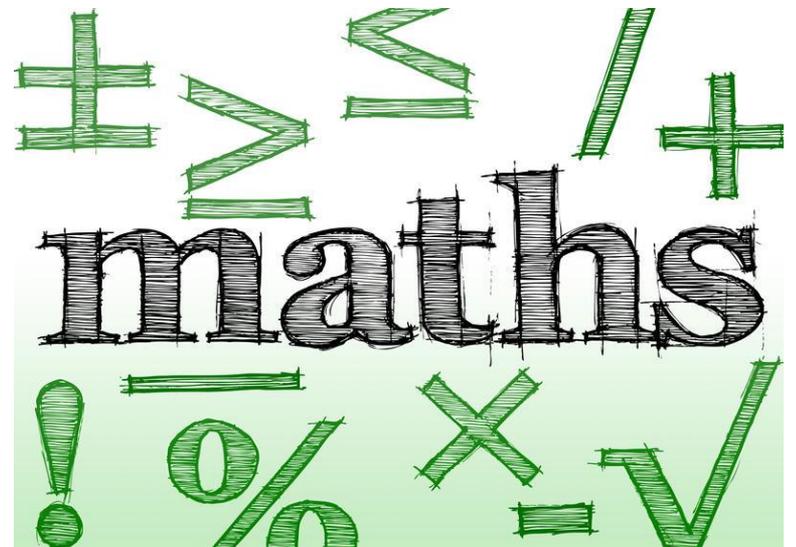




Foundation Stage

English



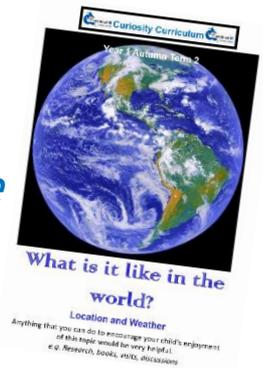
Aims

- During this unprecedented time seeing everyone in school at our usual workshops has had to be cancelled. However, your child's education is still in full swing and we hope that this PowerPoint helps to inform you of what/how your child is being taught during their day at school.
- If you have any questions, please book time with your child's class teacher to talk through concerns.

CURIOSITY CURRICULUM

Over the last four years at Sketchley, we have worked hard to develop the whole school curriculum we have been teaching to your children. The transition from the Creative Curriculum to a Curiosity Curriculum has been a huge success with children and parents/carers alike all praising the learning experiences that have taken place. We have seen an improvement in engagement of pupils in the lessons they have experienced, exciting trips and visitors, fabulous creative work produced by the children, both at school and at home, but most of all, a tremendous increase of fun and excitement from everyone involved. We can't thank parents and carers enough who have supported us over the last few years.

Please find information about our Curiosity Curriculum on our website where it details a clear intent of what we want to achieve at Sketchley. Don't forget to keep an eye on Twitter too (the link can also be found on our school website) displaying photos and videos of the fun and exciting lessons your children will be enjoying.



Online Safety

Online Safety is an important part of keeping children safe at Sketchley Hill Primary School .

We have extensive measures in place in school, which are monitored, to help safeguard pupils from potential dangers or unsuitable material.

Online Safety is taught to all pupils explaining and demonstrating how to stay safe and behave appropriately online.

We can only be successful in keeping children safe online if we work with parents and carers to ensure the Online Safety message is consistent. Please continue to speak to your child about how they can keep safe and behave appropriately online.

Mr Cader

Online Safety

Look at the following guides to check that your child is safe when online

All National Online Safety, we believe in empowering parents, carers and trusted adults with the information to help an internet-connected child or young person stay safe when online. We believe that parents, carers and trusted adults should be aware of this information. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

How to Set up PARENTAL CONTROLS for APPS iPhone

Apple devices come with built-in apps already available: Mail, FaceTime and Safari, for example. However, you can choose which apps and Features appear on your child's device and which ones don't. You can also manipulate the features in Game Centre to enhance your child's safety and privacy when playing games, as well as blocking iTunes or App Store purchases if you wish.

