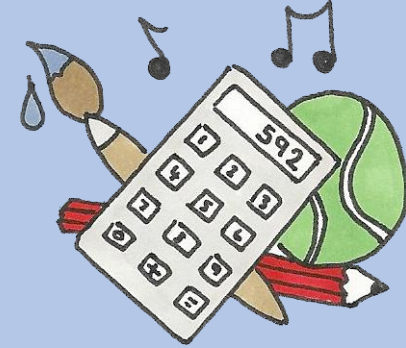
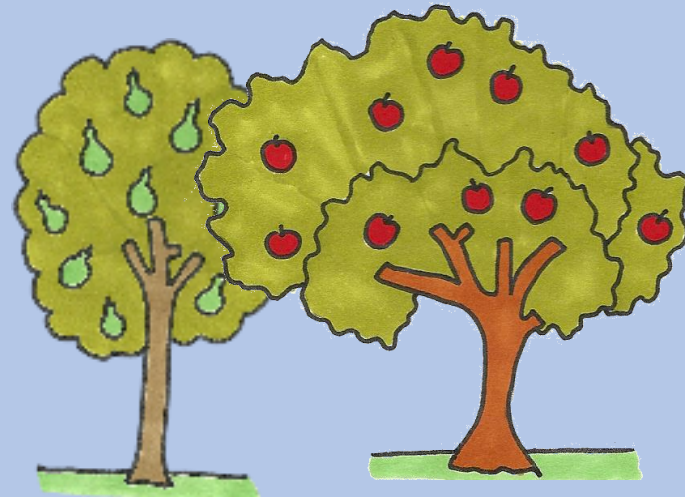
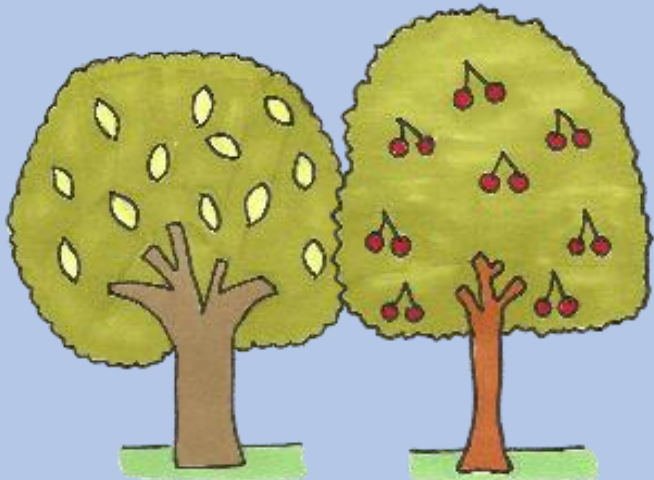


Welcome!



A commitment to excellence within a caring, Christian environment.
'I can do all things through Christ who strengthens me' – Philippians 4:13





Information

Welcome to our Website

New!

Hutton All Saints'
Church of England Primary School

IMPORTANT INFO

CALENDAR

NEWS

PTA



Hutton All Saints'
C. of E. Primary School

Curriculum and Clubs

Clubs

Curriculum Overviews

Help for Parents

Phonics

P.E.





Hutton All Saints' C. of E. Primary School

Curriculum and Clubs

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Phonics

Help for Parents

Curriculum Overviews

P.E.

Curriculum Overviews
Curriculum Enrichment-
SMSC and personal development

Hutton All Saints' C. of E. Primary School

Curriculum Overviews

Hutton All Saints' is committed to meeting the requirements of the national primary curriculum in a way that is memorable, fun and brings learning to life. Therefore, we have a topic based curriculum with each phase covering a certain topic each term; they are mainly based on either a History or Geography subject but can also encompass many of the other foundation subjects. Please see below for each class's Curriculum Overview showing the key learning for the term. We do many other activities which enrich our curriculum and improve the Social, Moral, Spiritual and Cultural development of our pupils. Please visit our Curriculum enrichment page giving more details.
For further guidance and information visit - www.huttonas.co.uk/curriculum-overviews/
A useful publication for parents detailing the National Curriculum 2014 - www.gov.uk/government/uploads/system/uploads/attachment_data/file/299999/nc2014.pdf

