

Rise Park Infant School

Welcome to the Curriculum Meeting

Early Years Centre



What is the Foundation Curriculum?

Once children start in Reception it is classed as Early Years Foundation Stage 2. At the end of Reception children move to Key Stage 1 (year 1 and year 2).

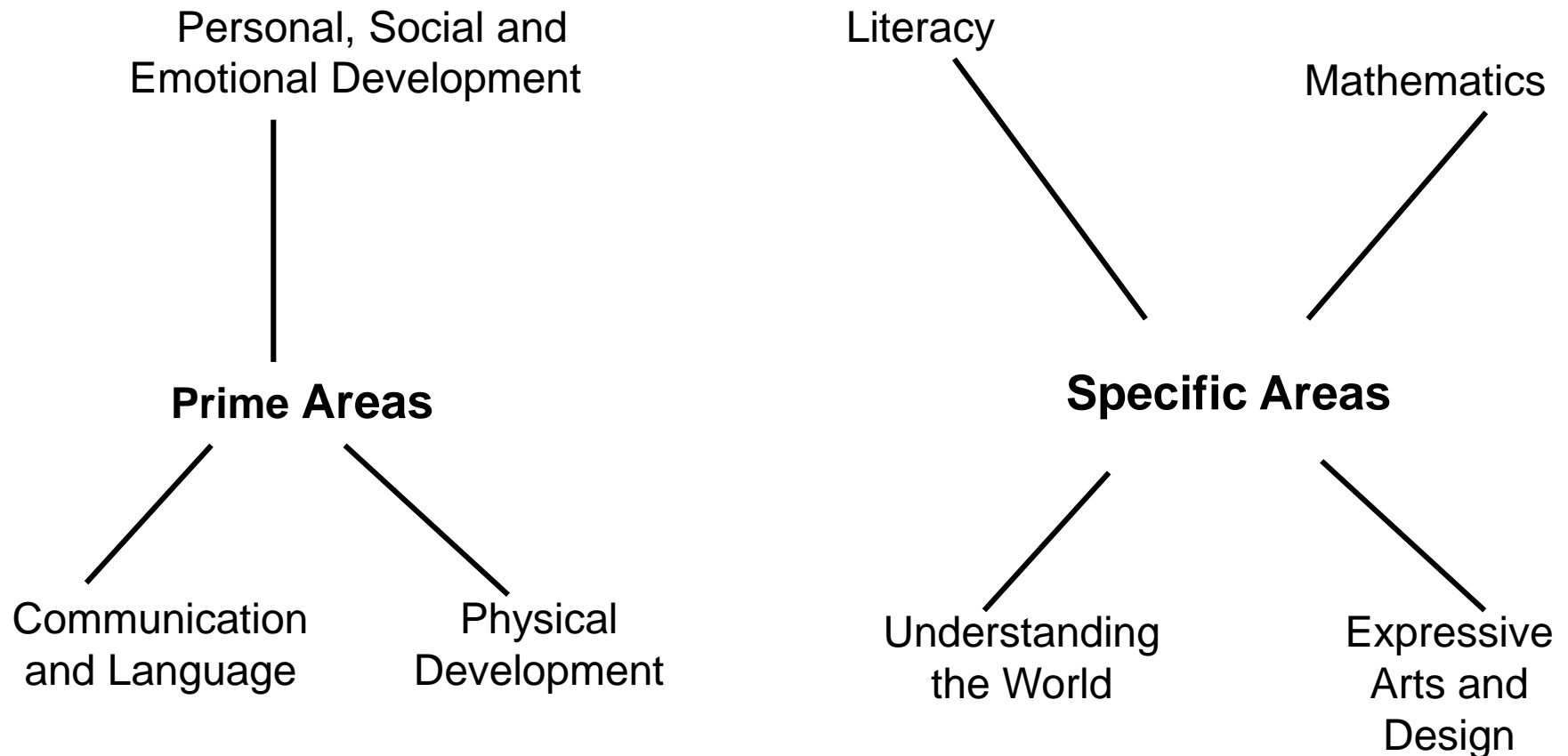
Next year, from September 2021, early years will work from an updated Development Matters and an updated Foundation stage statutory framework. To prepare for this change, Rise Park Infant School has elected to become an 'early adopter' school. This means that we will start to follow these new guidelines from this September.

There will still be 7 areas of learning leading to 17 early learning goals. These 17 early learning goals (ELG's) will form the foundation stage profile (EYFSP). Each child will be assessed as to whether they are working at the expected stage or not.

Personal, social and emotional development, physical development and communication and language are the "three prime areas of learning that underpin everything in the early years." Children working well in these areas are more likely to be able to access the curriculum, being more engaged with the specific areas of our curriculum – Literacy, Mathematics, Understanding the world and Expressive arts and design.

These areas of learning should be available **inside** and **outside**.

Areas of Learning



Early Learning Goals

There are 17 ELGs.

Communication and Language – listening, attention & understanding, speaking

Physical development – gross motor skills, fine motor skills

Personal, social & emotional development – self-regulation, managing self, building relationships

Literacy – comprehension, word reading, writing

Mathematics – number, numerical patterns

Understanding the world – past & present, people, culture & communities, the natural world

Expressive arts & design – creating with materials, being imaginative & expressive

Characteristics of Effective Teaching and Learning

We also monitor and consider how children learn and how we can effectively teach new ideas and concepts to engage all pupils.

“Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things”

Early Learning Goals

At the end of Reception we aim that most children will achieve the Early Learning Goals in each of the seven areas.

We will complete the EYFSP.

This information will form an end of year report and their current teacher will also discuss it with their next teacher.

We cover all these Areas by teaching through themes.

