

COVINGHAM PARK



PRIMARY SCHOOL

Foundation Stage

Oak Class



Mrs Rawlins

Mrs Long

Cover – Mrs Andrews

Ash Class



Miss Cooper

Mrs Thomas

Mrs Doult/Mrs Hamilton

**Cover - Mrs Cox/Mrs
Manship**

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised July 2021



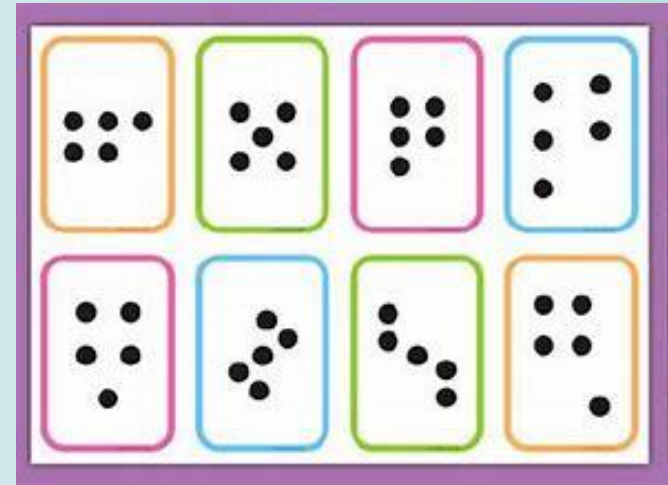
Our Curriculum – Foundation Stage

- Personal, Social and Emotional development
- Communication and Language
- Physical Development



Areas of Learning

- Specific areas-
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



National Curriculum

- Year 1- Year 6 follow the National Curriculum.
- The subjects we needed to teach.
- We are focusing on an oracy-led curriculum.
- Show link to the checklist for Year 1
- [Year 1.pdf](#)

School day



- Start at **8.35am**
- Finish at **3.10pm (2.10pm Friday)**
- Please line up on the side of your child's class.
Please leave the same way just so we can ensure all children are safe as they exit.
- If they are not in, please let the office know by **8:45am**

Our Daily Routine

- Snack is around 10:30am
- Maths and English – there will be an adult-led activity to consolidate the inputs. One writing activity in their red books and a mix of practical activities (either independent, with a TA/Teacher and individually or in a small group).
- Phonics – 10-20 mins daily with keep up in the afternoon. The programme builds as the year goes on.
- PE – Wednesday this term.



What do they need?



Each day they will need-

- Water bottle
- Packed lunch (if not having school dinner)
- Book bag and Reading Record
- Monday and Thursday Sharing book returned and changed if needed.
- **PE kit** in school for the term- we will send it home if needed. White top, shorts/jogging bottoms, plimsols/daps



Outside Area

- We have an amazing new outdoor area, so we really want to make the most if it- in all weathers!
- Please bring in a coat and welly boots (welly boots can stay in school)



	8:35	8:45	8:50-9:15	9:15-9:35	9:40-10:05 10:05-10:30	10:30	10:45- 11:00	11.00-11:45	11:45	12-1	1-1:10	1:15- 1:30	1:30- 2:30	2:30-3:10
Mon	Arrival time and handwash	Welcome time, self-registration and set up the day flapper	Phonics See Little Wandle planning	Dough Disco/name writing	English yrl FS- Exploring outside	Snack and milk with a story	YR1 <i>Maths</i>	Exploring outside/inside TA in provision	LUNCH Get Ready for lunchtime/handwashing to let etc	Register Playdough finger gym/volunteering time	YR1 topic	Exploring inside	Whole Assembly	
					English FS Yr1 - Independent activity/CP						Mastering number FS:	Maths colour groups		
Tue			Phonics See Little Wandle planning	Dough Disco/name writing	English yrl FS- Exploring outside		YR1 <i>Maths</i>	Exploring outside/inside TA in provision			Yr1 Topic	Exploring inside	Singing Assembly	
					English FS Yr1 - Independent activity/CP						Mastering number FS:	Maths colour groups		
Wed			Phonics See Little Wandle planning	Dough Disco/name writing	English yrl FS- Exploring outside		YR1 <i>Maths</i>	Exploring outside/inside TA in provision			PE	Phonics yr1 FS play projects		
	English FS Yr1 - Independent activity/CP													
Thu	Phonics See Little Wandle planning	Dough Disco/name writing	English yrl FS- Exploring outside	YR1 <i>Maths</i>	Exploring outside/inside TA in provision	Jigsaw PSHE	Exploring inside	Reading Assembly						
			English FS Yr1 - Independent activity/CP				Mastering number FS:		Maths colour groups					
Fri	Phonics See Little Wandle planning	Dough Disco/name writing Yr1 Topic	Show and Tell	FS Shape, space and measure	Exploring outside/inside TA in provision	Dough disco	Whole Assembly							
			Funky Fingers											

