



Foundation Stage Curriculum

A presentation to Parents
September 2022



Aims of this session

- To give an understanding of how we teach early reading, writing and maths skills in school
- Ideas of how to support at home, making it fun!
- To answer general questions



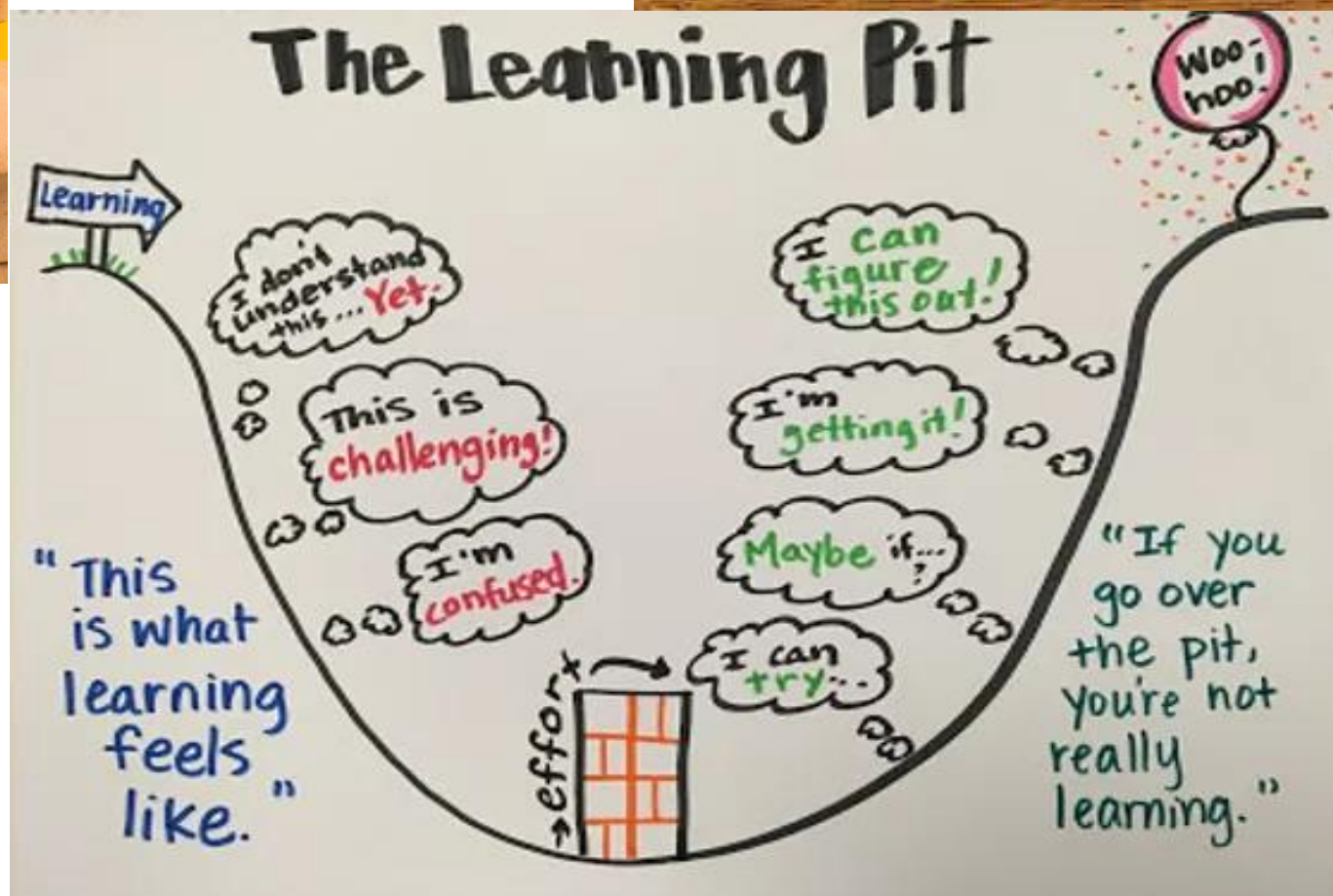
Our Vision and Values

- We want every child to
'let their light shine' Matthew 5:16
and to be the best they can be.
- We have high expectations
- We celebrate all aspects of children's learning and achievement
- We challenge and support every child, whatever their ability.



MISTAKES

ARE OPPORTUNITIES
TO LEARN.



Super Learners



Busy Beaver



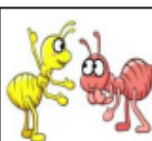
Playful Puppy



Resilient Rhino



Thoughtful Tortoise



Amicable Ants



Creative Chameleon



Fabulous Flamingo



Happy Hedgehog

I am resourceful

I can use things in my classroom dictionaries and number lines to help me learn.

I can use resources from the wider world - other people, books, the internet and past experiences to help me learn.

I can use what I know to make links in my learning.

I am inquisitive

I like to find things out by asking questions, researching and investigating.

I am curious and explore my ideas in imaginative ways.

I am excited about new opportunities and experiences.

I am proud of how I do things (not just the end result).

I am resilient

I face challenges with a 'have-a-go' attitude.

I can persevere and keep trying even when something is really challenging.

I know that making a mistake is all part of learning.

I have a clear idea of what I want to achieve and how I am going to achieve it.

I am confident to ask for help.

I concentrate and take care in what I am doing.

I work through problems.

I am a reflective thinker

I think carefully about what I want to achieve and how I am going to achieve it.

I can talk about what I am doing.

I like to have my own ideas and find different ways to solve problems.

I plan carefully, make predictions and test my thinking and ideas.

I can talk about my learning including my strengths and challenges.

I can make connections in my learning.

I am a collaborator

I can take turns.

I can listen carefully to others.

I can share my ideas with others.

I respect and recognise other people's ideas as valuable.

I can work as part of a team to achieve something.

I can be confident in my own ideas when part of a group.

I am creative

I can express myself in imaginative ways for example, through movement, dance, painting, imaginative play and language.

I can adapt, modify and improve my ideas to enhance them.

I can use what I already know to construct original solutions to problems.

I carefully consider the uses and purposes of the things that I create.

I believe in me.

I am unique, I am special, I am me!

I have a growth mindset.

I have a positive learning attitude.

I can grow my brain.

I can achieve anything with effort.

I am not there YET!

I can always improve.

I'll do my best and nothing less!

I follow my dreams!

I take care of me.

I am aware of my feelings and how to express them.

