

# Welcome to the Foundation Stage



# Staffing

## Teachers:

Mrs Cooke & Mrs Virgo- Ash  
Miss Devereaux- Willow

## Teaching Assistants:

Mrs Marsh  
Miss Goodenough  
Mrs Thuambe  
Mrs Baker  
Mr Smith  
Mrs Toublic

## Cover teachers:

Mrs Toublic- Ash (1 morning & 1 afternoon a fortnight)  
Mrs Bolger- Willow (1 day a fortnight)



# Independence/Life Skills

Below are skills the children need to work on because the ratios differ greatly from pre-school and there are only 2 adults in each class.

- Home/School Partnership to work on this together
- Toileting
- Dressing and Undressing
- Looking after Belongings
- Using a Knife and Fork properly
- Nose Blowing!
- Hand washing

**With independence comes confidence.**



# Organisation of the day

Each day there is a mix of adult and child initiated learning.

- Small group- teaching time with adult. This could be an activity covering any curriculum area
- Phonics- smaller groups split according to children's previous knowledge.
- Free-flow- child initiated activities inside and out
- Whole class lessons- Circle Time, Music, Assembly, Computing, PE, RE



# Foundation Stage Curriculum

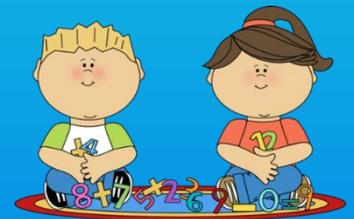
7 areas

3 Prime areas

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

4 Specific areas

- Literacy
- Mathematics
- Understanding of the World (Science, Geography, History, RE)
- Expressive arts and design (art, design technology, music, drama)



More information on the curriculum can be  
found on the websites below

[www.education.gov.uk](http://www.education.gov.uk)

(follow links to Early Years)

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

# Reading



- Importance of understanding what has been read. Lots of discussion about characters, plot and setting.
- Daily Letters and Sounds sessions (phonics)
- Correct Pronunciation of letter sounds is very important. Please see video on website under Foundation Stage for help with this.
- Segmenting- breaking a word down into it's individual sounds to spell. i.e. cat= c-a-t
- Blending- blending individual sounds together to be able to decode a word when reading i.e. c-a-t makes cat.
- One to one reading of scheme books at school can't be carried out during teaching time and therefore happens during lunchtime. This will be once a week on a good week!! (The children read everyday in phonics and throughout the day during activities and play).

# Supporting your child's reading at home



Your child needs your help with their reading. You can do this by listening to your child read to you for a short time (5mins) everyday. Also please continue reading and sharing books with your child. Make this a quiet, special time.

- Books with no words will be sent home to develop the children's comprehension.
- Letter sound sheets will be sent home at the end of a week after the sounds have been taught.
- Sets of common and tricky words (which can not be sounded out) will also be sent home to build a bank of sight vocabulary. This will happen when your child has developed some knowledge of the phonic sounds.
- Books with words will be sent home when the children are ready. This will be when they have a good knowledge of phonics and the tricky words.

A leaflet to help you with home reading will be sent out to you.

# Writing



Below are a few tips for you to use at home when helping your child develop their writing skills.

- Fine motor control activities help to develop hand strength-using Lego and construction toys, threading, playdough, anything that involves squeezing or pinching actions.
- Handwriting- please do not join up letters! The children will start to learn how to join next year.
- Please form letters accurately when modelling writing with your child. Only use capital letters at the beginning of names and sentences.
- Please ensure that your child holds their pencil correctly whenever they write. They need to use a 'tripod' grip (see the picture above). We refer to this as 'pinchy fingers'.

# The importance of play



Play is the natural way in which children learn.

It is one of the most effective kinds of learning.

Child-initiated sessions happen daily when the children choose their own activities and can play. This helps them to develop many life skills:

- Problem-solving, i.e., adapting something to suit another purpose or finding another way of doing something.
- Social skills, i.e. sharing, taking turns, sorting out minor disputes themselves, making new friends.
- Communication with others.
- Organisational skills, i.e., sorting and tidying up.
- Creativity, i.e., using their imagination to build a model, create a new game or role play.
- We often play alongside children to develop their play.

# Assessment



- Baseline Assessment is carried out during the first half term to find out where the children are in their learning and work out their next steps.
- Observations are made by all adults during all sessions and these are used to inform our assessments. These observations are posted on Tapestry and shared with you.
- There is a partnership between school and home. You can comment on observations and can add observations and photographs of your own using Tapestry.
- Settling in sheets will be sent home within the next few days- please fill in and return to school.
- Proud Clouds will be sent out fortnightly. Please add something you are proud of. This does not need to be academic and can be swimming etc. These are celebrated in class so please fill them in.

