

**LEECHPOOL  
PRIMARY  
SCHOOL**



**Welcome to EYFS**

**Information  
for Parents**

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# Welcome letter

Some information in this booklet may be subject to change due to COVID-19. Please refer to our [website during coronavirus](#) for our latest information.

Dear Parents,

We are really excited to be part of your child's first experience of school and aim to give them the best possible start to their educational journey. We plan exciting topics to engage children in their learning and we observe them in their child initiated play, focusing on what they can do and how we can support them to move forward in their learning.

We hope this booklet will give you a wealth of information about the environment, curriculum and requirements of the Foundation Stage (FS).

We believe that communication between school and home is key to helping us get to know your children as quickly as possible and our doors are always open. Each week you will receive a newsletter containing information about what we will be doing and ways that you can support at home.

We look forward to working with you.

## **The Foundation Stage Team**

### **As a school we aim to:**

- We aim to promote an exciting, creative and supportive learning environment, which energizes each child to value themselves and maximize their potential.
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum which recognizes children's needs and individual learning styles.
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

## Meet the EYFS Team.....

Name	Role
Miss Hannah Kemp	Kangaroo Class Teacher / EYFS Phase Leader
Miss Olivia Morgan	Koala Class Teacher
Mrs Lisa Harrison	Higher Level Teaching Assistant
Mrs Lisa Wade	Learning Support Assistant
Vacancy	Learning Support Assistant
Mr Mike Powell	Learning Support Assistant
Mr Dan Barden	Higher Level Teaching Assistant / Sports Coach
Miss Sarah Cullern	PPA Teacher
Mrs Charlotte Bazely	PPA Teacher

### The School Day

Our school day runs from 8:55 a.m. until 3 p.m., with a lunch break from 12:00 - 1:00 p.m.

It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the doors to the Foundation Stage will be open from 8.35 a.m., with an adult on duty to take messages and welcome the children in to school. Pupils in FS go straight to their classrooms, sort out their belongings and self-register. The children are then able to select a chosen activity. Any child entering the school after their registration time (8.55am), and when an adult is no longer at the cloakroom door, must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

### Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line.

Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form which can be downloaded from the website.

### Homework Expectations

Monday	Tuesday	Wednesday	Thursday	Friday
Reading, phonics and key words.				

Each week we send out weekly newsletters which outline the learning we will be doing. These will give you ideas for ways to support your child at home in Maths and Literacy.

# 1. Learning at Leechpool

## a) Valuing All Learners Equally

### Aspirations

#### As a learning community, we will strive to

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self-image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.

## b) Life Skills

In FS we focus on developing the following life skills:

### Staying Safe

People who help us  
Using and carrying equipment safely  
Internet Safety

### Emotional Health and Well Being

Making relationships  
Self-confidence and self-awareness  
Managing feelings and behaviour

### Citizenship

Class charter  
Joining in  
Responsible citizens

## 2. 6Rs

# LEECHPOOL VALUES RESPECT



# THE

# 6



# Rs



Our one School Rule is **RESPECT** – represented by the lion who reminds pupils to be respectful to other people and to take an interest in them.

We encourage the following skills in all pupils at all times:

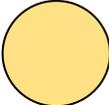
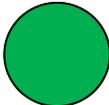
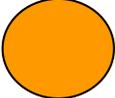
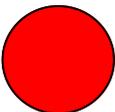
Owl – Reflective	I remind you to be reflective in your learning and think about how well you are doing.
Meerkat – Relationships	I remind you to have good relationships when you work with other people.
Cat – Risk Taking	I remind you to be a risk taker in your learning and to learn from making mistakes.
Bee – Resourceful	I remind you to be resourceful in your learning and try different ways to solve thing yourself.
Dog – Responsible	I remind you to be loyal and responsible and care for those around them.
Tortoise – Resilient	I remind you to be resilient in your learning and never give up.

