I, of, my, to, the, no, all, go, what, they and for*</p>
		Writing	<p>Name writing</p> <p>Hold a pencil using a tripod grip</p> <p>Communicate what I want to write</p> <p>Apply phonic knowledge to write a CVC word</p>	<p>Plan, through discussions, what I want to write</p> <p>Write CVC words</p> <p>Apply phonic knowledge to write simple words</p> <p>Write a list</p> <p>Write a label</p> <p>Write a caption</p> <p>Write a simple sentence</p> <p>Spell phase 2 tricky words</p>	<p>Write most lowercase letters correctly</p> <p>Write most capital letters correctly</p> <p>Independently apply phonic knowledge to spelling a range of words</p> <p>Say what I want to write</p> <p>Write simple sentence</p> <p>Use a capital letter</p> <p>Use a full stop</p> <p>Spell some phase 3 tricky words</p>	

## UFS Long Term Plan

	Maths	<p>Numbers 1-5</p> <p>Making comparisons - more/less</p> <p>Number bonds to 5</p> <p>Patterns</p> <p>2D shapes</p> <p>ABB and AAB patterns</p>	<p>Numbers 6-10</p> <p>Number bonds to 10</p> <p>Doubling</p> <p>Mass and capacity</p> <p>Length and height</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p>	<p>20 and beyond</p> <p>Number composition</p> <p>Number bonds to 10 (mental recall)</p> <p>Subitising</p> <p>Subtraction facts</p> <p>Comparing groups</p>
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SPECIFIC	Understanding the World (Overarching theme looking at similarities and differences) (RE)	Past & Present (HISTORY)	Who is in my family?  Talk about past and present events in my life, e.g. birthdays and holidays	Bonfire Night - Guy Fawkes  Remembrance  Talk about a historical person from the past e.g.  Guy Fawkes Recall facts about an historical event	What do they do? - Occupations (including people who help us)  Family/local community visitors - Traffic officer, farmer  Talk about the differences in past and present objects  Talk the similarities and differences of images from the past and present  Name significant people who help me and discuss their roles in society  Explain the importance of different jobs in society	From Katherine Johnson and Tim Peake to Alyssa Carson - people changing space exploration  History timeline of astronauts in space (first dog in space, first man on the moon, first black woman, first Paralympian).	Compare and contrast characters from different stories
		People, Culture & Communities (GEOGRAPHY)	Name hometown  Name and describe people who are familiar to me  Basic map reading skills including coordinates and grids - Computer programming (Beebots)  Draw a map of a journey	Religious communities - Wedding at Holy Cross Church Diwali and Christmas (traditions)  Talk about people's different beliefs and celebrations  Talk about different places of worship - visit to Holy Cross Church	fork - polytunnel/allotment, local produce/food miles  Talk about how environments can be different to the one they live in, for example a desert is hot and dry	Talk about people's different beliefs and celebrations (Easter)  Talk about the similarities and differences of some religions  Talk about people's different beliefs and celebrations  Talk about the similarities and differences of some religions	Name the country I live in and talk about different countries in the world  Treasure hunt - mapping
		The Natural World (SCIENCE)	Our 5 Senses - Smell Station  Use my senses to explore the natural world (runs through each term)	Talk about the natural world around me  Talk about the changes I can see in the environment  Name seasons -Weather & Seasons -	Promotion of Oral Hygiene - Tuff Tray  Create drawings of the natural world (animal and plant link)  Ask and answer questions	Make predictions  Forces & gravity	Use my senses to explore the natural world (runs through each term)
	Expressive Arts & Design						



	<p>Creating with Materials</p> <p>(ART &amp; DT)</p>	<p>Mix colours using a range of painting materials</p> <p>Select two correct primary colours and mix them to create a secondary colour</p>	<p>Discuss what we are going to make and which materials I am going to use when constructing.</p> <p>Use tools safely cautiously and slowly.</p> <p>Select appropriate tools for the purpose</p> <p>Identify art in nature and create natural collages.</p> <p>Christmas Card and Calendar</p>	<p>Mix colours for a purpose</p> <p>Explore a variety of artistic effects to express my ideas.</p>	<p>Use a range of different joining materials</p> <p>Cut along different lines with care and accuracy.</p> <p>Create collaboratively sharing ideas and resources.</p>	<p>Select different paint brushes and talk about the different strokes they make.</p> <p>Begin to make suggestions of how to improve my own artwork.</p>	<p>Plan what I am going to <u>make</u> and which materials will be the most appropriate.</p> <p>Share creative ideas and plan together.</p> <p>Select appropriate tools for their purpose.</p> <p>Share my creations and talk about the process I have used.</p>
	<p>Being Imaginative &amp; Expressive</p> <p>(MUSIC)</p>	<p>Sits and listen to short piece of music to the end (including different genres)</p> <p>Use everyday words to describe music.</p> <p>Use props to support role play.</p> <p>Harvest Festival</p>	<p>Watch dance and performances.</p> <p>Clap and cheer to show a performer that I enjoyed watching and listening to them.</p> <p>Christmas Production</p>	<p>Match the pulse in a piece of music using an instrument.</p> <p>Join in with or initiate pitch changing call and response songs.</p> <p>Discuss the role I will play when acting out and developing stories in role play.</p>	<p>Use costume and props to <u>related</u> to performance arts to incorporate into pretend play.</p> <p>Talk about how music and dance make me feel.</p>	<p>Retell and act out a familiar story in a small group.</p>	<p>Use a range of words to describe music e.g. light, heavy, gentle, happy, sad.</p> <p>Discuss changes that I can hear in the music e.g. speed and volume.</p>
		<p>#10 Sharing Books</p> <p>#48 Nature Art</p>		<p>#12 Brr...Explore the cold!</p> <p>#38 Posty!</p>		<p>#14 See the Stars</p> <p>#49 Grass Gazing</p> <p>#31 Boing!</p>	
	<p>PSHE - SCARF</p>	<p>Me and My Relationships</p>	<p>Valuing Difference</p>	<p>Keeping Safe</p>	<p>Rights and Respect</p>	<p>Being My Best</p>	<p>Growing and Changing</p>
	<p>Provisional Educational Visits</p>	<p>Visit to Aireale Library</p>	<p>Wedding at Holy Cross Church</p>	<p>Ian's Mobile Farm</p>	<p>Mobile Planetarium</p>	<p>Bugs 'N' Stuff</p>	<p>Visit to Aireale Library</p>



