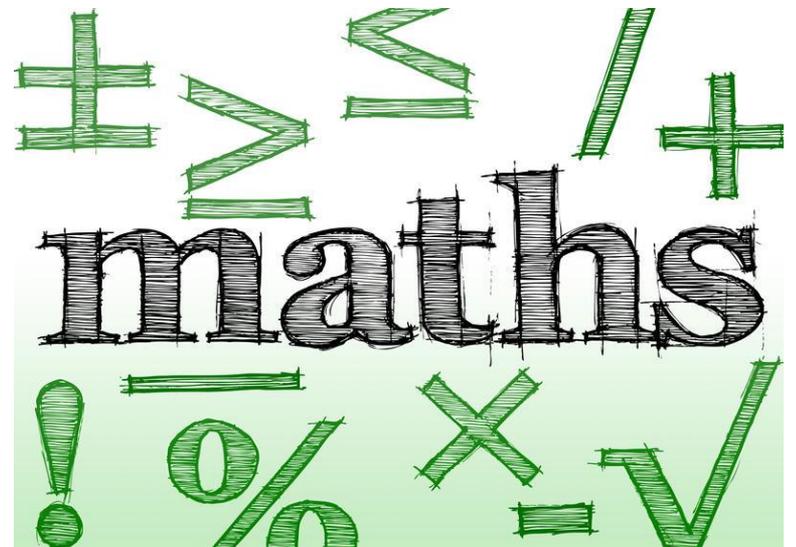




Foundation Stage

English





English

- *Reading, Writing, Spelling and Phonics*

Maths

- *Core Aims, Calculations*

nursery
early years
development
curriculum
EYFSES
EYPS nutrition
inspection funding schools
play early intervention skills
foundation stage health SEN

There is a new EYFS Statutory framework that tells us what the government believe a child should be able to achieve by the end of their Foundation Year.

In English and Maths there is a set of criteria that the children must be able to demonstrate independently.

We teach all of the objectives as well as making sure there are plenty of opportunities for the children to extend their knowledge and work at greater depth within the year group.



In EYFS, we have....



Reading in school

- When reading in school much of the focus is on the understanding of the text.
- We teach whole class reading – focussing on retrieval, inference, sequencing and deduction skills.
- Children are read to daily on a book which is above the reading level of the children to enhance their love of stories and introduce new vocabulary.
- Children also access books through Sketchley's Curiosity Curriculum which is heavily supported by topic stories and fact books.





One of the key teaching points in EYFS is phonics which is taught through Read Write Inc.

Phonics refers to the sounds that letters make either individually or as a group.

Children are taught the initial sounds first - ensuring that they learn the pure sounds...

Phonics

In EYFS we teach phonics using the Read, Write Inc phonics scheme.

This is a very prescriptive scheme that ensures your child will have all the tools they need to access books themselves.

It starts with single sounds and then builds to digraphs and trigraphs (known as special friends) and then split digraphs (known as chatty friends).

Alongside this the children learn to form the letters correctly and understand Fred talk.

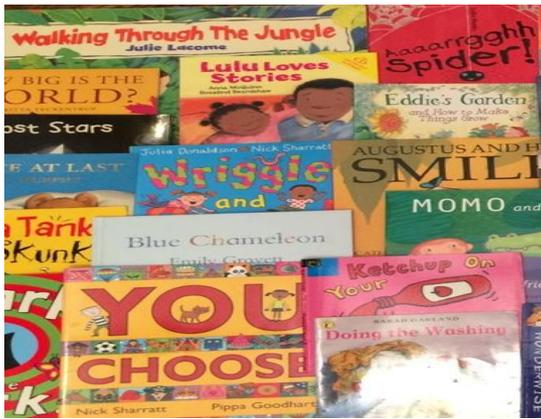
Blending

- Once your child knows all of the initial pure sounds, they need to blend.
- For many children this is a natural progression and they are confident very quickly.
- For some children they need assistance in blending and you can help at home - break up words maybe one a day - fun words - can you put on your h a t? Shall we go to the p ar k? Children very quickly learn the art of blending.