I am aware that my feelings can be affected by things and events around me.

I am aware that how I feel can affect my behaviour.

I am aware of strategies I can use to help me if I feel unhappy.

I am aware of who I can talk to if I need help with how I feel.

I am aware that everyone has times when they find their feelings difficult to manage.

I can demonstrate care and respect for others as they should for me.

I am aware of what I need to do to stay healthy.



Phonics and Reading



Making a Good Start to Reading

What makes a successful reader?



A successful reader...

- Loves **listening to stories**
- Knows print is read from **left to right**
- Plays games to **practise their sounds**
- Is **given praise** for their progress
- Blends sounds to make **simple** words eg pat, cat, hat
- Is given help at home to learn **red** words
- Is able to use a **range of strategies** (phonics, picture clues, context)
- **Reads their book at home** every day
- **Visits the library** every week



Wants to read because it is rewarding and enjoyable.



How we Teach Reading at Polehampton

- Daily targeted phonics lessons
- RWI (Read Write Inc) phonics
 - Used to teach sounds in small groups
 - See Sounds with Sylvie on school website
 - **Green** words are decodeable: **man, dog, pig, fish, sleep**
 - **Red** words- can't be sounded out: **said, the, to, my, me, here** and need to be learned.
- Big Cat Books Reading scheme
 - Children bring home books with no words until single sounds known
 - Reading diaries must be completed every day
 - Children read individually to their teacher or TA once a week
 - Reading books and diaries must be brought in every day



Parents have a daily responsibility to help their child learn to read

Simple Speed Sounds



Consonant sounds - stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - crunchy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - crunchy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - stretchy

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					ce		se			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl

Speed Sounds Set 3

ea cup of tea	oi spoil the boy			
<u>a-e</u> make a cake	<u>i-e</u> nice smile	<u>o-e</u> phone home	<u>u-e</u> huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

How to Help at Home



READ STORIES (over and over) so your child loves stories & is familiar with fluent reading.

POINT OUT & read together shop signs, road names, comics, menus & cereal box wording.

HELP your child to learn their sounds & play sound games every day.

PUT UP an alphabet poster in your child's room, use it daily!

HEAR your child read their school book **every single day** at least once & make a note in your child's reading diary.

EVERY FRIDAY help your child learn the sounds in their Incredible Ideas book (letter formation too)

ENCOURAGE your child to use picture clues to help them read. Mix it up by reading alternate pages with your child, & reading together sometimes.

RE-READ sentences for fluency & understanding.

PRAISE effort and achievement

MAKE POSTERS Have red words and your family's names displayed, read them regularly to improve your child's sight vocabulary. Make posters of familiar nursery rhymes and read together.

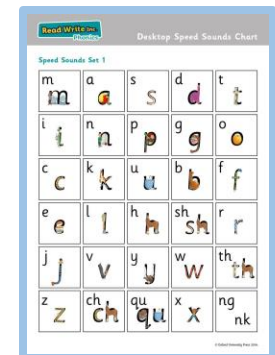
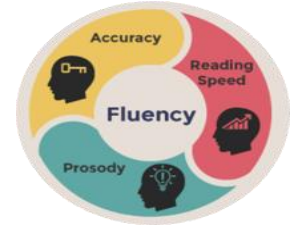
VISIT YOUR LIBRARY EACH WEEK– for a pile of new books to pore over and treasure; get involved with activities during the holidays; make it a special time together

MAKE TIME to read all together at weekends

MAKE SURE your child is in bed with plenty of time for stories, and some reading alone time before lights out.

WRITE short simple letters to your child and read together!

LIMIT screen time





Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.



Infer

Make inferences from the text.



Predict

Predict what you think will happen based on the information that you have been given.



Explain

Explain your preferences, thoughts and opinions about the text.



Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.



Sequence

Sequence the key events in the story.





Core Strength and Posture

When children have unstable posture, they end up using excess energy to maintain their stability and balance. This can affect how they function and decrease their ability to complete fine motor tasks, school work and even to listen.

Some activities to help develop core strength and posture include:

- Hanging activities – practice monkey bars, chins ups, pull ups or swing from the tree limbs.
- Climbing activities – climb the ladders and ropes on the playground.
- Pushing and pulling activities – pull a heavy wagon or push another child on a swing.
- Weight bearing activities through the arms – animal walks, wheelbarrow walking and crawling.
- Yoga poses.



Pre-Writing Gross Motor Coordination Skills



- Sky Writing – air write the letters using your entire arm
- Large art projects – using and easel, painting the fence
- Obstacle courses
- Star jumps
- Skipping with a rope
- Hand clapping games
- Throwing and catching balls



Pre-Writing Fine Motor Strength and Coordination Skills



- Threading and lacing with a variety of sized laces.
- Playdough activities that may involve rolling with hands or a rolling pin, hiding objects such as coins in the play dough or just creative construction.
- Scissor projects that may involve cutting out geometric shapes to then paste them together to make pictures such as robots, trains or houses.
- Tongs or teabag squeezers to pick up objects.
- Every day activities that require finger strength such as opening containers and jars.
- Finger games: that practice specific finger movements such as Incy wincy Spider.
- Craft: Make things using old boxes, egg cartons, wool, paper and sticky or masking tape.
- Construction: Building with duplo, lego, mobilo or other construction toys.



Pre-Writing Skills Pencil Control - Patterns



- Drawing or writing on a vertical surface.
- Practice drawing the pre-writing shapes (l, —, O, +, /, square, \, X, and Δ).
- Use a paintbrush in sand or with water on your patio to make patterns or trace over patterns an adult has drawn with chalk.
- Use big chalks to make your own patterns on a blackboard or your patio • Trace over handwriting patterns using bright felt pens.
- Place some tracing (thin greaseproof paper also works) over a picture in a colouring book and trace over it to make your own.



Pencil Grip and Posture



Support your child to hold their pencil in a comfortable and effective grip.

Dynamic Tripod Grip

The pencil is held lightly between the thumb and index finger and middle finger. The ring and little finger curl gently into the palm of the hand. Usually develops before the age of seven.



The hand rests on the table. Movement comes from the fingertips. The wrist, elbow and shoulder remain in a fixed position.

Sitting with a good posture for writing increases stability and provides a sturdy foundation for written output and can increase attention and focus.

- Your child's feet should rest flat with a 90 degree angle at their ankles.
- Your child's knees should be bent at a 90 degree angle and about 1-2 inches away from the seat of the chair.
- Your child's hips should be at the back of their chair and positioned at a 90 degree angle.