## a) “Catch them being good”

Our overriding school rule is **RESPECT** and this incorporates the Golden Rules which are as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our behaviour system follows a traffic light system as follows:

	Golden—this is used for 'wow' moments and for any exceptional work or behaviour that a pupil produces. When a child moves onto the golden traffic light, they receive a special smelly sticker or certificate.
	Green—all pupils start every day on the green traffic light. While on this they can earn awards, certificates, dragon tokens. If they are still on green at the end of the day, they will receive a sticker.
	Orange—a pupil moves to orange when they have made a bad choice with their behaviour as a warning.
	Red- If the children continue to make bad choices they will move onto the red traffic light and as a consequence will have time out of their self-initiated play. If this behavior carries on they will be sent to the FS or key Stage 1 Phase Leader.

Each pupil has a named label in their dragon team colour that can move onto different traffic lights when needed.

Alongside the traffic lights, we still have the following:

**Star of the Day** – We give star of the day for positive behaviour, brilliant work or for being a good class member.

**Star of the Week** – we choose one child each week who has shown continuous positive behaviour and/or effort. They will bring home the class bear for the weekend and are able to share their adventures with the class the following week.

**Dragon tokens**—every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour and these tokens are added up at the end of each week by the School Dragon Team Captains. In whole school assembly on Monday the scores are read out. The team that wins the most times in a term are rewarded with being allowed to wear their own clothes into school for the day at the end of term (letters will be sent out to inform parents of this).

**Headteacher Awards**—any member of staff can send a pupil to Mrs Davenport with a gold token—this is for exceptional pieces of work. They then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies.

**Class rewards**—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves. These can include discos, films and popcorn, picnics, onesie party, time on the playground.

**Class Headteacher Awards**—any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc. The class and reason are written in the Golden Book and read out in assembly. At the end of the year, the class with the most Headteacher Awards has afternoon tea with Mrs Davenport.

**Lunchtimes**— the Lunchtime Supervisors hand out stickers or yellow slips to children who have eaten all their food, tried something new, for good behavior or polite manners. There are red slips for when pupils make a bad choice.

## b) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

<b>Year group</b>	<b>Continent</b>	<b>Class names</b>
Foundation Stage	Oceania	Kangaroo / Koala
Year 1	Europe	Hedgehog / Squirrel
Year 2	Antarctica	Penguin / Seal
Year 3	South America	Jaguar / Llama
Year 4	North America	Bears / Eagles
Year 5	Africa	Lions / Giraffe
Year 6	Asia	Panda / Tiger

## c) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way. We also ask that they have the correct PE kit in school for their PE and Sport lessons. These must be taken home to wash on a Friday and returned on a Monday morning. Please check the website if you are unsure what our uniform policy includes. Please ensure that all uniform is named so that, should it get lost, it can be returned to the correct person.

# 3. Successful Learners

Successful Learners
<b>Who.....</b>
Have the essential learning skills of English, mathematics & computing
Have enquiring minds and are creative, resourceful and able to identify and solve problems
Communicate and collaborate well
Enjoy learning and are motivated to achieve the best they can now and in the future

## a) Communication and Language

<b>1</b>	<b>Listening and attention:</b> children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
<b>2</b>	<b>Understanding:</b> children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
<b>3</b>	<b>Speaking:</b> children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## b) Physical Development

<b>1</b>	<b>Moving and handling:</b> children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
<b>2</b>	<b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

## c) Personal, social and emotional development

<b>1</b>	<b>Self-confidence and self-awareness:</b> children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
<b>2</b>	<b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
<b>3</b>	<b>Making relationships:</b> children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## d) Literacy

<b>1</b>	<b>Reading:</b> children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
<b>2</b>	<b>Writing:</b> children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

### i. Reading

Reading is probably the most important skill children learn during their time in primary school. The children will read regularly at school with an adult on a 1:1 basis. In the spring term we will start guided reading sessions. During this time the children will be heard reading as part of a small group. The children will practise their ability to decode unknown words, recall high frequency words and demonstrate an understanding of the text they have read.

Your child will bring home an individual, banded reading book. These reading books are self-selected by your child and we would like you to aim to read a minimum of 4 times a week with your child, daily where possible! These can involve a number of different activities:

- They can read aloud to you
- You read to them (this is really important as you model good reading and can expose them to some books they might find more difficult to read on their own.)
- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the characters thoughts and feelings within the story

Please do record each time you read with your child in their reading diary. It allows us to see that your child has read and also how successful they have been. These reading diaries are checked every day and allow us to track the children’s progression through each book band before moving them up as appropriate.