Reading



- Once your child knows the initial sounds and is able to blend - they are ready to read. Simple books with pictures help children to understand the story.
- If your child is robotic in their reading allow them to decode it first and then read it again - if they want a third time (although not all in one night) re-reading books may be laborious for us - but your child is rehearsing sounds, patterns, developing intonation and learning story patterns in this way - similar to having the same song repeated over and over again!



Our first steps to becoming a 'reader'

- Once your child is ready to start reading words, they will bring home a book with words in. The guidance is that they can only bring home a book once they can confidently and fluently read at least 90% of the words in that book.
- Within the Read Write Inc scheme the children will read the same book 3 times in a week to develop that fluency and start to incorporate expression into their reading i.e become a storyteller... You are the most important model of this. All books can be full of expression and enjoyment even with few or even no words!

Tips at home

Find time to enjoy books on your own and with your child. Reading to your child is immensely important - if you can let them hear other voices of books - dads and mums, grandparents, older siblings - but seeing adults read for pleasure is also very important. Show them the relevance of writing - I'm going to write a shopping list so I don't forget anything...

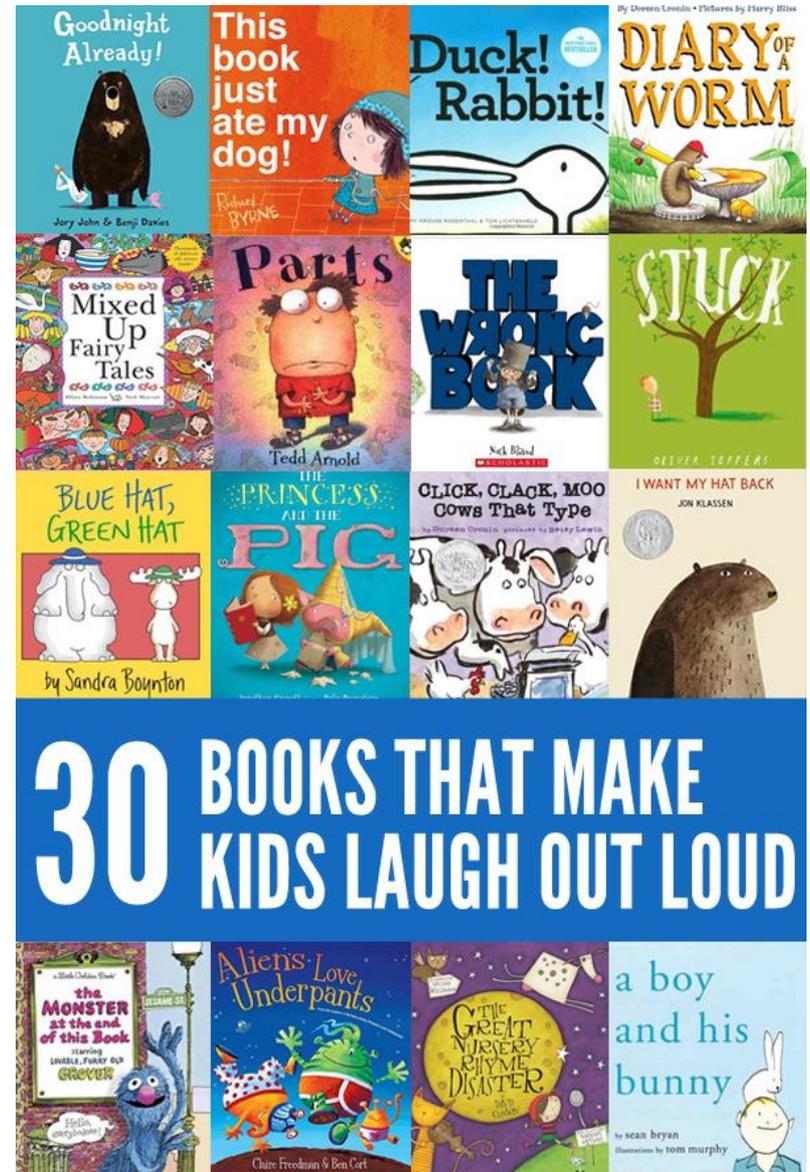
I'll write a note to the teacher to tell them something.

Blend if you need to - rhyming is fun - I can see a cat - a fat, cat - a fat cat's hat!

