



MS AMIN

Blueberry class

PUPIL PRIORITIES

1. To be the best I can – this means:

- a) Knowing that failure is a part of success
- b) Understanding that I can get better when I try, especially at new or difficult things (self-belief is only the start)
- c) Not being afraid to take a chance, even though the answer might be wrong

2. To be a reader every day – this means:

- a) I always have books to read at home and at school
- b) I know a range of genres and authors and have a favourite
- c) I read for pleasure

3. I live by the Addison Values

- a) I know the words: Respect, Responsibility, Perseverance, Honesty and Friendship and I know what they represent
- b) I try to make my choices like the 'Addison Characters' would – in and out of school
- c) I encourage others to be the best they can be

Rocco Responsibility

- Rocco Responsibility is fair and knows how to take turns.
- He is a good learning partner who does his share of the work.
- Knows how to keep safe, especially online.
- Is able to take action at the right time and make the right choice.



KEY INFORMATION

School starts at 8:30am and gates close at 8:45am. Late children must go round to the late gate (on Addison Gardens).

You can buy school uniform from the 'uniform' tab on the school website.

School finishes at 3pm.

PE is on Tuesdays.

PHONICS

We follow the Read, Write Inc. Phonics scheme.

Please click below to watch the Sound Pronunciation video to help you support your child:

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

**Read Write Inc.
Phonics: a guide
for parents**



<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Support your child with handwriting by knowing the Read Write Inc. rhyme for each sound

m	Down Maisie then over the two mountains. Maisie, Maisie mountain.
a	Round the apple, down the leaf.
s	Slide around the snake.
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower.
i	Down the insect's body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirate's face.
g	Round the girl's face, down her hair and give her a curl.
o	All around the orange.
c	Curl around the caterpillar.
k	Down the kangaroo's body, tail and leg.
u	Down and under the umbrella, up to the top and down to the puddle.
b	Down the laces, over the toe and touch the heel.
f	Down the stem and draw the leaves.
e	Slice into the egg, go over the top, then under the egg.
l	Down the long leg.
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back.
r	Down the robot's back, then up and curl.
j	Down his body, curl and dot.
v	Down a wing, up a wing.
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back.
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar then down the horse's head to the hooves and over his back.
qu	Round the queen's head, up to her crown, down her hair and curl.
x	Cross down the arm and leg and cross the other way.
ng	A thing on a string.
nk	I think I stink!

Set 1



RWI Speed Sound Rhymes



Each of these speed sounds has a rhyme attached to it to help aid recall.

Set 2

ay	May I play?	or	Shut the door
ee	What can you see?	ar	Start the car
igh	Fly high	ir	That's not fair
ow	Blow the snow	ir	Whirl and twirl
oo	Poo at the zoo	ou	Shout it out
oo	Look at a book	oy	Toy for a boy

Set 3

ea	Cup of tea!	ai	Snail in the rain
oi	Spoil the boy	oa	Goat in a boat
a-e	Make a cake	ur	Nurse with a purse
i-e	Nice smile	er	A better letter
o-e	Phone home	ow	Brown cow
u-e	Huge brute	ire	Fire! Fire!
aw	Yawn at dawn	ear	Hear with your ear
are	Share and care	ure	Sure, it's pure
tion	Pay attention, it's a celebration	tious	Scrumptious, delicious
		cious	

Maths – key learning

- Continue, copy and create repeating patterns
- Count objects, actions and sounds

Links: <https://www.ncetm.org.uk/>

Concrete

Pictorial

Abstract

Literacy – key learning

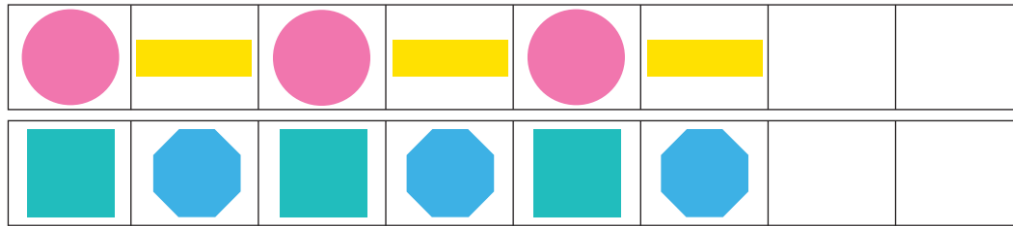
- To give meaning to mark making
- To link set 1 sounds to letters
- To hear initial sounds in words
- To learn and retell a story
- To be able to write my own name



Key information:

