

The Foundation Stage

Parents Induction Meeting 2023



Meet the team!

- ◇ F2 Teacher: Miss Frisby
- ◇ F2/F1 Teacher: Miss Mace:
- ◇ F2/F1 TA: Miss Scott
- ◇ F2/F1 TA: Mrs Bonser
- ◇ F2/F1 TA: Mrs Gilbert

What is the Foundation Stage?

- ◇ The Foundation Stage begins when children reach the age of three, when children might attend a nursery setting.
- ◇ In our school we call the Nursery children the F1s.
- ◇ The final year of the Foundation stage is when children are in a Reception class of a primary school.
- ◇ In our school we call the Reception children the F2s
- ◇ In our school we are lucky to have the F1 and the F2 children all working together in our Foundation Unit. F2 children are challenged throughout the areas of learning and, will work separately from F1.
- ◇ It prepares children for learning in their future school career.

Areas of learning...

- ❖ The foundation stage curriculum is split into 7 areas of learning...
- ❖ The prime areas are;
 1. Personal, Social and Emotional Development
 2. Physical Development
 3. Communication and Language
- ❖ The specific areas are;
 1. Literacy
 2. Mathematics
 3. Understanding the world
 4. Expressive arts and design



Personal, Social and Emotional Development

- ❖ Encourages children to be independent and to interact with other children and adults.
- ❖ Helps children to become confident, safe, secure and ready to learn from new experiences.





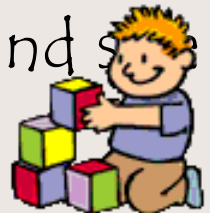
Communication and Language, Literacy

- ❖ Encourages children to develop conversational skills.
- ❖ Will help children to develop listening and concentration skills.
- ❖ Enables children to begin to hear sounds in words and to link these sounds to letters.
- ❖ Encourages children to develop pencil control and to begin to make marks on paper, progressing onto forming letters correctly and writing words and sentences.
- ❖ Will help children to learn to read individual words and eventually, simple stories independently.



Mathematical Development

- ❖ Helps children to count up to ten and beyond.
- ❖ Supports children's ability to count out objects using one to one correspondence, moving onto addition and subtraction of numbers.
- ❖ Encourages them to use mathematical words such as greater, smaller, heavier, lighter, more, less etc.
- ❖ Develops skills in comparing and sorting objects, looking for patterns and solving problems.
- ❖ Supports children's understanding of shape and space including 2D and 3D shapes.





Understanding the World

- ❖ Helps children to gain an understanding of their world (Geography)
- ❖ Encourages them to look at changes over time (History)
- ❖ Encourages them to explore and investigate (Science)
- ❖ Will give your children the opportunity to understand and use information and communication technology (ICT).





Physical Development

- ❖ Supports children's healthy development through exercise and diet.
- ❖ Provides opportunities for using a range of large and small equipment, such as pencils, scissors and large apparatus.
- ❖ Helps them to develop a sense of space around themselves and others.
- ❖ Encourages balance and co-ordination.
- ❖ Develops practical skills such as dressing, undressing etc.





Expressive Arts and Design

- ❖ Inspires children to explore colour and colour changes.
- ❖ Helps them to explore shape and texture using all of their senses.
- ❖ Develops an interest in music, singing and music-making.
- ❖ Develops confidence and imagination.



A typical Foundation 2 day...

- ❖ 8.30 Gates open, doors open at 8.35 and school starts at 8.40pm
- ❖ Come into school, register and name writing.
- ❖ 9.00-9.20 Phonics sessions.
- ❖ 9.20-9.50 Literacy input
- ❖ 9.50-10.15 Adult led tasks, focus activity time.
- ❖ 10.15-10.30 Group snack time.
- ❖ 10.30-11.20 Adult led tasks, focus activity time.
- ❖ 11.20- 11.30 Story time.
- ❖ 11.30 – 12.30 Lunch time.
- ❖ 12.30 – 12.50 Maths input and topic time
- ❖ 12.50 – 2.50 Focus tasks – Expressive Arts and Design / Understanding the world / Physical focus activities.
- ❖ 2.50 – 3.10 Story time and home time.

A typical Foundation 2 day...

- ❖ Though no two days are ever the same we do try our best to stick to the same routines!!
- ❖ School is compulsory and learning sometimes takes place over 2 / 3 days, so it is vital children attend every day.
- ❖ **IT IS REALLY IMPORTANT TO BE ON TIME FOR THE SCHOOL DAY AND ATTEND EVERYDAY – BOTH BEGINNING AND END!!**
This will help your child settle quickly into the school day and not panic about being left at the end of the day.

Free School Meals

- ◇ All Reception and KS1 children are entitled to a universal free school meal.
- ◇ Two options are available.
- ◇ Parents can still opt to provide their child with a packed lunch if they wish to do so.
- ◇ Schools receive additional funding based on the number of children whose families receive benefits. This is a valuable asset for schools that improves provision. We will gather information from parents and your support will be greatly appreciated as it benefits our children.