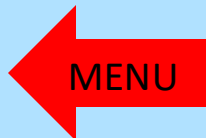
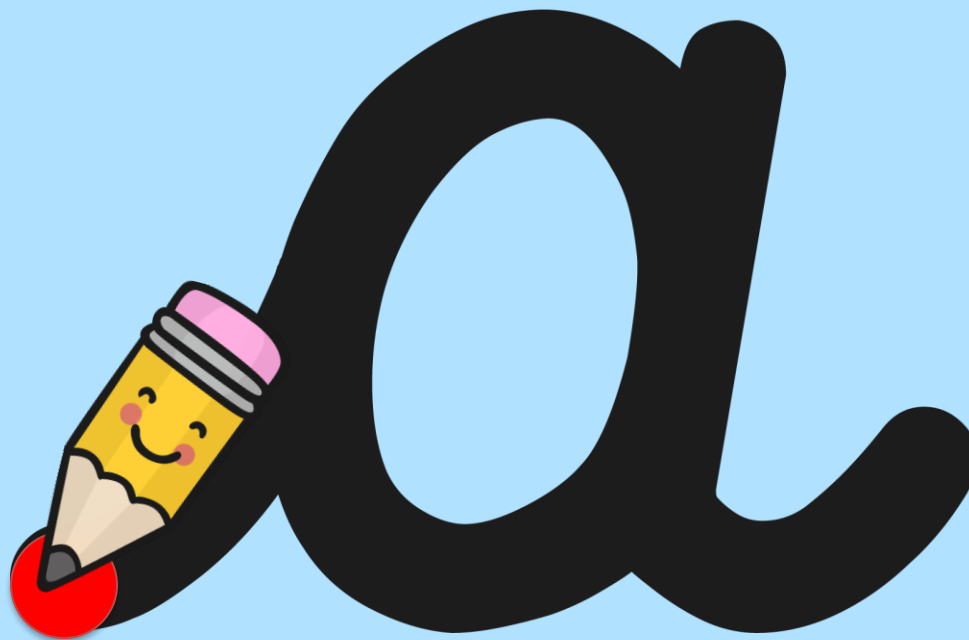
Left-handed children

- Position the paper correctly. Left-handed children should sit with their paper slightly to the left of centre, and angled downwards. This makes it easier for your child to see the nib of the pencil as they're writing.
- Hold the pencil in the right place. Your child should pinch the shaft of the pencil, not the sharpened nib (but not too high - about 1.5cm from the tip) - again, this helps to prevent the hand from obscuring what your child is writing.
- Use the right hand for stability. By placing their right hand flat on the right-hand side of the paper, your child can prevent the page from shifting about as they write.
- Keep the wrist below the line. Left-handers often develop a hooked wrist position, where the wrist curls over the top of the pencil, so that they can see what they're writing - but this can make writing uncomfortable. Encourage your child to keep the pencil on the line, with the wrist below, to improve their vision, reduce arm strain and prevent smudging.
- Put a dot at the start of the line. When they're learning to write, left-handed children often naturally write from right to left. Putting a mark at the left-hand side of the line can remind them where to start writing.





Watch the pencil.



Click on the pencil to see it write.



