

Welcome



F2 Curriculum Morning



Who's Who?



The children may talk about other adults they know from around school: Mr Knapton and Mrs LLOYD from Acorns and Pre-school. Lunchtime assistants - Mrs Pleavin-Lee, Mrs Jones, Miss Birch.



School Vision Statement

Inspiring, engaging and nurren to achieve and flourish as citizens of today and the future.



Our Core School Values



responsibility



compassion



friendship



determination



respect



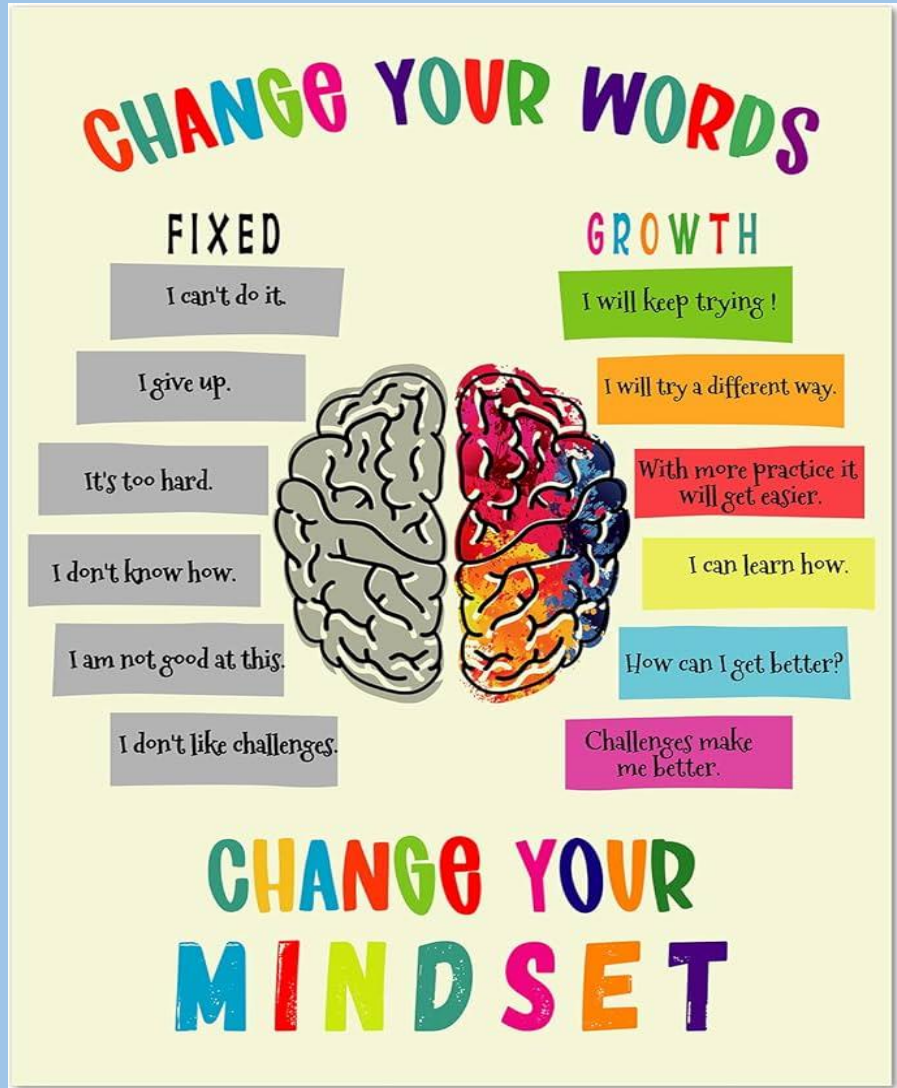
teamwork



Attitudes & Effort

At Brookdale, we encourage our children to work hard and to always try their best. We instil the message that it is OK to struggle, be stuck and to make mistakes; it is the way they become 'unstuck' that matters.