How to Restrict Built-in Apps/Features

- 1 Open Settings
- 2 Tap Screen Time
- 3 Tap Content & Privacy Restrictions
- 4 Tap Allowed Apps (you may need to toggle this to 'on' at the top)
- 5 Enable or disable the apps you wish to appear (or disappear) on your child's device

How to Restrict Game Centre

- 1 Open Settings
- 2 Tap Screen Time
- 3 Tap Content & Privacy Restrictions
- 4 Tap Content Restrictions (you may need to switch the toggle at the top to the 'on' position)
- 5 Scroll down to Game Centre
- 6 Choose between Allow, Don't Allow, or Allow with Friends. Only in the settings for each feature

How to Restrict iTunes & App Store Purchases

- 1 Open Settings
- 2 Tap Screen Time
- 3 Tap Content & Privacy Restrictions
- 4 Tap iTunes & App Store Purchases
- 5 Select Allow or Don't Allow for each feature (you can also lock these settings with a password)

NOS National Online Safety
www.nationalonlinesafety.com

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How to Set up PARENTAL CONTROLS for APPS Android Phone

On Android phones, restricting access to particular apps usually requires going onto Google Play. From there, it's fairly easy to navigate your way through the settings to manage the parental controls and authentications relating to any apps on the device. These features can prevent your child from downloading or buying anything unsuitable for their age. Updated versions of apps or games that your child has already installed may occasionally contain something inappropriate, so we've explained how to stop those, too.

How to Block App Downloads (This Also Disables In-app Purchases):

- 1 Open Google Play Store
- 2 Tap the profile icon in the top right
- 3 Tap Settings
- 4 Scroll down to the Family section and tap Parental controls
- 5 Toggle 'Parental controls are off' to 'Parental controls are on'
- 6 Create a PIN and tap OK
- 7 Confirm your PIN and tap OK again
- 8 Tap Apps & Games
- 9 Set the age limit you wish to set
- 10 Tap Save to apply your changes

How to Stop Auto-updates

- 1 Open Google Play Store
- 2 Tap the profile icon in the top right
- 3 Tap Settings
- 4 Tap Auto-Update Apps
- 5 Select 'Don't auto-update apps' and then tap Done

Restricting Apps Through Google Family Link

- 1 Open Google Play Family Link for parents
- 2 Tap the three horizontal lines in the top left
- 3 Select your child's account
- 4 Tap Manage
- 5 Tap Controls on Google Play
- 6 Tap Apps & Games
- 7 Select the age limit you wish to set

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English

- *Reading, Writing, Spelling and Phonics*

Maths

- *Core Aims, Calculations*

Led by: Mrs Parker EYFS leader supported by Miss Castle - English Leader and KS1 leader & Mrs Guest & Mrs Smyth - Maths Leaders

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

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.

<https://www.youtube.com/watch?v=sjIPILhk7bQ>

The link shows you more about how and why we have chosen this scheme and how it supports your child's learning.

As we have been teaching using this system for some years now, we have made some changes which we believe are beneficial to the children.

Although your children are able to read the Read, Write Inc phonics books in small groups in school, they bring home a banded book which should incorporate many sounds and further develop their vocabulary.

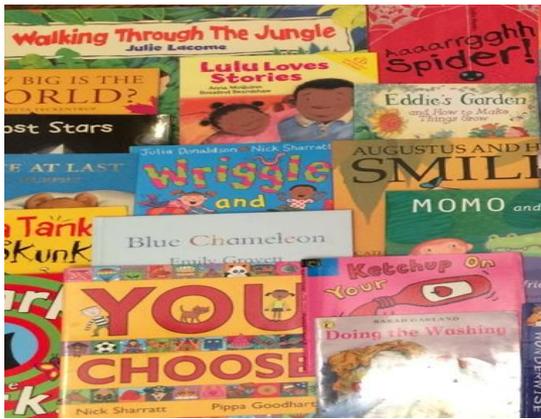
Blending

- 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 some of 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'

- Children will start EYFS at a range of levels - some knowing no sounds or letters and others having a good recognition.
- It is important to look at the books that your child's teacher has provided for them. These books are graded. This means that the content and the vocabulary is suitable for the words and sounds that your child knows.
- We ask that you use these books to hear your child read, at least five times a week for approx. 5-10 mins at a time.
- Other books can support your child as well.
- Lilac books - are wordless - these are the books that allow children to discuss the pictures and become familiar with how stories start and end and how texts are chronological.

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...