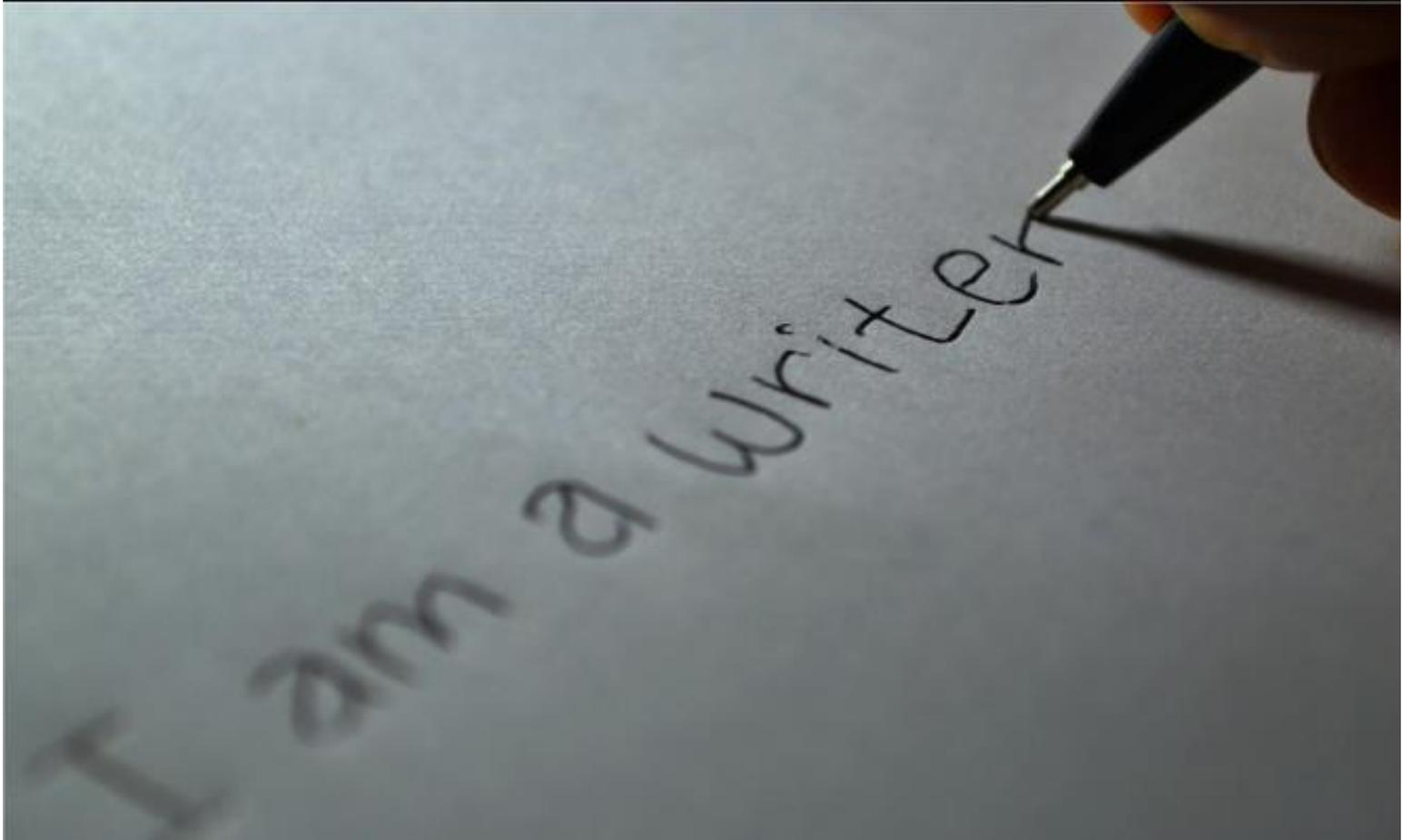
Encourage your child to ask questions - about anything!

Enjoy learning together - if you go out for the day and learn new information point out that perhaps you didn't know that so you've both learnt something today.

Learning is fun and doesn't start and end at school - your child is learning everyday from you...