Apple Class Pear Class Lime Class Cherry Class

Beech Class Pine Class Willow Class Sycamore Class

Curriculum Enrichment

Early Learning Goals Writing Curriculum Objectives



Curriculum Overview for Autumn Term 2023

Autumn 1 Topic- Marvellous Me Autumn 2 Topic- Terrific Tales

The children in Apple Class will be learning in our indoor and outdoor classroom. We will have a topic each term, a variety of activities and opportunities will be available to all, with a mixture of adult-led and child-led tasks, allowing for all children to get the most from their environment. We plan our curriculum to focus on the following seven areas –

Prime areas: Personal, Social, Emotional Development, Communication & Language, Physical development.

Specific areas: Literacy, Mathematics, Understanding the World, Expressive art and design.

Below you will see an overview of our Autumn term within these areas.

Prime Area: Personal, Social, Emotional Development (PSED)

School routine.
Feeling posters.
Sharing.
Dressing independently
How to tidy up.
Starting school story books.
Taking turns.
Getting to know each other, talking about family.
Making relationships and knowing others names.
Modelling how to use things, play games.
PSHE- Personal, Social, Health Education

Specific Area: Literacy (reading and Writing)

Read Write Inc Phonics scheme.
Children participate in phonics lessons every day.
Children will focus on Set 1 phonics sounds— recognition and writing of each sound.
Writing names.
Writing sounds and simple CVC words.
Labelling parts of the body Labelling family members Mark making and ascribing meaning to marks they make. Book of the week writing focus. Story time before home everyday.
Traditional tales.
Story sequencing..

How to support your child at home:

Reading Develop a love of reading by reading a story every day with your child. Practise the phonic sounds given out each week.

Writing Support your child to write the letters in their name. Write for a range of purposes.

Maths Numbers 1-5. Match and sort games. Shapes.

Prime Area: Communication and Language (CL)

Listening to stories about school / ourselves / families/traditional tales.
Talking about likes/dislikes.
Recognising similarities and differences.
Talking about family/drawing family / labelling family.
Naming body parts.
Talking about how we have changed since we were babies.
Develop listening skills.



Specific Area: Mathematics

Number rhymes & stories.
Count reliably up to ten everyday objects from different starting points.
Recognise and write numerals 0 to 10 with correct formation.
Match and sort objects.
Recognise and name simple 2D shapes.
To recognise and complete a repeating pattern.
Understand simple positional language.
Repeating patterns.

RE – weekly lessons:

Enquiry 1: What happens in a Harvest festival?

Enquiry 2: What is the Christmas story about?

Our Values for the Autumn Term are:

'Creativity' and 'Peace'.

Prime Area: Physical Development (PD)

Developing preference for dominant hand.
Cutting skills.
Fine motor activities.
Putting on own coats.
Getting dressed and undressed.
Talking about keeping healthy.
Healthy eating.
Managing personal hygiene independently.
Developing the understanding of how to keep safe and how to use different tools and materials appropriately.
Two PE lessons per week.

Specific Area: Understanding the World

Looking at similarities and differences in class and comparing to families around the world.
Looking after babies - how is it different to looking after ourselves? Past and Present - how we have changed? What has happened in our past? (when we were smaller).
How toys have changed through time?
Family customs – birthdays.
Festivals – Harvest and Christmas

Specific Area: Expressive Arts and Design:

Role play area Small world toys.
Painting portraits of themselves and family.
Artist focus.
Colour mixing.
Introduction of simple tools and how to use effectively.
Singing songs.
Nursery rhymes.
Exploring musical instruments.

Reading
































➤ Read Write Inc

- **Ditty lessons** start with introduction of new phoneme
- Previously learnt phonemes are revised
- Reading and writing words with the phoneme in
- Reading Ditty books
- Writing words and phrases



These are the Speed Sounds in set 1. The children will learn a sound a day and bring home a handwriting sheet to support their learning.

Speed Sounds Set 1

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

Phonics

Red words



You can't
Fred a red!