We aim to help your child develop a love for reading with confidence. For more information on reading, please take a look at the resources on our website.

## ii. Writing

In Foundation Stage, children will have a phonics lesson every day. During this time, children will learn new phonetic sounds, blend and segment words as well as consolidating previous phonic knowledge. Children will apply phonic knowledge to texts as well as use to record dictated sentences.

### FS Writing Key Objectives

<b>1</b>	Gives meaning to marks they make as they draw, write and paint
<b>2</b>	Begins to break the flow of speech into words
<b>3</b>	Continues a rhyming string.
<b>4</b>	Hears and says the initial sound in words.
<b>4</b>	Can segment the sounds in simple words and blend them together
<b>5</b>	Links sounds to letters, naming and sounding the letters of the alphabet
<b>10</b>	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
<b>11</b>	Writes own name and other things such as labels and captions
<b>12</b>	Attempts to write short sentences in meaningful contexts

### **Early Learning Goal (for the end of Foundation Stage)**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

<b>Terminology for pupils</b>	letter, capital letter word, sentence punctuation, full stop, finger space  story, beginning, middle, end, character  rhyme, poem/poetry
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## **iii. Handwriting**

To develop the children's writing we begin by developing their gross and fine motor skills. Each day we will complete a 'Funky Finger' activity, including dough disco or write dance.

During the Foundation Stage the children will also be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly.
- begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- form digits 0-9.
- understand which letters belong to which handwriting 'families' and practise these.

We teach the children how to form their letters, starting in the correct place. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. Children are expected to have gained their pen license by the end of Year 3 where they will be consistently joining their handwriting to a high standard.

*a b c d e f g h i j k l m n*

*o p q r s t u v w x y z*

**A B C D E F G H I J K L M**

**N O P Q R S T U V W X Y Z**

# e) Mathematics

## i. Foundation Stage key mathematics objectives

1	<b>Numbers:</b> children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
2	<b>Shape, space and measures:</b> children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore 12 characteristics of everyday objects and shapes and use mathematical language to describe them.

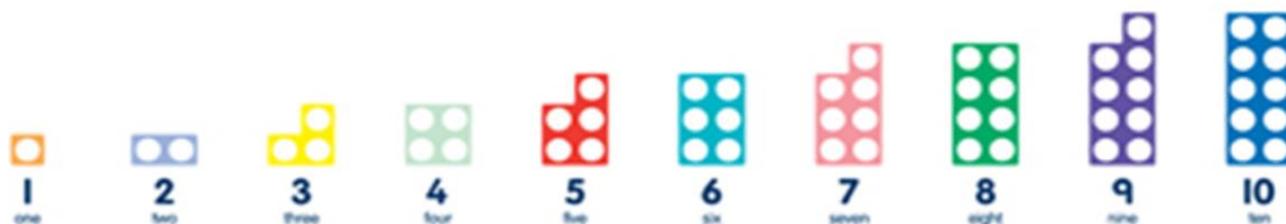
## ii.

### Leechpool Primary School Calculation Policy Equipment

Children have access to a variety of mathematical apparatus designed to aid their calculation with numbers. These may include some of the following:



#### Numicon

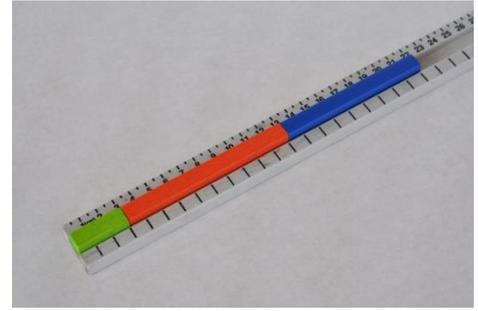




**Base 10**



**Cuisenaire Rods and number tracks**



**Counters and counting equipment**



**Bead strings**



**Coins**

**Key Vocabulary**

**Addition**

- More
- Add
- Plus
- Sum
- Increase
- Total
- Altogether
- Inverse



**Subtraction**

- Take away
- Minus
- Subtract
- Less
- Difference
- Decrease
- Inverse



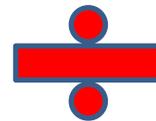
# Multiplication

Lots of  
Groups of  
Times  
Repeated Addition  
Multiply  
Product  
Inverse



# Division

Divide  
Group equally  
Share equally  
Factor  
Inverse  
Remainder  
Quotient  
Divisor



