



Victoria Dock Primary School

A curriculum guide
for parents

Foundation Stage

Working together for your children

Welcome to Foundation Stage

The teachers within EYFS are Mrs Heaton, Miss Benn and Miss Bayley.

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;

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.

A typical day in Foundation 1

08.:15/12.30: Register and calendar time.

09.00/12.45: Group task.

09.20/1.00: Topic group.

09.30/13.15: Continuous provision.

11.10/14.50: Group task.

11.30/15.15: Snack and story.

11.45/15.30: Home time.

A typical day in Foundation 2

08.40: Funky Fingers

08.55: Register and calendar time

09.00: Star challenges; each week the children will do some writing, reading and topic work with the staff.

09.30: Maths

10.00: Continuous provision; where children learn through play both indoors and outdoors.

11.10: Phonics

11.45: Lunch

13.00: Shared reading; where we explore our story of the week.

13.30: continuous provision.

14:40: Snack and Story.

15.10: Home time.

Foundation 1 Age Related Expectations– Autumn Term

Physical Development

- To move around in lots of different ways e.g. running, skipping and jumping.
- To run around, stopping, changing direction and slowing down; making sure not to bump into things.
- To catch a large ball.
- To use child scissors to make snips in paper. To know they need to be careful when using scissors.
- To hold the pencil near the top, like a grown up... making lines and marks.
- To let adults know when they are hungry or tired.
- To, most of the time, remember to go to the toilet in time and wipe themselves.
- To wash and dry own hands.
- To put their arms in their coat and do the zip up when it is started.

Please help your child to use scissors effectively and safely and practise

Communication and Language

- To listen to their friends; when they are interested in what is being said.
- To join in with their favourite bits when listening to books or singing songs, like “Who’s been sleeping in my bed?” when reading Goldilocks and the Three Bears.
- To follow instructions if they are not busy playing their favourite toy.
- To know what objects are used for.
- To use some simple positional language.
- To help put things away when given an instruction.
- To begin to answer and ask simple questions.
- To begin to use longer sentences with words like “because” and “and”.
- To recount something that happened in the past.
- To use lots of words about things that interest them.
- To use talk when playing.

Please model new vocabulary to your children by chatting and talking to them. Encouraging them to ask questions.

Personal, Social and Emotional Development

- To play in a group with friends.
- To watch what their friends are doing and join in with them.
- To choose the toys they want to play with and say if they need help.
- To help with jobs at home.
- To know that sometimes they can’t do things they want to do, like running around in the supermarket.

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

Foundation 1 Age Related Expectations– Autumn Term

Literacy

- To join in with rhymes and songs.
- To listen and join in with books.
- To draw or make marks on paper and to explain what they mean.
- To begin to recognise signs and words as having a meaning e.g. their name or advertisements.

Please read with your children. Model how to hold the book and turn the pages. Make sure they have access to paints, pens or pencils to make marks.

Maths

- To count to 10 in order.
- To know that numbers identify and amount of something.
- To sometimes count accurately and match with the correct number.
- To play with shapes and recognise them in their environment.
- To play with puzzles and jigsaws.

Please help your child count in order to 10. Point our shapes an use words like big or round to describe things.

Understanding the World

- To talk about special family times.
- To interested in different jobs.
- To look at plants, animals and the world we live in.
- To operate ICT equipment and be interested in how things work.

Please talk to your child about seasons, how things change and special celebrations important to your family.

Expressive Arts and Design

- To join in with dancing and singing.
- To play with blocks, paints, and tools e.g. scissors.
- To have preferences with regard to activities and toys.
- To make up stories about the toys they play with.
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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– 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. Can they copy letters from their name and then write it independently?

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. Ask them questions and encourage them to do the same.

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 use technology in a range of scenarios including remotes, microwaves, torches, cameras, computers and tablets/electrical devices.

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 particular purposes.

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 Topic

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 Autumn Term. Activities outlined below are merely starting points 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 – All About Me

Throughout the course of the term, we will look at 'Ourselves' in a variety of different contexts. This may include looking at the Human body both inside and out by exploring our senses, emotions and what we can do to keep healthy. Our local community may also be a feature of our observations and discussions. Questions like 'Where do you live?', 'Who helps within our local community?' and 'What can you see on your way to school?' provide opportunities for children to relate to experiences within their own lives and make links within their play. As the children settle and begin to learn boundaries, we will take a closer look into our emotions, learn how we can share and contribute to our classroom communities. We will read 'Funnybones', 'The Rainbow Fish' and 'What the Ladybird Heard' as a starting point for our topics.

Topic – Let's Celebrate

Family customs and routines form the basis of our work when considering 'People and Communities'. In addition to this, special family times create excitement, encourage discussion and allow children to learn about similarities and differences between themselves and others. Eid, Diwali, Bonfire Night, Advent and Chinese New Year are just a few examples of celebrations that hold a special place within the hearts of our diverse local community. Birthdays and becoming "4" and "5" are a huge part of life within the Foundation Stage so this will also be a topic we will cover. We will think about how we prepare for a birthday celebration as well as having our very own party to celebrate the class bears turning 4 and 5... what fun!

Behaviour

We have high expectations of behaviour at Victoria Dock.