Red Words Set 1

I	the	my	you	said
your	are	be	of	no

Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he



























Red Words Set 3

does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

Handwriting Letter formation

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaur's bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girl's face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair, and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

[Useful videos to support learning at home:](#)

- RWI for parents channel
- Oxford Owl – online books – link will be added to Tapestry

Reading Books



- When the children receive **Read Write Inc** books they will be largely phonetically decodable books which the children have read and explored during the week. They read at home to practise fluency and expression.
- Soon the children will be given **Read Write Inc Book Bag Books** these give extra practice of the sounds they have been learning that week.
- **Library books** - it's really important that they have access to higher level books to support love of books and to aid with inference and vocabulary skills. These are for sharing at home.



Reading



- Complete reading records so we can see what the children have been doing at home.
- Introduce your child to a variety of genres, such as poetry, newspapers, fiction, non-fiction, etc.
- Talk about what you have read - ask your child questions: retrieval, inference, opinion.
- Oxford Owl online – free e-books at their own RWI level.



Writing



- As writing is linked to speech, please engage your child in conversation, encouraging them to speak clearly and effectively, in simple sentences.
- Model correct pronunciation back to them.
- Practise handwriting on the lines, keeping letters proportionate in size and with finger spaces.
- Correct pencil grip.
- Ensure letters are formed correctly using correct handwriting style.
- Help model the difference between capitals and lowercase letters, and when to use them.



Maths



1, 2, 3, 4, 5
Autumn Term

Scheme of learning

Premium resources

Starter slides

Step 1 Find 4 and 5

Step 2 Subitise 4 and 5

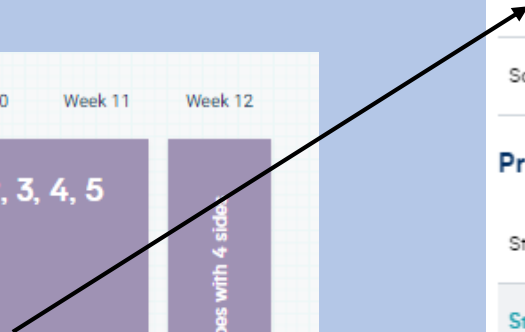
Step 3 Represent 4 and 5

Step 4 1 more

Step 5 1 less

Step 6 Composition of 4 and 5

Step 7 Composition of 1 - 5



Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12

Autumn term

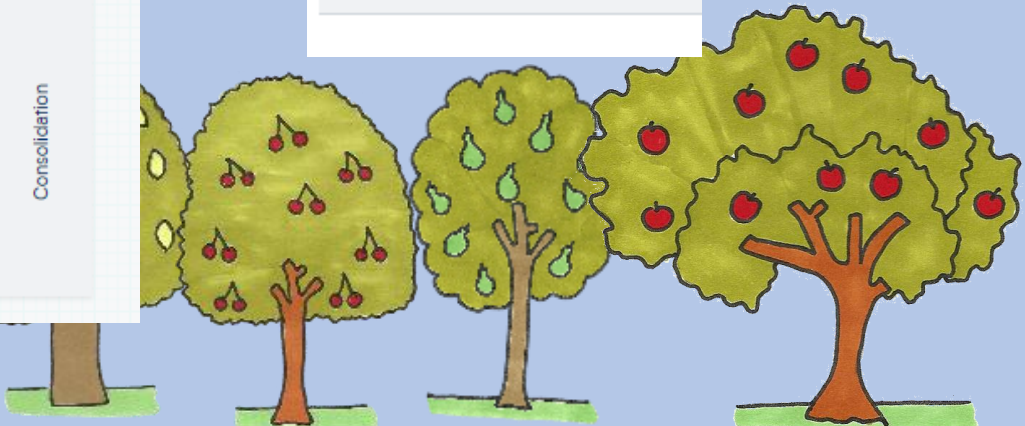
- Getting to know you
- Match, sort and compare
FREE TRIAL
[VIEW](#)
- Talk about measure and patterns
[VIEW](#)
- It's me 1, 2, 3
[VIEW](#)
- Circles and triangles
[VIEW](#)
- 1, 2, 3, 4, 5**
[VIEW](#)
- Shapes with 4 sides
[VIEW](#)