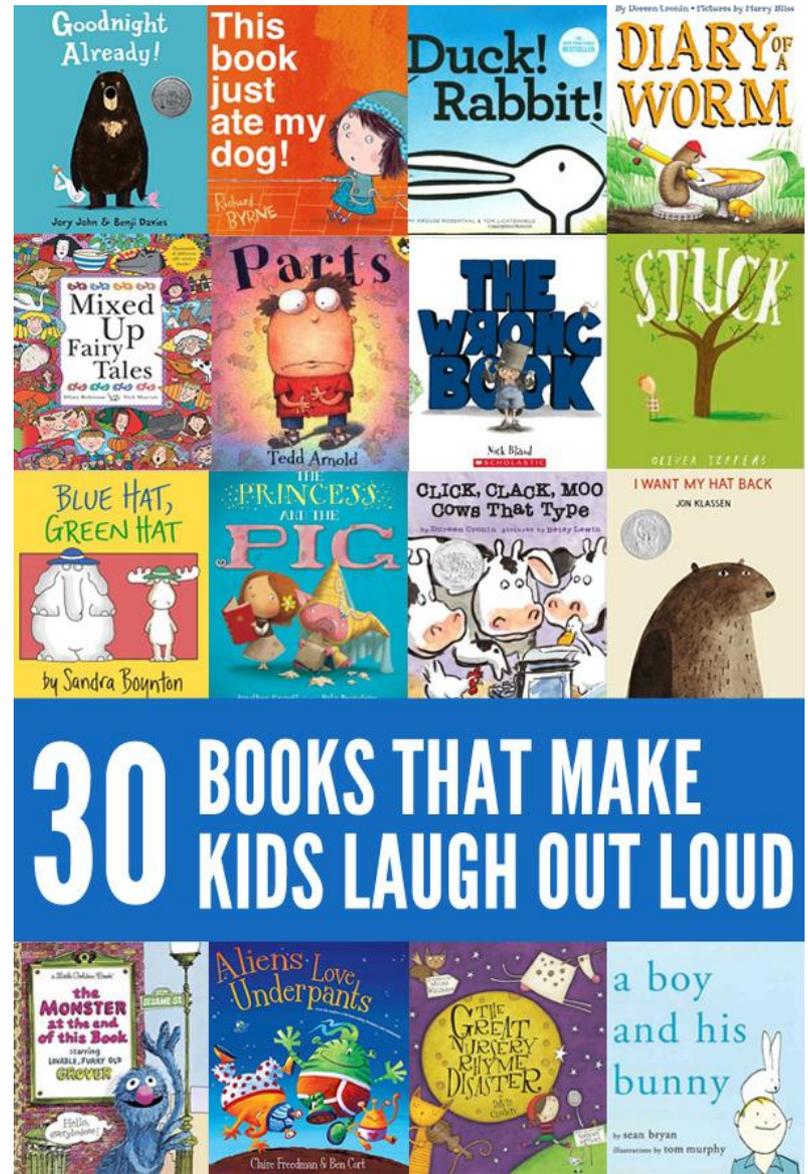
I'll write a note to the teacher to tell them something.