Play Projects



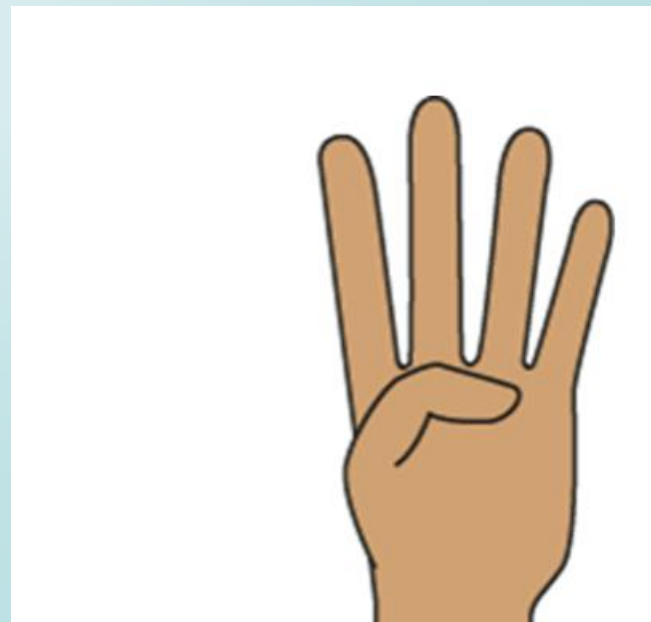
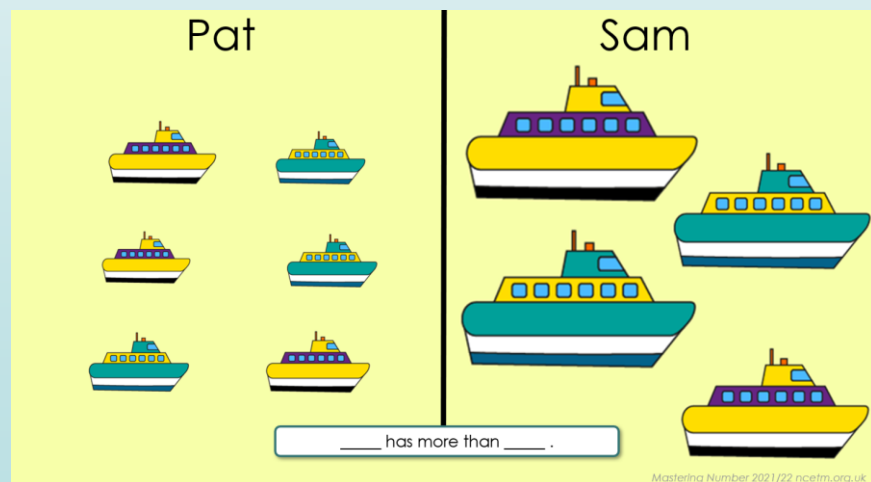
- Encourage the children to be independent learners.
- Each week there will be 4 Play Projects relating to our topic/text that week.
- For example, this week our topic is The Colour Monster
- **Create-** a feelings jar
- **Construct-** a colour monster
- **Problem solve-** How to make a friend?/What would you do?
- **Write-** draw a picture of themselves and write their name

Mastering Number

Mastering Number is a practical approach to number. It explores number-

- By exploring number bonds, how we make that number
- One more/one less

We focus on subitising- knowing how many are there without counting.