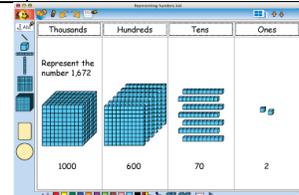
## Written Calculation Methods – Addition

Prior to using the formal written methods of addition and subtraction pupils will use a variety of equipment to explore smaller number bonds. Quick and accurate recall of these facts, and establishing the connections between them, helps greatly with larger addition and subtraction calculations.



$$\begin{aligned} 6 + 3 &= 9 \\ 3 + 6 &= 9 \\ 9 - 3 &= 6 \\ 9 - 6 &= 3 \end{aligned}$$

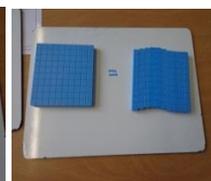
To aid with addition and subtraction pupils will use equipment including base 10. Base 10 can be used to visual the partitioning of larger numbers.



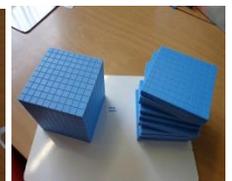
Pupils understand how tens, hundreds and thousands can be regrouped using base 10 as a visual aid.



1 ten = 10 ones

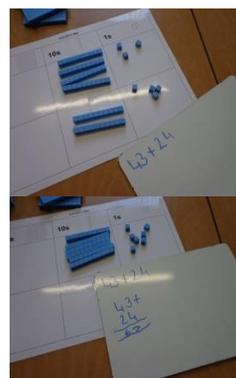


1 hundred = 10 tens

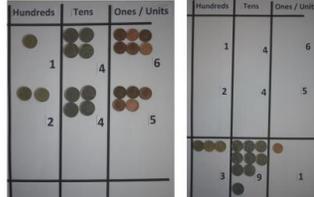


1 thousand = 10 hundreds

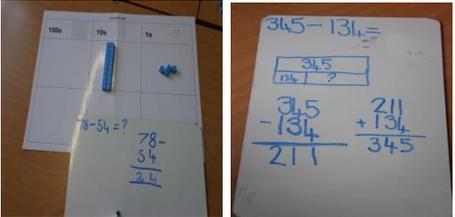
Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that do not involve regrouping.

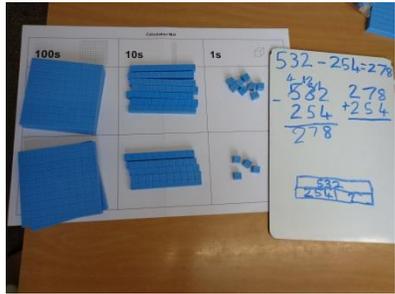


$$\begin{array}{r} \text{T O} \\ 43 \\ + 24 \\ \hline 67 \end{array}$$

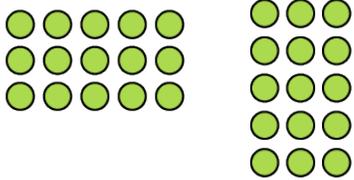
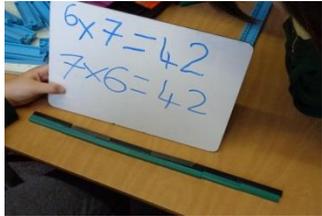
<p><b>Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that involve regrouping.</b></p>		<p><b>36 + 45</b></p> <p>The ones are added and we have 11. This needs to be regrouped into 1 ten and 1 one. Adding the tens gives 8 tens in total.</p>
<p><b>Develop understanding of the column method of addition involving regrouping ones and tens.</b></p>		<p><b>T O</b></p> $\begin{array}{r} 77 \\ +45 \\ \hline 122 \\ 11 \end{array}$ <p>7 + 5 = 12 The 12 is regrouped in 1 ten and 2 ones. The 1 ten is shown underneath and then included in the addition of the tens.</p> <p>The 7 tens, 4 tens and 1 ten are added to equal 12 tens. These are regrouped as 1 hundred and 2 tens.</p> <p><b>T O</b></p> $\begin{array}{r} 77 \\ +45 \\ \hline 122 \\ 11 \end{array}$
<p><b>Develop further understanding of addition in the context of money.</b></p>		<p>£1.46 + £2.45</p> $\begin{array}{r} 1.46 \\ + 2.45 \\ \hline 3.91 \\ 1 \end{array}$
<p><b>Pupils extend their written method to work with increasingly larger numbers and decimal numbers as appropriate.</b></p>		