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

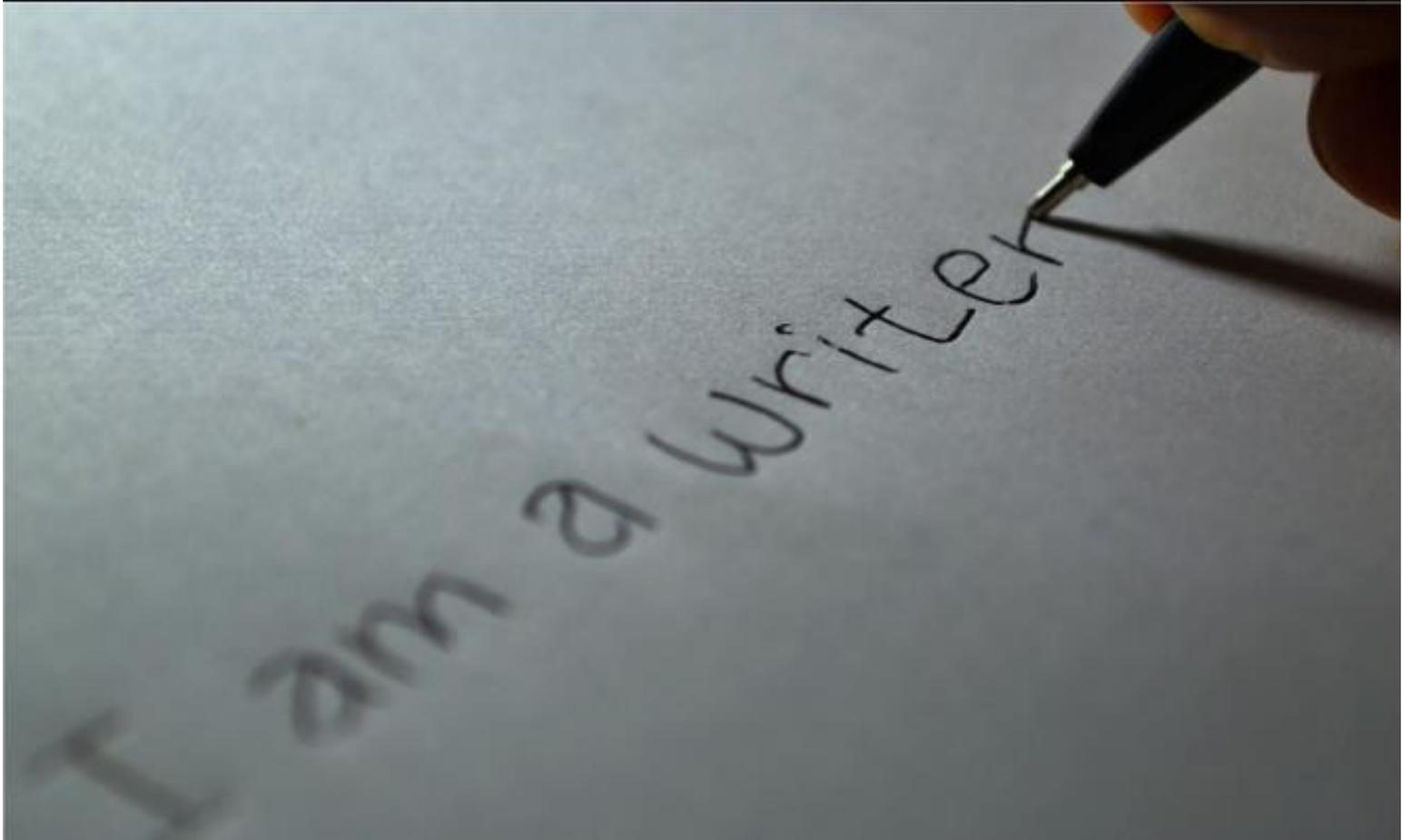
Encourage your child to ask questions - about anything!

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



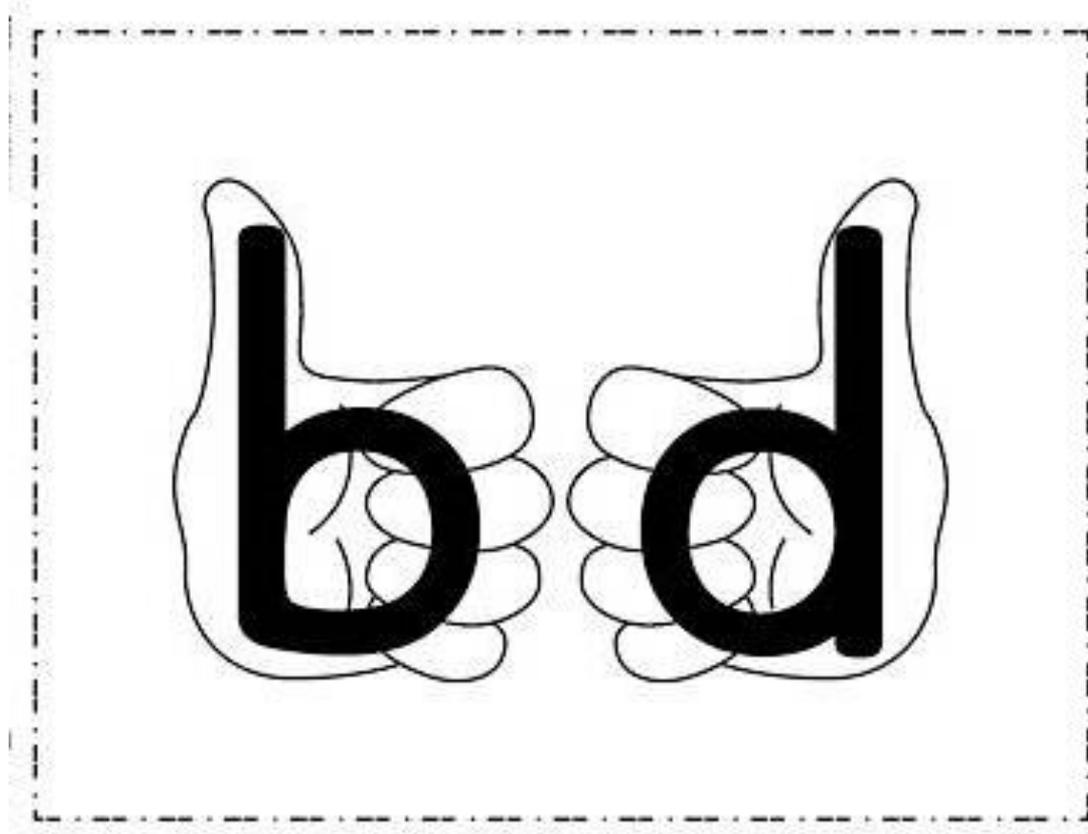
Writing comes in all different styles when children are in EYFS.