Growth Mindset



A **growth mindset** is believing that your brain can grow and you can learn new things. Mistakes are part of learning and it is important to be brave and practice new learning.

A **fixed mindset** is believing you are either clever at something, or not and you cannot change this.



Behaviour and Rewards



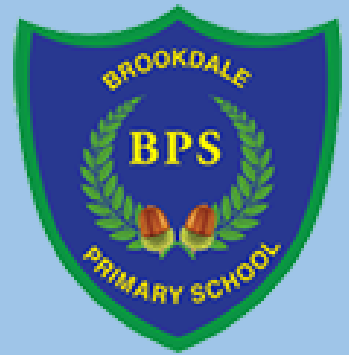
Positive behaviour will be rewarded with such things as:

- Verbal praise
- Dojo Points
- Communicating praise to parents/carers
- Certificates at Celebration Assembly
- Positions of responsibility
- Golden Table





F2 Specific



Growth Mindset and School Values Award Book

Well Done! You have been awarded the Growth Mindset and School Values Award.

Over the weekend please get your grown up to write a little bit about how you show a growth mindset or our school values of Respect, Determination, Compassion, Teamwork, Friendship and Responsibility at home.

Please return the book and Love-a-lot Bear on Monday



Star of The Week Award Book

Well Done! You have been awarded the Star of The Week Award this week. That means we've noticed you for all the right things in school this week and have been a superstar!!

Over the weekend please get your grown up to write a little bit about how you have been a superstar at home too.

Please return the book and Mr TigTog on Monday





Typical Day



8.35 to 8.45 am drop off Morning tasks

Welcome songs and visual timetable

Phonics, Maths, quality texts daily

Snack and toast

Lunchtime

Mixture of whole class sessions, talk time, small group work
and “busy time” – self chosen

Track Time

Story

Assembly



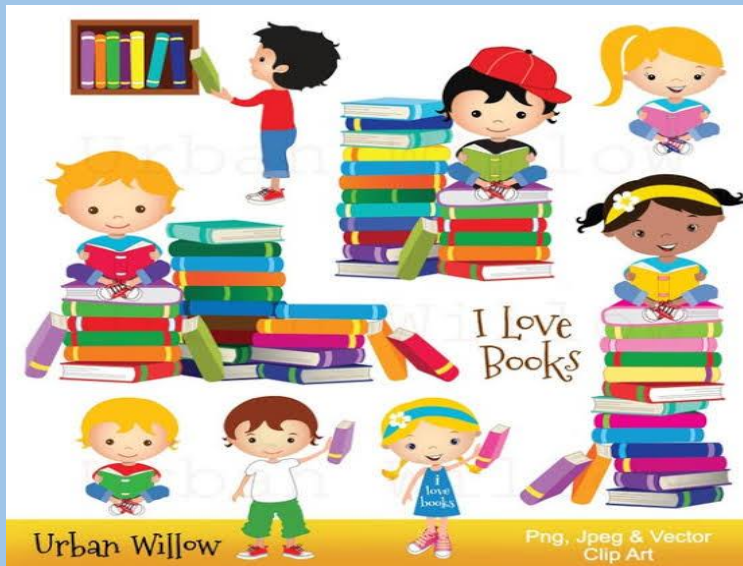
Important Days



Tuesday

Wednesday

Friday





Big Questions



Am I like that?



How could we help?



Ready for an
adventure?



Trips Out



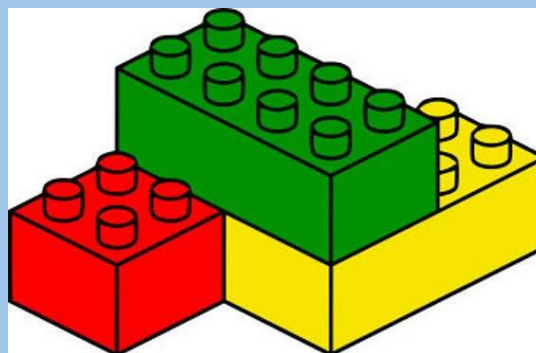
We like to get out and about in the school grounds and our local community and where we expect children to represent our school in the local community and further afield. We like to be good ambassadors for our school so wear our school uniform and behave just as well as would in school.