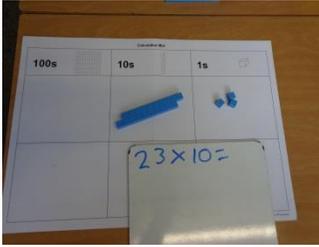
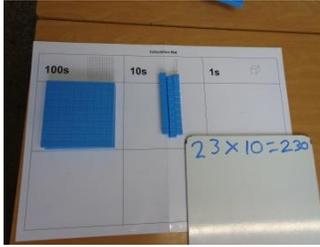
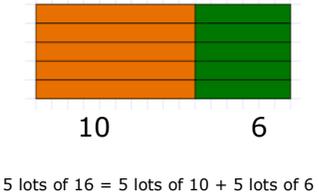
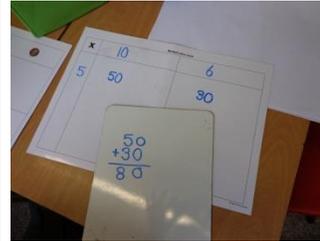
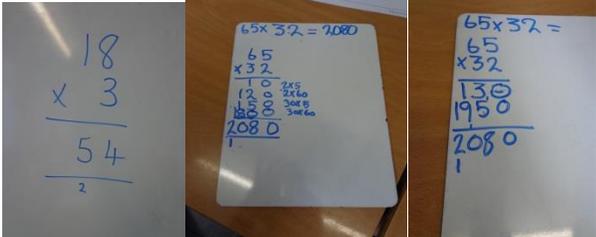
## Written Calculation Methods – Subtraction

<p><b>Prior to using a written method, pupils may use objects or counters to explore the notation of subtraction. Number lines may be used to count backwards. Connections should be made to addition and smaller number bonds that pupils can recall.</b></p>						
<p><b>Subtract from 2 and 3 digit numbers without regrouping. Check subtraction calculations using the inverse operation of addition. Bar model diagrams may be used to establish the connection to addition.</b></p>		<table border="1" data-bbox="1357 1486 1544 1556"> <tr> <td colspan="2">8</td> </tr> <tr> <td>3</td> <td>?</td> </tr> </table> <p>8 - 3 = ? 3 + 5 = 8</p>	8		3	?
8						
3	?					
<p><b>Subtract from 3 digit numbers, regrouping tens into 10 ones using a column method. Check subtraction calculations using the inverse operation of addition.</b></p>	<p><b>H T O</b></p> $\begin{array}{r} 2\ 6\ 13 \\ -1\ 2\ 5 \\ \hline 1\ 4\ 8 \end{array}$ <p>We cannot subtract 5 from 3 we regroup one of the tens into 10 ones. We know have 13 ones and so can subtract 5 ones. We are left with 6 tens and can subtract 2 tens. Finally we look at the hundreds.</p>					

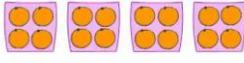
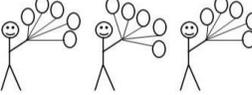
<p><b>Subtract a 3 digit number from a 3 digit number, regrouping the tens into ones and the hundreds into tens. Pupils may use base 10 to support with this or, if knowledge of place value is secure, counters may also help.</b></p>		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>12</td> </tr> <tr> <td>-</td> <td>2</td> <td>5</td> </tr> <tr> <td></td> <td>2</td> <td>7</td> </tr> <tr> <td></td> <td></td> <td>8</td> </tr> </tbody> </table> <p>Regrouping is necessary across two place values columns. 1 ten is regrouped as 10 ones. Then 1 hundred is regrouped as 10 tens giving enough hundreds, tens and ones to subtract from.</p>	H	T	O	4	5	12	-	2	5		2	7			8
H	T	O															
4	5	12															
-	2	5															
	2	7															
		8															
<p><b>Develop further understanding of subtraction in the context of money.</b></p>		<p>Question:</p> <p>John had £2.53 in change in his pocket. He bought a notebook for £1.39 when he was in town. How much money does he have left?</p>															
<p><b>Use the inverse operation to solve missing number problems.</b></p>	<p>Write in what the missing numbers could be.</p> $170 + \boxed{\phantom{000}} = 220 - \boxed{\phantom{000}}$																
<p><b>Pupils will extend their use of the written method to include larger numbers and decimals as appropriate. They will solve a range of addition and subtraction calculations and understand the mathematical vocabulary for addition and subtraction.</b></p>																	