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.

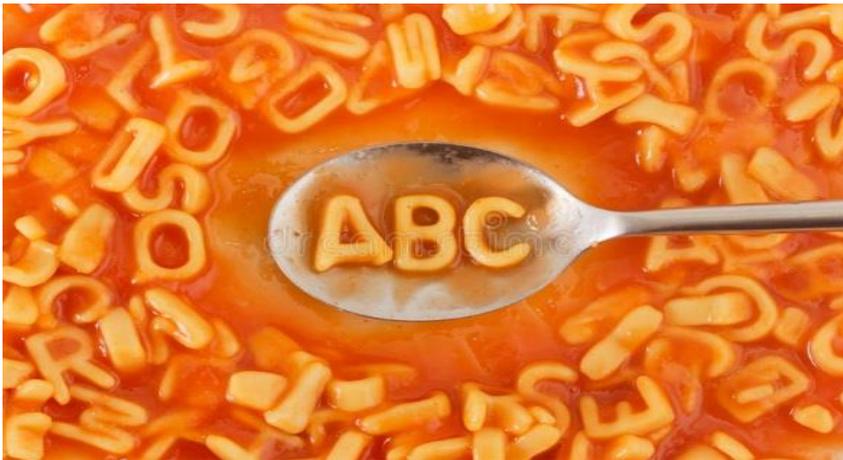


Make writing fun!

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



At Sketchley we follow the Power Maths scheme.

Power Maths is a whole-class mastery programme designed to spark curiosity and excitement and help you nurture confidence in **maths**. At the heart of **Power Maths** is the belief that all children can achieve. It's built around a child-centred lesson design that models and embeds a growth mindset approach to **maths**.



Flo
Creative



Ash
Curious



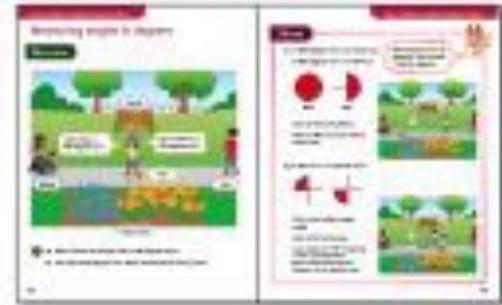
Dexter
Determined



Astrid
Brave



Sporks
Side-Kick



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.

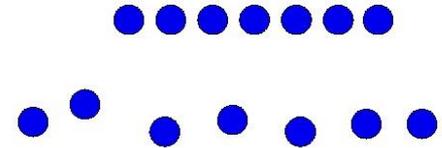
Children need to come to know what the number system really means. They can be helped to do this through play.

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.

