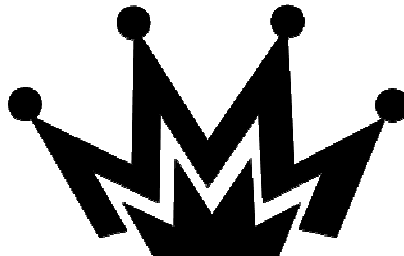
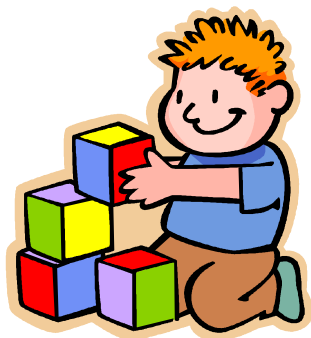


KINGTON ST MICHAEL  
CE PRIMARY SCHOOL



FOUNDATION STAGE  
INFORMATION BOOKLET



As a parent/carer, you have an important part to play in helping your child learn. Some parents are afraid of doing the wrong thing. The most important things you can do are:

- Take an interest in what your child is learning at school.
- Praise them when they have done well.
- Support them with their reading

The most important way in which you can support your child is with regular reading times. Between the ages of four and seven, most children learn to read. But even when they can read you should still hear them or read to them as often as possible. Sharing stories with a grown up will teach them new words and will encourage them to become better readers. Above all, enjoy your reading time together.

This is where the foundations are laid for your child's future learning. It won't always be easy or straightforward but these are exciting times for your child and we all want the best for him/her.

The children are presented with a balance of focused adult led activities, child led and child initiated opportunities which equip them with the skills, knowledge and strategies to become confident, independent learners, with enquiring and curious minds, who have a positive 'I can do' attitude towards learning.

The Foundation stage curriculum is organised into the following areas:

- Personal social and emotional development
- Communication, language and literacy
  - Mathematical development
- Knowledge and understanding of the world
  - Physical development
  - Creative development

## WHAT WILL MY CHILD LEARN IN THEIR RECEPTION YEAR?

The Foundation Stage begins when children reach the age of three. Most children attend pre-school for the first year of their Foundation Stage. Reception is the second year of this stage of their education before moving into Key Stage 1 in Year 1 and 2.

During this academic year your child will study a wide range of subjects and topics. Teachers use a range of techniques to help children deepen their understanding, grow in confidence and build on what they already know. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other. The children are presented with a balance of focused adult led activities, child led and child initiated opportunities which equip them with the skills, knowledge and strategies to become confident, independent learners, with enquiring and curious minds, who have a positive 'I can do' attitude towards learning.

Well-planned play is a key way in which children learn with enjoyment and challenge through the Foundation Stage.



## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We believe that this is an area of utmost importance to our youngest children. We shall be using the Early Learning Goals to develop the skills of working as part of a class or group, taking turns and sharing. Together we agree a code of behaviour and understand what is right or wrong and why. Your child will develop an awareness of his/her needs, those of others, be sensitive to the beliefs, cultures, views of other people and thereby form good relationships with adults and peers.

During the reception year we continue to encourage a growing ability to dress/undress and manage personal hygiene, to enable your child to become confident and independent.

## COMMUNICATION, LANGUAGE AND LITERACY

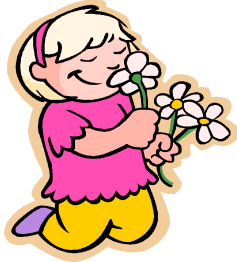
### **Speaking and Listening**

Children have the opportunity of speaking and listening in a variety of ways. Valuing talk and developing listening skills are encouraged across the curriculum. This is achieved by giving the children the opportunity to talk/work in different groupings:

pairs	small/large group with adult
small groups	ability groups
child with adult	mixed ability groups

Specific skills to develop include:

- listening courteously to others
- responding appropriately in a variety of situations and asking relevant questions
- giving and taking turns in a discussion
- describing and expressing opinions
- discussing their personal experiences
- describing a factual/fictional event
- presenting ideas and giving instructions
- listening and responding to a variety of stories, rhymes, poems and songs



We encourage the children to speak in full sentences at all times and develop the ability to explain their thinking or actions.

