



# Foundation Stage



# Aims & objectives

- A greater understanding of the Foundation Stage curriculum and a better understanding of what your child will be experiencing during their first year of school.
- A clearer understanding of how we assess your child.
- Discuss ways in which you can support your child's learning at home.

# Why play?

- Children love to play.
- Play is an essential way for children to learn. It brings the world around them alive and allows them to make sense of it all through doing.
- Play develops as children grow.
- Play for different reasons;
  - Exploring or learning new things.
  - Consolidating existing learning or practising a skill.
  - Building or strengthening a relationship.

# Progression in play

- Children come to school already as skilled learners.
- Through observations, assessment and professional judgement we gain valuable insights into how each child learns best.
- This information informs our planning to meet the needs of each individual child as they work towards an expected level of achievement in the early learning goal.

# Characteristics of Learning

There are three characteristics of effective teaching and learning:

- 1) Playing and exploring - children investigate and experience things and 'have a go'.
- 2) Active learning - children concentrate and keep on trying if they encounter difficulties and they enjoy achievements.
- 3) Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.



# 7 areas of learning

3 Prime areas and 4 Specific areas

## Prime areas

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

## Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

# Personal, Social and Emotional Development

Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
<p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings.</p> <p>Form positive relationships with adults and other children.</p>	<p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>

# Physical Development

Moving and handling	Health and self-care
<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

# Communication and Language

Listening and attention	Understanding	Speaking
<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>

# Literacy

Reading	Writing
<p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>

# Mathematics

Numbers	Shape, space and measure
<p>Children count reliably with numbers from one to 20.</p> <p>Place numbers to 20 in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

# Understanding the World

People and communities	The world	Technology
<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others.</p> <p>They know about similarities and differences among families, communities and traditions.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>

# Expressive Arts and Design

Exploring and using media and materials	Being imaginative
<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

# How we assess?

- Baseline assessment and settling in observations.
- Teacher directed and teacher initiated learning opportunities.
- Exploratory play and investigation.
- Child initiated opportunities.
- Daily observations.
- The voice of the parent - Parental involvement and feedback.
- Completion of the Foundation Stage Profile.

# Our outdoor areas

- Provides outdoor learning opportunities across all areas of learning.
- Provides opportunities for pupils to work and play with all Foundation pupils.
- Forest school area at the bottom of the field used for developing characteristics of learning (such as taking risks) and exploring the environment in different seasons.



# Supporting your child's learning

## Reading

- Reading on a regular basis.
- Practising sounds & keywords.

## Encouraging independence

- Dressing and zipping up coats.
- Putting on gloves.

Encourage turn taking through playing games.

If you have been to a celebration, family occasion, event or festival, encourage your child to bring in photographs to discuss.

Reading the classroom planning so ideas can be supported at home.

We are always available for you to ask us questions.