



# THE FOUNDATION STAGE

**Learn through playing, exploring and being active**

We follow the EYFS Framework which explains how and what your child will be learning. It is very flexible so it can be adapted to the children's needs



# A DAY IN F2

**Though each class will have it's own timetable, throughout the week the children will undertake**

Outdoor Learning

Helicopter Stories

Handwriting Input

Guided Reading

Reading for Pleasure

Topic Work

Music

Daily Independent Learning Time

Daily Maths sessions

PE

Daily phonics sessions

Oracy sessions

Year group and Whole School Assemblies

The Reception Year is all about building strong foundations for the rest of your child's education. At school, we plan activities and provide opportunities for children to build upon their current ability. Your help at home is equally as important too.

Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking

Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative



# PRIME AREAS

## **Communication & language**

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

## **Physical development**

Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food..

## **Personal, social & emotional development**

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities



# PHONICS

In F2 we teach synthetic phonics which is programme which focuses on pure sound and encourages blending and segmenting of words from the very beginning.

No sound is taught in isolation – children learn a number of sounds at the same time:

e.g.     s, a, t, p  
          i, m, n, d

## Blending

How to blend or merge sounds together to read each word.

c-a-t = cat

## Segmenting

How to separate the word to spell.

Cat= c-a-t

[www.oxfordowl.co.uk/for-home/advice-for-parents/phonics-videos](http://www.oxfordowl.co.uk/for-home/advice-for-parents/phonics-videos)



# PHONICS AT HOME

- Use phonic books to regularly recap sounds
- Encourage children to Robot Talk
- Word I Spy - I spy a p-e-g
- Rhyming and alliteration games
- Phonics frames – give simple words/match to spaces
- Alphablocks
- Magnetic letters
- Nonsense words
- Starting sounds – find object that starts with t
- Sound collection/spotting – lets find things that begin with r

Shared  
Reading

Guided  
Reading

Individual  
Reading

Independent  
Reading

Reading for  
Pleasure

Helicopter  
Stories

READING





# HELPING WITH READING

- Let your child see you reading for pleasure or for a purpose
- Share books with your child
- Surround children with print in play - old catalogues, magazines etc
- Memory Games – I went to market etc
- Make up own stories from illustrations
- Environmental print
- Word spotting
- Read school books regularly 3-5 times a week
- Read books other than fiction – bake from recipe, non fiction
- Think about comprehension alongside word recognition
- Flashcards
- Pairs - with words, especially good for tricky words



# WRITING AND PHYSICAL DEVELOPMENT

## Gross Motor

- Gross Motor skills involve large muscles of the body that enable such functions as maintaining balance, walking, climbing, jumping, pushing, pulling and ball skills.
- These skills continue to develop throughout childhood. They are important for self-care (getting dressed and eating) and of course affect health, but also how children can explore the environment
- Lots of outdoor activities in Reception are based around this development.
- Big (large scale) before small (fine)

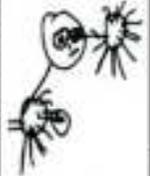
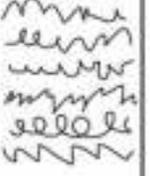
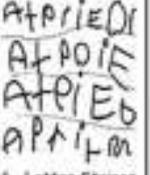
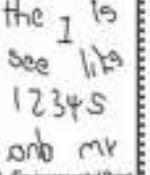
## Fine Motor

