

Curriculum

Policies

Safeguarding

Staff expectations

CPD

Wellbeing

Whole child

Environment

Courageous advocacy
school as a community

Collective Worship

Values

Extra curricular offer

Development plan

Governors

Relationships with stakeholders

Links to the wider community

Communication

Aspiring, nurturing, flourishing; together shining a light

Aspiring

Responsibility & service

taking risks in
learning

adaptive teaching

high standards in all
areas

deep, critical thinking

personal, social, physical,
spiritual, moral and cultural
development

aspirational people in
history, present and future

dream big

up-to-date research

consistency

growth from success
and setbacks

knowledge, skills and
wisdom

asses, plan, teach,
adjust cycle

nurturing

developing our
individuality

belonging

celebration of small
stepping stones

emotional intelligence

emotional wellbeing

open and honest
relationships

inclusive and respectful
of others

values driven

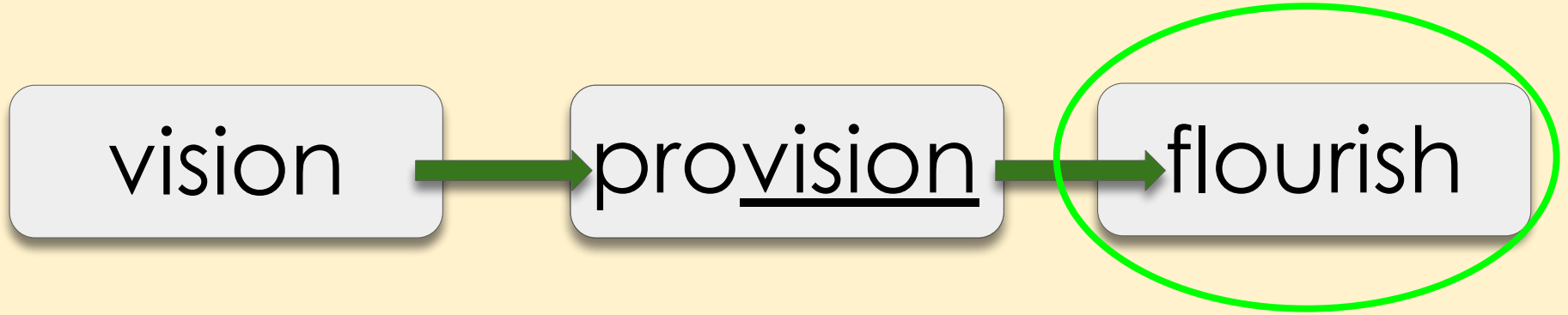
holistic approach

understanding oneself
as a learner

joy of learning

pupil voice

flourishing



Flourishing

We believe that children flourish when school and home work together.

Home learning activities
Whole school newsletters
Weekly Reception newsletter
Class Blogs on the website (from Year 1)
Book Looks
Opportunities to visit and celebrate work
Parent consultations
Termly reports
Parent workshops
Coffee mornings

Nativity performance
Easter bonnet parade
Christmas fair
Sports Day
Praying together in services at the start of the year
Church services
Informal chats
Summer fair
Parent Reps
Parent surveys

Spring 2026 Parent Consultation and General Parent Survey

Questions	Percentage (strongly agree)
<i>How clear was the information provided in the Spring target report?</i>	97% (80%)
<i>Did your child's class teacher explain your child's progress and targets in an understandable way?</i>	97% (95%)
<i>Did the report and consultation provide clear next steps to support your child's learning at home and school?</i>	100% (70%)

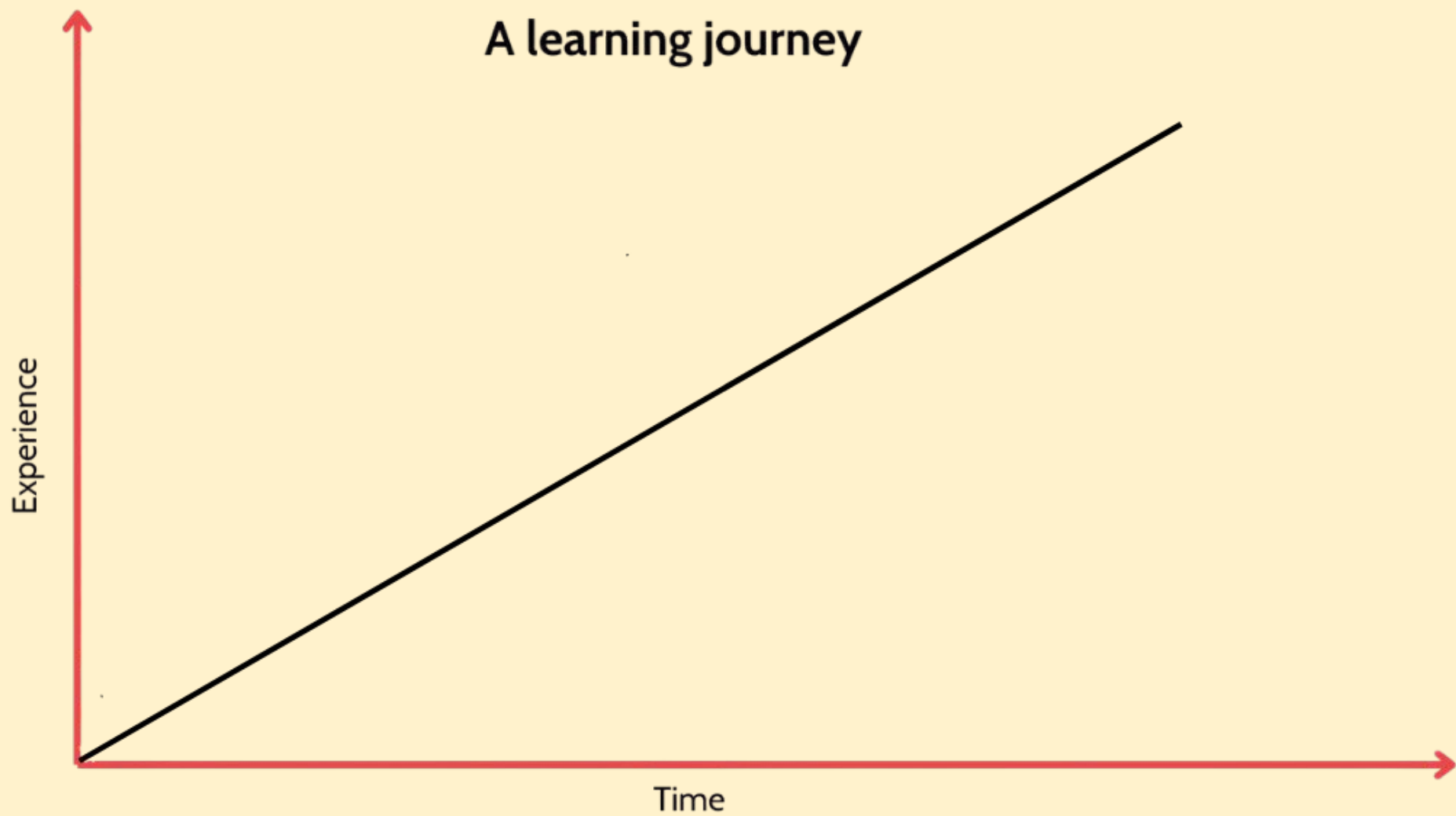
Questions	Percentage (strongly agree)
<i>1. My child is happy at this school.</i>	98% (78%)
<i>2. My child feels safe at this school.</i>	98% (85%)
<i>3. The school makes sure its pupils are well-behaved.</i>	98% (66%)
<i>4. My child has been bullied and the school dealt with the bullying quickly and effectively.</i>	95% Combination of not bullied & dealt with it well
<i>5. The school makes me aware of what my child will learn during the year.</i>	96% (61%)
<i>6. When I have raised concerns with the school they have been dealt with properly.</i>	95%

Questions	Percentage (strongly agree)
<i>7. The school has high expectations for my child.</i>	92% (51%)
<i>8. My child does well at this school.</i>	100% (68%)
<i>9. The school lets me know how my child is doing.</i>	98% (63%)
<i>10. There is a good range of subjects available to my child at this school.</i>	96% (61%)
<i>11. My child can take part in clubs and activities at this school.</i>	100% (80%)
<i>12. The school supports my child's wider personal development.</i>	91% (71%)
<i>13. I would recommend this school to another parent.</i>	98%

Personal development is about preparing children for life - not just the next stage of education. It ensures that children leave St Mary's as well-rounded individuals, ready to contribute positively to their communities and the wider world.



A learning journey



A learning journey



Reports - Autumn Term - Settling In (First 6 Weeks)

- Report and parent consultation
- Attendance
- Focus on key prerequisite learning behaviours (e.g. listening, following instructions, independence)
- First phonics assessment
- We identify strengths and a couple of next steps

Reception Target Report: Autumn Term 2026

Class teacher: Mrs Crilly and Mrs Garland



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together shining a light

Attendance

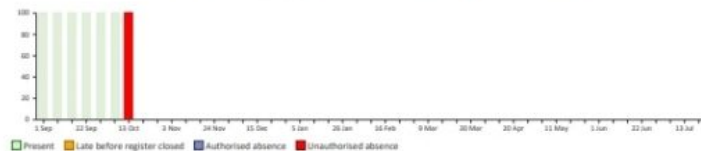
Going to school every day is the best way to make sure that children get the best possible education. The government's research shows that every day a child misses from school, even at primary school, reduces their chances of getting good GCSE results.

Our aim is for all children to be in school every day. This isn't always possible, but we ask parents to help us to do everything we can together to have children in school.

Percentage of Absence: 2.0%	
Total number of possible sessions: 50	
Authorised Absences: 0	Unauthorised Absences: 1

Percentage of Absence	
1%	Excellent attendance
2% to 4%	Good attendance
5% to 7%	Room for improvement
8% to 9%	Cause for concern
10% or lower	Serious cause for concern

This chart shows attendance breakdown for each school week:



Legend: Present (Green), Late before register closed (Yellow), Authorised absence (Blue), Unauthorised absence (Red)

This report uses three levels to describe your child's learning progress: 'working towards' indicates ongoing development towards age expectations, 'working at expected' shows they meet the standards, and 'greater depth' means they excel beyond the expected standards.