Settling In

- ♦ Lunch is eaten in the dining room and there are two sittings.
- ♦ Reception children will be first in and their Teachers/TA's will support them initially.
- ♦ Outside play equipment OPAL
- ♦ Mrs Bacon our Mid-day supervisor

Settling In

- ◇ Your child will be given a healthy snack every day and a cup of milk or water.
- ◇ www.coolmilk.com
- ◇ Please advise if your child has any allergies or medical conditions.

What can you do to help your child's literacy development???

- ❖ Read to your child and talk to them about the book, what do they think might happen next in the story, who are the characters?
- ❖ Encourage mark making and writing, for example, your child could 'write' their own shopping lists when you go to the supermarket or write family birthday / celebration cards,
- ❖ Support your child in recognising their full name and beginning to write it, using capital letters correctly.
- ❖ Above all, listen to and talk to your child as much as you possibly can. Your time is their greatest need.

What can you do to help your child's mathematical development???

- ❖ Practise counting at any time—climbing the stairs, jumping along the path, fingers, setting the table, singing songs etc.
- ❖ Look at numbers and patterns in the environment, go on a number hunt around the house, look and talk about numbers on car registration plates and buses.
- ❖ Use words such as more than, less than when talking about quantities and ask your children simple questions such as how many more would I need?
- ❖ Play with shapes, make pictures and models with them
 - both 2D and 3D, talk about the shapes using the correct shape names.

Anything else???

- ❖ Try to be positive when your child produces something or has a go, sometimes it's the way to help them progress!
- ❖ Enjoy learning with your child – keep your eye out for parent sessions, activities to carry out at home with your child and workshops to support you both in a variety of areas of learning.
- ❖ Look at and comment on Class Dojo It will show you what your child is learning at school and is an insight for me about how they develop their learning at home.

Uniform

- ❖ Please ensure that names are in EVERYTHING!!!
- ❖ Send children in a suitable coat and footwear EVERYDAY – we go outside in all weathers!!
- ❖ Send wellies that can be left on the wellie tree.
- ❖ Sensible black shoes – NO LACES! – and no jewellery.
- ❖ Water bottle (named)

Baseline

- The Reception Baseline Assessment (RBA) is a **statutory assessment from September 2021 onwards**. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

Assessment at the end of Reception

- **Towards the end of the reception year in June, the school makes a decision what stage each child is at for each of the 17 Early Learning Goals; 1=emerging 2 = expected (2 'expected' is the national average). Please don't be concerned if your child is at the 'emerging' stage as all children progress at different rates and many of our children will reach the 'expected' level in July or during the first term in year one.**
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- **In the end of year report, there will be one of the following judgements in all of the areas of learning: emerging or expected and there will be a paragraph related to the 'Characteristics of learning' which explains HOW your child learns.**

You can help your child's teacher to use her time in the best way by getting into the routine of:

- ❖ Come to school on Wednesday dressed in PE kits.
- ❖ Checking bags and pockets for letters from school.
- ❖ Helping your child to read their school reading book and sending it back to school each day. Children who practise regularly at home make much quicker progress.
- ❖ If you need to speak to the class teacher, please feel free to do so before 8.35am, or at home time.
- ❖ Allowing children to take responsibility for their own belongings.

Attendance

- ❖ Schools are no longer able to authorise holidays within term time. Local authorities now issue fines for unauthorised absences.
- ❖ Fines can also be issued for persistent non-attendance in term time

Other matters...

- ❖ If your child does anything that you are proud of at home – please let us know! We will share the achievement with the rest of the class and it will also inform our assessments of your child. Lolly sticks
- ❖ Shine achievements: Take care of../Bee different
- ❖ Reading certificates
- ❖ In it to win it
- ❖ Positive, positive, positive!!

Other matters...

- ❖ Make sure that your child attends school everyday, full time education is compulsory and monitored by the office. We cannot teach them if they are not here!
- ❖ Is your child on any medication or does he / she have any specific needs? Let us know!

Other matters...

- ❖ Please ensure the office has your most recent address and phone number. If you change your mobile number, let us know immediately so that we are able to contact you in the case of an emergency.
- ❖ Dojos will be sent home to keep you up to date with school news. Text to parents, newsletter and Class Dojos are used.

Safeguarding

And Finally...

- ◇ Trips
- ◇ Celebration assembly
- ◇ Welcome pack
- ◇ Library form
- ◇ Mucky Monday😊
- ◇ Coat pegs
- ◇ Parent Pay

And Finally...

- ❖ If you have any worries or concerns please come in and see us and we will do our best to help you ☺
- ❖ We look forward to working with you and your child ☺
- ❖ We look forward to working alongside you to offer your child the best possible start to their full time education.

Miss Frisby, Miss Scott and Mrs Bonser. ☺