m m m



Practise handwriting

Maisie, mountain, mountain

m m m m m

Practise sound-writing

m

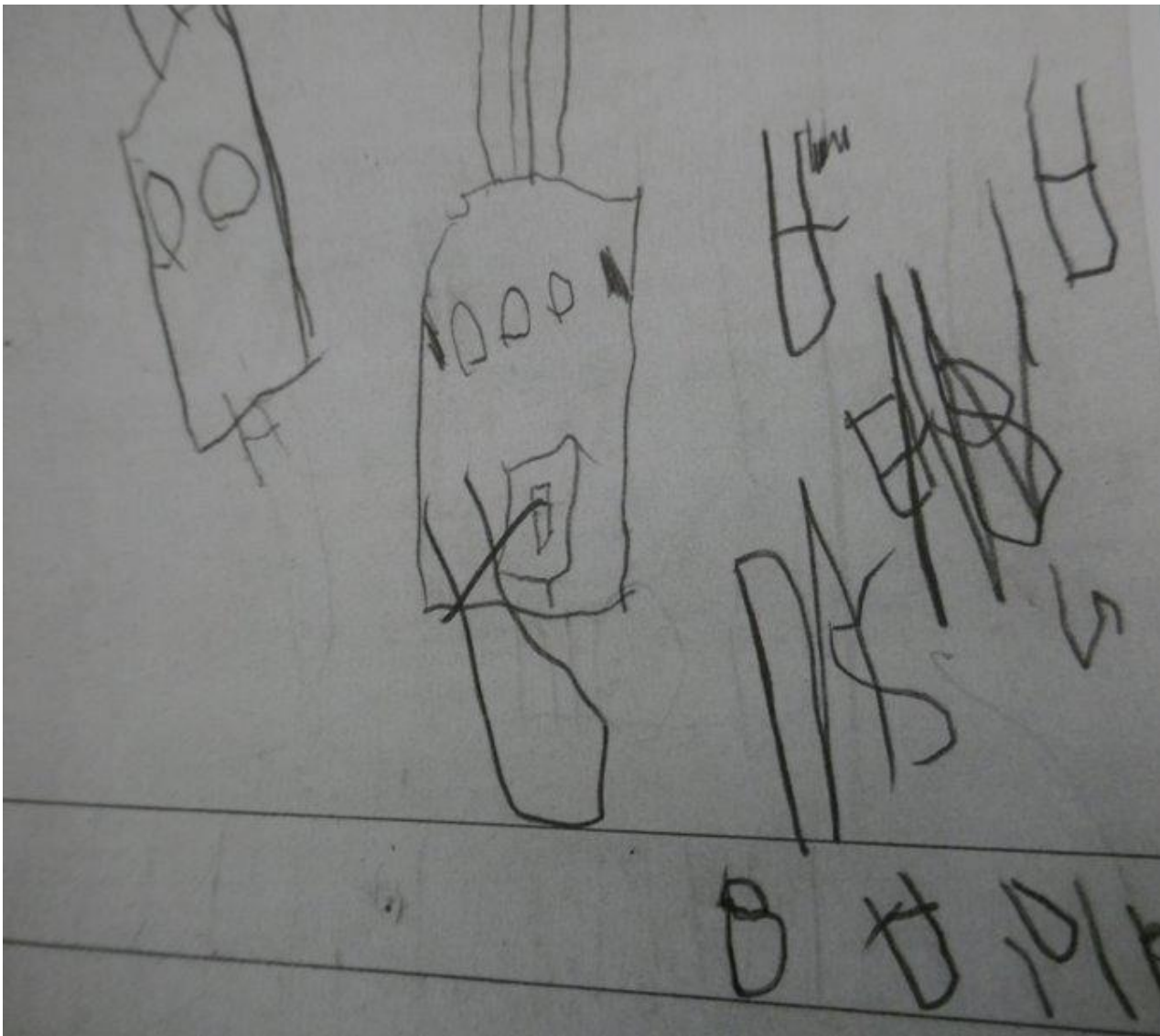


Writing Resources

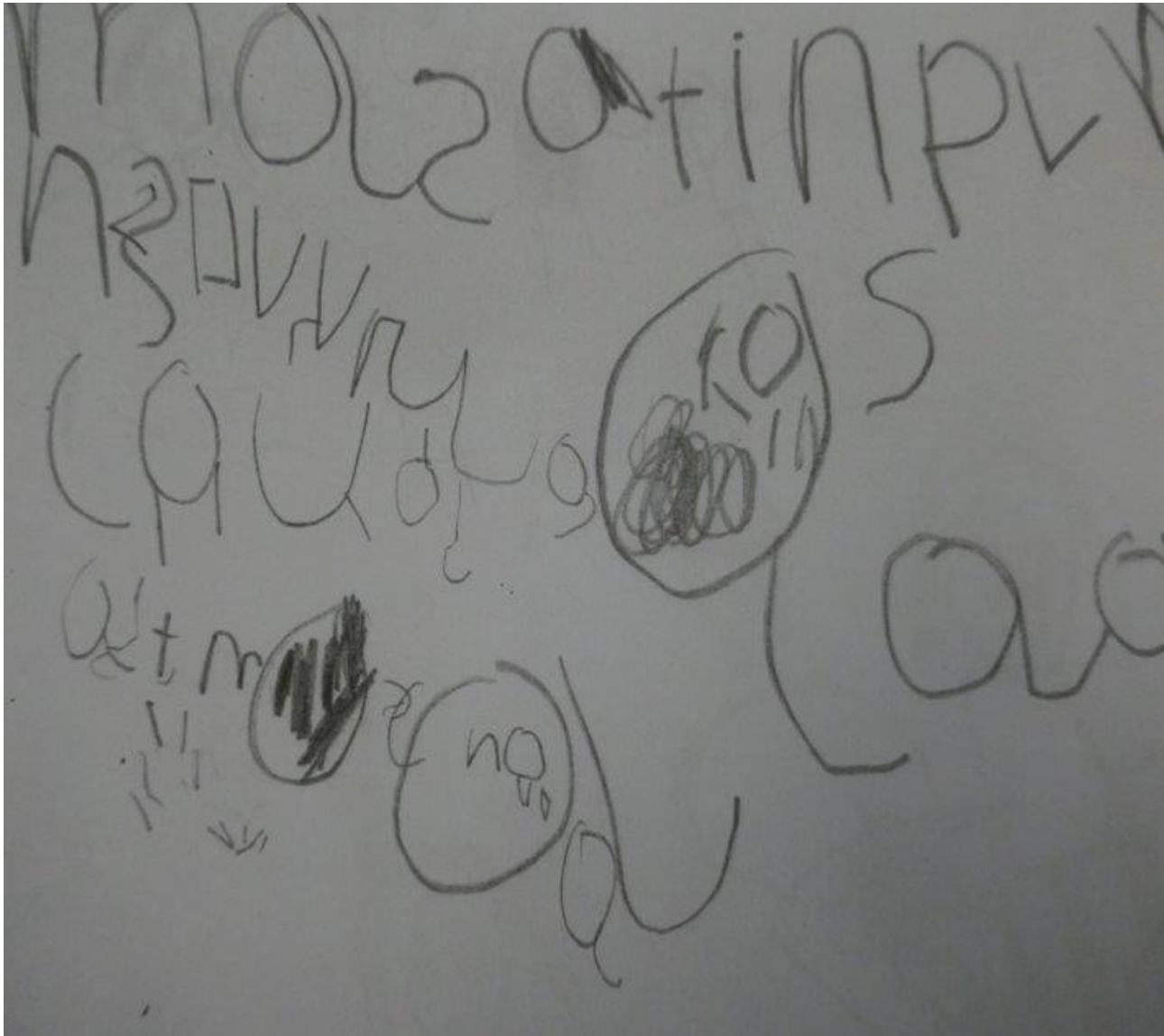
- Provide a variety of media and paper for your child to engage in emergent writing activities.
- Resources might include; notepads (lined and plain), envelopes, a whiteboard, a clipboard to take outside and a selection of pens and pencils.

Having independent access to writing tools and resources will enable your child to practise their early writing for their own meaningful purposes e.g. a birthday list or letter to Grandma.