Writing



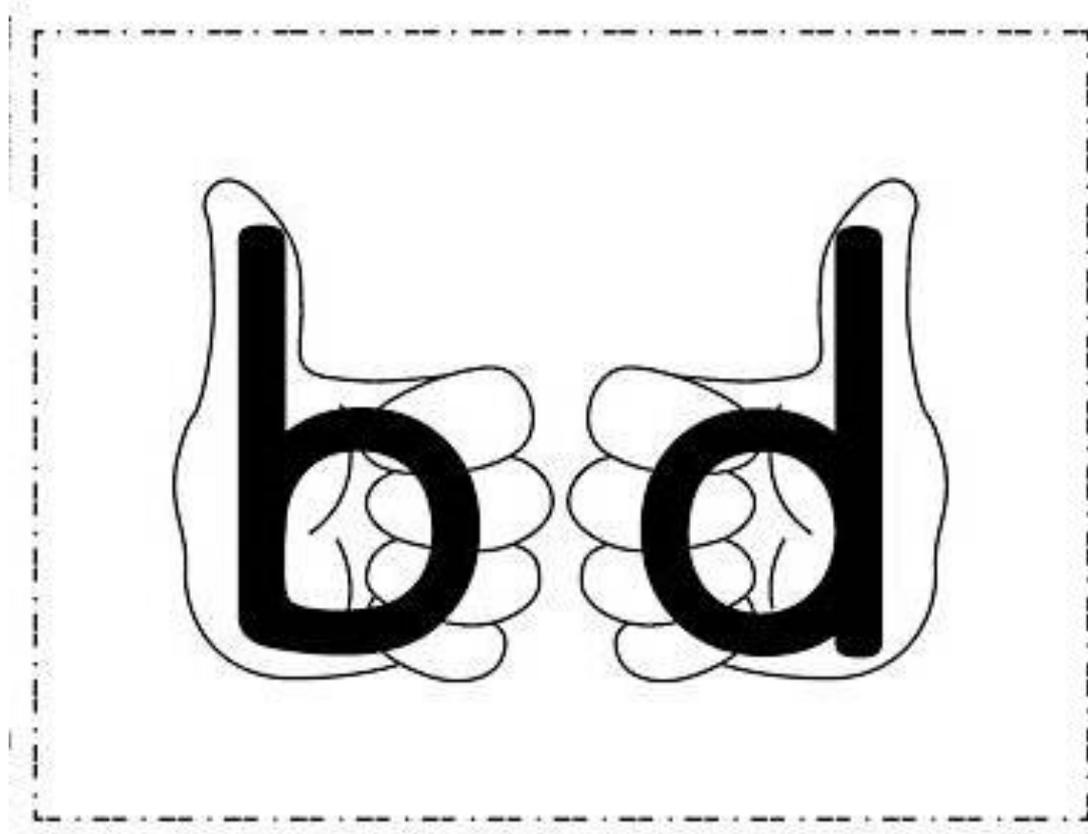
Writing comes in all different styles when children are in EYFS.

Many children mark make - others want to form letters - some like to draw with the letters making them make faces, robots, dinosaurs or ballerinas.

All of this is initially fine. However, alongside the phonics for reading your child will be taught how to form the letters for the sound and they then need to refer that letter to that particular sound to ensure that they are moving forward.

WARNING - some of their letters may not look correct at first - but they are building their skill in forming tricky patterns.

Many children reverse their letters at this stage - especially b and d - others may write backwards - especially labels or when writing elsewhere on the page - this is all normal and many children will grow out of this in time. If teachers are concerned they will contact you.

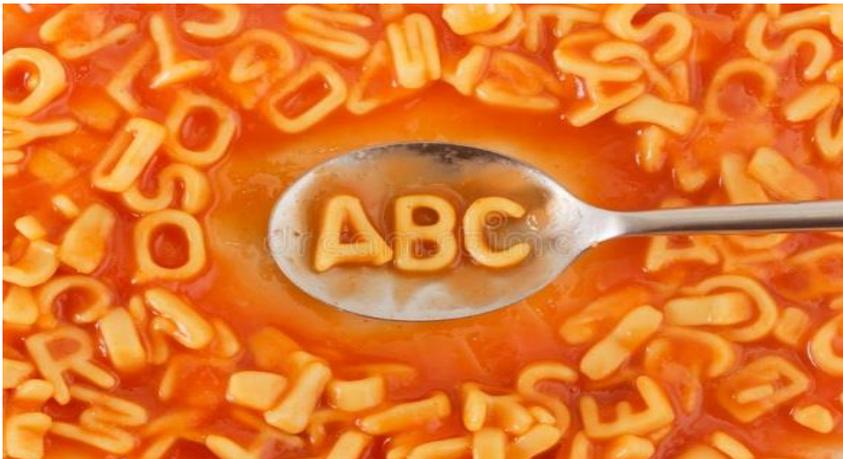


Make writing fun!