You will be informed via email about a big class trip a few weeks before it is due to happen and how to make payment (if required).





EYFS Areas of Learning



Curriculum Information



The Brookdale Primary School Website has all our curriculum information

<https://www.brookdaleprimaryschool.co.uk/Learning/Our-Curriculum/>

The screenshot shows the 'Our Curriculum' page on the Brookdale Primary School website. At the top is a dark blue navigation bar with links: HOME, ABOUT US, LEARNING, PARENTS, KEY INFO, NEWS, and CONTACT US. The main content area has a light blue background with a large, faint geometric pattern. It features a circular graphic with the school's logo in the center, surrounded by colorful lines. Below this is the 'Curriculum Intent' section, which states that the curriculum is designed to include, inspire, engage, and nurture children to achieve and flourish as citizens of today and the future. It also mentions that for a more detailed overview, users should see the curriculum policy below. At the bottom of the main content area is a section titled 'Pedagogy & Curriculum Overview Documentation' which lists three PDF documents: 'Brookdale EYFS Pedagogy for Provision', 'Brookdale Pedagogy', and 'CURRICULUM POLICY DOCUMENT - Dec 2025'. Each document has a red PDF icon, a title, and two small red icons (a circle and a download arrow). On the right side of the page is a dark blue sidebar with the heading 'Learning'. It contains a list of links: Classes, Early Years Foundation Stage, Our Curriculum (which is highlighted), Assessments, Extra Curricular & Enrichment, Growth Mindset, SEND, SMSC, British Values, Homework, and Personal Development.



Fundamental Skills



In each year group we ensure children understand and can apply the most **fundamental skills** before they move on to the next stage of learning. Otherwise any future learning will be like 'building on sand'

For some children this means that they will need to revisit and receive additional intervention to help them master skills from previous year groups.

<https://www.brookdaleprimaryschool.co.uk/English/>



The Importance of Oracy



Listening, Attention and Understanding ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

	EYFS: Stating an opinion
I think...	
I agree...	
I like the way...	

	EYFS: Arguing against an opinion
I don't think...	
I don't agree...	
I don't like the way...	

	EYFS: Comparing & Contrasting
It's the same because...	
It's different because...	

	EYFS: Explaining something
It looks like...	
It smells like...	
It sounds like...	
It feels like...	
It tastes like...	
I know... because...	

	EYFS: Predicting something
I think it will...	
It will... because...	

	EYFS: Recalling information
I know that...	
We have learnt that...	



<https://www.1decision.co.uk/resources/parent-carer-zone>

RSE



Personal, Social and Emotional Development

Self-Regulation ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

<https://thinkequal.org/>





English

Writing, Reading, Phonics and Spelling



Literacy Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

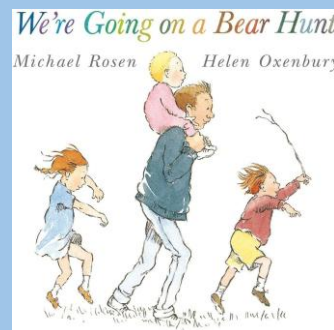
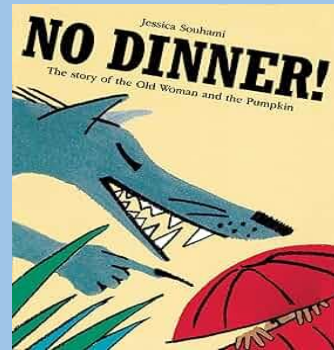
Every day we learn and practise

- Speaking and listening skills
- Phonics - <https://www.brookdaleprimaryschool.co.uk/Phonics/>
- Reading – [Reading for Pleasure](#) (click for 50 Recommended Reads in F2)
- Letter formation

We have a specific focus texts that we respond to through talk and writing.