## Reading

Children are introduced to reading in a variety of ways - through games, stories, singing, classroom and school labels, encouragement to share books. Children are encouraged to read for meaning and pleasure and to develop a love of books.

Initially children begin reading in many different ways and from different starting points. A blend of teaching methods is adopted to give children the best chance of success in reading (look and say, phonics, real books, reading schemes, games).

Each classroom has a book area where children have easy access to a range of literature. These are displayed attractively and children are taught the value/care of books.

Book choosing and sharing is given high priority across the curriculum.

Children have regular access to our library books and each class is timetabled to spend time in our Library.

Children take a reading book home daily and parents are encouraged to share these books with their child. Positive comments regarding achievement are written as well as stating progress through the book.

Teachers are concerned with teaching the skills, techniques and strategies necessary in reading. Children are constantly exposed to reading material and most activities involve some form of reading practice. We therefore look to you at home to provide the regular reading practice that is so vital at this early stage of your child's education and development.



### Writing/Handwriting

Through the topic-based approach, situations are created to allow children to write for different audiences. However, handwriting and spelling patterns/awareness may be taught as discrete subjects. Our aim is to give children confidence when writing for any given purpose. Children are encouraged to have a go at writing in any form - be it sticks with circles on top, a muddle of letters or just a mix of shapes and lines. We like the children to feel confident and willing to pick up a pencil and write in any way they are able. Their developmental writing will emerge from this.

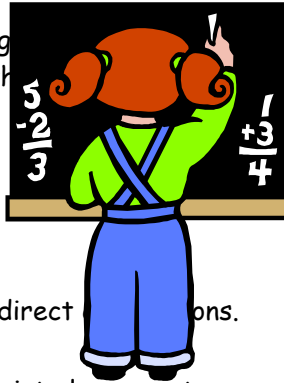
The teaching of phonic skills is one of a number of strategies used to support children in their reading and writing programmes.

Jolly Phonics is used throughout the school. You will have a guidance sheet on this included in your child's reading folder.

### Mathematical development

Maths understanding is developed through stories, songs and play so that children enjoy using and experimenting with numbers larger than 10. Areas to be covered include:

- Using materials for practical tasks
- Working with numbers - 20 and counting using 20.
- Investigating patterns
- Finding out about and using measures to make direct comparisons.
- Recognising and using coins in role play
- Sorting and using 2D and 3D shapes using appropriate language to describe size and position.
- Using vocabulary of time, e.g. days of the week, months of the year and begin to read o'clock



It must be stressed that maths is not necessarily recorded on paper at this stage as much practical work is essential to developing basic mathematical skill.

## Knowledge and Understanding of the World

In this area of learning the children are developing crucial knowledge, skills and understanding that help them make sense of the world. The children will be offered a range of activities involving investigation, exploration, designing, making, a sense of time and place and different cultures and beliefs around us. This forms the foundation for later work in Science, Design and Technology, History, Geography, Religious Education and ICT.

The children will be encouraged to investigate and explore through a variety of activities.

Your child will be given the opportunity to explore moulding playdough and plasticine, construction kits, junk modelling with a range of materials and food tasting.

During the reception year we shall be developing an awareness of the world in a variety of ways e.g. listening to stories, looking at photographs, artefacts and listening to other people's recollections.

During the year your child will learn to find their way around the school about familiar places, the local environment, journeys they've been on where they have been on holiday.



## Information and Communication Technology (ICT)

Children will have the opportunity to:

- Use a mouse
- Use a simulation program.
- Use Maths reinforcement programs.
- Use an interactive whiteboard.
- Use a word processing program.
- Use a simple cassette/CD player and headphones to listen to a story
- Use a telephone in a play situation
- Use control toys to switch on and off and direct their movement.



## Physical Development

Physical development in the foundation stage is about improving skills of co-ordination, control manipulation and movement. Other important aspects are to gain confidence in what they can do and to feel the positive benefits of being healthy and active. This then helps children to develop a positive sense of well being.