Working Towards	1
Working at Expected	2
Working at Greater Depth	3

Prerequisites for Learning

I can separate from my parent confidently	3	I can organise my things	1
I can sit and listen in a carpet time for 5 minutes	2	I can use kind hands and feet	2
I can tidy up	2	I can follow adult instructions	2
I can put on and zip up my coat	2		

Strengths

- Settled well into Reception
- Friendly and plays well with other children
- Focuses well on the carpet
- Loves the writing and creative tables
- Imaginative drawing

Next Steps

- To form all the letters in her name correctly including the flick on the o
- Continue to apply phonics knowledge in independent writing
- Explore composition of numbers within 5 (e.g. "3 and 2 make 5")

Phonics

For this half term, the class has been practising Phase 1 oral blending and learning the Phase 2 GPC's up to set 4. Some children may have begun to read words using these GPC's.

Unlocking

Letters & Sounds

Individual Assessment Record

Name of child:

Date of assessment and colour of highlighting:

Autumn 1 (red)	Autumn 2 (orange)	Spring 1 (yellow)	Spring 2 (green)	Summer 1 (blue)	Summer 2 (purple)
29/9/25					

Lilac	Phase 1 Oral blending	m - a - n c - u - p f - i - sh t - e - n - t	a - d - ck p - e - g h - a - n - d f - l - a - g
	Alliteration Rhyming	apple bat cat	queen frog ship fox Shock
Pink 1	Phase 2 Set 1	dot p i m d	not tap nap pat
Pink 2	Set 2	pan pin sit tip mad	
Pink 3/4	Set 3	g o ck	got pod cat can kit
	Set 4	ck e u p	run sick deck rad den
Pink 3/4	Set 5	h k ff l ll ss	hit hiss huff bill fun but
	Phase 2 Common exception words	I no go to the into	
Red 1	Phase 3 Set 6	j v w x	jam van wet box
Red 2	Set 7	y @ zz qu	yet zip fuzz quit
	Set 8	ch sh th ng	chip shop thing
Red 3/4	Set 9	ai ee igh oa	rain sheep high boat
	Set 10	oo ar or ur	book hoof farm fork hurt
Red 3/4	Set 11	ow at ear air	cow coin dear hair
	Set 12	ure er	pure corner
Yellow 1 Yellow 2	Phase 3 Common exception words	me we be he she was you they all are my her	
	Phase 4 Words with adjacent consonants Containing Phase 2 Containing Phase 3 Polysyllabic words	spot trip glass track swim bend lost went damp green train smart growl spoil chest tenth best paint boost handstand shampoo starlight floating lunchbox pondweed	
Yellow 1 Yellow 2	Phase 4 Common exception words	said have like so do some come were there little one when out what	

We look forward to meeting with you next week to discuss how Sophia has settled into Reception. To help guide our conversation, please use this target report to prepare any questions or areas you would like to focus on.

Reports - Spring Term - Building Progress

- Report and parent consultation
- Attendance
- Continued focus on prerequisite learning behaviours
- Introduction of St Mary's Reception Goals and progress towards achieving them
- Latest Phonics assessment



Reception Target Report: Spring Term 2026



Class teacher: Mrs Crilly and Mrs Garland

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Attendance

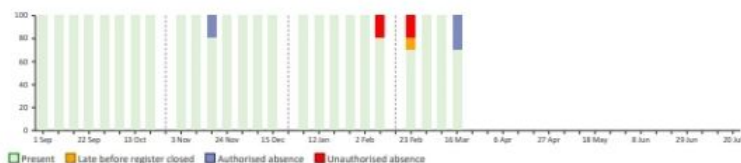
Going to school every day is the best way to make sure that [redacted] gets the best possible education. The government's research shows that every day a child misses from school, even at primary school, reduces their chances of getting good GCSE results.

Our aim is for all children to be in school every day. This isn't always possible, but we ask parents to help us to do everything we can together to have children in school.

Percentage of Absence: 4.0%	
Total number of possible sessions: 227	
Authorised Absences: 5	Unauthorised Absences: 4

Percentage of Absence	
1%	Excellent attendance
2% to 4%	Good attendance
5% to 7%	Room for improvement
8% to 9%	Cause for concern
10% or lower	Serious cause for concern

This chart shows Sophia's attendance breakdown for each school week:



Prerequisites for Learning

At this point in the year, children should be independently secure on all of these skills.

This section of the report uses three levels to describe your child's learning progress: 'working towards' indicates ongoing development towards age expectations, 'working at expected' shows they meet the standards, and 'greater depth' means they excel beyond the expected standards.

Working Towards	1
Achieving with some support	2
Independently achieving	3

I can separate from my parent confidently	3
I can sit and listen in a carpet time for 5 minutes	3
I can tidy up	3
I can put on and zip up my coat	3

I can organise my things	2
I can use kind hands and feet	3
I can follow adult instructions	3

St Mary's Goals

KS1 Book Bands

Rec Pink	Non Rec	Rec Yellow	Year 1 Blue	Year 1 Green	Year 1 Orange	Year 1 Turquoise	Year 2 Purple	Year 2 Gold	Year 2 White	Year 2 Lime	Year 2 Passport
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Our aspirational curriculum at St Mary's is thoughtfully designed to give Sophia the very best start to her learning journey. While it is aligned with the Early Learning Goals, we set high expectations to ensure children are well prepared for a confident and successful transition into Key Stage 1. This report reflects [redacted] progress towards a selection of key St Mary's goals - carefully chosen milestones that we believe will have a lasting impact on future learning. These are part of a broader framework we continue to work towards throughout the year. We are proud of [redacted] efforts so far and look forward to continuing to support their growth and celebrating the steps ahead.

This section uses three levels to describe your child's learning progress: 'Emerging'

indicates ongoing development towards the goal, 'On Track' shows they are on track to meet this standard by the end of the academic year, and 'Achieved' means they are achieving this goal.

Emerging	1
On Track to achieve	2
Achieved	3

Attainment against St Mary's Goals

Area of Learning	Assessment
Communication and language	
I can listen and then continue a conversation with an adult or peer.	2
I can express my ideas in full sentences, using connectives correctly	2
Personal, social and emotional development	
I show respect to my peers and respond to them in an appropriate way.	2
I can self-select resources during planning time and play with independence and motivation.	2
I show perseverance and can ask for help when needed.	2
I work and play cooperatively with others and take turns.	2
Physical development	
I can safely use the outdoor play equipment, confidently moving my body to hang, climb and swing.	2
I use a comfortable tripod grip to draw and write with detail.	2
Literacy	
Current Book Band	Yellow
I am reading Yellow level books or beyond with confidence.	3
I can write a simple sentence, using fingers spaces, a full stop and correctly forming my letters.	3
I can retell a familiar story. I can answer some deductive questions including who, what, where and why.	2
Mathematics	
I can explore the composition of numbers up to 10 in a range of ways.	2
I can explain and predict number sequences including one more and one less.	2
I can create simple patterns including ABAB, ABB, ABC.	3
Expressive arts and design	
I can plan and then build my own models, with increasing independence and complexity.	2

Reports - Summer Term - Celebrating Achievements

- Report
- Attendance
- A detailed written report about how your child learns (Characteristics of an Effective Learner)
- Assessment against the Early Learning Goals (national expectations)
- Update on St Mary's Goals
- Latest Phonics assessment

End of Reception report:
Summer 2025

Class teacher: Mrs Crilly and Mrs Budd



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Please use this link to find out more about the Early Learning Goals - [Early Learning Goals](#)

End of Early Years Foundation Stage Report 2024-2025

Characteristics of Effective Learning

By playing and exploring:

- finding out and exploring
- playing with what they know
- being willing to have a go

Through active learning:

- being involved and concentrating
- keep trying
- enjoying achieving what they set out to do

By creating and thinking critically:

- having their own ideas
- making links
- working with ideas

Comment on Characteristics of an effective learner

_____ is a bright and creative member of the class who brings a joyful enthusiasm to each school day. She has a real love for painting and junk modelling, often using our class topics as inspiration for her work—such as making a cosy nest for the ducklings or a rainbow harmonica for the music area. _____ enjoys spending time at the making table with her friends, where she shares ideas and collaborates thoughtfully on her creations. She is polite, kind and consistently follows class routines, making her a lovely role model to others. _____ has developed confidence across all areas of learning and is now more willing to share her ideas with the group. She particularly enjoys Phonics sessions, where she listens attentively and always tries her best. Outside, _____ can often be found in the building area, using crates and planks to create imaginative spaces such as a vet's surgery or a Noah's Ark. It has been a joy to teach Korina this year!

General comment:

_____ has had a fantastic year in Reception and should be very proud of all she has achieved. She is a gentle and hardworking member of the class who approaches her learning with care and determination. Korina has made excellent progress in her reading and can now read with fluency and expression on Orange books, especially when this has been modelled by an adult. One of _____'s biggest successes this year has been in her writing. She consistently remembers to use capital letters, finger spaces and full stops, and her handwriting is beautifully neat and correctly formed. When _____ is unsure, she tends to follow others' lead and would benefit from developing the confidence to ask questions to clarify what is being asked of her. It would be lovely to see _____ continue to write over the summer, perhaps by keeping a holiday diary or writing postcards to friends and family. She will be a wonderful addition to Year One.

Attainment against the Early Learning Goals

Area of Learning	Assessment
Communication and language	
Listening, Attention and Understanding	Expected
Speaking	Expected
Personal, social and emotional development	
Self-Regulation	Expected
Managing Self	Expected
Building Relationships	Expected
Physical development	
Gross Motor Skills	Expected
Fine Motor Skills	Expected
Literacy	
Comprehension	Expected
Word Reading	Expected
Writing	Expected
Mathematics	
Number	Expected
Numerical Patterns	Expected
Understanding the world	
Past and Present	Expected
People, Culture and Communities	Expected
The Natural World	Expected
Expressive arts and design	
Creating with Materials	Expected
Being Imaginative and Expressive	Expected

Summary of the Early Learning Goals

_____ has achieved 17 / 17 Early Learning Goals.

St Mary's Goals

KS1 Book Bands

Rec Pink	Rec Red	Rec Yellow	Year 1 Blue	Year 1 Green	Year 1 Orange	Year 1 Turquoise	Year 2 Purple	Year 2 Gold	Year 2 White	Year 2 Lime	Year 2 Passport
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This section uses three levels to describe your child's learning progress: 'Emerging' indicates ongoing development towards the goal, 'On Track' shows they are on track to meet this standard by the end of the academic year, and 'Achieved' means they are achieving this goal.

