

Foundation Stage Curriculum Meeting

18th September 2017

Foundation Stage

Seven areas of learning,

Three prime areas:

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

Four specific areas:

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

Communication and Language

- Listen to others and takes turns to talk.
- Looks at others when they are talking.
- Talk about the same thing another person is talking about.
- Joins in with a conversation.
- Starts a conversation.
- Able to follow simple instructions (put your bottle in the basket) to more complex instructions (first do..... then do.....).

At home:

Talk about your child's school day.
Use our newsletter for a
guide to the vocabulary we are
focussing on.



Personal, Social and Emotional Development (PSED)

- Know that their actions affect other people.
- Able to negotiate e.g. sharing toys, tidying up together.
- Understand and adhere to the class rules - discussing their opinions if the rules are broken.
- Able to cope with changes e.g. leaving parents, changes to routine and class visitors.

At home:

Encourage sharing toys, tidying away, rules at home.

Support your child taking turns in play with their new friends.



Physical development

Moving and Handling

Fine motor skills:

- Building strength in hands for writing and using small tools such as scissors.
- Using a pencil with control.

Gross motor skills

- Moving around a space safely when running, walking and balancing.
- Carrying and using large equipment such as planks and bikes carefully and with control.
- Making, and copying large movements with control.



Health and Self Care

- Dressing and undressing.
- Keeping healthy, diet and exercise.
- Staying safe.



At home

Practise dressing and undressing. Especially socks, buttons and coat zips.

Notice how your body changes when you exercise. E.g. Hot, thirsty, heart beating.

Small toys such as Lego, pick up sticks and pegging boards are good for building fine motor control.



Literacy

Reading



Before your child learns to read:

- Develop their listening skills.

Go outside what can you hear?

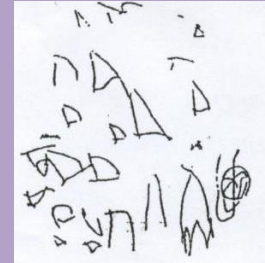
- Hear sounds in words



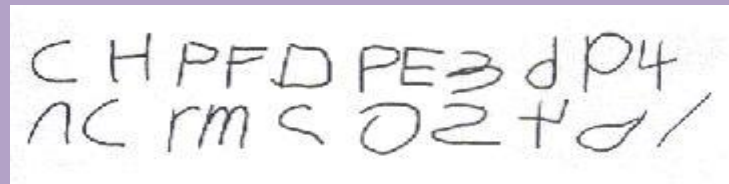
sh ee p

- Recognise the first six letters and know their sounds 's a t p i n'

Writing



Beginning of writing



- How to hold a pencil
- Where to start writing
- Writing goes left to right
- Learn that the sounds represent specific letters
- Spaces between words

Maths

Number

- Count with one to one correspondence. E.g. touch each object as they count it.
- One more and one less to 10.
- Recognise numbers to 20.
- Practically solve simple addition and subtraction problems. E.g. using counters to solve $6+4=$.



Shape Space and Measure

- Name common 2D shapes. E.g. Square, Circle, Rectangle, triangle and star.
- Begin to recognise 3D shapes as 'solid' shapes.
- Use positional language to talk about where something is. E.g. On top, behind etc.
- Compare heights, lengths and weights.
- Talk about the order things happen. E.g. Lunchtime, bedtime.



At Home

Look out for shapes and numbers in the environment.

Compare heights of family members.

Talk about more and less when sharing out food or toys.

Remember to count carefully.



Understanding The World (UTW)

People and Communities

- Joining in with family traditions and understanding that other families or people may be different.



The World

- Understanding, commenting on and questioning similarities and differences.



Technology

- Children can select, enter and complete a program. They are use a mouse, keyboard or touch pad.
- Children can talk about a variety of technology at home and school.
- They choose a specific piece of equipment for a specific purpose.

Expressive Art and Design

Being Imaginative

- Create models and pictures of events, people and objects
- Make up dances and sequences of movements.
- Play alongside others, joining in with the same theme.
- Introduce a storyline or narrative to games.



Experiments with Media and Materials.
Chooses the resources and tools they will need.

Can talk about what they are making.
Experiments with musical instruments.
Explores colour mixing and creating different textures
Can talk about why they have chosen certain colours or textures.



At Home

Sing along to familiar songs and make up dances.

Make up new words for familiar tunes.

Try out different media and materials. It doesn't matter if the finished product is not perfect!

How we learn

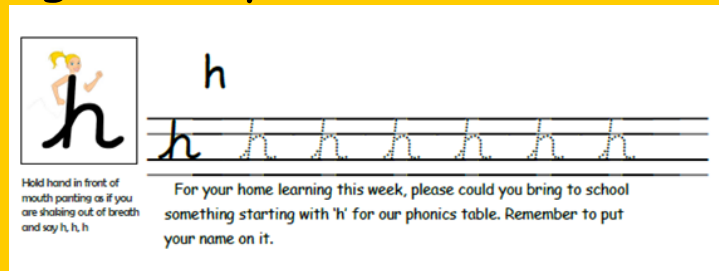
Carpet time: Learning as a whole class. We listen to stories, sing songs, play learning games on the whiteboard.

Groups: Learning in a small group with an adult.

Learning play: Children choose activities and resources in the indoor and outdoor classroom.

Home Learning

- Half Termly Newsletter with ideas of things to do together at home.
- Each week we send home the sounds we have learnt in phonics. We will also send home lists of words for the children to practise reading as they start to blend.



- Reading books will be sent home once the children are ready. Children will get two books which will be changed once a week
- Tricky Word Key rings will be sent home to practice.
- Buddy Books (library book) changed weekly with their buddy - to start after Christmas
- WOW boards

Useful links:

youtube clips:

Geraldine The Giraffe/Mr Thorne does phonics

Jolly phonics -

<https://www.youtube.com/watch?v=KCMvsQho4ZE>

Websites:

Phonics play:

<https://www.phonicsplay.co.uk/>

Education City: (logins to follow)

Useful websites