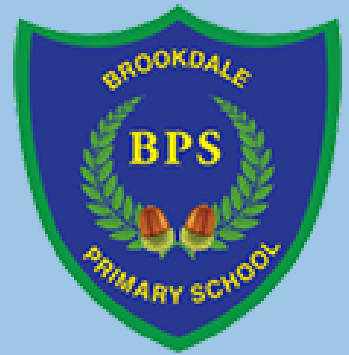


Phase 2 words					
a	at	as	it	is	I
in	and	dad	can	got	no
not	on	can	get	mum	go
up	put	his	him	had	to
back	big	but	of	if	the
off					into

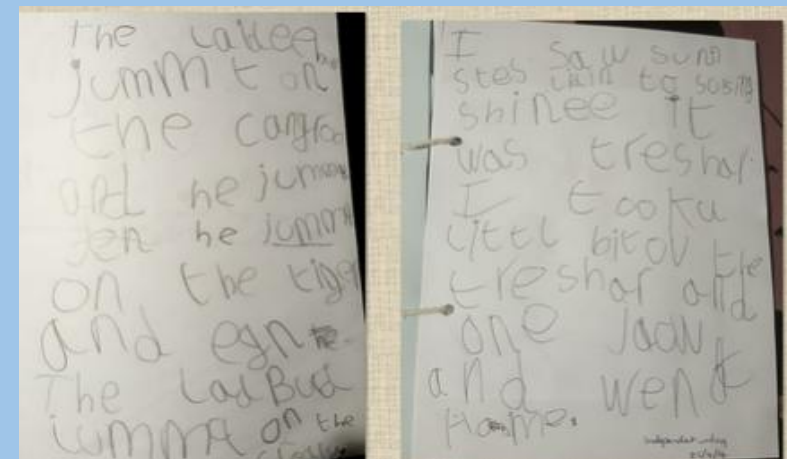
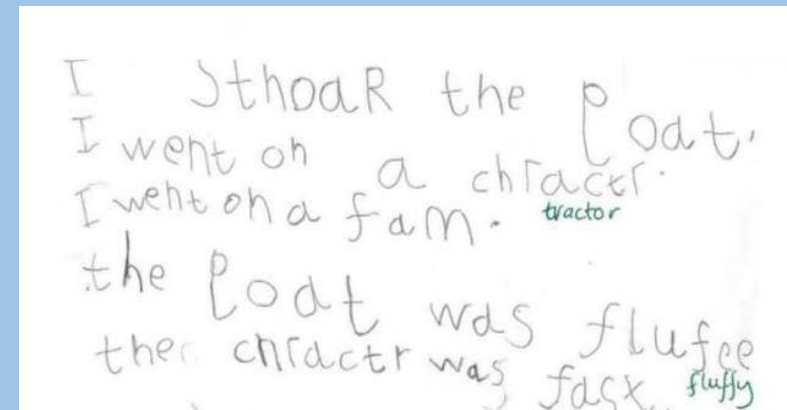
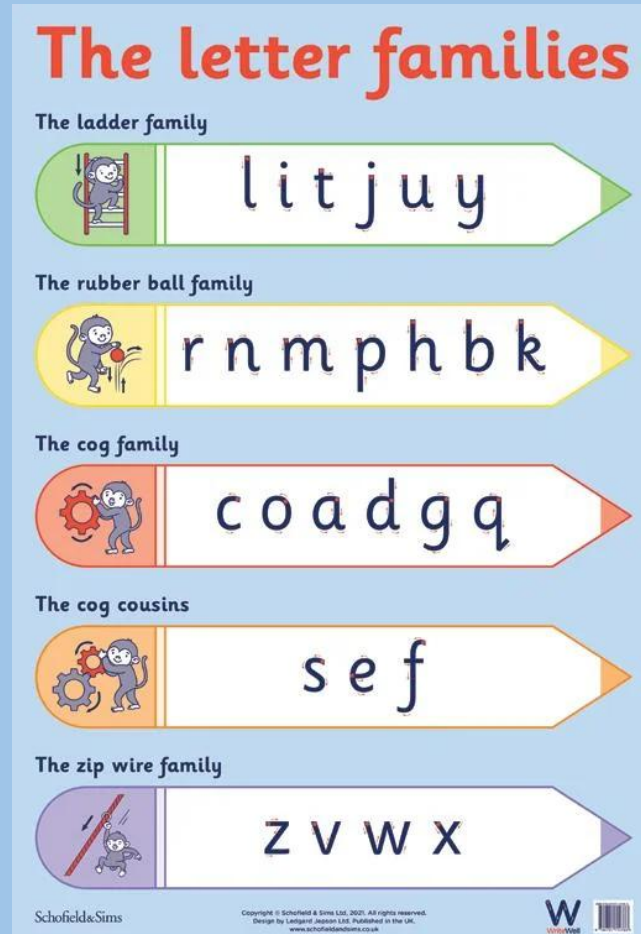