Emerging	1
Expected	2
Exceeding	3

Attainment against St Mary's Goals

Area of Learning	Assessment
Communication and language	
I can listen and then continue a conversation with an adult or peer.	2
I can express my ideas in full sentences, using connectives correctly	2
Personal, social and emotional development	
I show respect to my peers and respond to them in an appropriate way.	2
I can self-select resources during planning time and play with independence and motivation.	2
I show perseverance and can ask for help when needed.	2
I work and play cooperatively with others and take turns.	2
Physical development	
I can safely use the outdoor play equipment, confidently moving my body to hang, climb and swing.	2
I use a comfortable tripod grip to draw and write with detail.	2
Literacy	
Current Book Band	Yellow
I am reading Yellow level books or beyond with confidence.	3
I can write a simple sentence, using fingers spaces, a full stop and correctly forming my letters.	3
I can retell a familiar story. I can answer some deductive questions including who, what, where and why.	2
Mathematics	
I can explore the composition of numbers up to 10 in a range of ways.	2
I can explain and predict number sequences including one more and one less.	2
I can create simple patterns including ABAB, ABB, ABC.	3
Expressive arts and design	
I can plan and then build my own models, with increasing independence and complexity.	2

Individual Phonics Assessment Record

Below is Sophia's Individual Phonics Assessment Record. At this stage in the year, children in Reception are expected to have 80% Phase 4 phonics, enabling them to apply this knowledge more confidently in both reading and writing. This assessment provides an overview of Sophia's current progress and shows the next steps in their phonics journey.

Book levels Lilac	Phase 1 Oral blending	<p>a-a-n o-o-ck</p> <p>g-u-s-p p-e-g</p> <p>f-i-sh h-a-n-d</p> <p>t-e-a-l f-l-a-g</p>
	Alliteration	<p>apple digger queson ship</p>
	Rhyming	<p>bat ship frog fox</p> <p>pat skip pog dox</p>
Pink 1 Pink 2 Pink 3/4	Phase 2 Set 1	<p>pat-top-sap-pat</p>
	Set 2	<p>pat-pin-ot-top-omad</p>
	Set 3	<p>got-pot-wat-rot-dit</p>
	Set 4	<p>run-stub-dock-rob-dens</p>
	Set 5	<p>hit-hiss-huff-bill-fun-but</p>
Red 1 Red 2 Red 3/4	Phase 2 Common exception words	<p>no-go-to-the-into</p>
	Phase 3 Set 6	<p>jam van-wet-box</p>
	Set 7	<p>yet-zip-fuzz-quit</p>
	Set 8	<p>chip-shop-thing</p>
	Set 9	<p>rain-sheep-high-boat</p>
	Set 10	<p>book-hoot-farm-fork-hurt</p>
	Set 11	<p>cow-cott-dear-hair</p>
	Set 12	<p>pure-cornier</p>
	Phase 3 Common exception words	<p>me-we-be-he-she-was-you-they-all-are-my-her</p>
	Phase 4 Words with adjacent consonants	<p>spot-trip-gloss-track-swim-bend-lost-went-damp</p>
Containing Phase 2	<p>green-train-smart-growl-spoil-chest-tenth-best-paint-boost</p>	
Containing Phase 3	<p>handstand-shampoo-starlight-floating-lunchbox-pondweed</p>	
Polysyllabic words	<p>said-have-like-so-do-some-come-were-there-little-one</p>	
Phase 4 Common exception words	<p>when-out-what</p>	

Early Learning Goals

- Children in Reception follow the Early Years Foundation Stage (EYFS) curriculum
- Learning is built through a balance of play, exploration, and adult-led teaching
- At the end of the year, children are assessed against the Early Learning Goals (ELGs) which are national expectations for what most children achieve by the end of Reception
- The ELGs are not a checklist we teach to, they are a summary of your child's development
- Judgements are based on what children show us in their everyday learning - this includes their play, conversations, and independent work

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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

- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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

- 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.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

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.

St Mary's Goals

- At St Mary's, we build on this with our own Reception Goals
- These are aligned with the Early Learning Goals (ELGs)
- They provide additional depth and challenge
- This ensures children meet national expectations and are in a strong position transitioning into Key Stage 1
- Supporting readiness both academically and personally

Difference between ELG & St Mary's Goals

Example - Reading

ELG -

Say a sound for each letter of the alphabet and identify at least 10 digraphs

St Mary's Goals -

To be able to read Yellow level books - Say a sound for each letter of the alphabet and identify at least 20 digraphs/trigraphs