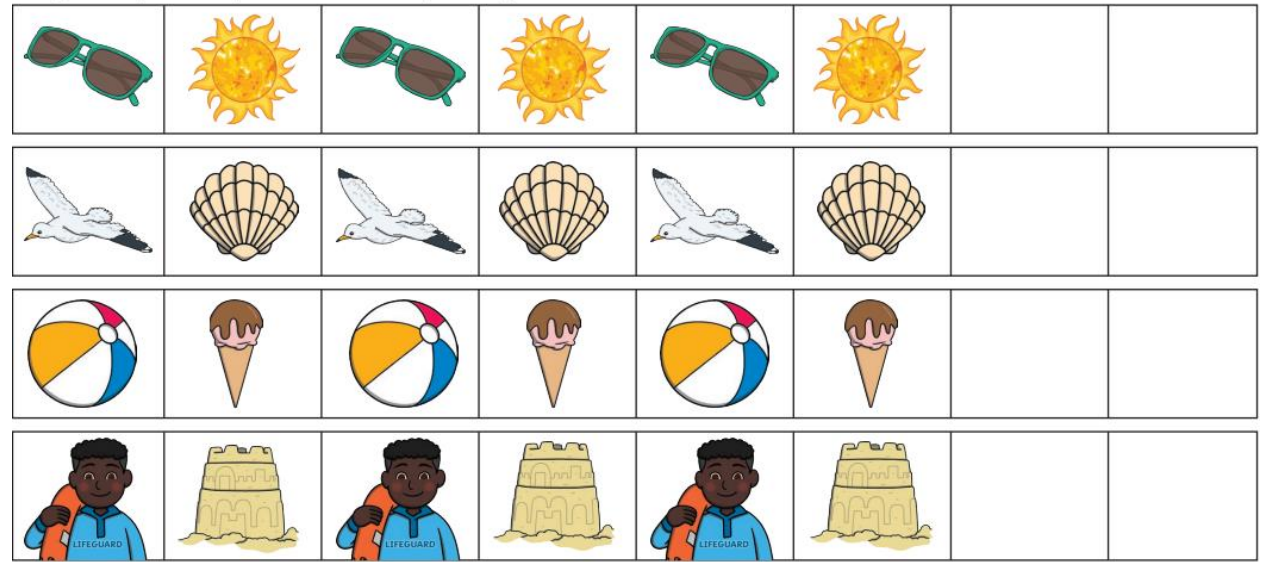
- Please read EVERY day with your child
- Practice letter formation of sounds covered
- Practice counting (as you climb stairs/ are eating fruit/ reading picture books/ etc.)
- Practice writing own name

REPEATING PATTERNS



Seaside Repeating Patterns

Can you complete the patterns? What shapes can you see?



DEVELOPMENT MATTERS

Development Matters is the government's guidance that supports early years settings in helping children from birth to five years old learn and grow. It breaks down children's development into key areas- such as communication, physical skills, and personal and social development—and provides ideas for how adults can support learning through play, routines, and everyday experiences. For parents, it gives an overview of what children typically learn at different ages, while recognising that every child develops at their own pace.

The Seven Areas of Development:

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



Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised September 2023



Physical Development



Children in reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

- Progress towards a more fluent style of moving, with developing control and grace.

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

- Combine different movements with ease and fluency.

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

- Develop overall body-strength, balance, co-ordination and agility.

- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.

- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

At this age, children are building their stamina, coordination and independence through daily movement. Even short walks are valuable opportunities to strengthen muscles, practise balance and develop resilience. If a child regularly uses a pushchair, even for as little as ten minutes a day, this adds up to more than **thirty hours across a school year** where valuable walking practice is lost.

Over time, this can limit a child's ability to build the stamina needed for longer walks and active play. It may also reduce their confidence in managing short journeys independently. To support healthy development, we encourage families to let their child walk whenever possible, even on short trips, so they can build strength, independence and the habits of an active lifestyle.

Foundation Subject Learning

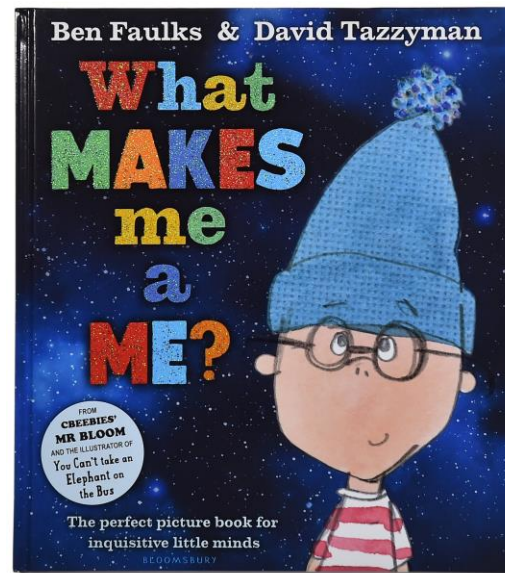
All About Me

I can talk about how I am feeling.

