


*Foundation  
stage  
Curriculum  
meeting  
September 2024*

---



From little sparkles to shining stars  
We stand out, breakout and shoutout  
Growing in confidence to make a difference

# Our school vision

---

- This is what we want for our children, to flourish and be the best they can be when they leave us at the end of Year 6
- It is underpinned by the story of King David which the children will come to know
- King David has humble beginnings as a shepherd and he was known for his creativity and courage
- He achieved great things through courage, compassion, patience and determination
- He had to **STANDOUT**, **BREAKOUT** and **SHOUTOUT** to do this



# Welcome to Foundation Stage!

(What is it?)

---

- We are known as many different names; Foundation Stage, Reception, Early Years, FS (Foundation Stage) and EYFS (Early Years Foundation Stage)
- Transition between the nursery setting and formal school (Year 1 upwards)

# EYFS areas of learning

Area of Learning	Subheadings
Communication and Language	<ul style="list-style-type: none"><li>- Listening and attention and understanding</li><li>- Speaking</li></ul>
Personal, Social, Emotional development	<ul style="list-style-type: none"><li>Self-regulation</li><li>Managing self</li><li>Building relationships</li></ul>
Physical development	<ul style="list-style-type: none"><li>Gross motor skills</li><li>Fine motor skills</li></ul>
Literacy	<ul style="list-style-type: none"><li>Comprehension</li><li>Word reading</li><li>Writing</li></ul>
Maths	<ul style="list-style-type: none"><li>Number</li><li>Numerical patterns</li></ul>
Expressive Arts and Design	<ul style="list-style-type: none"><li>Creating with materials</li><li>Being imaginative and expressive</li></ul>
Understanding the World	<ul style="list-style-type: none"><li>Past and present</li><li>People and communities</li><li>The Natural World</li></ul>

# *Prime areas of learning*

---

- This area consists of:*
- Communication and Language*
- Personal, social, emotional development*
- Physical development*



# Specific Areas of Learning

---

- *This area consists of:*
- *Literacy*
- *Mathematics*
- *Expressive Arts and Design*
- *Understanding the World*





# GLD

## Good Level of Development

---

- End of year summative assessment against all 17 ELG (Early Learning Goals)
- Measures attainment, not progress!
- Teacher's professional judgement of:
  - 1 = emerging or 2 = expected
- We focus on your child's progress throughout the year.



# Learning through play

---



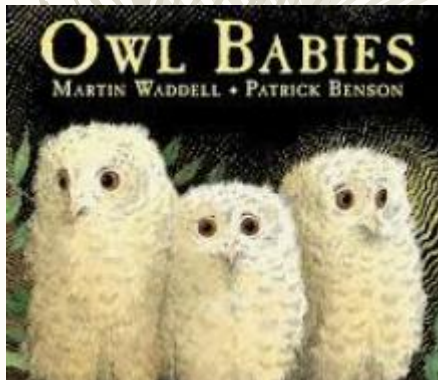
- In Foundation Stage, children are taught both through play and adult-led activities and gradually move onto more formal styles of learning throughout KS1.
- Areas of provision across both classrooms
- Areas of provision outside in EYFS playground
- Adult focus activities
- Whole class teaching




# Plan for EYFS

- Long term plan and English breakdown is on our website:  
Parent information > curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owl Babies / Autumn	We're Going on a Bear Hunt / Celebrations	Chinese New Year / Traditional tales	New Life / On the farm	Minibeast / Life cycles / People who help us	People who help us / Character creations





# How will your child be assessed?

---

- We use Development Matters to guide our curriculum – new in 2021.
- Reception Baseline Assessment – Government baseline assessment
- Phonics is tracked through Little Wandle assessments
- Teacher judgement



# Phonics – what is phonics?

---

- We teach children phonics to help them to read and to write.
- First, they learn one way to read the 40+ sounds of the English alphabet code. We teach them 2,3 or 4 sounds per week. Adults model using the shortest, purest sound.
- Our scheme is Little Wandle from the DfE.