Difference between ELG & St Mary's Goals

Example - Writing

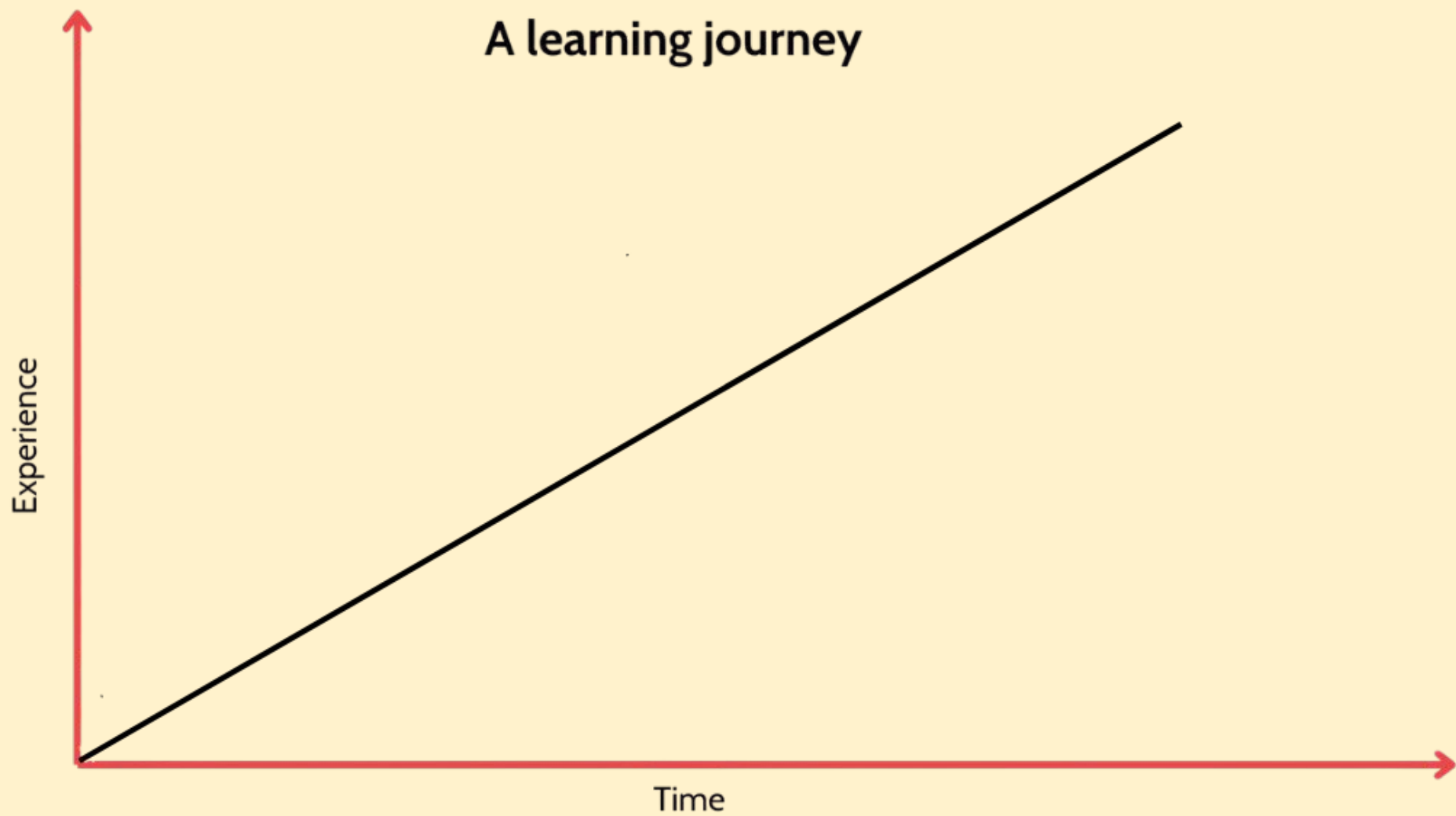
ELG -

Write simple phrases and sentences that can be read by others

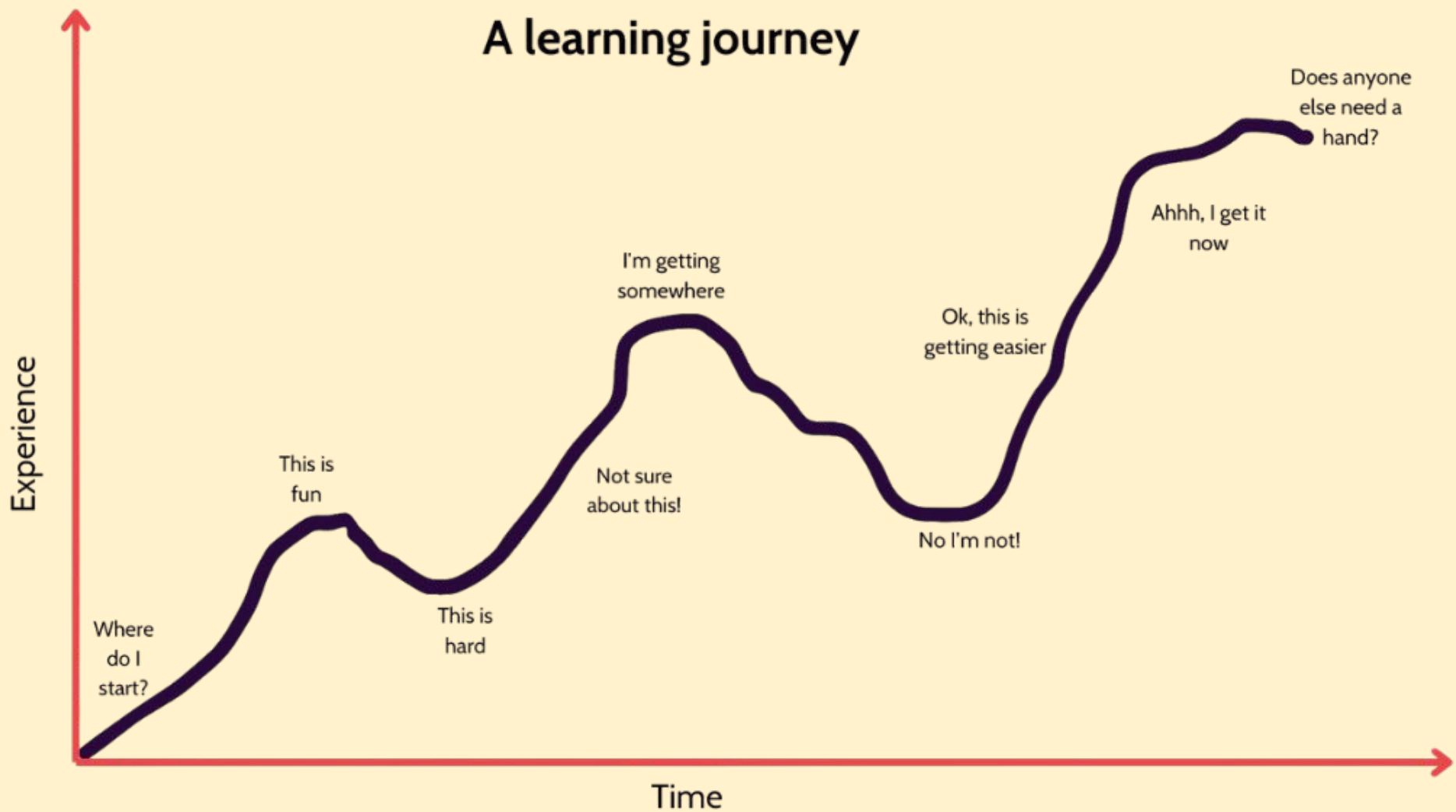
St Mary's Goals -

I can write a simple sentence, using fingers spaces, a full stop and correctly forming my letters.

A learning journey



A learning journey



Ordinarily Available Provision (OAP) – What does this mean?

- In Hertfordshire, all schools follow Ordinarily Available Provision (OAP)
- This means the support every child can expect in any classroom

What does this look like at St Mary's?

- High-quality teaching for all children
- Adaptations to support different needs
- Clear routines and supportive classroom environments
- Use of resources, visuals, and scaffolding
- Opportunities for repetition and overlearning

What this looks like?

Supporting a child is finding it tricky to sit and listen during carpet time

Through Ordinarily Available Provision, we might:

- Sit them closer to the adult
- Use visual cues and clear routines
- Break instructions into small, manageable steps
- Give gentle reminders and encouragement
- Provide opportunities to practise and build stamina over time

What this looks like?

Supporting a child who is finding it difficult to blend sounds when reading

Through Ordinarily Available Provision, we might:

- Provide extra modelling in phonics sessions
- Use visual supports and repetition
- Give more opportunities to practise during the day
- Match reading books carefully to their level

What this looks like?

Supporting a child who finds it hard to stay focused

Through Ordinarily Available Provision, we might:

- Break tasks into short chunks
- Use timers or clear end points
- Provide movement breaks
- Give regular encouragement and check-ins

What this looks like?

Supporting a child who becomes upset or overwhelmed

Through Ordinarily Available Provision, we might:

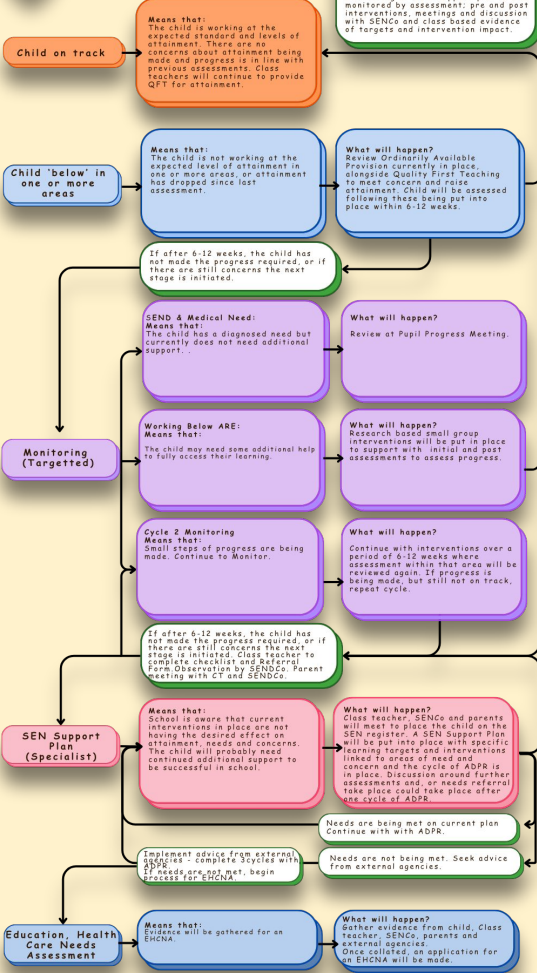
- Provide a calm, safe space
- Teach simple strategies (e.g. breathing, talking to an adult)
- Use consistent routines
- Offer reassurance and support



Provision for All

How is progress monitored?
 Progress for all children is monitored by termly Maths and English papers, pupil progress meetings and parents evenings.
 Pupil voice around learning is vital alongside the views of parent/carerers.
 Progress for children with a Monitoring or SEN Support plan is also monitored by assessment, pre and post interventions, meetings and discussion with SENCo and class based evidence of targets and intervention impact.

Provision at St Mary's



A Guided Tour of Provision at St Mary's

How do you feel about Maths?



Maths in Early Years

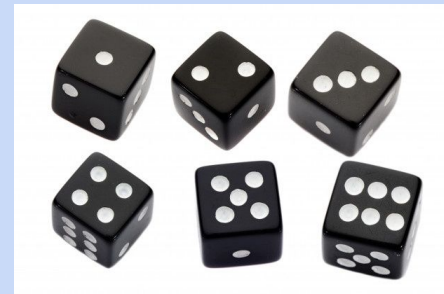
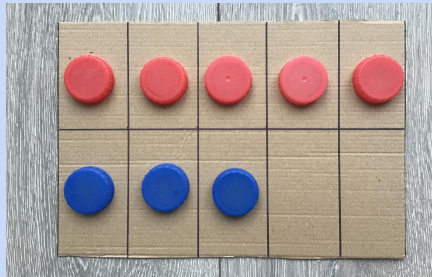
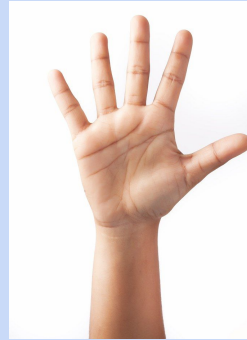
'Children must hold maths in their hands before they can hold it in their heads.'



NUMBER SENSE

THE CARDINAL VALUE OF A NUMBER REFERS TO THE QUANTITY OF THINGS IT REPRESENTS: THE 'HOW-MANY-NESS', OR 'THREE-NESS' OF THREE. WHEN CHILDREN UNDERSTAND THE CARDINALITY OF NUMBERS, THEY KNOW WHAT THE NUMBERS MEAN IN TERMS OF KNOWING HOW MANY THINGS THEY REFER TO.

<https://www.ncetm.org.uk/classroom-resources/ey-cardinality-and-counting/>



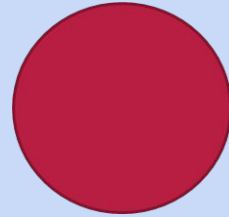
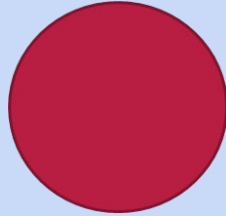
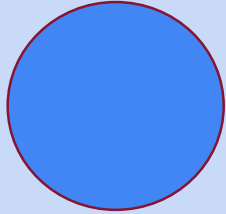
SUBITISING

- Subitising is the ability to see an amount without counting.
- This ability starts from birth and is the stage before counting.
- Subitising is more efficient than counting and supports a deep number sense.
- Supports addition, subtraction, multiplication and division.

SUBITISING

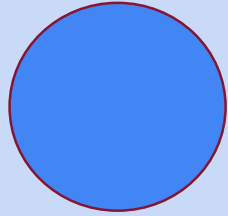
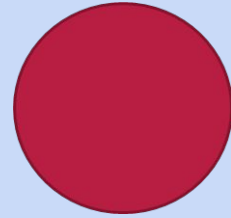
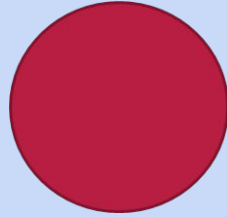
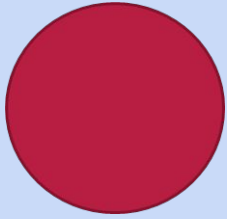
- Perceptual Subitising

What do you notice?

