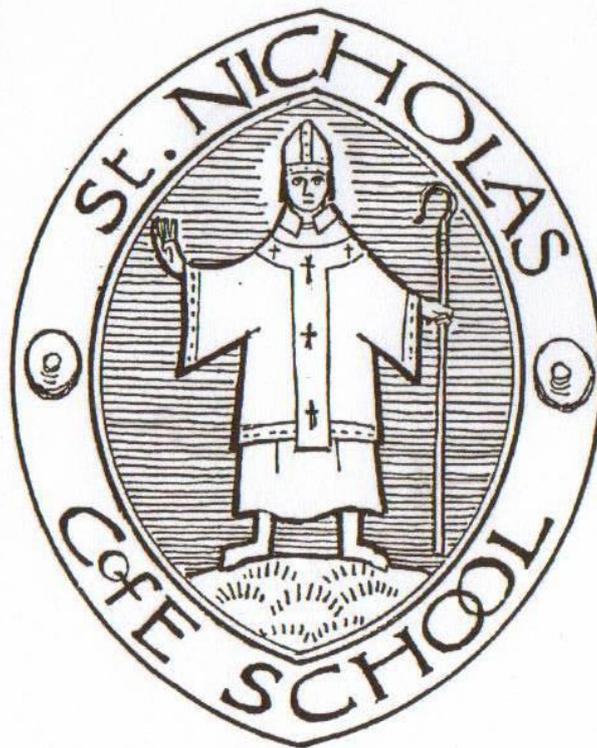


St Nicholas Church of England
Voluntary Controlled Infant School

Parent - School Partnership - A Practical Guide



2015 - 2016

Teachers, Parents and children working together to raise standards

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Introduction

Welcome to our booklet which is aimed at informing parents about the curriculum and gives some ideas of ways in which they can support the children in their learning. Parents often comment that they would like more information of this sort. Each term or half term a Curriculum Outline is sent home giving information about topic work. In this booklet there is greater information on the progression of Basic skills in English and Mathematics.

In January 2013 the school was judged as outstanding in all aspects.

In February 2013 the school gained the Primary Quality Mark for the 5th time. The mark acknowledges our commitment to achieving high standards in Literacy and Numeracy. It shows that the school:

1. Has a strategy and an action plan to improve children's reading, writing and mathematics.
2. Assesses children to find out if they need extra help.
3. Has targets for improving basic skills in the school.
4. Has plans to help children improve their reading, writing and number work.
5. Reviews the progress made by all of the children.
6. Provides regular training for all staff to continually improve the teaching of basic skills.
7. Uses different ways of teaching based on what each child needs.
8. Has good books and other materials to support children's learning.
9. Encourages parents to help their children with reading, writing and number work.
10. Monitors whether we are becoming better at teaching basic skills.

In May 2012 the school gained the Arts Council Silver Arts mark Award. This is the second time we have been awarded the award. It shows that in this school we offer a broad curriculum that gives opportunities for children to develop their creativity and imagination through the Arts. We are currently awaiting to hear whether we have been successful in our third application.

In March 2006 the school gained the National Healthy Schools award, which acknowledges our commitment to the physical and emotional health and well being of our pupils.

In November 2006 we were awarded the Inclusive Schools Mark which recognises our commitment to an inclusive education for all pupils.

Children cannot learn if they are not behaving well, they may also prevent other children from learning. Included in this booklet is the school behaviour policy which shows how bad behaviour will be dealt with. Also included for your information are the school policies on race equality and anti-bullying and the school's Complaints Policy.

I hope that you will find this booklet to be of use in supporting your child while he/she is a pupil at St Nicholas School.

Mrs G. Johnson
Headteacher

The Curriculum in the Early Years Foundation Year.

Children in the Early Years Foundation year follow the Early Years Foundation Stage, (EYFS) Curriculum. This encompasses 3 prime Areas of Learning.