## Written Calculation Methods – Multiplication

<p><b>Prior to using a formal written method, pupils will use counters and objects to help solve multiplication problems. They will begin to relate counting in 2's, 5's, 10's etc. to their times tables. An array can represent a multiplication.</b></p>																					
<p><b>Develop an understanding of multiplication as repeated addition and appreciate that multiplication can be completed in any order.</b></p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="4" style="text-align: center;">24</td> </tr> <tr> <td style="background-color: #008000; color: white;">6</td> </tr> <tr> <td colspan="4" style="text-align: center;">or</td> </tr> <tr> <td colspan="4" style="text-align: center;">24</td> </tr> <tr> <td style="background-color: #483d8b; color: white;">4</td> </tr> </table> <p> <math>6 \times 4 = 6+6+6+6</math>  <math>4 \times 6 = 4+4+4+4</math> </p>	24				6	6	6	6	or				24				4	4	4	4
24																					
6	6	6	6																		
or																					
24																					
4	4	4	4																		
 <p style="text-align: center;"><math>6 \times 7 = 7 \times 6</math></p>																					

<p><b>Develop an understanding of how to multiply 1 and 2 digit numbers by ten. Pupils can use equipment and place value knowledge to help with this.</b></p>	<p style="text-align: center;"><math>6 \times 4 = 4 \times 6</math></p> 	
<p><b>Multiply a teen number by a 1-digit number, using apparatus and the grid method.</b></p>	 <p style="text-align: center;">10                  6</p> <p style="text-align: center;">5 lots of 16 = 5 lots of 10 + 5 lots of 6</p>	 <p style="text-align: center;">16 x 5</p>
<p><b>Multiply 2-digit numbers by a 1-digit number, using the grid method alongside the column method and establish the link between the two methods.</b></p>		$\begin{array}{r} 16 \\ \times 5 \\ \hline 30 \\ 50 \\ \hline 80 \end{array}$ <p style="text-align: center;">30 - (5 x 6) 50 - (5 x 10)</p>
<p><b>Multiply a 2-digit number by another 2-digit number, using the grid method alongside the column method and establish the link between the two methods.</b></p>		$\begin{array}{r} 23 \\ \times 16 \\ \hline 18 \\ 120 \\ 30 \\ \hline 200 \\ 368 \end{array}$ <p style="text-align: center;">18 - (6 x 3) 120 - (6 x 20) 30 - (10 x 3) 200 - (10 x 20)</p>
<p><b>Multiply 2-digit numbers by 1 and 2-digit numbers, using the column method. Pupils may move to use a more compact column method.</b></p>		

## Written Calculation Methods – Division

<p><b>Before using a formal written method for division pupils understand division as sharing equally. They may use objects, counters or diagrams to help them 'group' a number.</b></p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="836 1774 1112 1984"> <p style="text-align: center;"><b>DIVISION BY SHARING</b></p> <p><i>Examples</i></p> <p>(a) Divide these 16 oranges equally between 4 families.</p> <p style="text-align: center;">Each family gets 4 oranges.</p>  </div> <div data-bbox="1193 1774 1469 1984"> <p style="text-align: center;">Equal Sharing</p> <p style="text-align: center;"><math>15 \div 3 = 5</math> is the amount each person gets if 15 items are shared equally among 3 people.</p>  <p style="text-align: center;"><math>15 \div 3 = 5</math></p> </div> </div>
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**Make connections between multiplication and division. Divide a 2-digit number by a single-digit number using number rods and number lines (without remainders)**