Mastering Number Yr 1



Mastering Number is a practical approach to number. We use various resources and sentence stems to support our understanding of number. Alongside this we have a Maths lesson where we follow White Rose. To support this we have a Do it, Twist and a Stretch it.

Year 1 Maths Medium Term Plan - Autumn		September 2025	
Week Commencing	Mastering Number	White Rose Scheme	Steps covered
01/09/2025 (3 days)	First week back – activities to assess where the children are to inform teaching and target children within the lessons. Mastering Number- subitising and composition of 5 Ordering numbers (within 10) and over if needed/ Match quantity to numeral/ Making 5 with cubes		
08/09/2025	Composition of 5	Place Value (within 10)	Step 1- Sort objects Step 2- Count objects Step 3- Count objects from a larger group
15/09/2025	Composition of 6, 7, 8, and 9 as '5 and a bit'	Place Value (within 10)	Step 4- Represent objects Step 5- Recognise numbers as words Step 6- Count on from any number
22/09/2025	Composition of 6, 7, 8, and 9 as '5 and a bit'	Place Value (within 10)	Step 7- 1 more Step 8- Count backwards within 10 Step 9- 1 less
29/09/2025	Compare sets of objects using more than and fewer than	Place Value (within 10)	Step 10- Compare groups by matching Step 11- Fewer, more, same Step 12- Less than, greater than, equal to
6/10/2025	Recap order of numbers to 10 using the staircase pattern Look at 1 more/1 less using the staircase	Place Value (within 10)	Step 13- Compare numbers Step 14- Order objects and numbers Step 15- The number line
13/10/2025	Numbers that can be made with doubles	Addition and Subtraction	Step 1- Introduce parts and wholes Step 2- Part-whole model Step 3- Write number sentences
20/10/2025 (3days)	Even numbers made with 2 equal parts	Addition and Subtraction	Step 4- Fact families- addition facts Step 5- Number bonds within 10 Step 6- Systematic number bonds to 10

Class Dojo

- Your child will earn Dojo points for showing our school values- Be Ready, Be Responsible and Be Resilient.
- On a Friday we will upload a summary of the phonemes taught that week in Phonics- how to pronounce and form. Please return on the following Wednesday.
- We will update occasionally with adult-led or child-initiated observations.
- Please use this for messages to teacher and/or catch us in the morning/afternoon.
- Whole school information is shared on there as well.

Celebrate with Us

- Dojo celebration assembly- when your child reaches a certain number of Dojos you will be invited into our assembly on a Friday at 1:30pm in the Upper School Hall to see them get their certificate. This will be through a message on Class Dojo.
- Star of the Week will be given out as well, this is a surprise each week!



Reading



- Sharing books can be changed on a Monday or Thursday. You can read them more than once- what happens next? What was your favourite part?
- Please record reads in their Reading Record, we will check this daily. Staff will tally up their reads each week and this will earn certificates throughout the year (15 reads, 25 reads,) in a Reading Assembly.
- There will also be weekly reading challenges where you can upload photos of your child to share during the assembly.

Little Wandle

- We follow the Little Wandle phonics scheme.
- We learn Phase 2 phonemes alongside blending.
- When they are confident with their blending they will be in a Reading Group.

Grapheme mat							Phases 2 and 3	
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		

Phonics

- Once we have taught the phonemes they will come home with the sounds.
- You can play 'Speedy Sounds' with them or make up words to support blending.
- When we start to teach tricky words these will be sent home as well.

Phonics

- Year 1- each week there will be some words based on the Phonics taught. You can practise reading them, they can write them and write a sentence using them. If this is recorded in their Reading Record then it will count towards their reads.

Reading / Phonics

- Focus on blending known phonemes to read words
- Focus on fluency
- Focus on comprehension:
 - Read books more than once to gain fluency
 - Making links to their own experiences
 - Being able to retell in detail
 - Predicting and inferring information

Thank you for joining us today.
Any Questions?