The areas of learning are:

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

And 4 specific areas of learning:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Art and Design

In the early teaching of language and literacy skills the following may be covered:

- Listening to rhymes, stories and songs .
- Listening to others.
- Responding to instructions.
- Describing story settings, events and characters.
- Questioning and explaining
- Building up a range of vocabulary through personal experiences and through listening to books.
- Gaining an awareness of rhyme and rhythm.
- Learning the phonemes (sounds) which are needed to decode words for reading and spelling (see Appendix 3). There are approximately 44 phonemes.
- Hearing and saying initial sounds of words eg b for bat. (phonic knowledge).
- Beginning to know which letters represent the sounds
- Confidence and enjoyment in handling books.
- Recognising some familiar words
- Blending sounds to read and write simple cvc words i.e. cat, pan etc
- Reading, writing and spelling high frequency words from Year R list (see Appendix1).
- Writing for a range of purposes.
- Writing their name.
- Forming letters correctly.(see Appendix 4)
- Confidence in writing independently

In the early teaching of mathematical skills the following may be covered:

- Developing counting, recognition and formation of numerals, firstly 1 – 5 then 1 – 10, and then up to 20.
- Accurately counting a group of up to 10 objects and then up to 20.
- Comparing two groups of objects and knowing which is largest.
- Beginning to use the vocabulary involved in adding and subtracting.
- Using language such as 'more' and 'less' to compare two numbers.
- Finding one more or one less than a number from 1 – 10, 10-20.
- Using language relating to size or position such as big/small, behind/in front.
- Talking about the shapes of everyday objects
- Sorting and matching shapes
- Comparing quantities, using words such as 'heavier' and 'lighter'.

During the Early Years Foundation Year the children are gradually introduced to a wide range of activities. There is an emphasis on learning to concentrate for longer periods. The children learn through play and interactive experiences.

Parents can help their children by:

- Reading to them as well as hearing them read.
- Playing games involving letter sounds and names.
- Playing games involving the use of numbers.
- Counting objects, eg 4 plates for dinner.
- Practising writing the child's name.
- Reading signs and number in the shops and the street.

Teachers will be able to suggest further activities to parents who wish to support learning at home.

The Curriculum in Years 1 and 2

In Years 1 and 2 schemes of work incorporate the requirements of the National Curriculum. Work is organised into half termly topics with an emphasis on the development of Basic Skills in English, Mathematics and Computing.

The development of English Skills includes:

In Year One:

- Applying knowledge of initial letter sounds, middle and final sounds
- Reading, writing and spelling high frequency words from the list. (see Appendix 1)
- Writing lower case letters using correct formation (see Appendix 4)
- Writing sentences using full stops and capital letters.
- Writing about personal experiences
- Reading and writing simple instructions and labels.
- Writing outlines of story plots and settings.
- Recognising and spelling words using the correct tense endings eg 'ed' and 'ing'
- Using poems as models for writing their own poetry.
- Using non-fiction texts as models for their own non-fiction writing.
- Writing extended sentences using words such as 'and', 'but', 'so'

In Year two:

- Learning about more complex sounds and spellings such as wh, ph, ea, ee in words like which, photograph, head, teeth (Phonic skills)
- Reading, writing and spelling high frequency words from the list. (see Appendix 2)
- Correct letter formation leading to joined handwriting. (see Appendix 4)
- Reading a wider range of texts showing understanding through discussion and use of correct style in their own writing.
- Writing longer, more complex stories, and poems.
- Use of punctuation such as commas and question marks.
- Using a range of styles in writing.
- Demonstrating use of interesting vocabulary i.e adjectives and adverbs and more complicated sentence construction.

The development of Mathematics skills includes

In Year one:

- Counting, reading, writing and ordering numbers working with numbers 1-100 and beyond.
- Understanding addition and subtraction and using signs to record the calculations.
- Knowing by heart pairs of numbers which total to 10 and 20.
- Being able to add and subtract mentally using methods such as counting on – doubles.
- Solving problems using money up to 50p.
- Comparing lengths and weights using standard units kg, g, cm, m.
- Recognise and name 2D and 3D shapes referring to sides, faces, corners
- Investigating patterns and sequences
- Exploring symmetry, positions and directions.
- Understanding place value up to 20 i.e. 15 is 10 and 5.
- Read the time o'clock and half past.
- Count in 2's, 5's and 10's.

In Year Two:

- Counting in steps of 2,3,5 from 0
- Counting in 10's from any number
- Using adding and subtraction facts to 20 fluently
- Recalling & using multiplication & division facts for 2, 5 and 10 times tables
- Read analogue time correctly
- Working out $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of lengths, shapes, sets or quantities.
- Count in fractions eg 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, 3.
- Read and understand block graphs, tables and tally charts.