Your child is just learning they can communicate through letters - make it an exciting world for them.

Sand, magnetic letters, little notes, bath pens, chalk, spaghetti
At this stage children will learn to recognise letters and that these letters build sounds - not to write formally anywhere but at school!
In EYFS we applaud all spelling attempts.

In grammar we simply model corrections e.g I rided my bike today - that's brilliant - you rode your bike today...

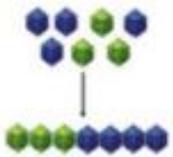
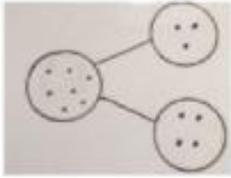
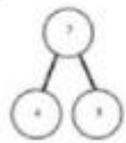
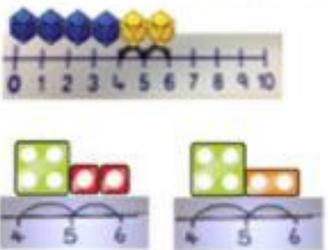
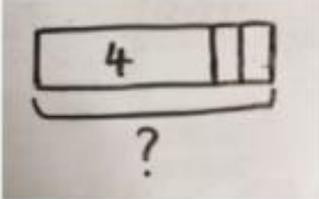




Maths

To develop number sense we explore maths using concrete resources following to pictorial representations leading to abstract.

Concrete Pictorial Abstract

Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p>$4 + 3 = 7$ Four is a part, 3 is a part and the whole is seven.</p> 
<p>Counting on using number lines using cubes or Numicon.</p> 	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract numberline: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? $4 + 2$</p> 

Be aware of conservation

When we say a child “knows her numbers” what we often mean is that she can recite the names of numbers in ascending order. This is quite useful to be able to do, but it means very little in itself.

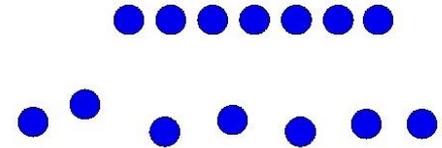
Children need to come to know what the number system really means. They can be helped to do this through play.

One of the first things they have to learn is about conservation – that 3 is always 3 no matter how it is arranged or presented, whether it is the number 3, the letters for three, 3 bricks, 3 buttons on a coat or 3 Billy Goats Gruff.

Before a child can understand numbers for things that can't be seen – 3 miles, 3 years old – s/he needs real objects which can be seen and handled with a chance to check that the count is right each time.

Conservation of Number

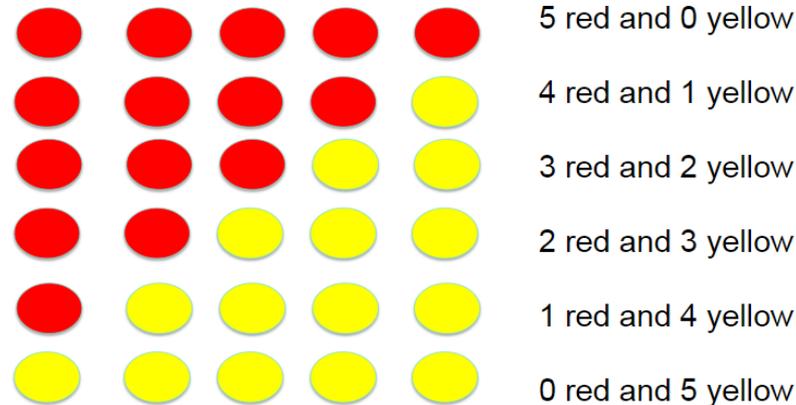
- The amount is “seven” and doesn't change.