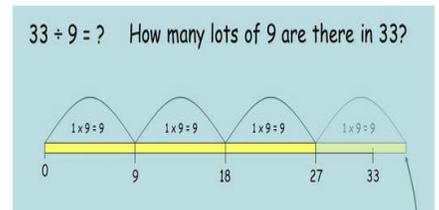
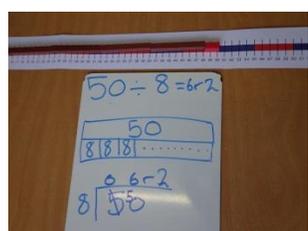
$$6 \times 7 = 42$$

$$7 \times 6 = 42$$

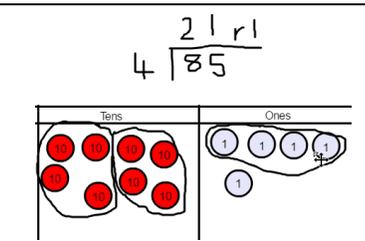
$$42 \div 6 = 7$$

$$42 \div 7 = 6$$

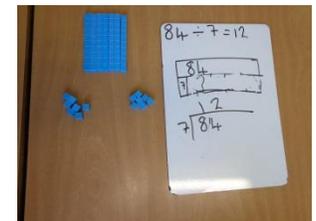
**Divide a 2-digit number by a single-digit number, using number rods and number lines (including remainders).**



**Introduce the column method for solving division of a 2-digit number by a single-digit number. Pupils may use base 10 or counters to help with regrouping if necessary.**



Pupils work in the place value columns to divide by 4



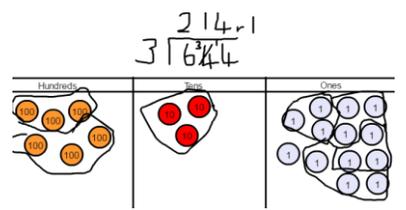
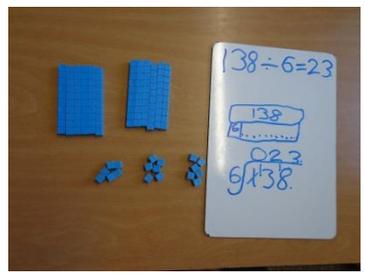
1 ten is regrouped into 10 ones. The tens and ones are divided by 7

**Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping). Base 10 or counters may be used to help with the understanding of regrouping.**



There is one group of 800 in 968. We regroup the remaining hundred into 10 tens. The 16 tens can be grouped into two groups of 8 tens. The final 8 ones make one group of 8.

**Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping and remainders)**



**Pupils extend their division to include 4 digits numbers divided by a 1 digit number and eventually 4 digits numbers divided by 2 digit numbers. It should be noted that knowledge and recall of times tables and related division facts is vital for long multiplication and division. It is expected that pupils should have this knowledge by the end of year 4.**

## iv. Rapid Recall Facts

Fluency is an important part of the Maths curriculum. To aid children with their fluency skills, there are certain 'rapid recall facts' that your child should know as they progress through school. The table below details these:

Reception	I can count out loud to 20 I can recognise and order the numbers up to 20 I can count on one more and back one less I can compare two quantities up to 20 I can match a number to a quantity up to 20
Year 1	I know number bonds for each number to 6 I know doubles and halves of numbers to 10 I know number bonds to 10 I can tell the time to the nearest hour and half hour I know number bonds for each number to 10
Year 2	I know number bonds to 20 I know the multiplication and division facts for the 2 times table I know doubles and halves of numbers to 20 I know the multiplication and division facts for the 10 times table I can tell the time to the nearest quarter hour and the nearest 5 minutes I know the multiplication and division facts for the 5 times table
Year 3	I know number bonds for all numbers to 20 I know the multiplication and division facts for the 3 times table I can recall facts about durations of time eg days in a week, minutes in an hour, hours in three days and the order of the months of the year and days of the week I know the multiplication and division facts for the 4 times table I can tell the time to the nearest minute I know the multiplication and division facts for the 8 times table
Year 4	I know number bonds to 100 I know the multiplication and division facts for the 6 times table I know the multiplication and division facts for the 9 and 11 times tables I can recognise decimal equivalents of fractions for $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ and any number of tenths and hundredths I know the multiplication and division facts for the 7 times table I can multiply and divide single-digit numbers by 10 and 100
Year 5	I know decimal number bonds to 1 and 10 I know the multiplication and division facts for all times tables up to $12 \times 12$ I can recall metric conversions I can identify prime numbers up to 20 I can recall square numbers up to $12^2$ and their square roots I can find factor pairs of a number
Year 6	I know the multiplication and division facts for all times tables up to $12 \times 12$ I can identify common factors of a pair of numbers I can convert between decimals, fractions and percentages I can identify prime numbers up to 50