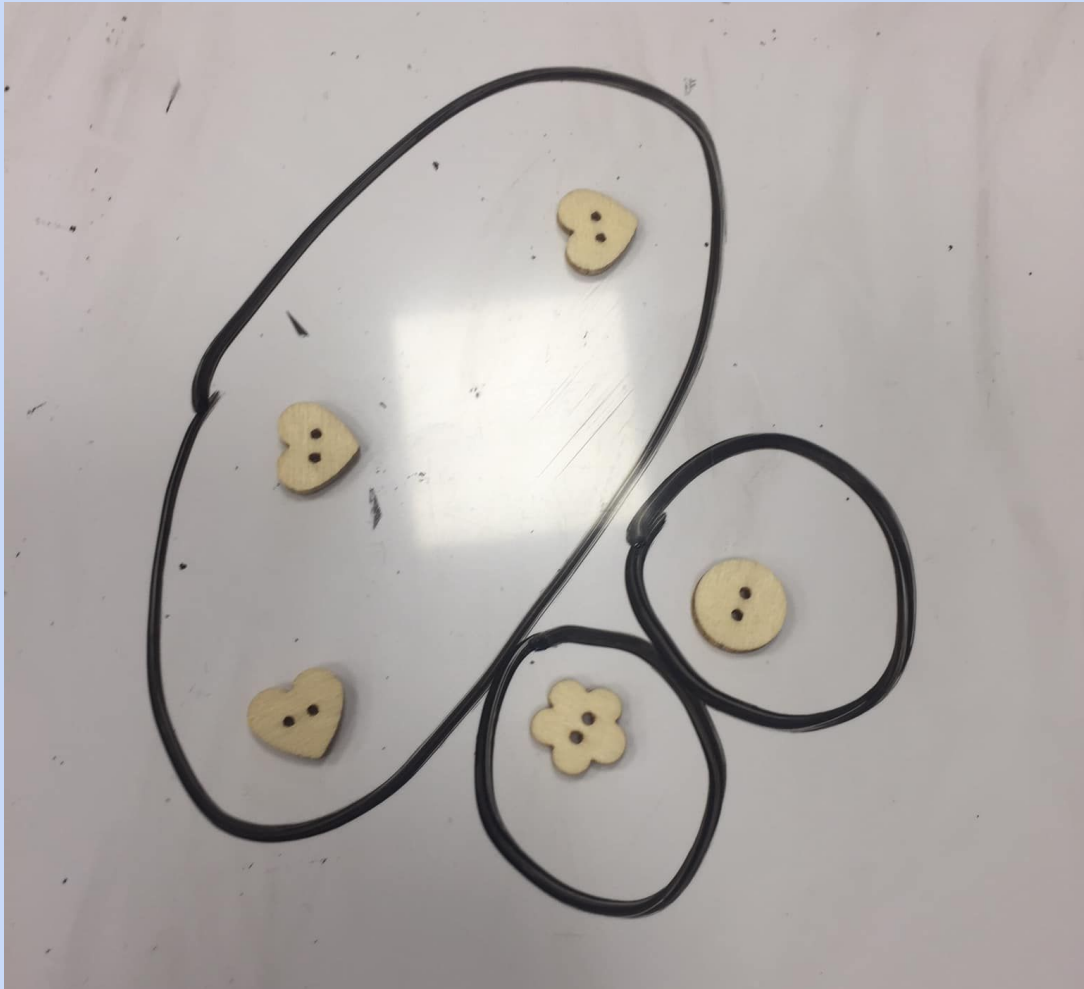


How do you see it?

What do you notice?



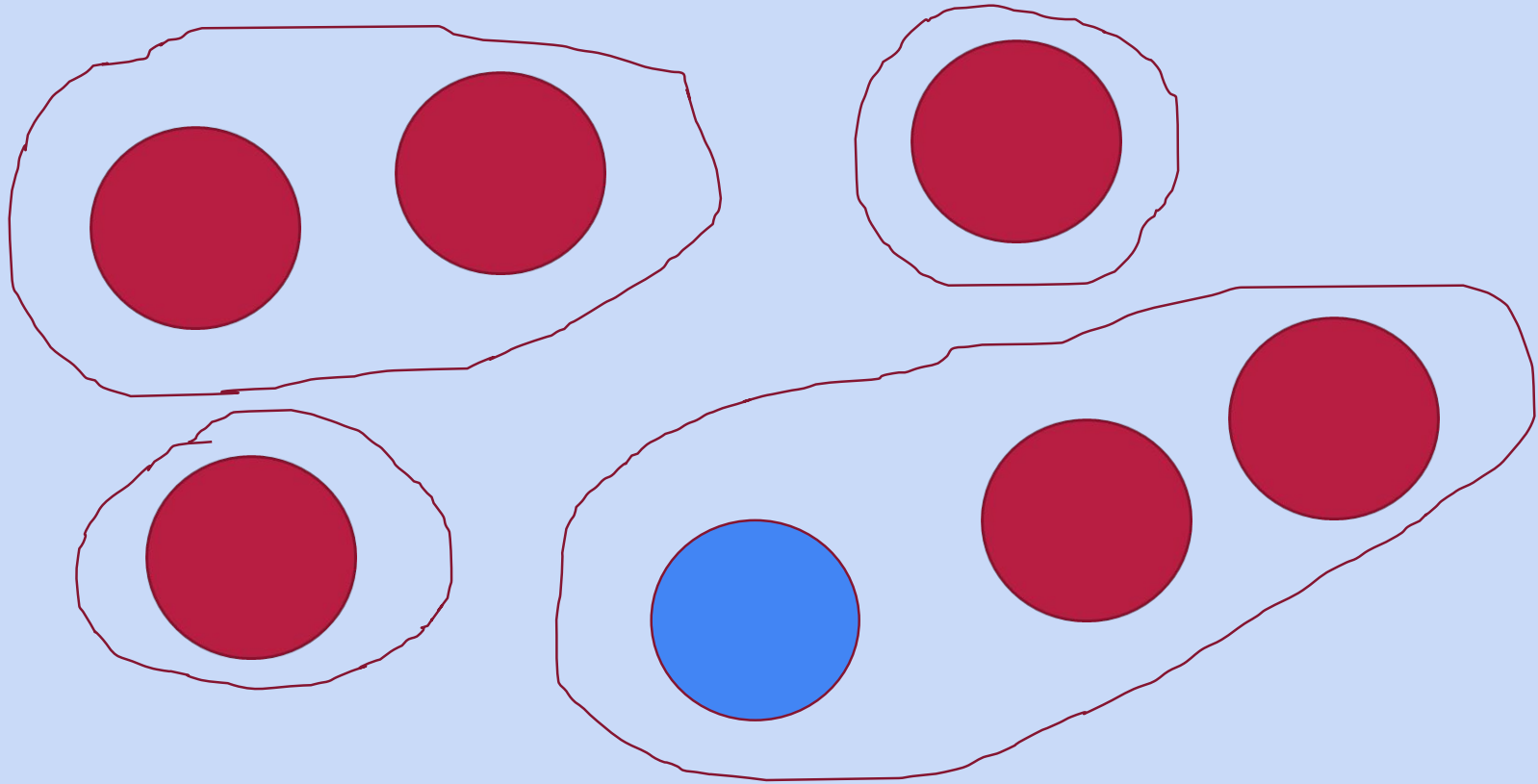
How do you see it?



SUBITISING

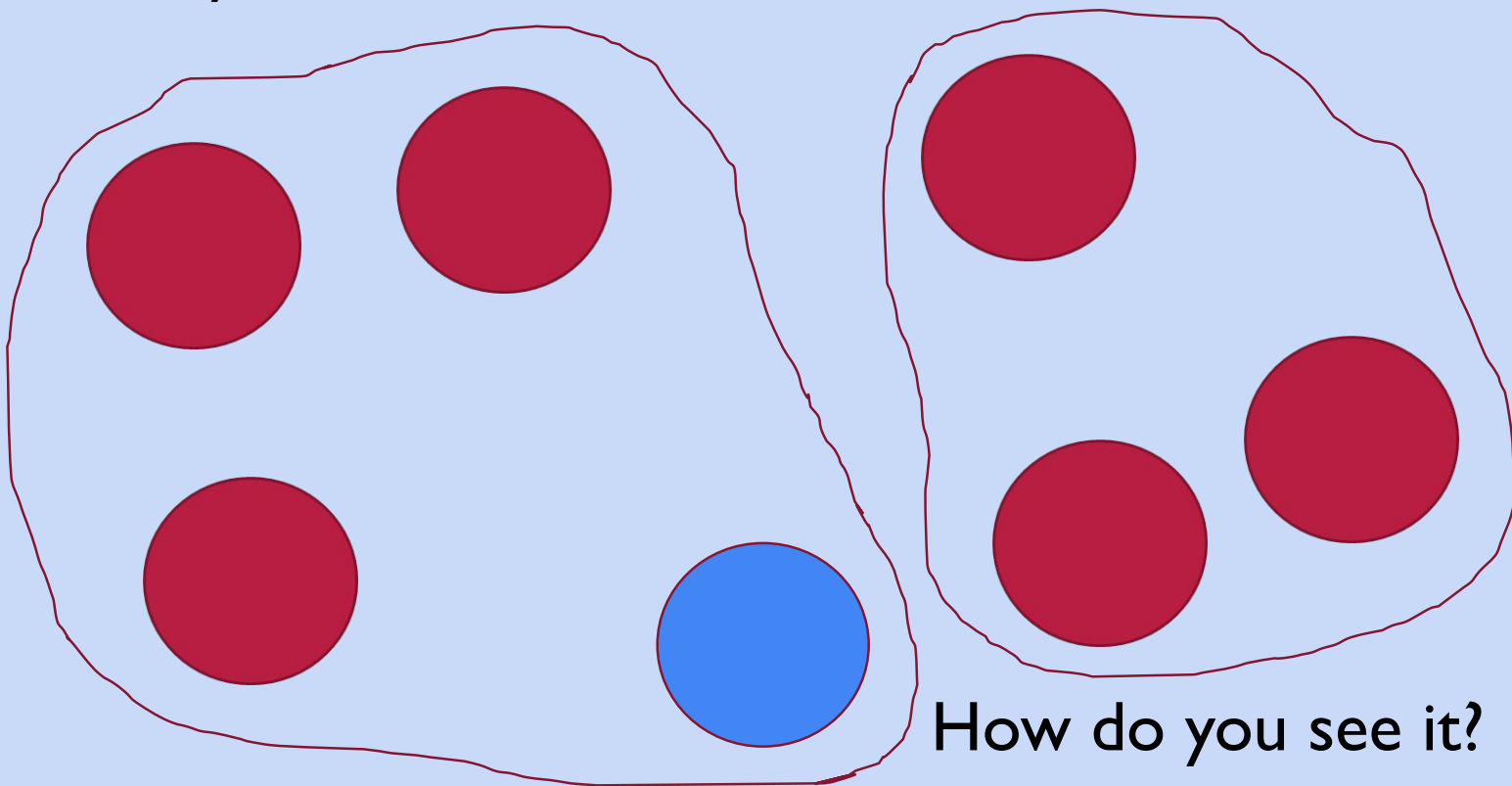
- Conceptual Subitising

What do you notice?