# Little Wandle sound mats

## Phase 2 Sound Mat

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 l	 j	 v	 w	 x
 y	 z	 qu	 th	 sh	 ch	 ng	 nk

# Little Wandle sound mats

## Phase 3 Sound Mat



ai



ee



igh



oa



oo



oo



ar



or



ur



ow



oi



ear



air



er

### Tricky words

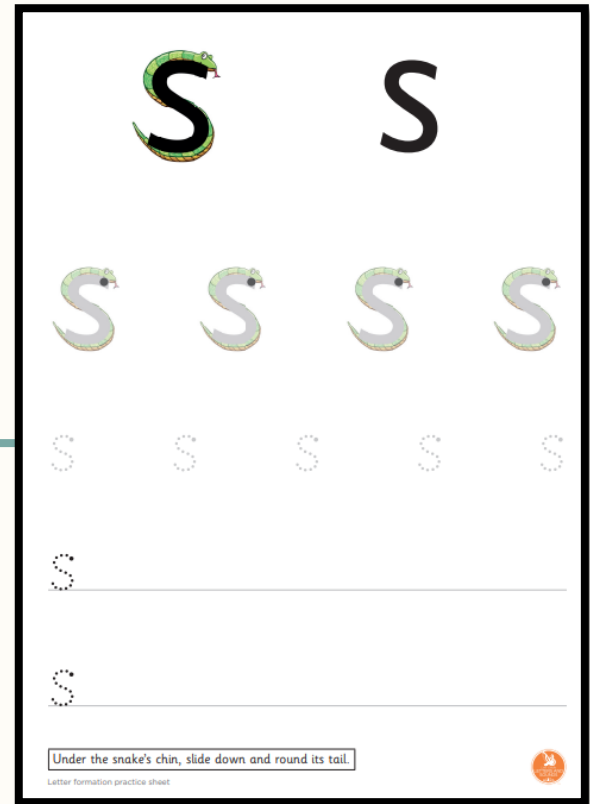
is I the put pull full as  
and has his her go no to  
into she push he of we me be

### Tricky words

was you they my by all  
are sure pure

# Homework

- Orange work books – Letters and Sounds
- 5/10 mins a day reading
- This homework will mostly correspond with the sounds we will be learning each week in phonics
- Homework tasks will differ as the year goes on
- Email your class teacher a picture!



# Reading books

---

- Reading books will be sent home very soon!
- Lots of children will begin with a 'Talk about book'
- These are books without words! Please encourage your child to make up a story, talk about the pictures, make predictions, ask questions, write captions on Post It notes
- Read with your child little and often (about 10 minutes daily) and record it in their yellow Home school reading diary.
- This needs to include; date, initial and brief comment – '4.10.23 James enjoyed this story and spotted lots of tricky words. Mum'
- Please keep all reading books, reading diaries and Homework books in book bags so we can add new sounds/words and change books easily
- Reading Champions will begin after half term



# Helping your child to write

---

- Encourage children to mark make write, colour, paint!
- Label everything – draw pictures of models and label them, write shopping lists, thank you cards. Encourage children to sound out the words they are trying to spell.
- Fine motor control – Lego, threading, pegging, Hama beads, loom bands, playdoh etc.



# Mathematics



---

- Whole class teaching
- Follow White Rose maths SOW
- Focus activities led by an adult
- Maths area in provision



# Website documents

---

- *Parent information > Documents > Foundation Stage documents*
- *How to support your child with maths*
- *How to support your child with reading*
- *Termly newsletters*



# School uniform reminder

---

- Please, please, please *name* every piece of school uniform!
- Wellies are useful to have for the ever changing weather. If you have a spare pair that can be left at school (named) please leave them under your child's peg in the cloak room.
- Water bottles must contain just water and will be taken home and refilled for the next day.
- PE kits must be plain dark blue or black.
- A filled 'Just in case' bag



### **A guide to our school uniform.**

- A red, black or royal blue sweatshirt or cardigan, plain or embroidered with the school logo.
- A plain white polo shirt.
- Plain grey or black trousers, shorts or skirt.
- Shoes must be practical and should be plain and black.
- Socks or tights should be school colours.
- In the warmer weather children may choose to wear school-style summer dresses in either blue or red.

### **P.E Kit.**

*Children should come to school wearing their P.E kit on the day of their P.E lesson.*

- A plain white t-shirt (no logo).
- Plain dark shorts and/or jogging bottoms.
- A plain dark hoody.
- Black Trainers/pumps.
- No sports kits or branded clothing.

### **Forest School and Welly Days.**

- Plain clothing suitable for outdoor work depending on the weather that day.
- A change of footwear. Clean pair for indoor, wellies/trainers for muddy outdoor work with a plastic/kit back to take dirty footwear home in.