# A Day in Reception

## AM

- ▶ Morning register/lunches
- ▶ Read Write Inc
- ▶ Independent learning time
- ▶ Dough Disco
- ▶ Writing
- ▶ Independent learning time
- ▶ Maths
- ▶ 11:45am Lunchtime

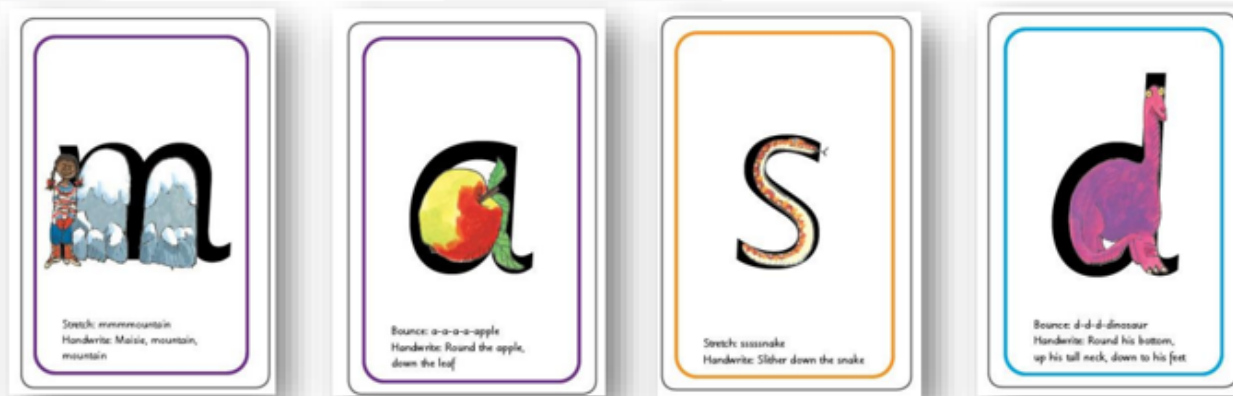
## PM

- ▶ Afternoon register
- ▶ Topic input
- ▶ Independent learning time of their choice
- ▶ 1-1 Reading
- ▶ Story time

# Read, Write, Inc

First, your child will learn to recognise each of the single letter Set 1 Speed Sounds

m a s d t i n p g o c k u b f e l h r j v y w z x



Followed by the Set 1 Speed Sounds containing two letters: ('special friends'):  
sh th ch qu ng nk (ck ll ss ff)

They will then begin the Sound Blending books in class using partner-practice. The children work in pairs, one pointing beneath each sound while their partner sounds out the word using Fred Talk before attempting to blend the word. Then, he or she can turn over and check if they're right using the picture clue. The children then switch roles and repeat.



Initially children will sound blend with overt Fred-talk however as their confidence grows, they will be taught to silent blend, 'Fred-in-your-head'. Eventually, the aim is that our children leave us 'speedy reading'.

As their confidence in sound-blending and partner-practice grows, the children progress from reading words to reading captions in ditties.

At this stage, children are expected not only to read simple captions but also to be able to hold a dictated short sentence in their head and use Fred-fingers to spell each word in order in their exercise book.

e.g. **the** cat sat in mud.

Your child will read several simple ditties in lesson over the course of the week and will receive one photocopiable ditty to practice at home. These texts will often contain red words, e.g. **I the my** – non-decodable words that have to be recognised by sight instead and then sentences in Red, Green and Purple Storybooks.

**Ditty 6: naps**

Speed Sounds - read the sounds (not the letter name)

s n i a g c t d p m b u o

Green Words - read these words by blending the sounds together

in cat on bus dog mat nan pot  
nap naps

Red Words - read these words but let your child spell the word if they get stuck

**the**

a dog naps on **the** mat

nan naps on **the** bus

a cat naps in **the** pot



Remember not to read the Ditty to your child first.  
As your child reads the Ditty, be patient and give your child plenty of praise.