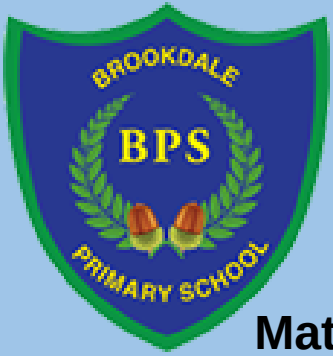


Handwriting

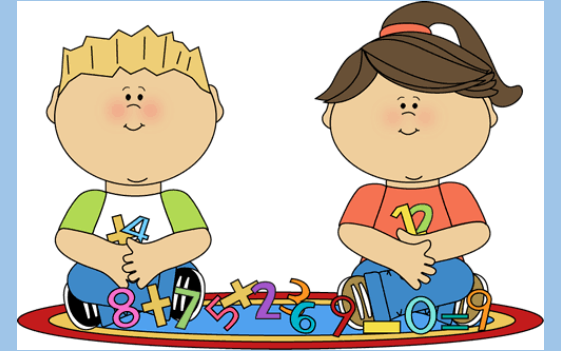


Pre-writing skills and letter formations are practiced daily





Maths



Mathematics Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
 - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
-
- Measurement – especially focusing on the vocabulary (taller, widest, deeper, heavy, longer etc)
 - Exploring 2D and 3D shapes and describing properties

All children need a **deep** understanding of the mathematics they are learning. They are encouraged to talk and explain. Rather than accept an answer, the F2 team may ask, “What do you notice? How do you know that? What do you see?”

Children really understand a mathematical concept idea or technique when they can...

- Describe it in their own words
- Represent it in a variety of ways
- Explain it to someone else
- Make up their own examples of it
- See connections between it and other facts
- Use it in various ways

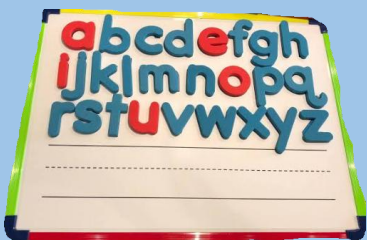




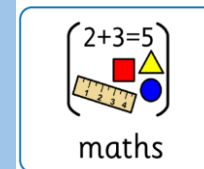
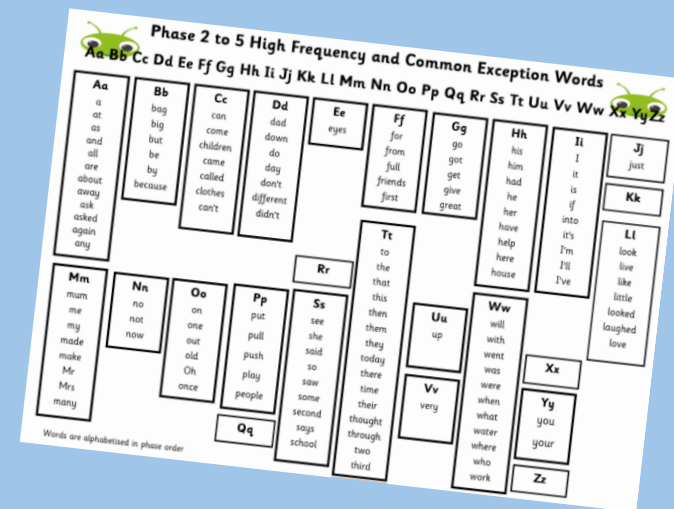
Adapting learning to support your child