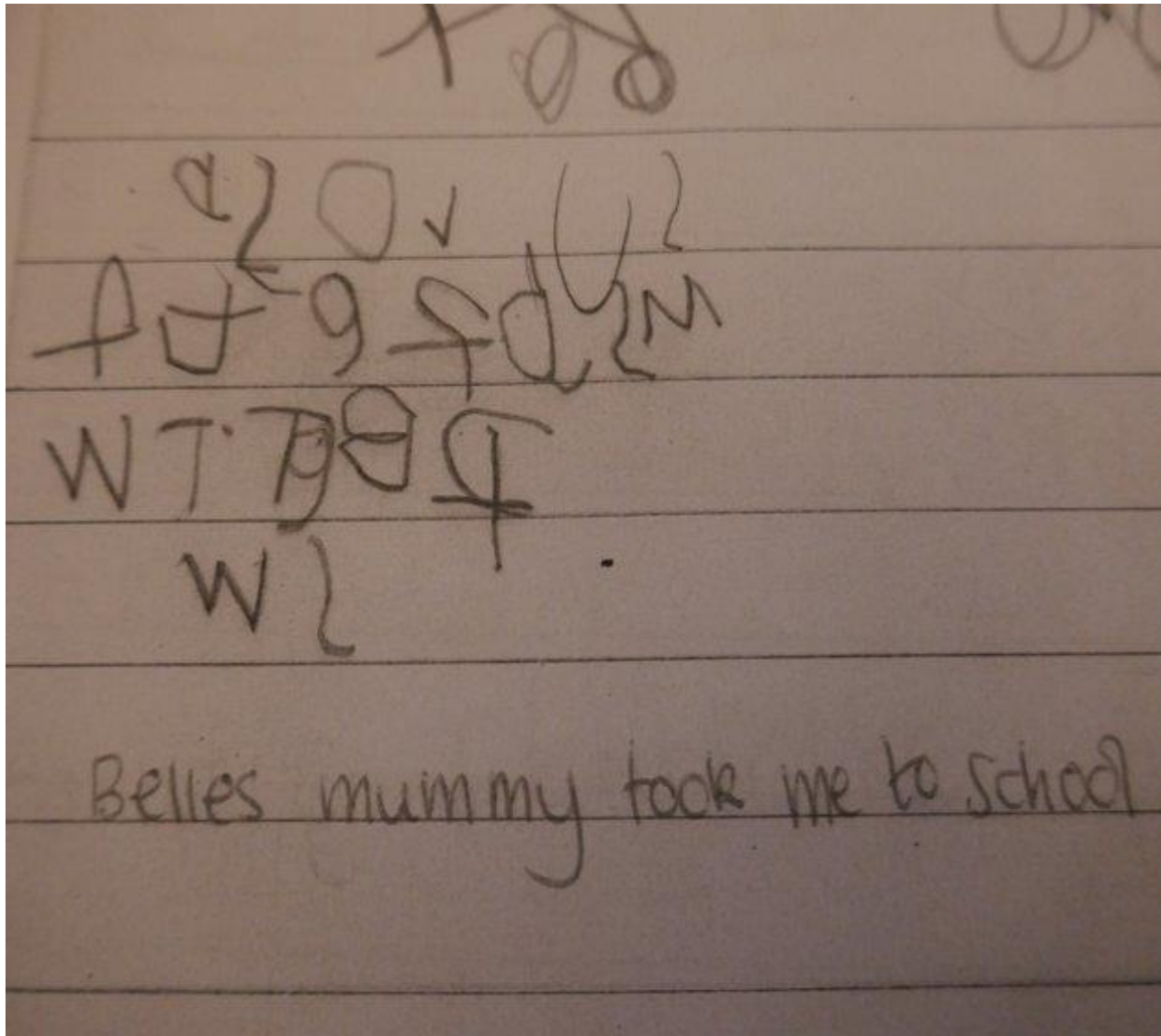




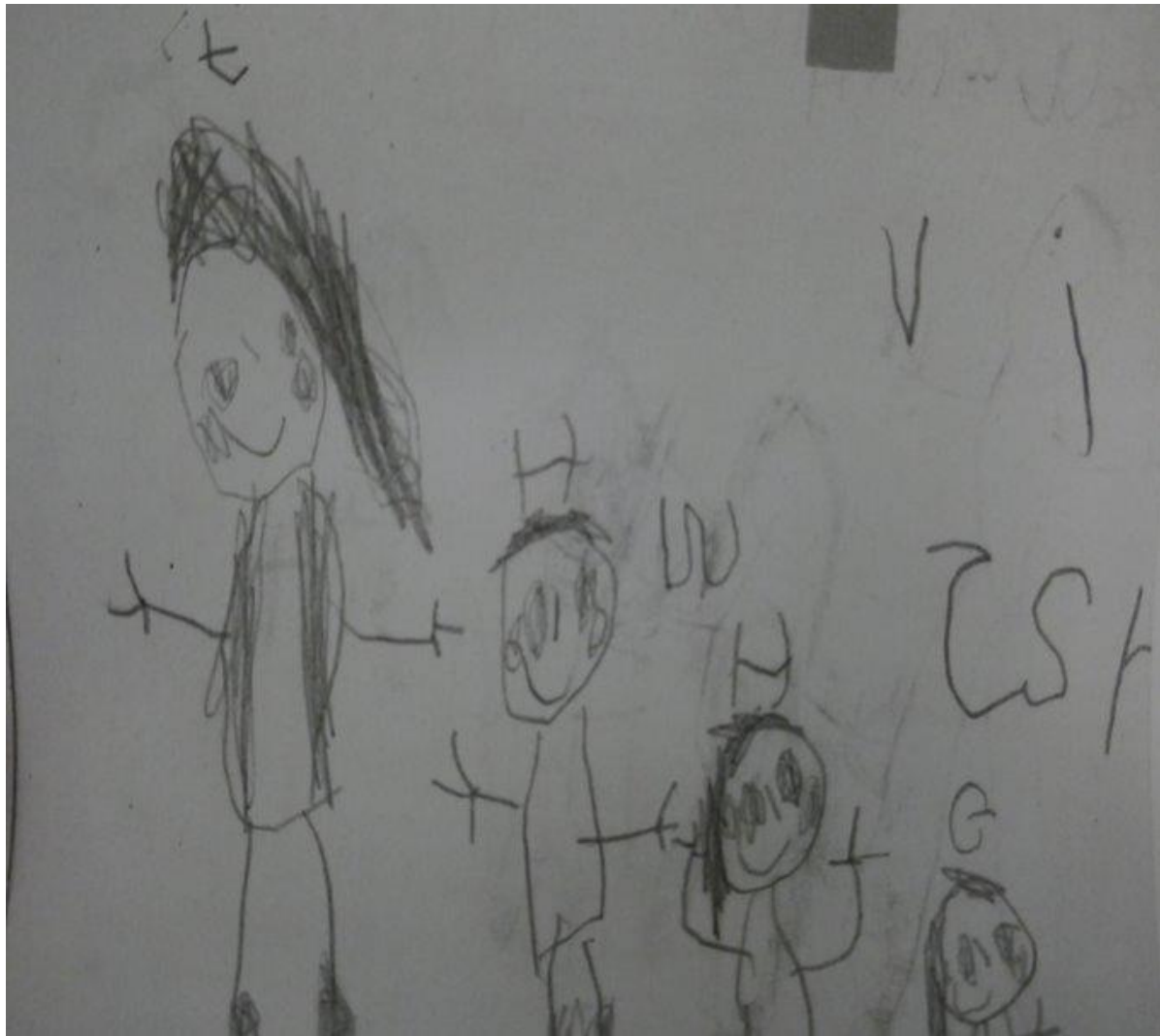
Making marks and symbols for meaning. Differentiating from pictures.