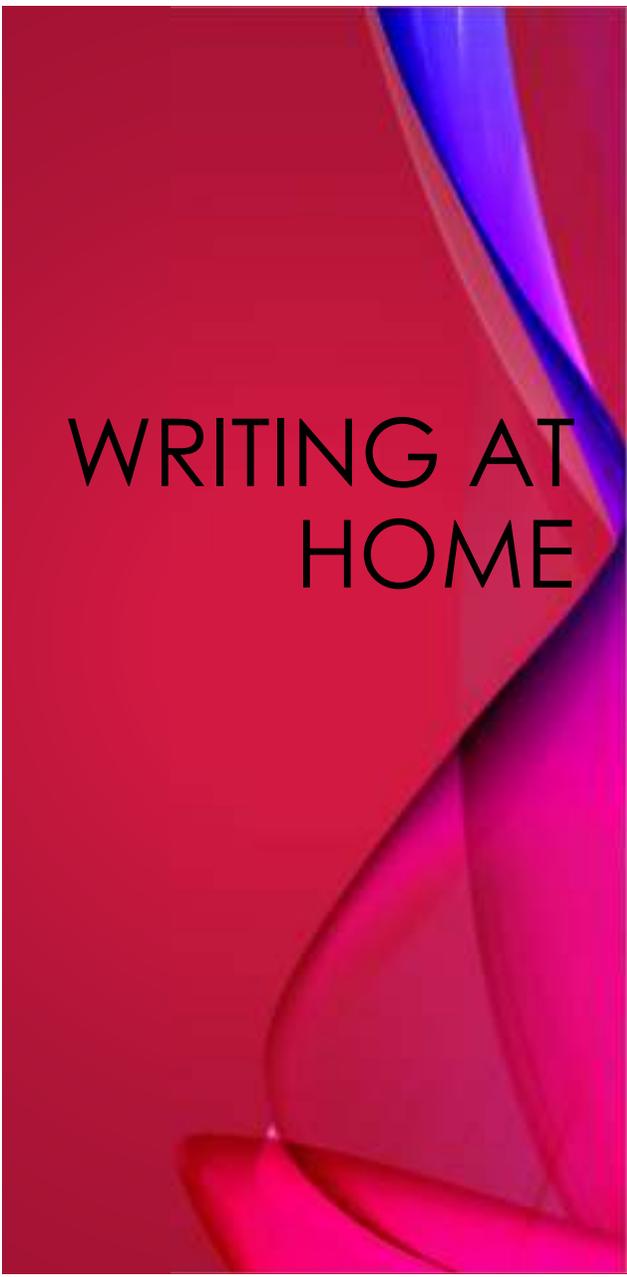
- The hand is quite a complex piece of machinery and is made up of lots of joints and muscle groups that interconnect and work together to provide maximum dexterity. In a child's journey to becoming a mark maker and eventually a writer, they need to become proficient in all of the following:
- Pincer grasp or grip, palm arches, In-hand manipulation, thumb opposition, finger isolation, knuckle, and joints, bilateral co-ordination, hand/eye co-ordination

# MARK MAKING

## Early Writing

- Emergent Writing –children understand that writing is a form of communication and that their marks convey meaning.
- When children are first trying to write, they have a lot to think about!
- We will strike a balance between adult guided writing and independent writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" the writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using right words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consistent sound representation and spacing between words.)</p>	 <p>11. Inventive Spelling (Uses the same elements as the previous level, but with more sounds per word/letter, including the vowels. Some consonant-vowel spellings patterned may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with clear letters and other spelling patterns. Punctuation is beginning to appear.)</p>



# WRITING AT HOME

## **Early writing activities**

Encourage children to look for print in their environment –road signs, food packets, shops, catalogues etc.

Try activities to develop fine motor skills e.g. cutting, using playdough, using tweezers, using clothes pegs, tracing.

Use a chalkboard to write family messages on.

Make labels for things around the house.

Write a shopping list – real or imaginary! Or any other sort of list.

Letter formation – practise forming letters using paint, in sand, using playdough or pastry.

Let your child write their own Christmas cards or birthday cards to people.

Use magnetic letters – your child can leave a message on the fridge.

Encourage and praise early squiggles and marks which show your child is beginning to understand writing.

## **Improving Writers**

Write party invitations.

Encourage children to write thank you letters after birthdays and Christmas.

Write postcards when on holiday.

Write menu for a family meal or party.

Email a family member or friend.

Make a scrap book with labels and captions – maybe after a holiday or special event.

Write short stories involving the adventures of their favourite toys.