How do you see it?

What do you notice?



How do you see it?
Can you show me on your
fingers how you saw it?

5 AND 10 FRAMES

- Supports number bonds and much more.
- Embeds visual images to support future understanding.

How will knowing how numbers are 'made' help?

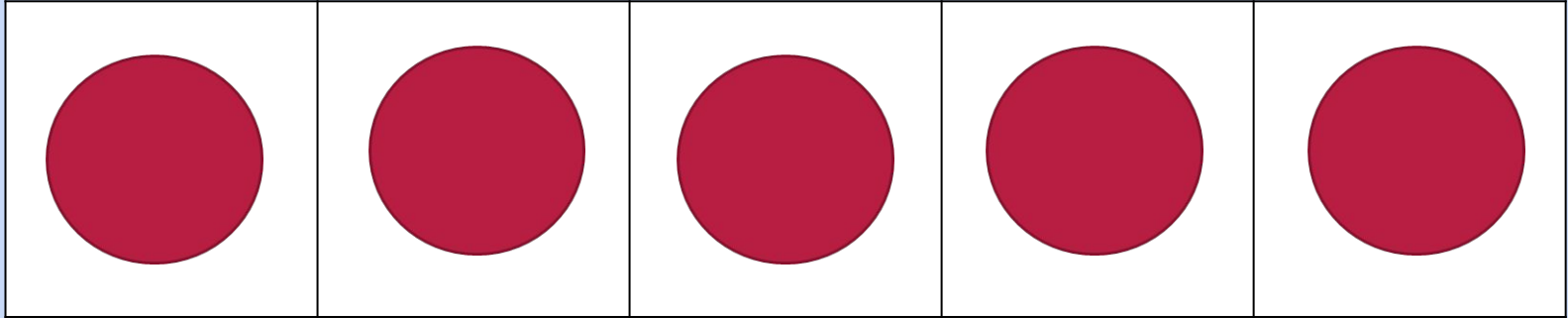
If children know that **4 can be made of 3 and 1**, they can apply this knowledge later on to see that:

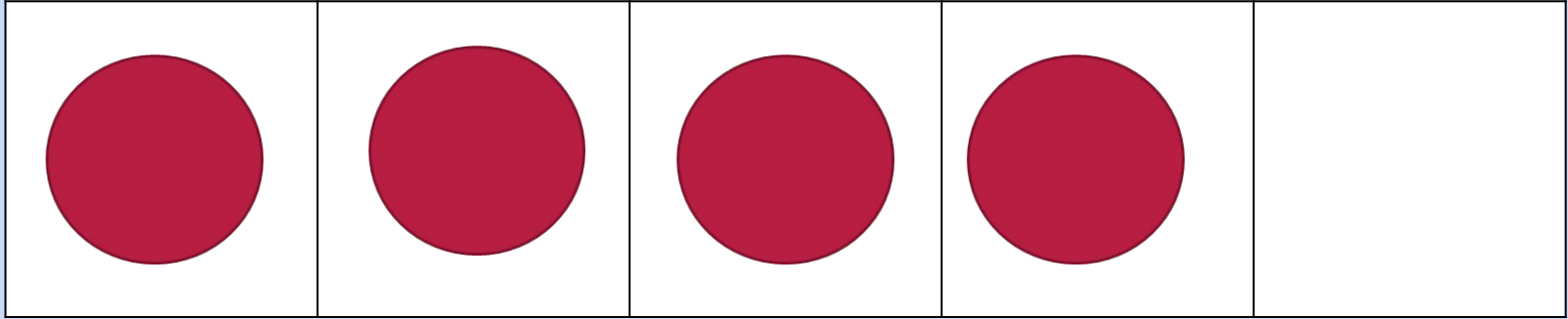
30 and **10** is **40**

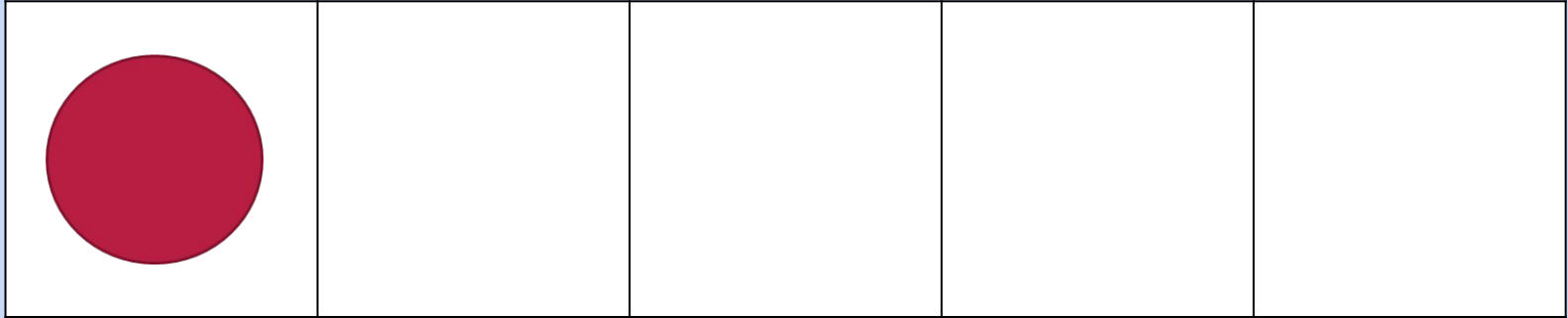
300 and **100** is **400**

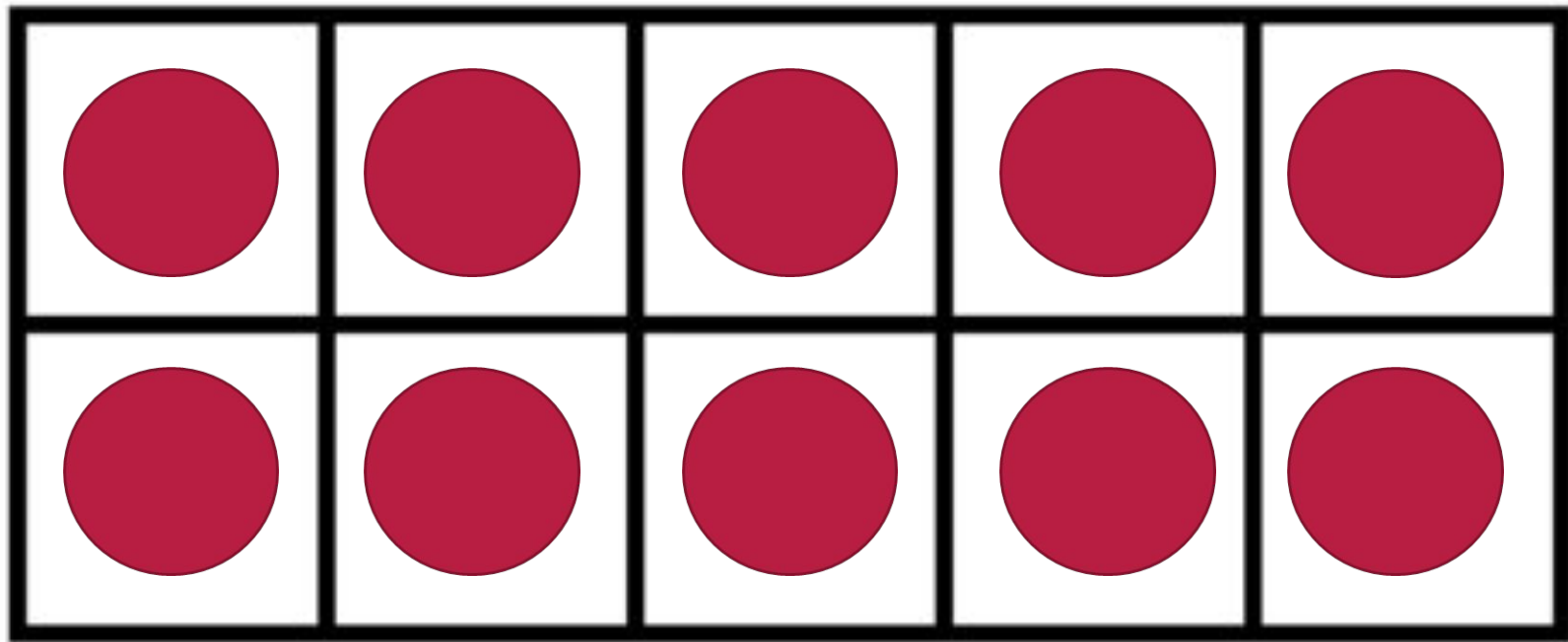
and that;