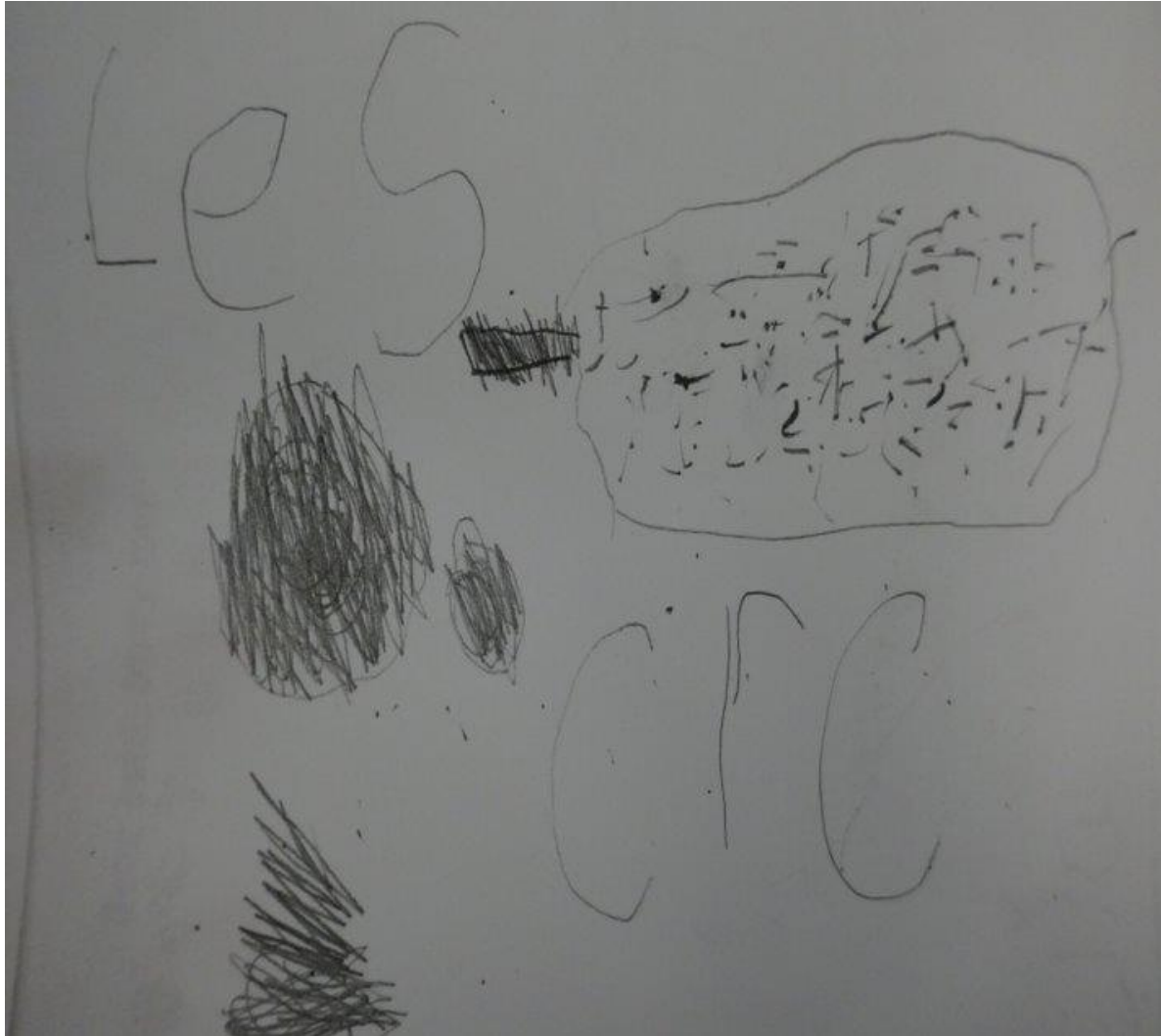
Writing with familiar letters.



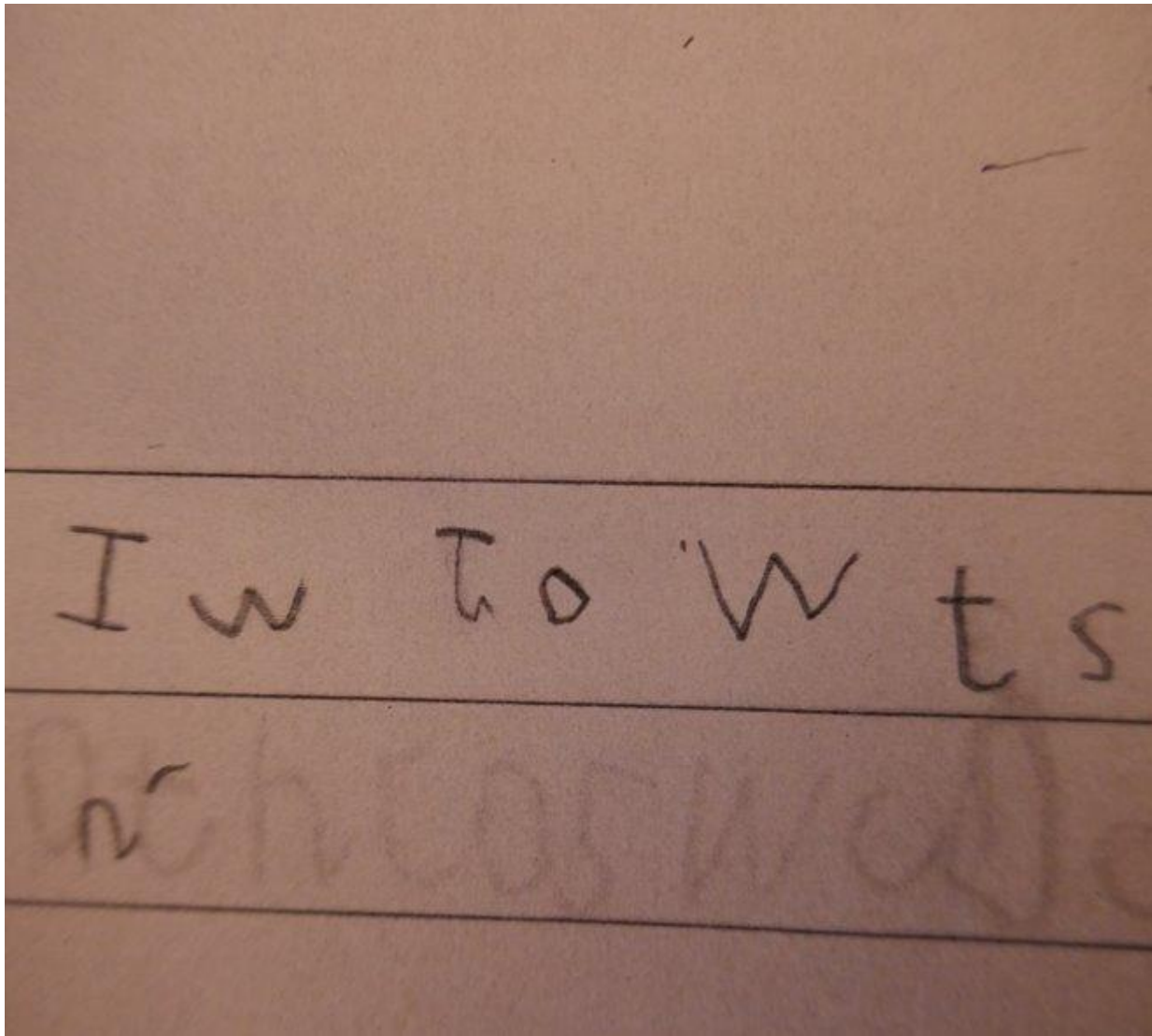
Giving meaning to familiar letters. Organising writing.