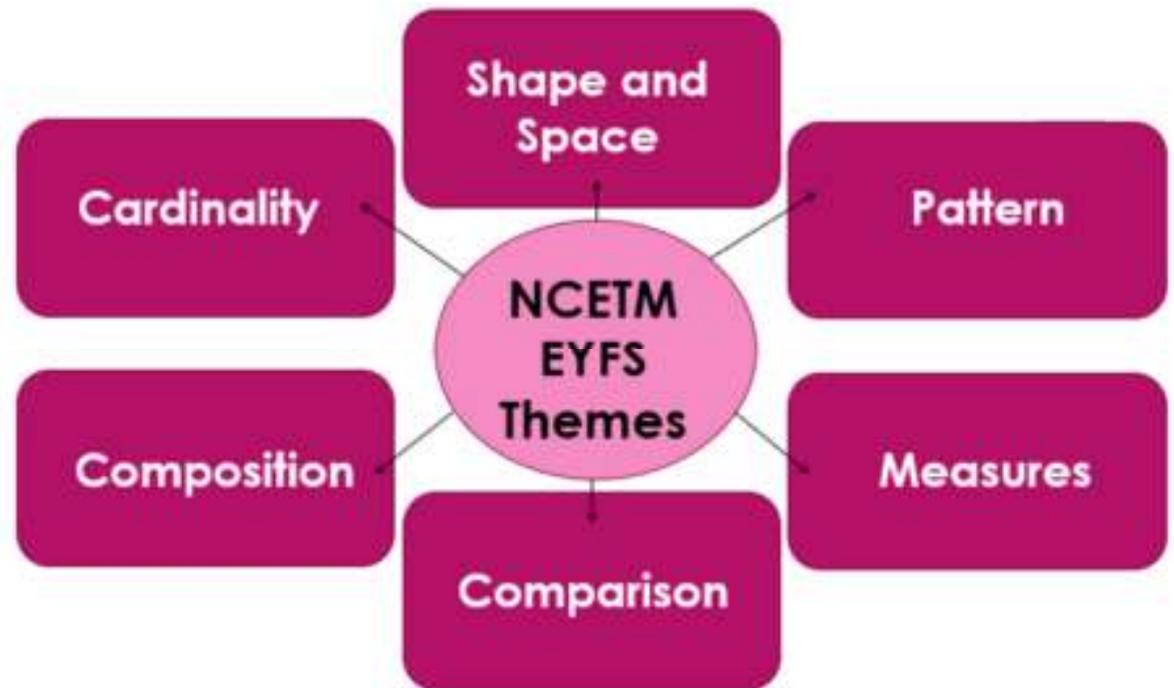
Write an information leaflet about something they find interesting eg. dinosaurs, sports etc.