# Assessment Continued

- Differentiation- all activities are tailored to meet the needs of each child and develop their learning from their starting point.
- Extra support is given if gaps are identified.
- Home Learning sheets have ideas for you to continue learning at home, linked to our topic. These will be sent home when a new topic is started.
- A class assembly is usually held in the Summer Term. However this will be dependent on Government guidelines at the time.
- Parents' Evenings are held in the Autumn and Spring Terms. This is an opportunity to discuss your child's progress. These may have a different format due to new COVID regulations. Watch this space!

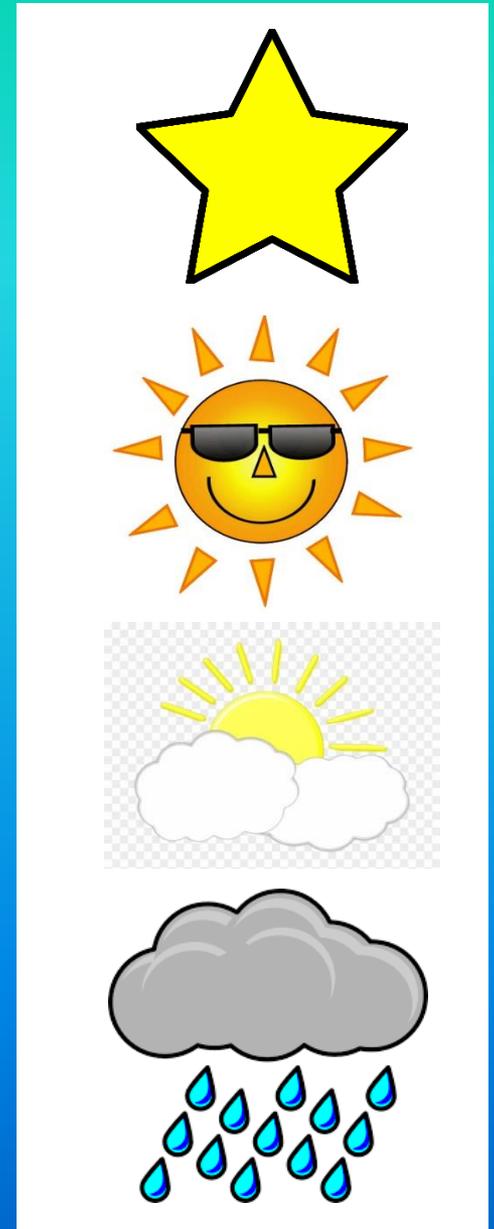
# Discipline

- Our School Visions and Values characters are used to promote good learning behaviours and social skills.
- We try to be positive and focus on good behaviour we have witnessed. This is celebrated by giving character awards during celebration assemblies, stickers and collecting marbles in our class reward jar.
- We encourage the children to solve their own problems whenever possible. They are taught the mantra, 'Stop it, I don't like it!' The children know to tell an adult if they need help.
- Come and talk to us if you are concerned about ongoing behaviour problems.



# Discipline Continued

- Class Behaviour Chart (see picture). All children start each day on the sun. Excellent behaviour is rewarded by going up to the star. Poor behavioural choices will result in the child going down to the sun/cloud. They have a chance to redeem themselves and return to the sun. However, continued bad choices will result in a drop to the raincloud and missing five minutes of free-flow.
- We will talk to you if there is an ongoing problem.



# Lunch

- Please make sure your child knows if they are having a school dinner or a packed lunch.
- Look at the menu before school so your child knows what they are having and that it is something they will like to avoid food being wasted and upset children!
- Not too much food in lunchboxes.
- We are a nut-free school. No nuts - Nutella/Peanut butter/cereal bars containing nuts.
- No chocolate or sweets.
- No sharing of food due to allergies.



# Housekeeping



- Absence - please inform school straightaway.
- Letters - check email regularly
- Check book bags daily.
- Label everything!
- Hats and sun cream during hot weather. Please apply sun cream before school.
- Please provide wellies to be kept in school.
- No jewellery, earrings must be removed on PE days or taped up.
- No big bags as we don't have room on pegs. Book bags and PE bags only.

# Housekeeping

- Headlice - check weekly. Let us know straightaway if you discover any so the whole class can be treated. (This will all be done anonymously).
- Long hair - tied back everyday.
- Please inform us of regular arrangements for collection.
- Send an email or message to school if somebody else is collecting your child. We cannot release them unless we have your permission.
- PTA always need help, check school website for contact details.
- E-safety-the children are taught to:
  - Only go online with an adult.
  - Be kind online.
  - Keep information about me safe.
  - Tell a grown-up if something online makes me unhappy.



# Any questions?



If you have any questions you will have an opportunity to ask these on Tapestry and we will get back to you. Please look out for the Tapestry post.