Writing initial sounds.



Writing sounds in sequence. (Leaves. Conker)



Beginning to form simple sentences. (I went to Waitrose)



I WENT
I WENT TO THE COTSWOLDS.
S.

I went to the Cotswolds.

Simple sentences that can be read by others. (I went to the Cotswolds)



2015/02/21
tHe mILVER
creeps tHe
CHICK WORM
it is WORM

I went to
my daddys
MODOS, d/d
I Had A
MOOVEY party!

a big caterpillar
a butterfly.

Writing with finger spaces and some punctuation. Spelling some 'red' words (the, to, my) and simple common words (and, it, went, had) accurately. Using phonics to make phonetically plausible attempts at longer more complex words, worm (warm) moovey(movie).

like ice cream.
I love my mummy,
love my daddy,
I love my baby.
I like going to the
park.

I would have some
hair and ~~some~~ crazy
trousers. I would also have
black teeth and a
sard.

Gabriella!
At the weekend I went to
the effort to back
sunday on holiday at the
weekend somebody's mum
to my house for a
sleepover at my house
and I went in my
hot tub it was nice and
cool and my mummy came



Using more complex sounds to spell many words accurately (house, cream). Writing with increased stamina, in detail, for a range of purposes.



1

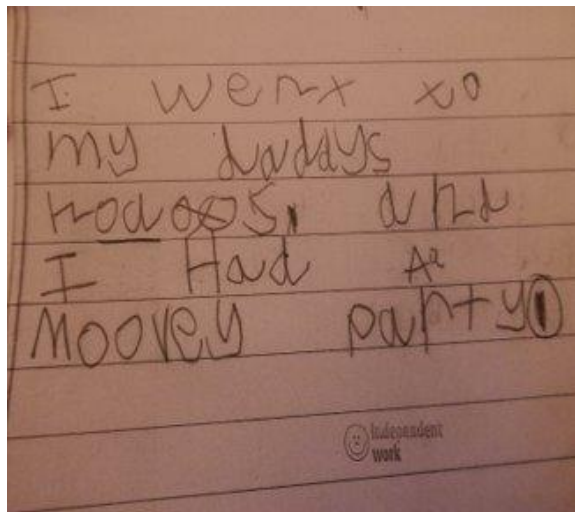


2

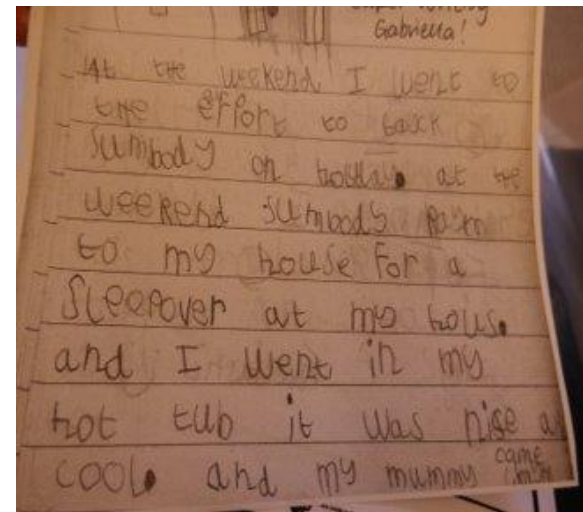


A real writing journey!

3



4





Watch to see how a child's play supports their motivation to write.

A den for baddies!