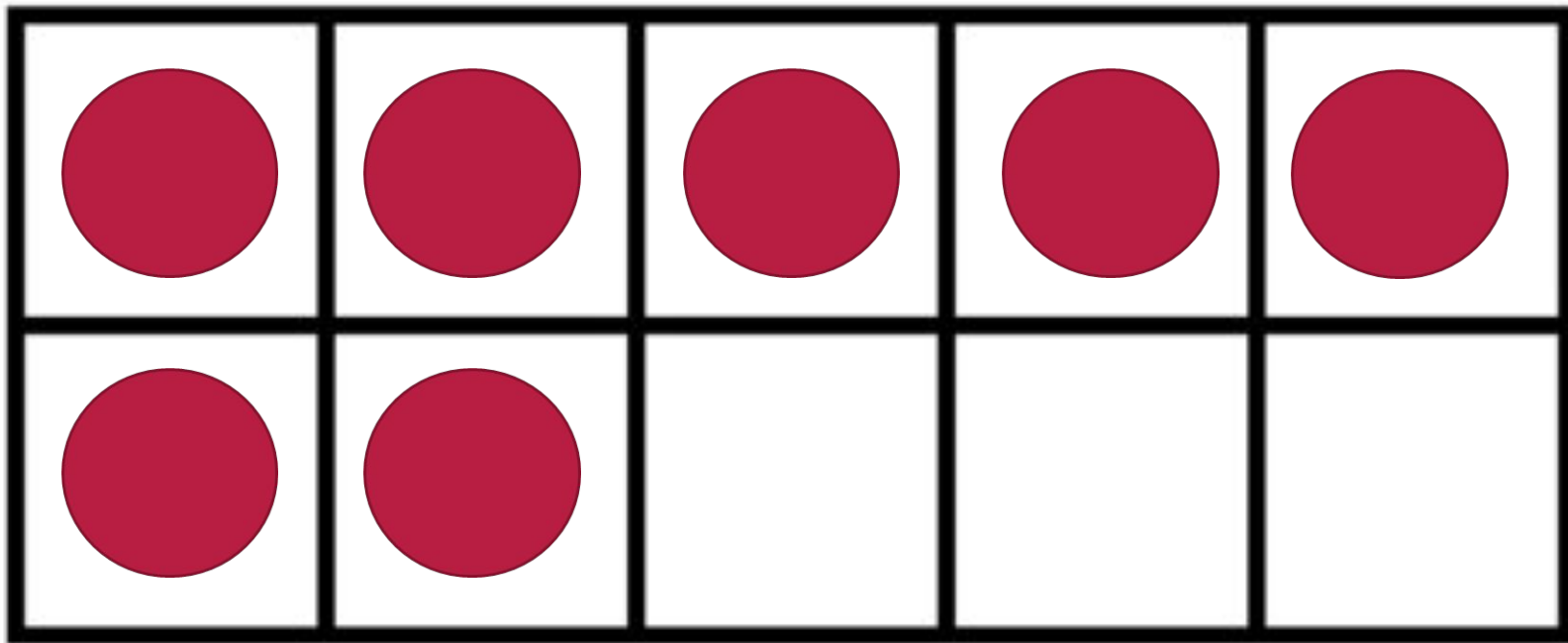
400 take away **100** is **300**

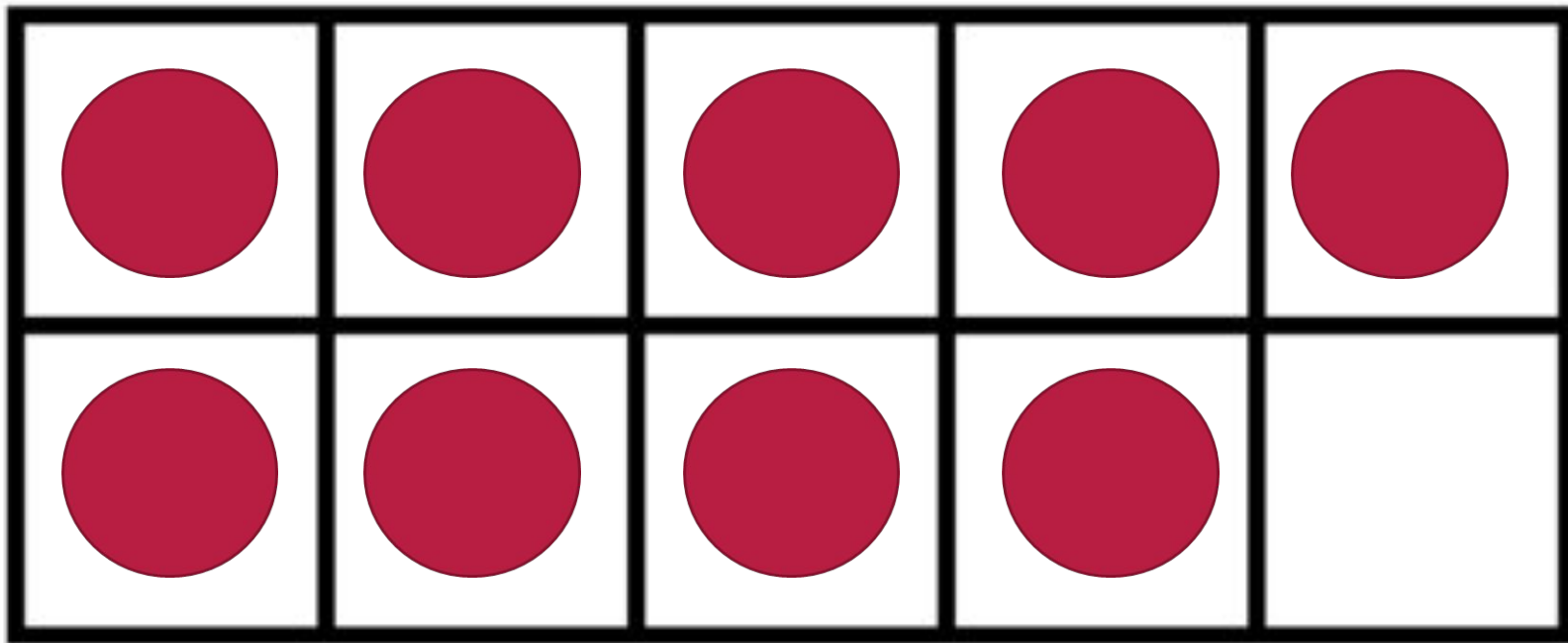


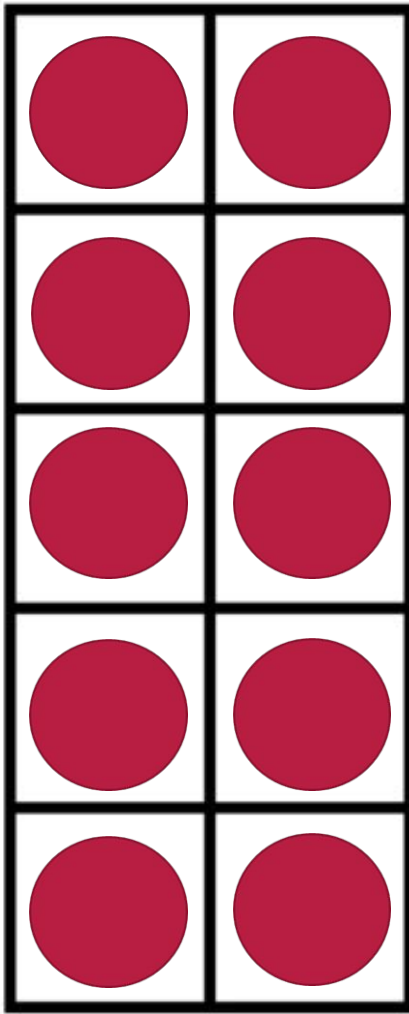


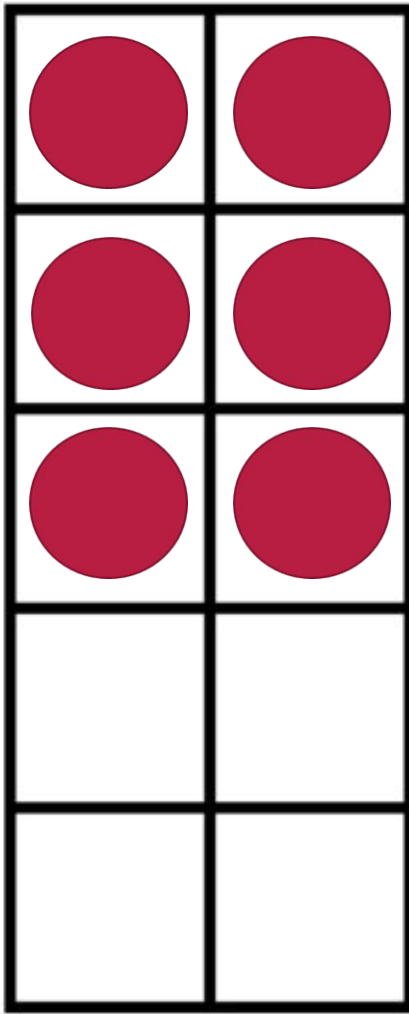


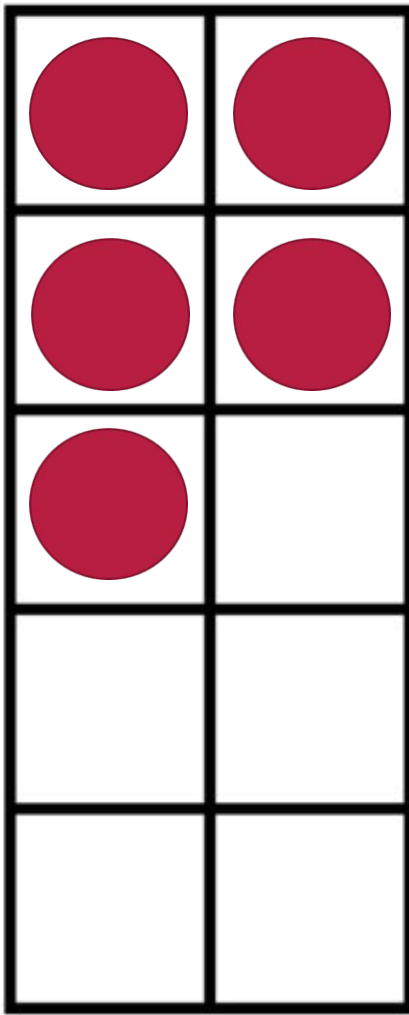












WHERE DOES COUNTING FIT?

- Counting Songs
- Counting sounds
- Counting steps



COUNTING ACCURATELY

When counting objects, encourage children to:

- point to and touch the objects,
- move them into lines,
- say one number for each object,
- check again to make sure!

Keep a close eye to see if they have counted all, double counted, missed any.