Spring term

- Alive in 5
[VIEW](#)
- Mass and capacity
[VIEW](#)
- Growing 6, 7, 8
[VIEW](#)
- Length, height and time
[VIEW](#)
- Building 9 and 10
[VIEW](#)
- Explore 3-D shapes
[VIEW](#)

Summer term

- To 20 and beyond
[VIEW](#)
- How many now?
[VIEW](#)
- Manipulate, compose and decompose
[VIEW](#)
- Sharing and grouping
[VIEW](#)
- Visualise, build and map
[VIEW](#)
- Make connections
[VIEW](#)
- Consolidation



Maths

Reception | Autumn term | Block 5 – 1, 2, 3, 4, 5 | Step 2

Subitise 4 and 5

Notes and guidance

In this small step, children continue to develop the skill of perceptual subitising. This form of subitising refers to instantly recognising the number of objects or items in a group without needing to count them.

Encourage children to subitise groups of 4 and 5 items. This will allow them to develop an understanding of what each number looks like, and what it is made up of.

Use images and stories that include groups of 4 and 5 characters or objects and point out the groups. Talk about what children see and how they see it. Simple geometric shapes that are all the same size and the same colour, such as dots, are the easiest for children to subitise. Simple activities and games using dot patterns are ideal. It is important that children see these in different arrangements, so that they do not think that 4 is always in a square as it is on a dice, for example.



Books

- *Pete the Cat and his Four Groovy Buttons* by Eric Litwin

Key questions

- How many can you see?
How do you know?
- How many are there in each group?
- What can you show me?
- What can you see?

Possible sentence stems

- There are _____ dots altogether.
- There are 4/5 _____.
- I can see _____ without counting.
- I can subitise _____.

Links to the curriculum

- *Development Matters* – Reception – Subitise.
- *Birth to 5 Matters* – Range 6 – Engages in subitising numbers to four and maybe five.

Reception | Autumn term | Block 5 – 1, 2, 3, 4, 5 | Step 2

Subitise 4 and 5

White Rose
MATHS

Adult-led learning



Hold up dot plates that show 4 and 5 in different arrangements. Ask children how many dots they see. Children show the correct number of fingers to match the dots.



Give children a dot plate each and encourage them to find someone with the same arrangement as them.



Arrange the numerals 1-5 on cards around the outdoor area.

Give each child a swatter.

Hide a quantity of up to 5 bean bags under a bucket and then reveal.

Encourage children to subitise how many bean bags they can see and run to swat the correct number card.



Share stories such as *Pete the Cat and his Four Groovy Buttons* by Eric Litwin with children. Encourage them to subitise and notice where they see 4 without having to count.



Show them a five frame with 4 or 5 buttons. Prompt them to copy it and explain how they know it is 4 or 5



Provide children with picture cards from 1 to 5

Ask children to put the cards in order from 1 to 5

Prompt the group to close their eyes or turn away.

Turn over one of the cards to hide it.

Children look at the picture cards and identify which card is missing.



General



- Label clothing.
- Check bags and emails for letters and return reply slips please; encourage children to return them themselves.
- Read DASH and school calendar – be prepared for important events.
- Support with homework and reading.
- See website for support & curriculum information.
- Help children to pack bags to bring correct equipment to school (reading books, reading records, homework, water bottles).
- Get a good night's sleep and eat healthily.
- Teach your children to use **cutlery properly**.
- Ensure children can fasten / unfasten own shoes and take jumpers on and off.