Adaptations are made in the classroom to ensure all children can access the learning.

The Universal Adaptations document on the website
<https://www.brookdaleprimaryschool.co.uk/Learning/SEND/>



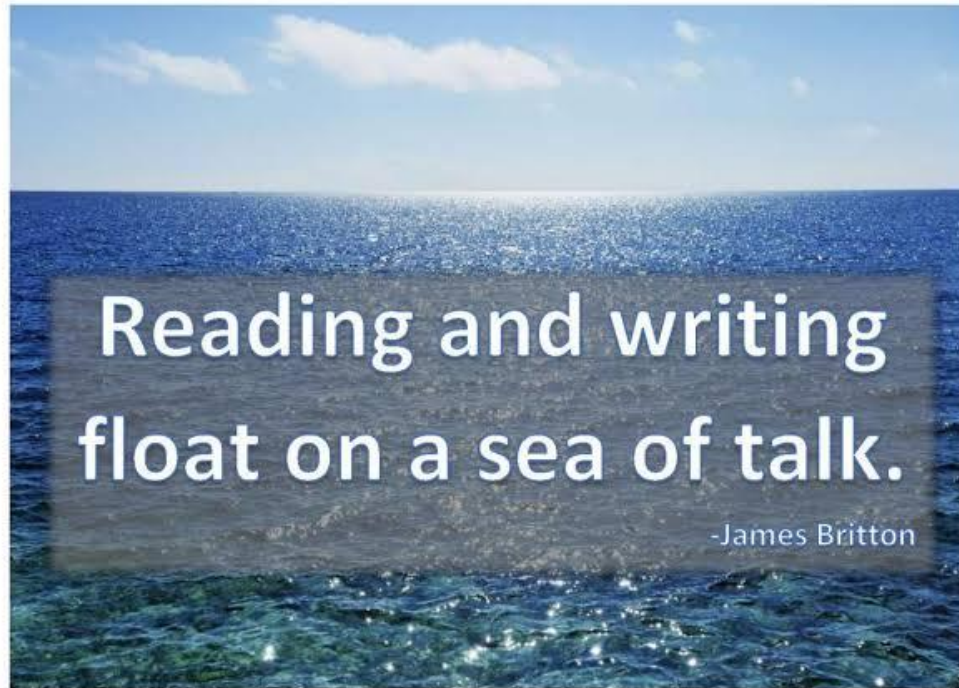
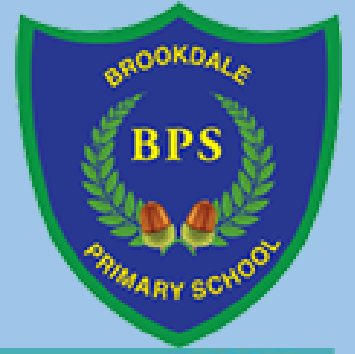
Word Mats
Dictated sentences
Key vocabulary displays
Targeted Intervention
groups
Modelling
Scaffolding
Working Walls
Manipulatives



If your child is not able to access learning despite all of the adaptations, then they will have a learning support plan managed by the class teacher and the SENCo to support their learning further.