Opportunities will include sessions in the school hall, outside and in the classroom. Activities will range from those specifically focusing on fine motor control e.g. lacing, threading and manipulative tasks, to the control of equipment such as pedal toys and scooters, balls, hoops and beanbags, as well as traditional dance and gymnastic skills.

## Creative Development

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role play and imaginative play.

During his/her time in reception your child will have the experience of listening to and investigating sounds in a variety of ways. Regular musical experiences are offered developing the skills of rhythm, listening to music and singing.

Creativity is encouraged and developed using a variety of equipment and materials including paints, pastels, crayons, felt pens, plasticine, junk playdough, construction kits, clay and collage materials.

Imaginative and role play will be developed in structured and unstructured situations.



## Assessment

Throughout the year we make regular assessments of your child in order to monitor progress and set targets for their next stage of learning.

We share these assessments and future targets with you at Parent Consultations during the Autumn and Spring terms. You receive a written report on your child in the Summer term.



**Assessments and judgements are made against the Early Learning Goal statements:**

<b><u>Personal, Social and Emotional Development</u></b>
Shows and interest in classroom activities through observation and participation.
Dresses, undresses and manages own personal hygiene.
Displays high levels of involvement in self-chosen activities.
Is interested, motivated and excited to learn.
Is confident to try new activities, selects and uses activities and resources independently.
Maintains attention and concentration, sustains involvement and perseveres
Plays alongside others, builds relationships, takes turns and shares.
Works as part of a group, understands that people have different views, needs and beliefs.
Expresses needs and feelings in appropriate ways
Understands what is right, what is wrong, and why.

<b><u>Communication, Language and Literacy.</u></b> <b><u>Speaking and Listening</u></b>
<b>Listens and responds.</b>
<b>Initiates communication with others, displaying greater confidence in more informal contexts.</b>
<b>Talks activities through, reflecting on and modifying actions.</b>
Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.
Uses language to imagine and recreate roles and experiences.
Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.
Speaks clearly with confidence and control, showing awareness of the listener.
Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.

## Linking Sounds and Letters

Joins in with rhyming and rhythmic activities.

Shows an awareness of rhyme and alliteration.

Links some sounds to letters.

Links sounds to letters, naming and sounding letters of the alphabet.

Hears and says initial and final sounds in words.

Hears and says short vowel sounds within words.

Uses phonic knowledge to read simple regular words.

Attempts to read more complex words, using phonic knowledge.

Uses knowledge of letters, sounds and words when reading and writing independently.



## Reading

Is developing an interest in books.

Knows that print conveys meaning.

Recognises a few familiar words.

Knows that, in English, print is read from left to right and top to bottom.

Shows an understanding of the elements of stories, such as main characters, sequence of events and openings.

Reads a range of familiar and common words and simple sentences independently.

Retells narratives in the correct sequence, drawing on language patterns of stories.

Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.

Reads books of own choice with some fluency and accuracy.

## Writing

Experiments with mark-making, sometimes ascribing meaning to the marks.

Uses some clearly identifiable letters to communicate meaning.

Represents some sounds correctly in writing.

Writes own name and other words from memory.

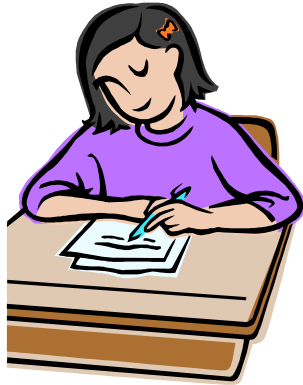
Holds a pencil and uses it effectively to form recognisable letters, most of which are formed correctly.

Attempts writing for a variety of purposes, using features of different forms.

Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Begins to form captions and simple sentences, sometimes using punctuation.

Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.



**Mathematical Development**  
**Numbers as labels for counting**

Says some number names in familiar contexts, such as nursery rhymes.

Counts reliably up to three everyday objects.

Counts reliably up to six everyday objects.

Says number names in order.

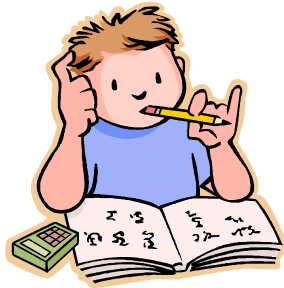
Recognises numerals 1 to 9.