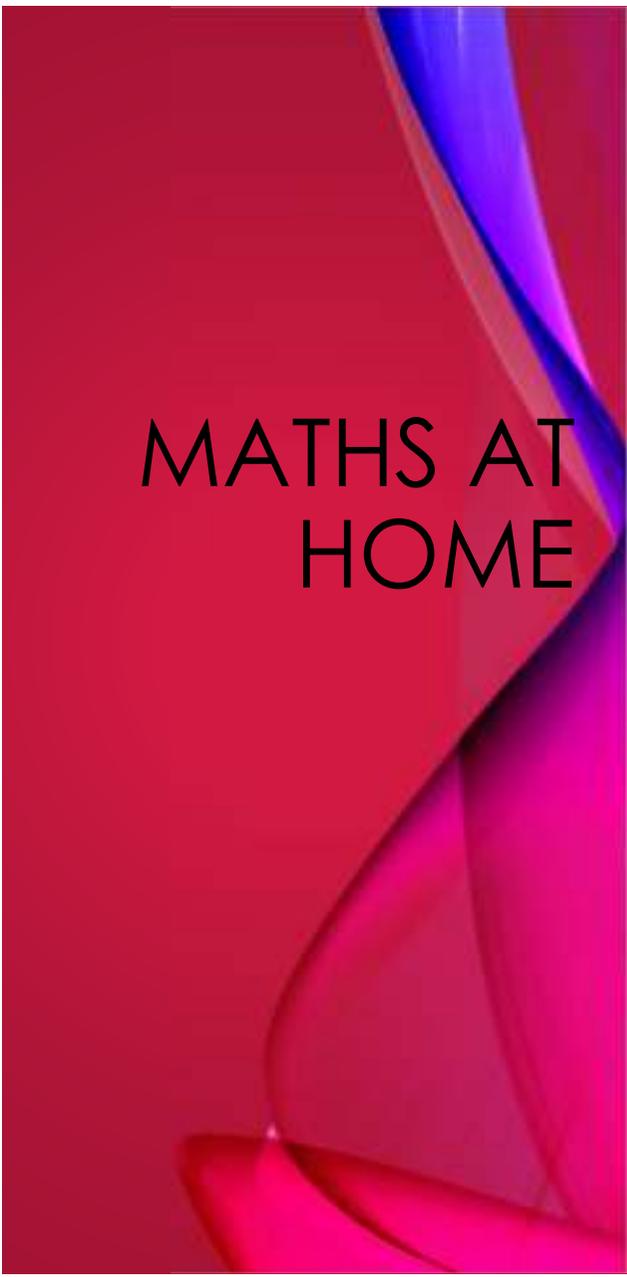
Draw, label and explain their own inventions. Make up silly sentences and tongue twisters.

# MATHS MASTERY

Mathematics Mastery schools want to ensure that their aspirations for every child's mathematics success become reality

- Success in mathematics for every child is possible
- Mathematical ability is not innate,





# MATHS AT HOME

- If children hear 'I can't do maths' from parents, teachers, friends they begin to believe it isn't important
- Count -steps up the stairs, money into a money box etc
- Ask children to say how many without counting (5 or fewer)
- Play games using a dice and encourage child to say how many spots without counting
- Ask children to set the table with enough knives, forks and plates for everyone
- Spot numbers in the environment –on phones, microwaves, clocks, registration plates, doors.
- Ask children to think of their own representations for numbers e.g. one of them, two hands, three bears, four wheels on a car, five toes, six sides on a dice, seven dwarves, eight legs on an octopus etc.
- Deliberately make mistakes. Children need to understand mistakes are normal and everyone makes them e.g. get mixed up when counting, muddle two numbers when ordering them
- Watch Numberblocks on Cbeebies. This programme is written by maths specialists to model maths concepts and represents number brilliantly. □
- Hide numbers around the house or garden for children to find.
- Play outdoor maths games like hopscotch and skittles. Even better, let children make up their own games and decide how to score points
- Read books with maths concepts e.g. The Very Hungry Caterpillar, One is a snail, ten is a crab, What's the time, Mr Wolf?
- Draw attention to more and less
- Ask questions such as "How many more?", "How many altogether?", "How many would I have if..."



## UNDERSTANDING THE WORLD

- It involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment. It is made up of three aspects:
- **People and communities** – Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- **The World** – Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why things occur, and talk about changes.
- **Technology** – Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## EXPRESSIVE ARTS AND DESIGN

- **Exploring and using media and materials** – children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- **Being imaginative** – children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through best practice and activity ideas



BRING A WATERPROOF COAT EVERYDAY

PRACTISE TOILETING AND SELF CARE SKILLS

BRING YOUR SCHOOL BOOK BAG TO THE CLASSROOM EVERYDAY

MAKE SURE DIARY/READING BOOK IS INSIDE

ENCOURAGE YOUR CHILD TO TELL US BEFORE THEY LEAVE CLASSROOM STAFF

STAND WHERE YOUR CHILD CAN SEE YOU

IF YOU HAVE SOMETHING IMPORTANT TO TELL US WHEN THE CHILDREN HAVE GONE

AFTER SCHOOL CLUB IS SEPARATE TO SCHOOL SO ANY CHANGES NEED TO BE CONFIRMED WITH THEM