Helping at home



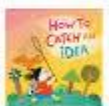
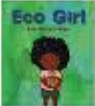
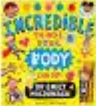
Created by Lindsay Barro

literacycoachmusings.wordpress.com



Reception (ages 4-5)

50 Recommended Reads



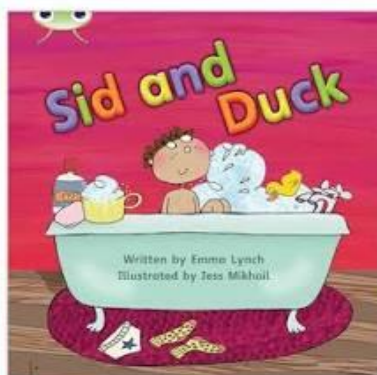
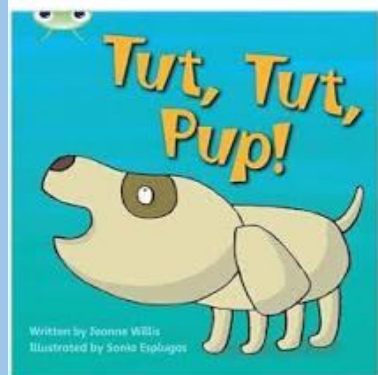
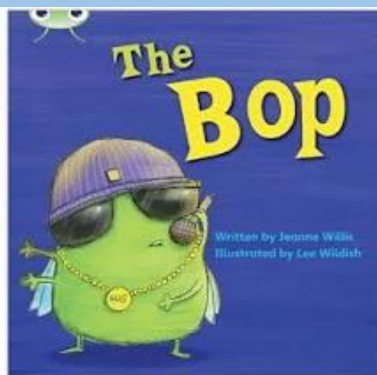
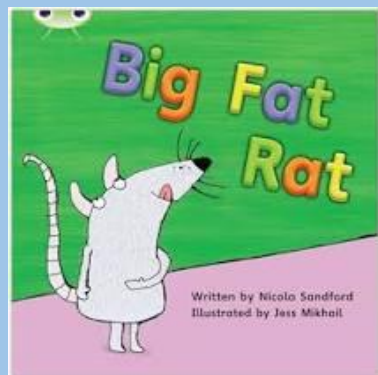


SCAN ME

Or visit www.booksfortopics.com/reception to find the online booklist, book pack, reviews and resources

Find booklists by age or topic at booksfortopics.com





Phase 2

Sound Mat

s 	ss 	a 	t 	p 	i 	n 	m 	d
g 	o 	c 	k 	ck 	e 	u 	r 	
h 	b 	f 	ff 	l 	ll 			

Phase 3

Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 	ch
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure

Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

Pearson



Home Reading



Reading is essential for children's development as it lays the foundation for all future learning. It builds vocabulary, improves comprehension, and enhances critical thinking skills, which are crucial across all subjects. Reading also stimulates imagination, fosters empathy by exposing children to diverse perspectives, and strengthens their ability to focus and concentrate.

Additionally, early reading habits have been shown to lead to better academic performance and a lifelong love of learning. By encouraging reading, parents help their children develop the skills and curiosity needed to succeed in school and beyond.

Read the home-reading books every day.

Send into school every Thursday with a comment about how your child has got on.



Sharing early reading books with your child



- Look at the cover of the book and talk about the title, author and what might happen
- Look through the book together talking about what is happening in the pictures and using some of the words and sentences in the book.
- Point to the words and read **to** your child. Pause to talk about things that are happening in the story and what might happen next. Welcome your child joining in with your reading if they are trying to.
- At the end of the first read talk about the story, what they enjoyed, what they noticed throughout. Did they see any sounds or words they know? Have a play with sounding some of the words out. Use the inside cover to help.
- Read again getting your child to point to the words as you read.
- Read again your child taking the lead.



Homework



Reading Books
Phonics Key Rings
Handwriting

Give in **Wednesday**
Give out **Friday**

Library Books

Tuesday



Assessment



Reception Baseline Assessment

Wellcomm

Ongoing assessment

End of Reception - ELGs