Counts reliably up to 10 everyday objects.

Orders numbers, up to 10.

Uses developing mathematical ideas and methods to solve practical problems.

Recognises, counts, orders, writes and uses numbers up to 20



**Calculating**

Responds to the vocabulary involved in addition and subtraction in rhymes and games.

Recognises differences in quantity when comparing sets of objects.

Finds one more or one less from a group of up to five objects.

Relates addition to combining two groups.

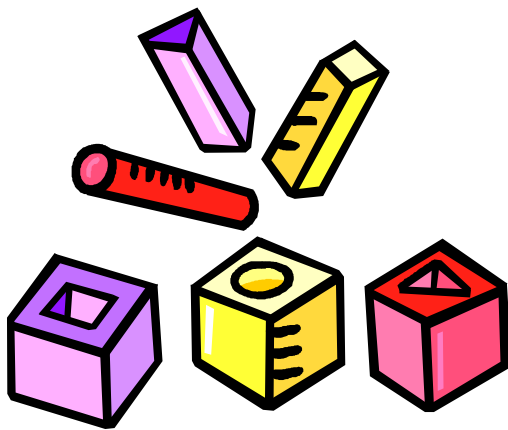
Relates subtraction to taking away.

In practical activities and discussions, begins to use the vocabulary involved in adding and subtracting.

Finds one more or one less from a number from 1 to 10.

Uses developing mathematical ideas and methods to solve practical problems.

Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.



### **Shape, Space and Measures**

Experiments with a range of objects and materials showing some mathematical awareness

Sorts or matches objects and talks about sorting.

Describes shapes in simple models, pictures and patterns.

Talks about, recognises and recreates simple patterns.

Uses everyday words to describe position.

Uses language such as 'circle' or bigger to describe the shape and size of solids and flat shapes.

Uses language such as 'smaller', 'heavier' or 'lighter' to compare quantities.

Uses developing mathematical ideas and methods to solve practical problems.

Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.

### **Knowledge and Understanding of the World**

Shows curiosity and interest by exploring surroundings.

Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.

Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.

Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about those features s/he likes and dislikes.

Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.

Finds out about the past and present events in own life and those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people.

Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support learning.

Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting their work where necessary.

Communicates simple planning for investigations and constructions and makes simple records and evaluations of their work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities

### **Physical Development**

Move spontaneously, showing some control and coordination.

Moves with confidence in a variety of ways, showing some awareness of space.

Usually shows appropriate control in large and small-scale movements.

Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.

Demonstrates fine motor control and co-ordination.

Uses small and large equipment, showing a range of basic skills.

Handles tools, objects, construction and malleable materials safely and with basic control.

Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to his/her body when s/he is active.

Repeats, links and adapts simple movements, sometimes commenting on his/her work. Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.

## Creative Development

Explores different media and responds to a variety of sensory experiences. Engages in representational play.

Creates simple representations of events, people and objects and engages in music making.

Tries to capture experiences, using a variety of different media.

Sings simple songs from memory.

Explores colour, texture, shape, form and space in two or three dimensions.

Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.

Uses imagination in art and design, music, dance, imaginative and role play and stories. Responds in a variety of ways to what s/he hears, sees smells, touches and feels.

Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments.

Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces.  
Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role play and imaginative play.



In order to see a detailed description of what will be covered each term, please see the newsletter and topic web sent out at the beginning of each term.

IF YOU HAVE ANY QUERIES OR CONCERNS PLEASE DO COME AND SPEAK TO YOUR CHILD'S CLASS TEACHER OR THE HEADTEACHER.

WE WANT YOUR CHILD'S TIME AT KINGTON ST MICHAEL CE PRIMARY SCHOOL TO BE HAPPY AND SUCCESSFUL.

For further information on our school, please see our website at:

[www.kingtonstmichaelschool.co.uk](http://www.kingtonstmichaelschool.co.uk)

Or the School Profile at:

[www.schoolsfinder.direct.gov.uk/8653096/school-profile](http://www.schoolsfinder.direct.gov.uk/8653096/school-profile)