Parents helping at home

Parents wishing to help their children further at home can ask teachers for advice on current methods used. They can also help by:

- Helping children to learn to spell words
- Listening to them read.
- Reading stories to children.
- Encouraging them to read signs, labels, newspapers etc.
- Playing games involving letters and sounds.
- Playing games using numbers or maths skills.
- Playing games involving maths and English skills on a home computer.
- Allowing your child to use money in real life situations eg buying a comic or small toy.

Targets

Targets are a measure of children's progress at school. At the beginning of the year teachers and children work together to decide on targets for writing. The targets agreed are challenging but achievable. Children know where they are heading and the work they need to do in order to achieve their target. Most often the targets will be individual. However, group targets may also be used where the needs of several children are similar.

A child may be required to demonstrate that he/she has met his/her target on more than one occasion before being set a new one. Sometimes children achieve a target that later lapses and they forget the skill. In this case the target may be repeated.

Parents and the School

We aim to establish a positive working relationship between home and school in which parents and teachers feel able to discuss children's progress and needs. Children need security and the partnership between home and school helps to achieve this. The School will inform parents of any problems and we hope that parents will inform us of home circumstances that may affect the child's performance at school.

Prospective parents may telephone or write to arrange an appointment to visit the school.

We are always ready to welcome parents to discuss problems and the home-school contact book is another means of communication.

Home-school agreement

The home-school agreement is a written statement of the expectations between parents, the school and the child (for those able to understand). The agreement is signed as the child commences his or her education at St. Nicholas.

Homework

Children's learning at school is consolidated and extended through homework. The homework policy is available at the school. It is hoped that parents will support the children by encouraging them with set tasks. Homework may be given as follows:

Foundation Stage children	- 10 minutes a night reading
	- 10 minutes a week mathematics
Year 1 children	- 15 minutes a night reading/spellings
	- 15 minutes a week mathematics
Year 2 children	- 20 minutes a night reading/spellings
	- 20 minutes a week mathematics

Additional homework may be given once a week for specific purposes eg to support topic work, practise of handwriting, spellings.

Open Evenings and Reports

Open Evenings are held once in terms 1, 3 and 6 (see Appendix 5) to enable parents and teachers to meet to discuss their child's work if they wish. On these evenings the child's work may be viewed.

During the year pupils take home completed work books to share with parents. Parents and pupils complete an evaluation form which is returned to school with the work.

School Fund

The school fund exists to provide additional items for which there is no allocation in the school budget; this includes subsidising outings and visits from educational theatre groups. Parents are asked to support the fund by contributing £5.00 per family per year. This can be paid in full in September, or by two payments of £2.50 in September and January.

Parent Help in School

Offers from parents who wish to help in school are always welcome. This can take many forms – listening to children read, helping with group activities, or offering a special talent. In line with our Safeguarding children policy, all parents wishing to help in school will be required to complete a DBS (Disclosure and Barring Service) check. (Please contact the office.)

P.T.F.A.

Parents are automatically members of this association. Meetings are held regularly to which all are invited. A committee is elected annually.

The P.T.F.A. is invaluable in its support of the school, providing additional funds through its activities such as Christmas Fair, sponsored events and draws, also organising a weekly cake stall. Please contact Mrs Weston should you wish to be involved, or come to the meeting in September.

Green Footsteps

As part of our aim to be a 'Healthy School' we actively promote 'Walking to School', through the Green Footsteps challenge which encourages children to walk to school every day.

During the fine weather children may ride scooters or bicycles to school – there are bike racks at the top of the field. Parents must supply locks and take full responsibility for leaving bicycles or scooters on site.

Bookshop

A magazine from the Scholastic bookshop is sent home 3-4 times a year. Those who wish may order books which are of a good quality and often of great educational value.

Snacks

Milk is available under the Cool Milk scheme to drink at playtime. Children under 5 years are entitled to free milk if requested; there is a small charge for children over 5 years.

At the start of the school year in September each child is given a bottle for drinking water. Water is always available in the class. Bottles are sent home on Fridays for cleaning. Replacement bottles can be purchased from the office.

The school is part of the free fruit and vegetable scheme. This means that fresh fruit or vegetables are available daily for the children to eat, and most really enjoy it. Only fruit or vegetable may be brought in as a snack from home.

Please do not send children to school with crisps, sweets or chocolates for playtime as we wish to encourage healthy eating habits.

Lunchtime

All children attending this school are entitled to a free school meal daily.

We ask that parents notify us where children have allergies or may not eat particular foods for religious reasons.