I can order pictures of myself on a timeline.

I can talk about my family.

I understand how I am similar to and different from others.



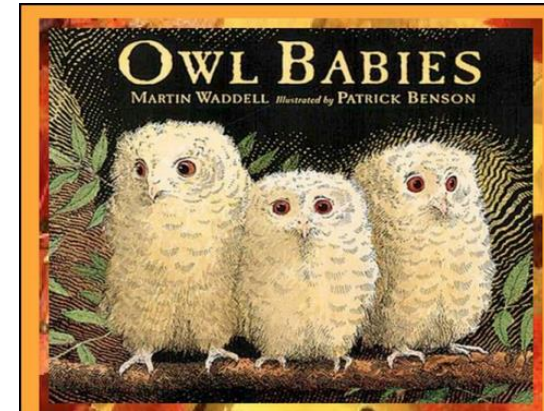
Values

- Respect
- Nurture
- Responsibility
- Generosity
- Kindness

I can describe myself.

Experiences

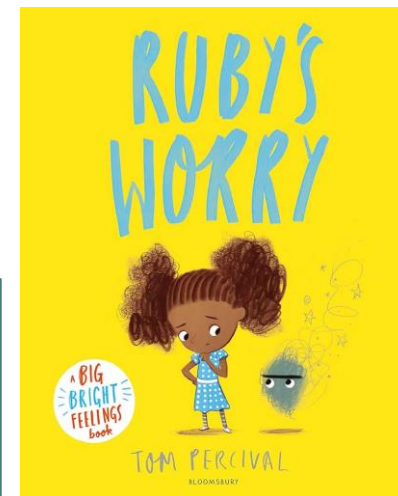
To talk about ourselves and our family based on photos of ourselves.



Key Texts

- *Ruby's Worry* by Tom Percival
- *Owl Babies* by Martin Wadell
- *Funnybones* by Janet and Allan Ahlberg
- *What Makes Me A Me?* by Ben Faulks
- *I Like Myself* by Karen Beaumont

I can talk about an event I have experienced (e.g. my weekend).



SPARE CHANGE OF CLOTHES AND LABELLING



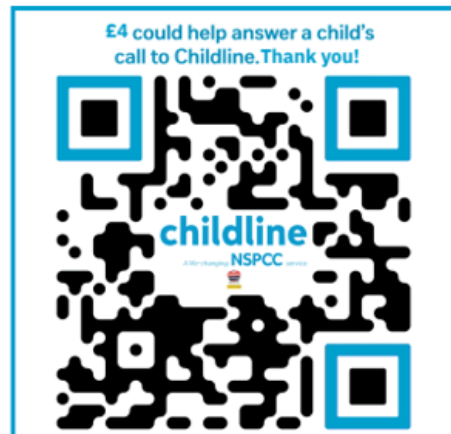
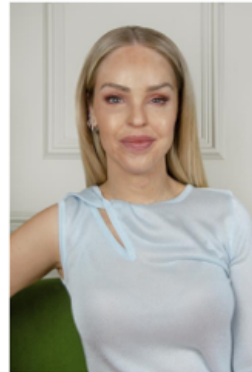
KATIE PIPER VISIT — TUESDAY 16TH

We're taking part in The Kindness Challenge

Why Your Support Matters

The NSPCC has been working to prevent child abuse for 140 years, and we know the only way we can keep all our children safe is if everyone works together. Your donation will help to support our vital life-changing services such as **Childline**, **Helpline** and our **Schools' Speak Out Stay Safe** programme.

Join Katie Piper and support the NSPCC.



Scan here
to donate!

Please make a difference to a child's life today
by scanning the QR code and give a donation,
however small.

When we all join together we can make
a massive difference!

~Thank You~

EVERY CHILDHOOD IS WORTH FIGHTING FOR

childline
A life-changing NSPCC service

We are excited to let you know that, on Tuesday 16th September, our school will be taking part in the NSPCC Kindness Challenge.

As part of this special event, we are delighted to welcome **Katie Piper** to Addison.

To ensure we are respecting your preferences, we kindly ask that all media permission consent forms are returned as soon as possible. Newsround, Hello Magazine and other media outlets may be present to cover the event.

Please do support Addison's fundraising for the NSPCC!

*Thank you
for Listening!*