Autumn 1 - Marvellous me!

Autumn 2 - Let's celebrate!

Spring 1 - Helpful heroes

Spring 2 - Growing

Summer 1 - Wonderful World

Summer 2 – The land before time (dinosaurs). Plus a mini theme of Pirates at the end of the term

In addition, we will also explore seasonal changes

How We Teach Reading

- Lots of book experience – book knowledge (talking about the pictures, the front cover). Reading and sharing a range of texts - at home and school
- Learn rhymes, join in with repeated refrains
- Learn sight words – these are words that come home (high frequency words). They will be inside the word card found in the pink reading folder.
- Your child will learn set sounds each week from our programme. They will learn how to form the letter (grapheme) and the sound it makes (phoneme).
- We use the 'Read, Write Inc.' Phonics programme as this fulfils the Government's requirements in the teaching of phonics.
- We learn the letter sounds before the letter names. For writing letters we focus on the lower case not upper case letter at this time. Names should be written with just the initial capital letter to start the name.

Words

- Your child will bring home words to learn. These will link to common words, common irregular words and words incorporating the sounds worked on in class. We call these words our 'sight words'. They should be recognised when sharing text – the more words children learn the more likely they are to be confident to read and to read with fluency and pace.
- We will assess the children reading the words on a regular basis.
- Encourage your child to find the words in their books.

Books

- Your child will change their books on Monday and Thursday. One change will include a library book – this is to be a shared story experience. We aim to work with both fiction and non-fiction texts.
- As they progress with learning their words, they will go on to different levels of books.
- Please remember that your child needs to be able to talk about the story as well as read the words (comprehension). It is important that your child demonstrates that they understand what they have read. Reading for meaning is an essential skill.

Mathematics

We currently follow the PA maths system. The scheme is designed to give children plenty of opportunity to build up their knowledge, to build a firm foundation for future maths learning. We focus a great deal on practical activity and exploration. We then move onto the concrete phase followed by abstract – this demonstrates their level of understanding and application.

Numbers

(From the guidance)

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to

5 (including subtraction facts) and some number bonds to 10, including double facts.

Mathematics

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system;

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

How We Teach and Assess

- Initial assessments and observations.
- Teacher directed, teacher initiated and child initiated opportunities.
- Exploratory play and investigation.
- Regular observations.
- Parental involvement. (Wow Moments)
- Foundation Stage Profile.

Supporting Your Child's Learning

- Reading on a regular basis.
- Developing language & communication skills- simple instructions, asking simple questions, developing vocabulary.
- Practising sounds and keywords.
- Capitalising on learning opportunities.
- Playing number games.
- Encouraging independence (especially with dressing!).

Working in Partnership

To support your child in school it is important that we work in partnership together.

- We send home words and sounds.
- We host parental visits. These visits are offered on a half termly basis. However, at this current time we are unable to offer this opportunity.
- We have a weekly book for home use – ‘Me and my world’
- WOW messages
- Newsletters

WOW moments

As part of our home/school connection we supply a WOW moment sheet. This is an opportunity for parents to supply information from home, to share good news. Indeed, anything that has made you think wow! It may be moving up to a new group in swimming, learning to ride a bike, writing a birthday card message, identifying a word or number when out shopping, trying a new food at home, etc. I would advise it is nothing too personal as we do share the good news with their class.

When a sheet is sent in we will pop a new one in their book bag ready for the next wow.

Me and my world books

Your child will soon bring home a book we call 'Me and my world'. We use this book to help develop their communication skills, confidence and the opportunity to share information about their life outside of school.

We ask that you complete just one page a week.

It may be a message written by mum or dad telling us of a family event, a shopping receipt, a photo, a leaflet from a place visited, a cinema ticket, etc. Sometimes the children enjoy drawing a picture to match the sentence recorded on the page. We find, as the year progresses, that children often start wanting to try to write their own news.

We ask the children to share this news with their friends in class. It can be beneficial to talk about the item at home to help prepare to share in class.

Our Outside Classroom

- Provides outdoor learning opportunities across all areas of learning- increases range of learning opportunities. We observe more child initiated learning and problem solving. This helps support the development of the characteristics of learning.
- Provides opportunities for pupils to work and play with all pupils in Reception and offers a chance, sometimes, to work on a larger scale.
- It is used daily – appropriate clothing is required – a pair of named wellies and a school coat. (waterproof trousers/all in one if you wish to supply)

General Notices

- P.E. for Little Bears (RD) – Monday and Wednesday
- P.E. for Little Stars (RMW) - Wednesday and Friday
- P.E. for Little Owls (RS) – Monday and Friday
- Due to the current situation, children are asked to come to school in their P.E. uniform on their P.E. days. Please check that all items of clothing including school shoes and P.E. trainers are named.

Packed lunches and school dinners

Each child is entitled to a school meal. Currently it is a 'cold menu'. The Menu is available on your class story page on the Dojo site. If you are sending in a packed lunch please use a plastic lunchbox. Please be aware that grapes will need to be cut in half and there should be no sweets in lunchboxes. We are a 'nut aware' school and ask that no nut products form part of a packed lunch to keep all children safe. Thank you.

Milk is provided (through the Cool Milk Scheme) and you are asked to provide a named water bottle for your child to ensure they regularly hydrate throughout the day. As per school policy, the bottle should contain water only.

Finally ...

- Thank you for reading this powerpoint - we do hope you have found it useful.
- We will share more information about our phonics and mathematics programmes at a later date.
- Any information you need to pass on such as medical information please contact the main office. Any information regarding the collecting of children, please either inform class teacher/TA or the main office. Please ensure that anyone collecting your child is aware of the password.