Alternatively, children may bring a packed lunch in a suitable named container. Given the number of children and adults who do suffer with allergies, in particular to nuts we ask that all parents refrain from sending in items of food which may contain nuts. It is school policy to encourage healthy eating and parents are asked not to include sweets and bars of chocolate in packed lunches.

Personal Property

Please ensure that **all items of clothing are named**. Nametapes can be ordered from the office. Children may bring a small toy to play with at playtime, for example a book, skipping rope, small drawing pad and crayons or a **pocket sized** figure/teddy. Electronic toys are not permitted, nor toys deemed to be unsuitable by staff eg toys that are too large, unsafe or may promote aggressive play.

Reasonable precautions will be taken to safeguard children's property but no liability can be accepted for loss or damage.

Jewellery

Wearing of jewellery is discouraged. Earrings should be small studs only. For safety reasons **jewellery is not allowed for PE**. Earrings must be removed or the child may not participate in lessons. The school cannot accept responsibility for any jewellery brought to school.

School Uniform

Although optional uniform is usually worn and is:

Grey trousers, shorts, skirts or pinafores.

White shirts or t-shirts

Royal blue sweatshirt, jumper or cardigan

Allowances are made for children from different cultural backgrounds who may wear clothing to meet with their religious observances.

Please name all items of clothing.

Sensible shoes are the most practical footwear for most of the year. In the summer sandals may be worn providing they are not high heeled, or have thin straps. Flip flops are not suitable. Boots are not suitable for wearing during school time. If you wish to purchase boots your child should wear them to and from school and should change into suitable shoes or plimsolls for lesson time.

PE Kit

Shorts tracksuit bottoms/jogging trousers

T-shirt

Plimsolls

Please place all items in a named draw string bag. Although plimsolls are sometimes worn for outside PE, children will often have bare feet for gymnastics and dance.

Art

An apron, protective overall or old adult shirt will be needed to prevent damage to clothes during painting or craft activities

School Shop

Items of uniform may be purchased at Uniform Base in Chatham. There are a various ways in which you can order/purchase uniform:

- 1) In store
- 2) Via the internet – there is a £4.95 delivery charge
- 3) By phone you can either order for store collection or purchase for home delivery – delivery charge advised at time of order.
- 4) By email you can either order for store collection or purchase for home delivery – delivery charge advised at time of order.
- 5) By post – you can send your order form to them and pay either in store or over the telephone.

They accept most major credit/debit cards they also offer a cash deposit saving scheme

Absences

The school follows the advice of the Local Authority with regard to absences. Parents are asked to ensure that their children attend school regularly and that they arrive on time.

Absences are only authorised for:

- i) **Sickness** - Please phone the school on the first day of absence, and every subsequent day of absence to keep us informed. Follow up with a note of explanation when your child returns to school.
 - ii) **Medical and dental appointments** – where possible these should be avoided in the school day. If appointments are needed in school time a pupil pass must be requested from the office.
 - iii) **Term Time holiday** –. From September 2013 The Headteacher may not grant any leave of absence during term time unless there are exceptional circumstances. It is the Headteacher's decision as to whether the request meets the criteria for exceptional circumstances. The Headteacher will determine the number of school days a child can be away from school if the leave is granted. Work will always be set for the pupil to complete during any leave approved. The work must be brought into school on the first day.
- i) An absence without leave will be marked as unauthorized which could result in a penalty notice (fine), payable by each parent. If a penalty notice is issued parents must pay £60.00 within 21 days or £120.00 within 28 days.

In order to encourage children to attend school, certificates are awarded to the children with the highest percentages of attendance each term. The class with the highest weekly attendance receives a trophy as a reward to display in their classroom.

MEDICINES

Children should not bring pills, tablets or medicines to school with them, in any kind of unmarked bottles. Although the School is not obliged to administer any medicines, if it is essential that a medicine prescribed by a doctor is to be administered to a child (during the day), who is otherwise fit enough to attend, parents must call at the Office to complete a medical consent form and medical plan.

These medicines **MUST** be marked with the child's name and the exact dose to be given written on it. The spoon for measuring the dose should be included.

No patent medicines purchased from the Chemist will be given to a child and **lozenges** etc should not be sent in with a child.