- We have a traffic light system to signal children's behaviour (green—expected behaviour, amber—warning regarding behaviour, red - unacceptable behaviour)
- Children in amber will be reminded and shown how to get back onto green. Modelling and highlighting good examples will support chn to make green choice.
- Chn on red may sit and think about their behaviour and have a chat with the teacher. We might ask chn to practise green sitting or being a good friend before they move back to green.
- Rewards and praise is offered to those doing the right thing. In Foundation 2 we use 'Monster Points' and in Foundation 1, stamps and stickers are used as a more visual way of promoting green behaviour.
- Good work assembly shows the best of their work and behaviour from the week. Children who get 'Pupil of the Week' get to take the class bears home as a reward.

Reading

Reading is key skill:

- Reading is linked to Phonics. In Foundation 1 chn will learn pre reading skills and develop auditory listening skills. Chn in Foundation 2 will begin Phase 2 phonics and learn letter sounds in order to blend words and then sentences.
- In Foundation 2 Children will begin to follow the school colour banded reading scheme.
- The correct colour band is a small sticker with TTS written on.
- Children's books will be changed at least once a week as staff listen to them read individually. Chn can change their book more regularly but must be independent in this. If chn ask to change their book and parents have written 'New Book Please' in their reading record, they can change it more regularly than once per week.
- Teachers will decide to move a child up a band based on their work in class. Reading books taken home are **de-**signed for fluency, enjoyment and developing a love of reading.

Handwriting

- Handwriting is practised through Phonics and Funky Fingers sessions.
- This begins with air writing, writing letters in glitter or sand and by completing 'Funky Fingers' activities that build muscle strength in shoulders, elbows, wrists and fingers.
- The correct pencil grip is called the tripod grip. Children leaving the Foundation stage are expected to use this grip to form most letters correctly.
- Extra support is put in place for those finding handwriting a little hard.
- Thicker pencils are used initially before moving onto regular pencils as chn transition into KS1. Pencil grips and modified pencils are available for those who find holding a pencil correctly difficult.
- Letter formation practise at home is always beneficial to children. This could be with a pencil but also with paints, in sand or glitter.

Holidays in Term-Time

Outstanding attendance is expected at Victoria Dock Primary School and holidays in school time are discouraged.

Work will not be set for children going on holiday during term time.

Permission for Trips

Letters to inform you of trips will go out in advance. Please ensure prompt return of permission slips and payment (if required) to ensure the children are able to attend.

Pupil Details

Please ensure up to date medical information is shared with the school.

Addresses and telephone numbers should also be kept up to date in the case of an emergency.

Lunch (Foundation 2)

- Lunch is 11:45 - 13:00

Children are supported by their teachers and encouraged to use a knife and fork and good manners before the rest of the school enter the dinner hall. Cutting food during meal time at home would encourage children's independence at school.

- Bands are issued for children having lunches. Lunches must be booked via the school website by Thursday of the previous week.
- Children can bring a packed lunch or stay home dinners.

Key Events in the year

- A class workshop will be held in the Autumn Term; so you learn a little bit more about life at school and meet the staff.
- A Christmas Show will take place involving Foundation 1 and 2 in December.
- Parent's Evening will be held twice a year with an optional third evening in the summer.

All key event dates are on the school's website.

School Start and Finish Times

Foundation 1 AM: The EYFS 'green' gate opens at 8.45am. Children are greeted at the door by staff and enter the classroom directly. Finish time is 11:45

Foundation 1PM: The school gate opens at 12:30. Children are greeted at the extension door by staff and enter the classroom via the hall. Finish time is 15:10

Foundation 2: The school doors open at 08:40 daily and children should be in school, in the classroom by 08:50. Children access Fine Motor activities on entering the classroom. School finishes at 15:10. and children should be picked up on time. Children who are late will be taken to the office.

Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that children receive effective support, protection and justice.

Victoria Dock Primary - Safeguarding Team	
Designated Safeguarding Lead	Mrs Juggins
Safeguarding Lead Support	Mrs Stephens
E-Safety Lead	Mr Hague
Designated Governor for Child Protection and Safeguarding	Mr Comfort

If you have any safeguarding concerns, please contact the school immediately.

Please see the school's Safeguarding and Child Protection Policy

E-Safety

We take E-Safety very seriously in school. Children are taught from a young age about staying safe online.

- Children are taught about what to look for and what to do if they see something they think they shouldn't.
- Incidents are reported to Mr. M. Hague and investigated. These can also be reported by yourselves through the school office.
- Children can log incidents themselves through an online form.
- E-Safety updates will be sent home should a concern or new 'craze' become relevant and/or a concern for our pupils.
- Sites, where possible, are screened by teachers to reduce the risk of incidents.

Homework

Homework is given out every Thursday and will be based on what your child has been doing or will be doing in class to reinforce their learning.

- Homework books will be provided.
- Homework will be uploaded on to the school's website.
 - Paper copies are available if required.
- Homework should be returned to school by Wednesday.
- Tasks will be relevant to the topic each term.
- Children are encouraged to complete their homework.

Any questions...?

- If you have any concerns or questions then please ask your child's class teacher.
- Miss Benn is the EYFS Leader and can also be contacted via the school office.
- Alternatively you can contact the admin office who will try to help you with your query.
- Mrs Saunders (Head Teacher) and Mrs Juggins (Deputy Head) are available should you require further assistance.
- Mrs Taylor is our SEN leader and available should you have any concerns regarding progress and attainment.