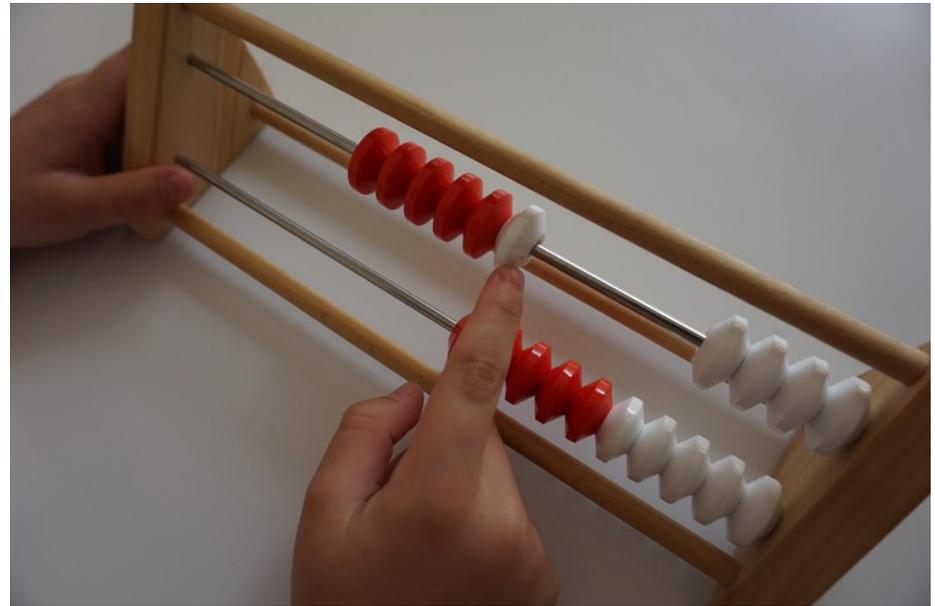
Before a child can understand numbers for things that can't be seen – 3 miles, 3 years old – s/he needs real objects which can be seen and handled with a chance to check that the count is right each time.

Conservation of Number

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



We are very excited to be involved in the Mastering Number Project this year. The aim of the project is to develop fluency and number sense. The teachers will deliver a daily session of 10-15 minutes in addition to their maths lesson. The rekenrek, shown below, is a visual resource that will be used to deliver the sessions.



The following link shows how the rekenrek is used.

<https://vimeo.com/551982402>

Early Maths development

- Number recognition
- Seeing the number as visual representation
- Physically adding & subtracting
- Beginning to develop fluency



Counting, addition & subtraction
'EYFS



Counting and matching plates to numerals

Number and shape of number recognition. Using Numicon and getting children to identify a piece without counting by the end of the year. Matching the shapes to numerals. Work up to 20 as a minimum.

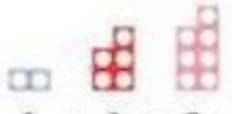





Key vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, more, less, bigger, smaller, numeral

Adding

Fitting the shapes together to make simple calculations. Begin verbally and move onto a written calculation when the child is ready. Always use the shapes to support the visual representation.

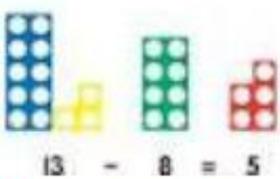



Key vocabulary: add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line.

Subtraction

Begin by overlaying the shapes and talk about what is left over. Apply to problem solving using the numerals in basic calculations.





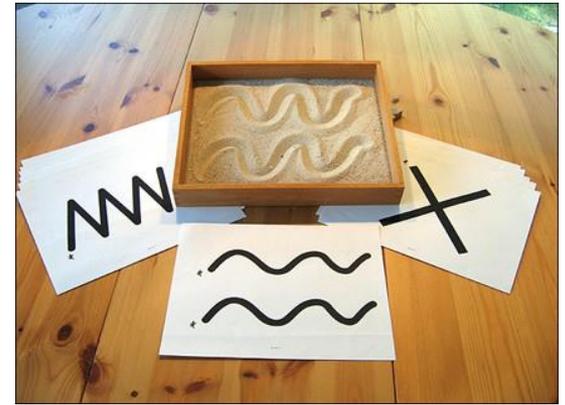
Key vocabulary: add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line.

Division and multiplication

Move onto grouping and sharing problem activities as practical investigations, more able may be able to record as a picture.

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.*



Thank you all for supporting us
and your children.