St Nicholas C.E.V.C Infant School **A Whole School Policy for Managing Behaviour**

Principles statement

At St. Nicholas School we aim to offer equal opportunities for all of our pupils whatever their age, gender, ethnicity, ability and background. In order to achieve this aim we endeavour to ensure that progress and attainment are equal for all. As a Christian School we believe that every child has unique characteristics, abilities and learning needs. We believe all children have a fundamental right to an education system designed to value and take into account a wide diversity of need and culture. We do not tolerate discrimination of any kind against our pupils, parents or staff.

Safeguarding

St Nicholas Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Aims

- To create a safe, encouraging atmosphere, which fosters a sense of community where everyone feels valued and respected.
- To create an environment in which our pupils can learn.
- To develop a growing awareness of the responsibilities that are a part of living and working in a community.
- To ensure that children have the opportunity to thrive regardless of race, gender, aptitude or physical attributes.

In order to achieve these aims, we will :

- Be consistent in our approach.
- Use praise more readily than sanctions.
- Recognise the importance of a positive self image.
- Ensure the curriculum followed by the pupils is stimulating, matched to individual needs and interests, and that assessment is supportive and not threatening.
- Recognise and praise good behaviour and seek to promote positive aspects of self discipline and social responsibility.

We all agree that:

- There is a link between the behaviour of pupils and the environment in which they work and play and so pupils must be encouraged to care for their environment
- Good home/school links are crucial and parents should be informed of good behaviour, as well as consulted about bad behaviour
- All pupils should be given appropriate responsibilities
- Non academic achievements should be recognised

Strategies to promote good behaviour

All the staff at St Nicholas Infant School encourage a positive approach to learning and discipline throughout the school and in their classrooms. The school rules, displayed throughout the building, reflect this positive approach and are a constant point of reference for expected standards of behaviour.

The following strategies are employed to promote a good learning environment and to help to prevent discipline problems arising.

1. Well organised classrooms with appropriate materials and resources.
2. Careful planning of the curriculum with differentiation for the individual needs of the child.
3. A system for rewarding positive behaviour and personal achievement.
4. A clear set of positive rules that are reinforced regularly.
5. Aesthetic displays of children's work throughout the school.
6. A well supervised, stimulating playground environment with suitable equipment for play and games.

Praise and Reward System

- Each class nominates good citizens every month. Certificates are presented in worship time and are displayed for a month

- Effort, behaviour and achievement are valued and celebrated by **all staff** and is recorded in the Headteacher's Celebration Book. Entries record the child's name and the reason why they are being celebrated. Entries are read out in assembly every Friday.
- Children sent to show exceptional work or to report good behaviour to other members of staff eg. A previous teacher, a curriculum co-ordinator.
- Special responsibilities given within the class eg taking the register.
- Special school responsibilities given to the oldest children eg. Library duties, carers and playtime helpers.

At St. Nicholas' Infant School we aim to have the highest possible consensus about standards of behaviour among staff, pupils and parents. All our children understand the School Rules and the reasons for them, as well as the sanctions that will be imposed if they are not followed. Parents are informed of the schools expectations of its pupils through the Home School Agreement. Further information regarding sanctions for unacceptable behaviour can be found in our Policy Statement on Strategies and Procedures for Discipline.

Rules of St. Nicholas C.E. Infant School

Our School is a happy and safe place because we keep the Golden Rules

- Listen to people
- Be safe
- Do the Right Thing

High Frequency words for reading

Reception Year

1. I	14. you	27. the	40. me
2. up	15. are	28. dog	41. she
3. look	16. this	29. big	42. see
4. we	17. going	30. my	43. it
5. like	18. they	31. mum	44. yes
6. and	19. away	32. no	45. can
7. on	20. play	33. dad	46. but
8. at	21. a	34. all	47. did
9. for	22. am	35. get	48. got
10. he	23. cat	36. in	49. had
11. is	24. to	37. went	50. if
12. said	25. come	38. was	51. man
13. go	26. day	39. of	52. may

Year 1

1. up	21. for	41. our	61. then
2. on	22. friend	42. out	62. them
3. at	23. from	43. play	63. there
4. is	24. full	44. pull	64. they
5. am	25. get	45. push	65. this
6. in	26. going	46. put	66. today
7. us	27. has	47. one	67. too
8. all	28. have	48. or	68. took
9. and	29. he	49. our	69. tree
10. ask	30. here	50. out	70. two
11. away	31. him	51. ran	71. way
12. be	32. his	52. saw	72. went
13. been	33. house	53. say (s)	73. were
14. by	34. look	54. school	74. what
15. big	35. love	55. see	75. when
16. cat	36. much	56. seen	76. where
17. dad	37. not	57. so	77. will
18. day	38. now	58. some	78. with
19. do	39. one	59. than	79. very
20. dog	40. or	60. that	