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# Reading Records

Your child will be given a reading record in which they will keep their reading book and any reading activities to consolidate at home. Listening to your child read is crucial for their development, we ask that you listen to your child read at home three times a week or more and make a note in their record to share their progress, struggles and achievements.

**Please bring your reading record and reading book to school everyday.**



# Learning at Home



## Buddy the Bear

One child will be chosen each Friday to take Buddy our '50 Things to Do Before I'm Five' bear home for the weekend. Buddy enjoys completing activities from the '50 things to do before you are 5' whilst I am staying with you.

## Reading Mascot

Our class reading mascot goes home every Friday so that one child from each class can share our weekly 'Talk Through story' with their parents/carers.

## Homework Challenges

There are nine homework challenges to complete each term that link to our learning in school. We would love to see what challenges you have completed uploaded to Tapestry.

## Busy Bags and Story Sacks

We offer a wide range of busy bags and story sacks for you to take home and support your child's learning further. Please ask a member of the EY team if you would like to take a busy bag or story sack home.

Nursery Spring Homework Challenge		
Try number 10 on the '50 Things to do before you are 5' app. Sharing books is a wonderful and fun thing to do with young children.	Create your own 'Bear Hunt'. You may want to draw a story map, make a book or record your story.	Read the story 'We're Going on a Bear Hunt'. Discuss what happened in the beginning, middle and end of the story. <a href="https://www.airedale.com/what50things/">https://www.airedale.com/what50things/</a>
Sing 5 little men in a flying saucer. Can you show the total number of men on your fingers? Colour and cut out the men to help you sing the rhyme.	Try number 43 on the '50 Things to do before you are 5' app. Make some tasty food for all the family. Children can help with weighing the ingredients to make buns or biscuits.	Play hide and seek with your green up. Use the words 'behind', 'under' and 'next to' to describe where you found them.
Go on a colour hunt around your house and garden. How many different colours can you find? Tell your grown up if your colour is a primary or secondary colour.	Collect berries, sticks and leaves to make an ice decoration.	Try number 29 on the '50 Things to do before you are 5' app. How much fun can we have on the rain? Splash or make ripples in a puddle, giggle as you puddle dance.

Throughout the Spring term we would like you to complete at least three tasks. Once you have completed a task, please post a photo onto Tapestry! We can't wait to see your home learning.



# Staying Up-to-date



Scan to Download the Arbor Parent App for your phone from the QR codes below.

Android Play Store



iOS App Store



At Airedale Infant School, we use the Arbor App. The app:

- Allows us to send you messages regarding your child.
- You to see and amend your child's details and records.
- Pay for school trips, lunches and more.

In order for us to create you a log in, please ensure we have your email address. Information and instructions on how to log into your account will be sent by email to parents once your child has joined us in September.

# Useful Information

## Parent flyer

We send out a parent flyer every half-term to share an overview of what the children will be learning.

Our website is continually updated. We have 2 dedicated pages for Early Years full of useful information, resources and help for you.

## 'People Who Help Us'

### Literacy

In reading, the Read, Write, Inc scheme will continue to be taught to develop and embed children's phonetic knowledge. Please continue to read and practise sounds with your child at home to consolidate their learning.

Over spring term, children will be taught to write, words, lists, captions, and sentences using a capital letter, finger space and full stop. We will write a letter when learning about postal workers and walk to the local post box to post our letters.

### Mathematics

Throughout this half term we will continue to develop our oral number skills through counting forwards and backwards.

Children will explore numbers 6 to 10 through counting, subitising, representing numbers, writing numbers and matching number and quantity.

We will then explore how numbers can be made in different ways to make 10 and start to record our findings.

### Personal, Social, Emotional Development

This half term we will be encouraging children to play with a larger group of friends and ensure that they are confident in telling each other about their work and play as well as sharing and taking turns.

Children will achieve set targets, and we will ask children to set their own targets to work hard to achieve.

Ian's Mobile Farm visit Thursday 13<sup>th</sup> February.



### Expressive Art & Design

Children will have the opportunity to develop imaginative play with others in our very own 'Post Office.'

We will revisit prior learning using primary colours to create a secondary colour when painting pictures of vegetables.

When exploring media and materials, the children will use tools to create their own emergency vehicles.

### Understanding of the World

We will be talking about the different people who help us and their roles within society. We will learn about postal workers, traffic control officers, mechanics, dentists, and farmers. We will look at farm machinery and discuss how it is different from the past and have a special visit from Ian's Mobile Farm.

Children will observe the season winter, talking about and drawing the changes that they can see.

### PE

PE will continue to be on a Wednesday morning. Please ensure children come to school in their uniform so that the children can practise getting undressed and dressed for P.E. Please provide tape if your child has ear piercings.

P.E coaches will continue to lead the sessions, this half term we will be focusing on **balance and ball skills**.



**Airedale  
Infant Academy**