Tapestry

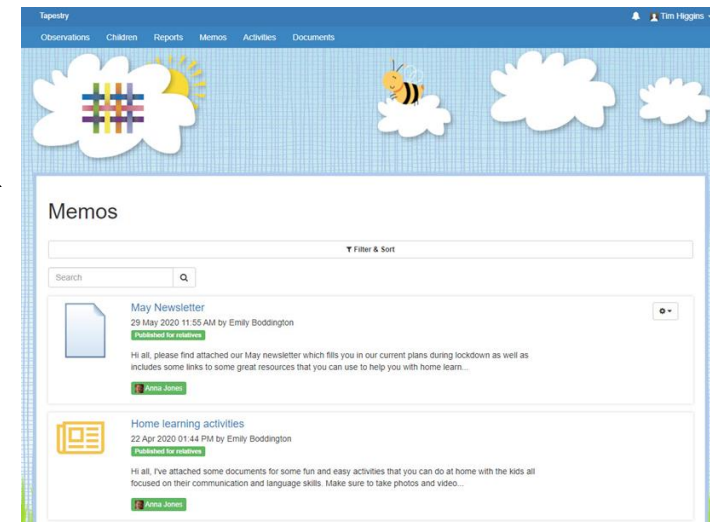
Tapestry is an online learning journal system.

- There is an app and browser version available.
- We can use it to record children's learning and development using tablet devices and PCs.
- It creates a two way communication between us (the staff), and you (the parents/guardians/carers).
- We can upload media, meaning you can see pictures and videos of what your child is up to whilst they are with us.

When you login to your account you will be able to see any observations for your child that have been added to their journal.



Memos allow us to share messages with you such as reminders and newsletters
They are separate to observations



The number of observations received will vary. We will ensure you receive updates regularly.

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>



Websites

- https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Drg - Alphablocks channel
- <https://www.youtube.com/channel/UCPlwvN0w4qFSP1FlIALB92w> - Numberblocks channel
- <https://www.youtube.com/c/JackHartmann/featured> - Jack Hartmann does good Maths songs
- <https://www.bbc.co.uk/bitesize/primary>
- <https://www.youtube.com/playlist?list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c> – RWIf or parents channel
- https://www.oxfordowl.co.uk/user/sign_up.html - Free online OUP books
- <https://www.phonicsplay.co.uk/>
- <http://www.snappymaths.com/>
- <https://www.topmarks.co.uk/>





Assessments

EYFS

- Baseline and end of year assessments.
- Observations are made through adult led and child-initiated activities throughout the year. Adults will engage with the children and build strong relationships, enabling children to show their full potential in a safe and caring environment.
- RWI – children will be asked to recognise taught sounds and then words to allow them to be grouped appropriately.





Worship –

Monday – Value worship

Tuesday – Singing worship

Wednesday – Clergy worship

Thursday – Birthday worship

Friday Celebration worship – any achievements from outside of school, please bring in to share.

Team points – The children will be placed in a colour team, this allows for children to earn team points and to work as a team on sports day.

Merits – Will be given in Celebration worship on Fridays, each week there is a new theme

Reading partners / Play leaders

We have reading partners on Tuesday afternoons. Year 6 children are buddied up with Apple class.

Play leaders support the children outside to play games.

Prayer Space/ Church service

Regular events for children to attend during the school day, children create crafts.

Church services will be held every half term – parents are invited to those their child will be leading.

Studybugs please use before 8:30am

Payments on school gateway

Harvest Service

bring package food for the Daily Bread Café.

Break times – Fruit or vegetable snack and milk provided.

Lunchtimes – good eating, support given, treat on Friday.

Daily mile – Children will use playground or field to be active.

Exciting things to come Visitors, workshops, Pantomime, Summer Infant trip

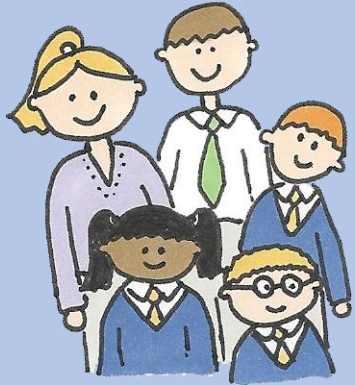
Please read DASH

E-Safety Tips for the home



Click for more
tips

- Use technology in a high-traffic area of your home.
- Establish limits for which sites and duration.
- Understand the settings and show children how to protect themselves; be familiar with the applications yourself.
- Watch for apps linked to your bank account details.
- Encourage children to report to you with any concerns; refrain from banning them from devices or games as they may not come to you for help in the future.
- These sites provide up to date information on keeping your children safe:
- <https://esafetytraining.org/>
- <https://www.facebook.com/The2johns/>



Any
Questions?