Year 2

1. about	32. girl	66. parents	102. May
2. after	33. good	67. pass	103. June
3. again	34. grass	68. past	104. July
4. another	35. half	69. path	105. August
5. any	36. help	70. plant	106. September
6. back	37. her	71. poor	107. October
7. ball	38. hold	72. pretty	108. November
8. bath	39. home	73. prove	109. December
9. beautiful	40. how	74. people	110. four
10. because	41. improve	75. should	111. five
11. been	42. jump	76. sister	112. six
12. behind	43. just	77. sure	113. seven
13. both	44. kind	78. sugar	114. eight
14. boy	44. last	79. take	115. nine
15. brother	45. laugh	80. their	116. ten
16. busy	46. little	81. these	117. eleven
15. came	47. live	82. three	118. twelve
16. can't	48. made	83. time	119. thirteen
17. child	49. make	84. told	120. fourteen
18. children	50. many	85. want	121. fifteen
17. Christmas	51. mind	86. water	122. sixteen
18. class	52. more	87. who	123. seventeen
19. climb	52. money	88. whole	124. eighteen
19. clothes	53. most	89. wild	125. nineteen
20. cold	54. Mr	90. would	126. twenty
21. dog	55. Mrs	91. Monday	127. yellow
22. don't	56. must	92. Tuesday	128. white
23. door	57. name	93. Wednesday	129. orange
24. down	58. new	94. Thursday	130. purple
25. even	59. next	95. Friday	131. gold
26. every	60. night	96. Saturday	
27. everybody	61. off	97. Sunday	
28. eye	62. old	98. January	
29. fast	63. once	99. February	
30. father	64. only	100. March	
31. first	65. over	101. April	

c	o	a	t	d	g	e	h	r
n	m	p	b	l	f	i	s	u
z	x	j	k	v	w	y	qu	sh
ch	th	ck	ai	ee	oo	ar	or	ay
ow	oi	ng	ear	air	ou	er	igh	

Appendix 3

Agreed letter formation and letter families:

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

Capital Letters:

A B C D E F G H I J K
L M N O P Q R S T U V
V W X Y Z

Reporting

The pattern of formal reporting will be:

September 2015:	Consultations for parents of children in Foundation stage to share information about the children and to discuss targets for future learning.
September 2015:	An evening to discuss children's targets in English and Maths for Yr 1 and Yr 2 parents.
December 2015:	Consultations for parents of Foundation Stage to discuss progress.
February / March 2016:	An opportunity for all parents to look at children's work and discuss targets.
July 2016:	A formal written report to all parents including SATs results for Yr 2 children. An opportunity to discuss the report with the teacher and to look at children's work.

During the year there will be other opportunities to look at children's work. Parents may request a formal discussion with the class teacher and appointments for this would be arranged for a mutually convenient time before or after school.

Teachers may also be approached informally and similarly teachers may ask to talk to a parent if they have concerns.

Parents Helping at Home

The following ideas can be used at home to support school learning activities.

English

- Read stories together
- Learn nursery rhymes
- Read signs and labels around the house or shops
- Play eye-spy or other games involving letter sounds and names
- Encourage your children to use the letter sounds rather than letter names.
- Help them look for diagraphs – 2 letters that make one sound like ‘sh’ in shop or ‘ch’ in chips.
- When you read together encourage them to use all the strategies to help them work out new words – use the sounds they know, look at the picture for a clue, think about what would make sense.
- Talk to your children about the book they are reading, and ask them questions – What do they like best? What happens at the end? Can they re-tell the story? Why does a character behave as they do?
- Most importantly – make reading fun and not a chore
- Practise writing literacy words and the child’s name, forming the letters correctly (see following Sheet).
- Play computer games involving reading, spelling or writing.