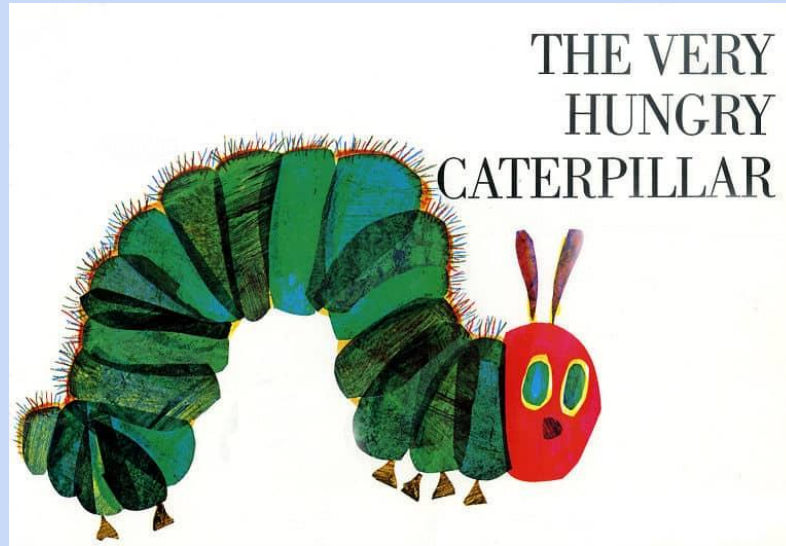
Counting with playdough blobs is a great way to practise these skills.



NOTICING

- On family walks.
- Gardening.
- At the supermarket.
- Books, stories and magazines

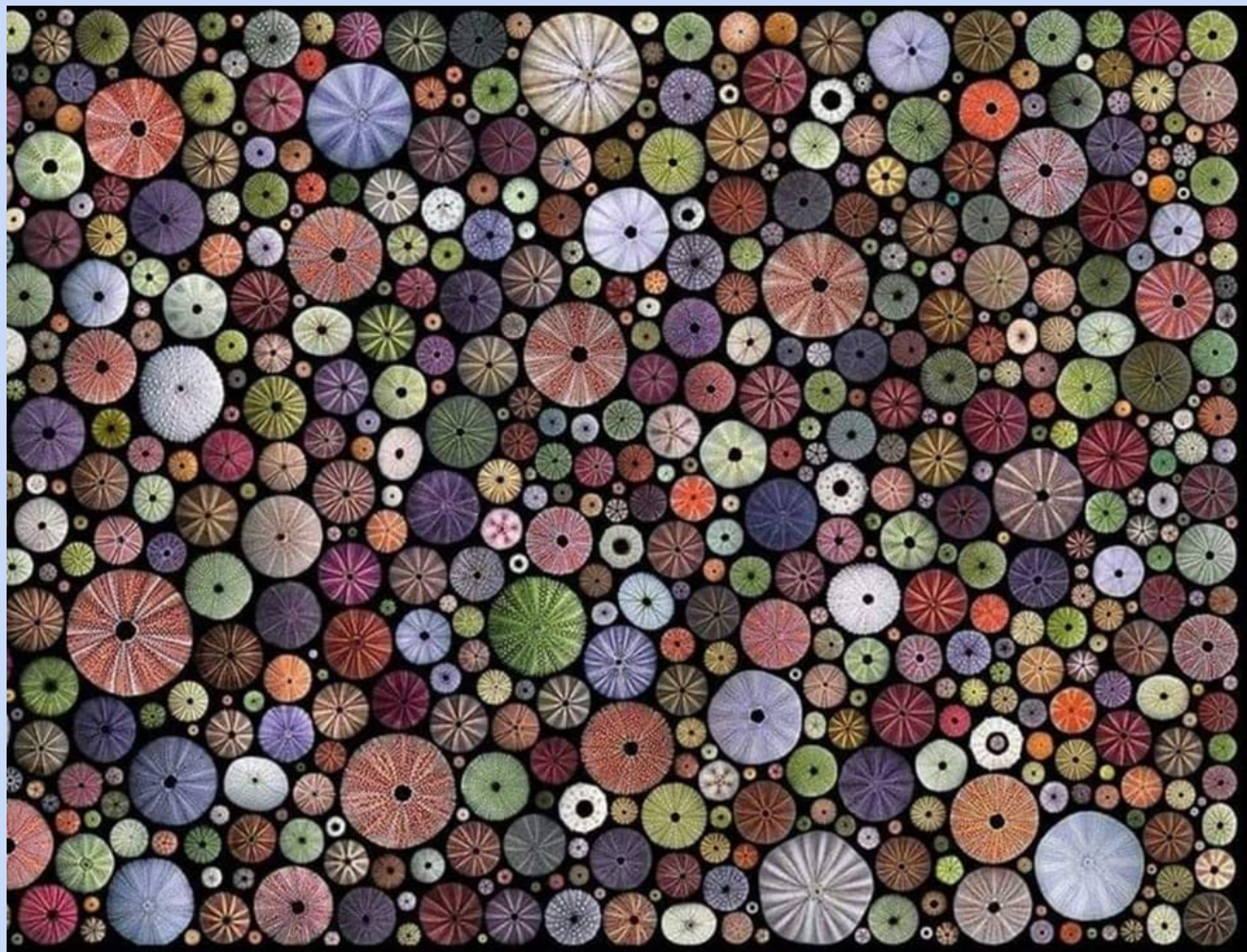
KAREN WILDING – MATHS CONSULTANT











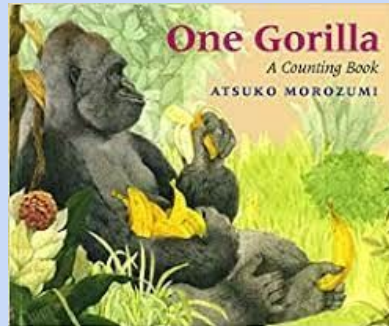






TOP TIPS

- Look for maths everywhere!
- read counting stories,
- involve your child in cooking,
- look for shapes and numbers on buildings,
- play board games with dice (1 dice or extend to 2 dice for addition), Orchard games are brilliant
- sing number rhymes and songs with maths,
- estimate how many segments in an orange before peeling and eating it,
- doesn't have to just be 'at a table',
- use maths outside-play throwing games and count how many times you can catch the ball,
- Make it fun, interactive and practical!



BOOKS AND SONGS THAT INCORPORATE MATHS

Songs and rhymes:

- 5 Currant buns
- 5 Little monkeys
- 5 Little men in a flying saucer
- 5 Little ducks
- 5 Little speckled frogs
- 10 Fat sausages
- 1 Elephant went out to play
- 1 Elephant went balancing, step by step on a piece of string
- The ants go marching
- My hat it has 3 corners
- 1,2 Buckle my shoe
- 1,2,3,4,5 Once I caught a fish alive
- 2 Little dickie birds
- Alice the camel

Stories:

- Rosie's walk
- 1 Gorilla
- 10 Black dots
- The shape of things
- Spinderella
- Hop on pop
- We're going on a bear hunt
- Six Dinner Sid
- None the number
- Tip tap went the crab
- Walter's wonderful web
- The very hungry caterpillar
- 1 is a snail, 10 is a crab
- Elmer
- How many jellybeans?
- How big is a million?
- Hedgehog Howdedo

[HTTPS://EARLYMATHS.ORG/FAMILY-PO STCARDS-THE-COLLECTION-TO-DOWN LOAD-OR-PRINT/](https://earlymaths.org/family-pocards-the-collection-to-down-load-or-print/)

shape


How many sticky out / in bits does the piece that we need have?

Jigsaw puzzles
(or cut up cards or photos)

EARLY CHILDHOOD MATHS GROUP

shape & position

I'm going to look for all the straight sided pieces to go around the outside



shape & fit


How do you know that piece is not the right one?

shape & position

Are there any pieces with corners? Where might they go?

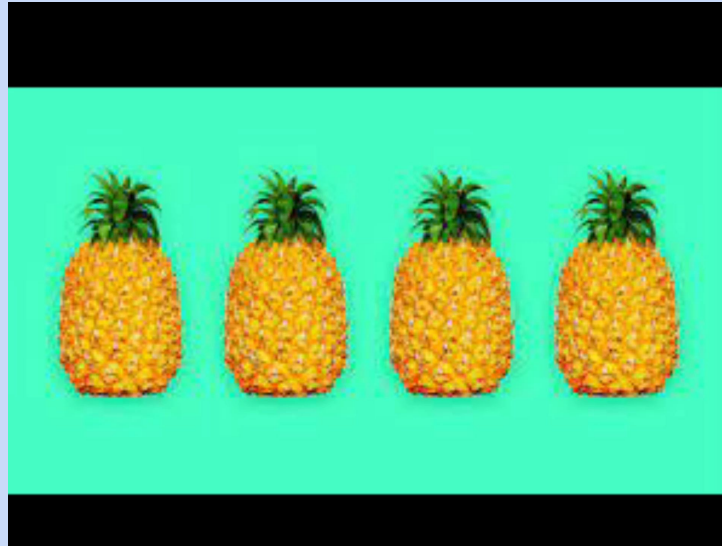
position & informal shape language

I think we need a piece where the sticky out bits are opposite each other...can you find one?

website 

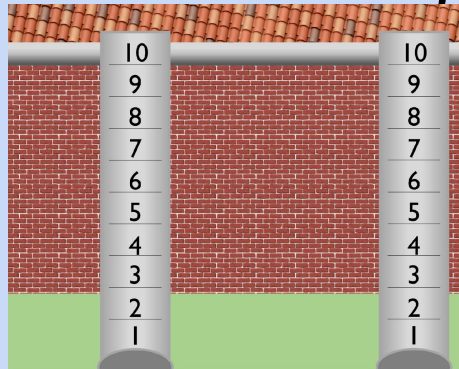
Watch your child playing • See what they enjoy doing • Join in and use these ideas when they seem ready

LET'S PLAY A GAME!
3 OR NOT 3



TRACK GAMES

YOU NEED THE NUMBER
TRACK GAME, DICE AND 2
COUNTERS



Encourage your child to count on
e.g. they roll 2, next go they roll
another 2 now count 3,4 instead of
saying 1,2

PLAY ANIMALS GO CAMPING

YOU WILL NEED: 1 CUP, 6 INSECTS/ANIMALS AND A



Roll the dice to decide which number to explore. Ask your child to collect that many (notice how they do it: count, subitise, move)

Take turns hiding part of that amount. Can they recall how many are 'camping'?
Then explore a new number.