

Victoria Dock Primary School

A curriculum guide
for parents

Foundation Stage
Spring Term

Working together for your children

Welcome to the Foundation Stage

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development;
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Our school's aims

These are at the centre of all we do

1. Provide the best possible education to suit the needs of each child, both to provide children with a greater understanding of the world in which they live, and to prepare each child for the next phase of his/her education.
2. Help each child to acquire a set of values to help him/her become a valuable member of the wider community and ultimately a good citizen.
3. Provide opportunities for all children to acquire the skills and attitudes necessary to gain the most from the opportunities which life presents.
4. Through high expectation, the school aims to help all children to be the best that they can be.
5. Raising standards in basic skills by high quality teaching and learning through a rich and balanced curriculum

An important part of your child's education is enabling opportunities to develop the skills they need to be a successful member of modern British society. We ensure they have an understanding of different beliefs and cultures and learn tolerance and respect towards others. Our curriculum supports and provide many opportunities for pupils' spiritual, moral, social and cultural development.

In this booklet we have outlined the main themes which will be covered through the year and given you an overview of the early learning goals with a suggestion of how your child could be supported at home.

Foundation 1 Age Related Expectations– Autumn Term

Physical Development

- Travels with confidence in a range of ways including crawling, walking, running, jumping etc.
- Run freely, adjusting speed, direction and avoiding obstacles successfully.
- Can use simple one-handed tools and equipment. E.g. making snips in paper.
- Beginning to hold pencil between thumb and two fingers.
- Can attend to their toileting needs independently most of the time.
- Dresses with help.

Please help your child to use scissors effectively and safely and practise holding a pencil with the 'correct grip'.

Communication and Language

- Listens to stories and rhymes, joining in with repeated refrains and anticipates key events.
- Is able to follow and respond to simple instructions.
- Listens to others one to one and in small groups when conversations interest them.
- Beginning to develop an understanding of prepositions such as under, on top, behind.
- Can retell simple past events in order.
- Develops vocabulary that reflects their experiences.

Please help your child to talk clearly, showing awareness of the listener.

Personal, Social and Emotional Development

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with other children and familiar adults.
- Initiates play offering cues to peers to join in.
- Selects various resources and activities to use with little help.
- Shows confidence in asking adults for help.
- Understands how to be kind to one another.

Please help your child to understand celebrations and recognise appropriate behaviour in a range of situations.

Foundation 1 Age Related Expectations– Autumn Term

Literacy

- Looks at books independently and handles them correctly.
- Recognises own name and familiar signs or logos.
- Beginning to recognise rhythm in spoken words and enjoys rhyming activities.
- Beginning to be aware of the way stories are structured and how stories might end.
- Sometimes give meanings to the marks they make when they draw, write or paint.

Please read and share books with your children and ask them questions about what happens. Encourage your children to draw and paint.

Maths

- Beginning to use some number language spontaneously.
- Counts numbers in order to 10.
- Understands that numbers show how many are in a set.
- Knows that not only objects can be counted, e.g. claps, jumps, steps etc.
- Beginning to show an interest and understanding of different shapes in the environment.

Please help your child recognise the numbers 1 to 10 and to count objects and in rote.

Understanding the World

- Talk about significant life events for themselves, family or friends.
- Know that they are unique and can talk about similarities and differences in relation to family and friends.
- Can ask questions about their familiar world and where they live.
- Can talk about things they have observed and beginning to develop an understanding of growth and decay.
- Shows an interest in technology and can show skill by making toys work.

Please help your child to understand and use technology in a range of scenarios including remotes, microwaves, torches, cameras, computers, tablets/electrical devices.

Expressive Arts and Design

- Enjoys joining in with familiar songs and initiates movement in response to music.
- Uses a range of construction materials.
- Understands tools can be used for a specific purpose.
- Explore colours and how colours can change.
- Engages in imaginative role play.
- Sings songs, rhymes and creates their own songs or rhymes.

Please try to explore your children's creative side. This could include singing, dancing, making sounds, creating artwork, role play and using objects in their pretend play.

Foundation 2 Age Related Expectations– Autumn Term

Physical Development

- Dress and undress independently and manage personal hygiene. Show an awareness of how to keep healthy including eating a range of foods.
- Move freely and with confidence in different ways.
- Travel under, over, along and through low apparatus.
- Control small equipment by pushing, patting, throwing, catching and rolling.
- Beginning to hold a pencil and use it with control.

Please help your child to use scissors effectively and safely and practise holding a pencil with the 'correct grip'.

Communication and Language

- Listen to stories and poems with enjoyment and increasing attention to detail.
- Talk to each other in pairs, small groups or whole class situations taking turns and listening carefully.
- Begin to develop the skill of questioning.
- Respond appropriately to simple instructions.

Please help your child to talk clearly, showing awareness of the listener.