Mathematics

- Help children to recognise, read and write numbers to 100.
- Learn the number bonds to 10 eg

0 + 10	3 + 7	6 + 4	9 + 1
1 + 9	4 + 6	7 + 4	10 + 0
2 + 8	5 + 5	8 + 2	
- Counting activities at a level appropriate for age and ability eg Reception children could count enough plates, knives and forks for the family meal. Later children can be encouraged to count in 2’s, 10’s and 5’s, forwards and backwards. Children need to know and be able to recite odd and even numbers.
- Number games – playing games that involve dice and numbers eg Snakes and Ladders.
- More complex number games – encourage playing with dominoes, children can learn to add the spots or take them away.
- Playing card games - younger children can just play “Snap”, they can play pairs or put the cards in number order, older children could play “Beat your Neighbour” or play games that involve adding and subtracting.
- Money activities – children find money very difficult to understand, try counting the value of the coins in a purse, buying something and giving change, any practical ways such as if you tidy your room you get 50p..... The major problem is getting across the fact that a 2p coin for instance is worth 2 pennies and not 1.
- Shape activities – look for shapes everywhere, in the home, outside – get children to name squares, rectangles, circles, triangles. Children need to know the names of 3D shapes too – a ball is a “Sphere”, a tin is a “Cylinder” and so on.

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- Measuring – any cooking can help children to understand weight especially if you show them how to measure out ingredients and use scales. If you don't cook, encourage them to look at weights on packets and tins, talk about things that are heavy and light. Children can also be encouraged to measure the length of any objects in the house including themselves, use a ruler or tape measure to find the biggest book etc. if you have sand let your child measure different containers, or give them containers to play with in the bath. Use words like – “Heavy”, “Light”, “Longer”, “Shorter”, “Big”, “Small”.

Time

- Help children to read the time, both analogue and digital – eg 3 o'clock and 3.00 pm.

Websites

There are many websites which provide games and activities to support children's learning. The following websites have links to suitable games and activities.

www.ichild.co.uk

www.sitesforparents.com

www.bbc.co.uk/schools/wordsandpictures

There are also more links to sites on our school website

www.bbc.co.uk/learningzone/clips

www.bbc.co.uk/schools/scienceclips

www.phonicsplay.co.uk

Homework

Supporting your child's learning at home really helps their progress at school so we encourage you to help your child with some homework.

Maths tasks may be a practical activity or a written task. Discussion and questioning will enable the child to consolidate skills and extend their understanding. Parents can help by encouraging children to complete the work and by asking them questions about it.

When appropriate children may bring home spellings to learn. It is helpful if they can practice putting a spelling into a sentence so that they are learning the word in context. For example: 'Went' I went to school.

Reading books are sent home regularly. Parents can help children to develop reading skills by listening to them read, encouraging them to talk about the book and encouraging them to attempt new words using phonic strategies. It is important to praise children's efforts. If they are experiencing difficulties with a book it can still be beneficial if the parent reads the book to the child.

A contact book is supplied for teachers to write to parents about the child's reading. Parents are encouraged to also write in the contact book about how the child has coped with the reading at home – both successes and problems.

The contact book may also be used to communicate any general issues.

St.Nicholas Church of England Voluntary Controlled Infants School

Home-School Agreement

The School will try to:

- Be welcoming and open to all parents and offer you opportunities to become involved in school life
- Provide a happy and secure learning environment for your child
- Provide your child with a balanced and broad curriculum, that meets individual needs
- Offer a high standard of teaching across the curriculum
- Ensure your child's safety whilst at school
- Keep you regularly informed of your child's progress through consultation meetings, reports and by using the contact book
- Contact you promptly with any concerns we may have as and when they arise

Signed-----**(Headteacher)**

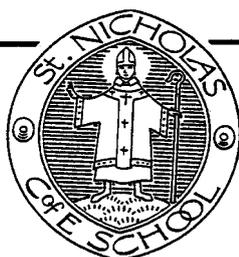
Date -----

The Parent will try to:

- Ensure my child attends school regularly and on time for the start of the school day at 9am
- Inform the school of my child's absence by telephone on the first day and in writing upon return
- Ensure that a responsible adult escorts my child to, and collects my child from the playground at the start and end of the school day
- Encourage my child to work hard at school and support him/her with homework activities including reading, and communicate with the school about home reading using the contact book
- Support the school in maintaining good behaviour and discipline
- Inform the school promptly of anything which may affect my child's behaviour or performance at school
- Contact the school promptly with any concerns as and when they arise

Signed-----**(Parent)**

Date-----



The Pupil will try to:

- Do my best at school
- Keep the Golden Rules
- Be kind and thoughtful

Signed-----**(Pupil)**

Rules of St Nicholas C.E.V.C Infant School

Our School is a happy and safe place
because we keep the Golden Rules

- Listen to people
- Be safe
- Do the right thing