Fluency

- It is important that children recognise number bonds, different pairs of numbers with the same total and that they are fluent in this.

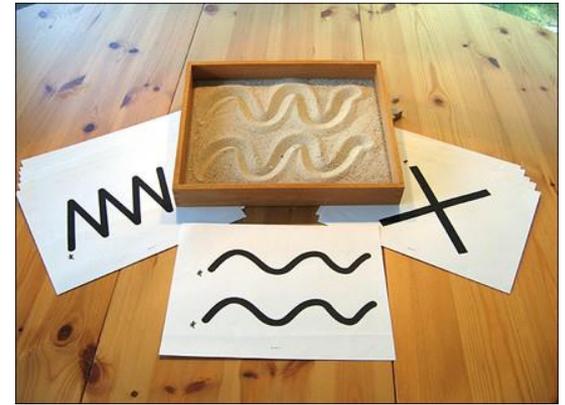
How many ways to make 5?



- Children need to be aware of the bonds to 10 by the end of the Foundation Stage and secure on bonds to 10 by the end of Year 1 and bonds to 20 by the end of year 2.

Maths in the Home

Maths is everywhere in the home. With the support of parents, children can grasp many mathematical concepts through their play.



Here are a few ways in which you can use play to learn mathematical concepts.

Sand

- *Develop language, e.g. heavy, light, empty, full, big, little, how much will it hold*
- *Make shapes and patterns*



Young children have many mathematical experiences in their home environment.

For example:

- *they learn about money as they go shopping with parents*
- *become aware of numbers as they count the stairs to bed*
- *start to understand the concept of time as they become familiar with the routine of their day – wash, dress, breakfast etc.*

A child's daily life offers many practical opportunities to learn about number, shape, space, sorting and matching. For instance:

- *playing with water*
- *helping to sort the washing, big shirt / small shirt*
- *tidying up – putting similar items together*
- *matching lids to saucepans*



Play-Doh

The use of dough can help to develop a mathematical understanding for pre-school children.

- *Develops mathematical language – short, long, fat, thin*
- *Make shapes– flat shapes, 3-d shapes*



Books and Rhymes

- *Enjoy stories and rhymes e.g. “One-two, Buckle my Shoe”,*
- *How many animals are on the page, how many items are blue.*
- *Using rhymes - develop your Childs awareness of sequencing*



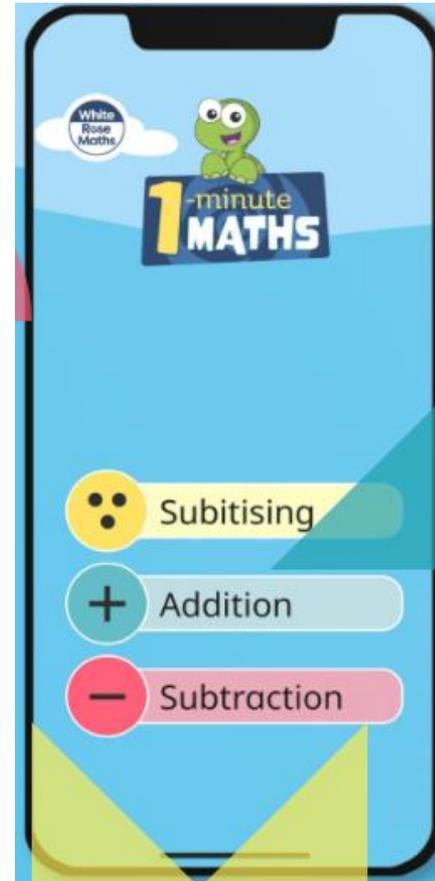
Physical Play

- *Develop fine motor skills through physical activity, e.g. Sorting out a jigsaw, Threading beads*
- *Block play or playing with toy cars can help to develop sequencing by encouraging your child to sequence according to size, colour, use (e.g. bike, car, lorry)*
- *Playing with different sized blocks can help to develop an understanding of weight and dimensions.*



White Rose App

- It's 1-Minute Maths
- For use both in class and at home
- The first version of the app is aimed at FS & KS1
- Great for fluency



Thank you all for supporting us
and your children.