Within our teaching, we will be covering these topics and also showing the children how these can be used to answer questions across all areas of the Maths curriculum.

In order to assist this, we will be using a new scheme across all year groups: Dragon and Rainbow Maths. More details of this can be found on our website and will be available on the 'Meet the teacher' evening in September.

It is key that you support your child in learning these 'rapid recall facts' using games, websites and oral practice at home. If you need any advice, please do not hesitate to ask your class teacher.

# iv. Vocabulary

## New Mathematics Vocabulary for FS

<b>Number and Place Value</b>	<b>Multiplication and Division</b>	<b>Measure</b>
numbers count order more less add take away equals How many are left? Altogether	double half share fair equal	size weight, heavy and light length and height, tall short, long, longer etc capacity, full empty time, seconds, minutes, hours, days, o'clock
<b>Geometry (position and direction)</b>	<b>Geometry (Properties of shape)</b>	<b>Fractions</b>
every day positional language, example behind, next to	pattern shape solid flat edges corners	half quarter

## f) Understanding the World

<b>1</b>	<b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
<b>2</b>	<b>The world:</b> children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
<b>3</b>	<b>Technology:</b> children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## g) Expressive Arts and Design

<b>1</b>	<b>Exploring and using media and materials:</b> children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
<b>2</b>	<b>Being imaginative:</b> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

# 4. Our Curriculum

Our topics this year are:

These topics are subject to change due to children's interests.

<b>Term</b>	<b>Theme(s)</b>	<b>Additional Events</b>
Autumn	All About Me	Foundation Stage Christmas Production Christmas Fayre
Spring	Once Upon a Time	International Fortnight
Summer	The Great Outdoors	British Week Trip to Arundel Castle Sports Day

## Websites we use at school

At school we use a number of websites to support the children's learning. The children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- e-schools - <https://leechpool.eschools.co.uk/login>
- Bug Club - [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)
- Sumdog - [www.sumdog.com](http://www.sumdog.com)
- TT Rockstars - [www.ttrockstars.com](http://www.ttrockstars.com)

# 5. Our Timetable

As a school we keep the timetable quite flexible to enable us to better meet the needs of the children. However, there are a few lessons which are fixed each week. Please ensure your child has the correct equipment in each day. This includes:

- PE kit – this should be named. These need to be in school every day with the appropriate clothes for the time of year. Please ensure your child has a change of socks.
- Reading Record - this should be in school every day along with the book your child is reading. They will have time every day to change their reading book once it is finished. Children should place their book in the correct box in the classroom to show whether they have read the previous evening and may get a dragon token if they have.

The children will need their PE kits in school on a Friday.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Funky Fingers Literacy	Funky Fingers Maths	Funky Fingers Maths	Funky Fingers Maths	PE
Maths	Literacy	Literacy	Literacy	PSHE
Lunch	Lunch	Lunch	Lunch	Lunch
Phonics Topic	Phonics Topic	Phonics Topic	Phonics	Phonics Library

# 6. Being Healthy at School

The children in Early years have access to a free fruit or vegetable snack every day. They may also bring a fruit or dairy snack to eat during the morning if you wish them too. We ask that **no** sweets, chocolate, crisps or biscuits are eaten at this time. We ask that all pupils bring in a water bottle - to be brought in daily and kept in the classroom for easy access during the day.

At lunchtime the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. For children in Early Years, Year 1 and 2, these meals are free. If your child has a specific dietary need please inform Chartwells via their website:

<https://westsussex.mealselector.co.uk/>

Children in the Foundation Stage eat lunch at 12.00 p.m.



**(01403) 210233**



**reception@leechpool.  
w-sussex.sch.uk**