Please make sure all your child's belongings are clearly named/labelled.

### **Forest School and Welly Days.**

- Dark Plain clothing suitable for outdoor work depending on the weather that day.
- A change of footwear. Clean pair for indoor, wellies/old trainers for muddy outdoor work with a plastic/kit back to take dirty footwear home in.

### **General information.**

- Foundation stage/KS1 need a school book bag.
- KS2 children can bring a small rucksack style bag.
- Long hair must be tied back at all times and no jewellery other than watches and earrings for pierced ears are allowed.
- If worn, 1 pair of earrings must be small, plain and flat which must be removed by the child before PE. Plastic retainers may be worn. In exceptional circumstance staff will provide children with tape to put over their studs. (all earrings must be removed before swimming in Year 4).
- If children have their ears pierced, we recommend it is done at the beginning of the summer holiday to allow them to heal.
- Children are not permitted to wear make-up or nail varnish
- No cropped tops to be worn in school (inc non-uniform days, forest school

Please make sure all your child's belongings are clearly named/labelled.

# Smart phones and WhatsApp

In recent years we have seen an enormous increase in the number of issues brought into school as a direct result of the use of mobile phones and messaging apps, such as Snapchat and Whatsapp. This has had a detrimental effect on the emotional and mental health of many of our children; we have seen a rise in negative behaviours and this of course impacts upon teaching and learning. Members of staff have seen, and had to deal with incidents which include:

- Verbal abuse over Whatsapp and Snapchat including extreme swearing, sexualised language and racism
- Children adding older siblings, friends to groups without others' consent sometimes resulting in name calling, swearing at the highest level, racism, threatening language, extreme sexual language
- The sending of innocuous memes to individuals and groups which have been misunderstood
- Children writing messages and then removing them and denying their existence
- Children spreading hearsay, rumours that are partly true or secrets that have been shared privately on Whatsapp

Some of the above incidents have resulted in:

- Children not wanting to come to school due to being scared, worried (Emotion based school avoidance)
- Children sharing with staff that they feel a pressure to respond to messages or be part of a group
- Children being made fun of because they don't have a phone, an app or a particular game
- Children being tempted to bring their phones to school (without permission) or using their phones in school creating safeguarding risks
- Arguments and fallouts being transferred into school, sometimes resulting in fallouts, confrontations, further cross words and breaking of long standing friendship groups
- Parents messaging each other and falling out
- Parents seeking advice on how to sort out phone arguments or fallouts or asking staff to resolve problems
- Valuable teaching and learning time lost whilst SLT, teachers and support staff address problems from outside school time
- The involvement of the police and on rare occasions, the involvement of social services

<https://www.melthamceschool.co.uk/page/smartphone-pledge/148864>





# Reminders

---

- Christmas card designs have gone home yesterday
- Homework books will go home tomorrow – to be completed at home and will be collected in every Thursday
- Keep up to date with emails on School Spider
- Signs on the classroom windows and occasionally letters in book bags

# Important dates for your diary

Date:	Event:
Wednesday 25 <sup>th</sup> September	Introductory meeting 6pm
Monday 30 <sup>th</sup> September	Me Boxes into school
Thursday 3 <sup>rd</sup> October	Individual and family Tempest school photographs
Wednesday 23 <sup>rd</sup> October	Foundation Stage Welly Day
<b>HALF TERM</b>	<b>Return to school Monday 4<sup>th</sup> November</b>
Tuesday 5 <sup>th</sup> November	PE continues every Tuesday
Monday 18 <sup>th</sup> & Wednesday 20 <sup>th</sup> November	Parents evening
Tuesday 26 <sup>th</sup> November	Class 1 Stay and Play 2.15pm
Wednesday 27 <sup>th</sup> November	Class 2 Stay and Play 2.15pm
Thursday 28 <sup>th</sup> November	Sing Up assembly – parents invited
Friday 29 <sup>th</sup> November	<b>INSET DAY – school closed</b>
Monday 16 <sup>th</sup> December	EYFS Nativity to parents 2.15pm
Tuesday 17 <sup>th</sup> December	EYFS Nativity to parents 9.30am
Thursday 19 <sup>th</sup> December	Singing round the tree – parents invited



*Thank you for  
your continued  
support*

*The Foundation  
Stage team*

---