Personal, Social and Emotional Development

- Talk about home, traditions, interests and ideas.
- Discuss likes and dislikes with increasing confidence, knowing that we are all different.
- Understand what kindness is and how we can be kind to each other.
- Select resources independently to enable an activity to be extended.
- Solve conflicts in a positive way with adult support and sometimes without the need for support.

Please help your child to understand celebrations and recognise appropriate behaviour in a range of situations.

Foundation 2 Age Related Expectations– Autumn Term

Literacy

- Continue to learn names and sounds of letters using Jolly Phonics.
- Learn to form all letters correctly.
- Blend and segment sounds in simple 2 and 3 letter words to enable reading and writing.
- Write own name and tricky words such as I, the, no, go, to.

Please practise phonics and reading every night with your child. Can your child write their own name with a capital letter at the beginning?

Maths

- Count reliably up to 10 and then 20 objects.
- Say and use number names in order to 20.
- Say the number that is one more or one less than any number from 1 to 10 and then 1 to 20.
- Use everyday language and some mathematical language to describe 2d and 3d shapes.

Please help your child recognise the numbers 1 to 10 and then 11 to 20. If they already can, have a go at writing them.

Understanding the World

- Notice and comment on the changing season.
- Talk about family customs and routines.
- Discuss past and present events in their own lives and the lives of other family members.
- Uses age appropriate computer programs independently.

Please help your child to understand and choose technological toys and items for different purposes e.g. the camera for taking pictures or the iPad for playing games.

Expressive Arts and Design

- Combine media and materials to create new effects.
- Learn a new repertoire of songs which can be sung clearly and with confidence.
- Move imaginatively to music.
- Engage in role play based on familiar experiences and imaginary worlds.

Please try to explore your children creative side. This could include singing, dancing, making sounds, creating artwork, role play and using objects in their pretend play.

Foundation 2 Age Related Expectations– End of Year

Early Learning Goals– Prime Areas

Personal, Social and Emotional Development

Making Relationships

They play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children.

Self Confidence and Self Awareness

They are confident to try new activities. They say why they like some activities more than others. They are confident to speak in a familiar group and will talk about their ideas. They will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

They talk about how they and others show feelings. They talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and Language

Listening and Attention

They listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

They follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

They express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and Handling

They show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self Care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Foundation 2 Age Related Expectations– End of Year

Early Learning Goals– Specific Areas

Literacy

Reading

They read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

They use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Number

They count reliably with numbers from one to 20. They place numbers 1-20 in order. They say which number is one more than a given number (to 20). They say which number is one less than a given number (to 20). Using quantities and objects, they add two single-digit numbers and count on to find the answer. Using quantities and objects, they subtract two single-digit numbers and count back to find the answer. They solve problems, including doubling. They solve problems including halving. They solve problems including sharing.

Shape, Space and Measure

They use everyday language to talk about *size/weight/capacity/position/distance/time/money* to compare (quantities) and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes. and use mathematical language to describe them.

Understanding the World

People and Communities

They talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others. They know about similarities and differences among families, communities and traditions

The World

They know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

They recognise that a range of technology is used in places such as homes and schools. They select and use technology for

Expressive Arts and Design

Exploring Media and Material

They sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

They use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Exploring Foundation Stage

Due to the nature of the Early Years Foundation Stage, topics are determined from children's interests and are driven by the children's next steps in learning. Topics covered do not have a set time limit and evolve in the direction the children lead them. We will keep you updated of future topics on a weekly basis via our homework. Here we aim to summarise our week's activities and inform you of what we plan to cover the next week. In this way, we promote 'Home- School' links in terms of learning. You, as parents, are given the opportunity to consolidate and review what has already been taught and alternatively assist your child's understanding in their next topic area. We appreciate your support within this and your input directly impacts upon the assessments we make of your children.

There are however, some overarching topics or themes that we will aim to cover throughout the course of the year. Activities outlined below are merely starting points for the Spring Term and this is by no means an exhaustive list of the learning that will take place. Your children are at the centre of this!

Topic – Fairytales

A love of books is central to the ethos at Victoria Dock Primary School and this not only includes reading books but listening inventively to stories being read. We will venture into the woods and learn about the 'Three Little Pigs'... which house is the strongest? How do we know? Here we will make links to materials, buildings and draw upon our own experiences of the world around us. We will go deeper into the woods and retell the story of 'Goldilocks and the Three Bears'. What happens in the story? How do these bears compare to real life bears?... If we dare we will explore the story of 'The Three Billy Goats Gruff', describing characters, events and settings. Jack's Beanstalk will then magically appear leading us onto our next topic Spring into Life.

Topic – Spring into Life

Spring into life will focus mainly on our Understanding the World strand. We will explore lifecycles and growing through a combination of stories and non-fiction texts. Observations of real life animals and plants will also form part of our investigation into the natural world around us. Exploring our outdoor area and using magnifying glasses to take a closer look will lead us to draw upon similarities and differences between the creatures and living things we see. If you have any non fiction books, bring them into class and we can share them during carpet time.