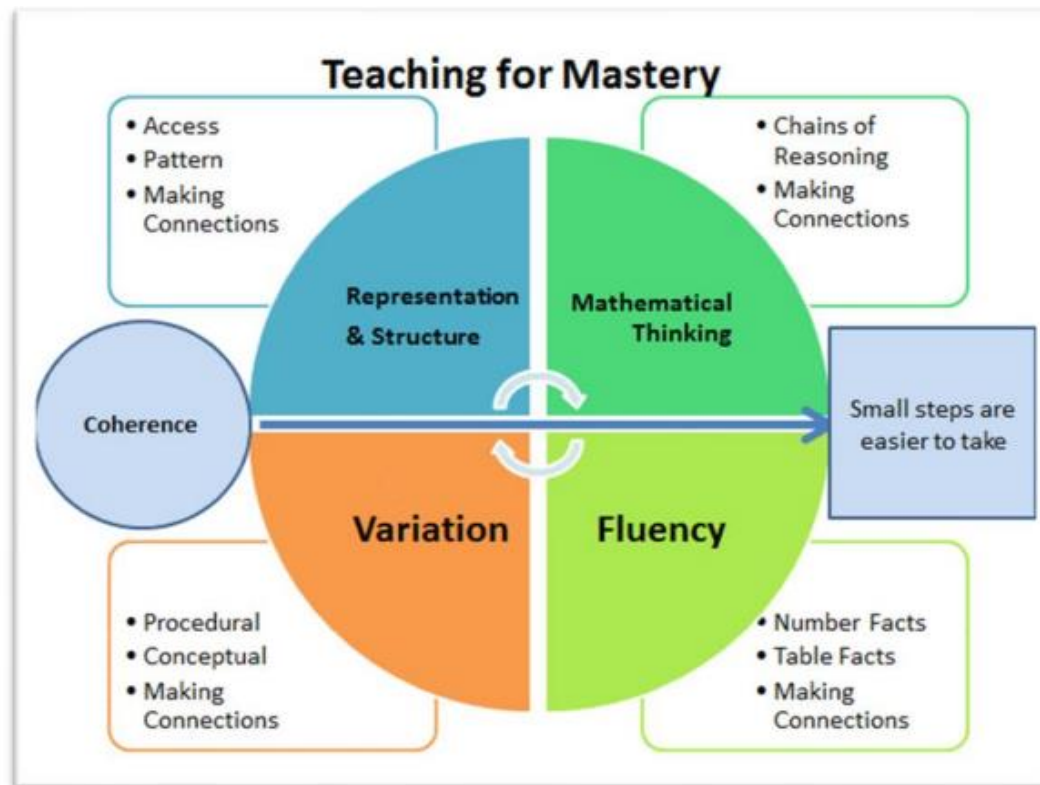
Maths Mastery

- At Polehampton we see teaching for mastery in Maths as allowing the pupils to gain a deep understanding of Maths, allowing them to acquire a secure and long-term understanding that allows them to make continual progress to move onto more complex topics.
- We choose to teach by breaking down Maths objectives into the smallest steps, so that every pupil is secure in every new concept before moving on. We focus upon teaching for fluency, reasoning and problem solving.

Calculation Policy



- <https://www.polehampton.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=9>



Foundation Stage End of Year Expectations

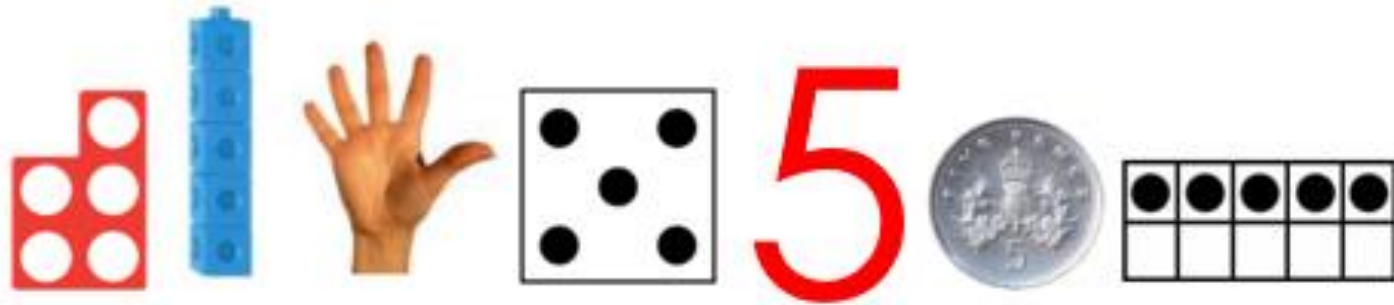


- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- 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.

Subitising






Some ways to represent five



Roll it, Draw it, Count it



<i>Roll it</i> 	<i>Draw it</i> 	<i>Count it</i> 

Make it, Draw it, Count it

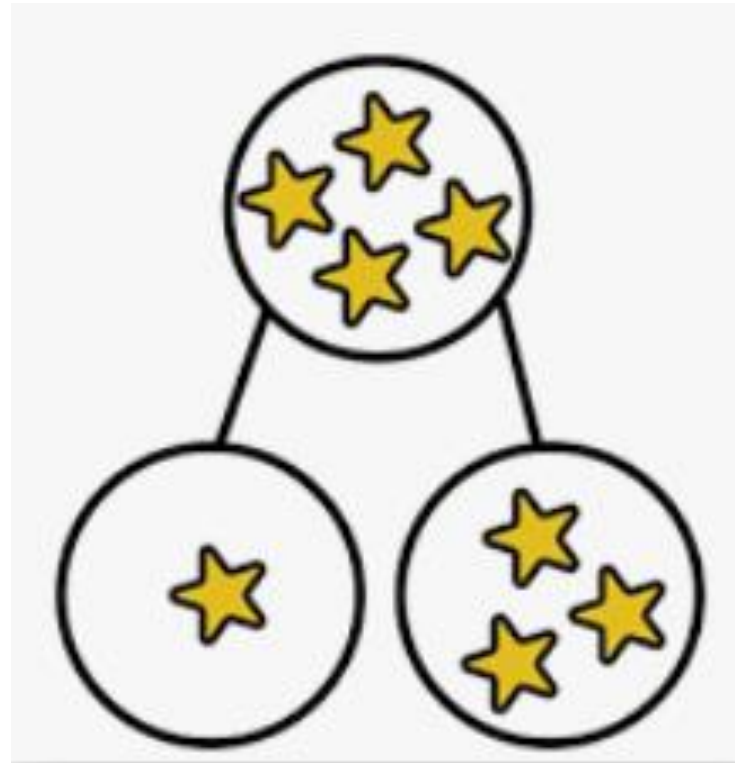
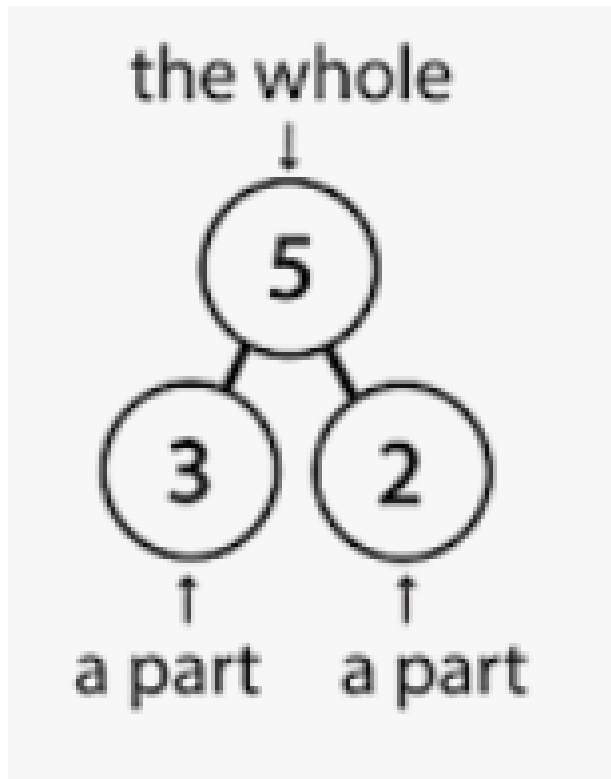


Make it

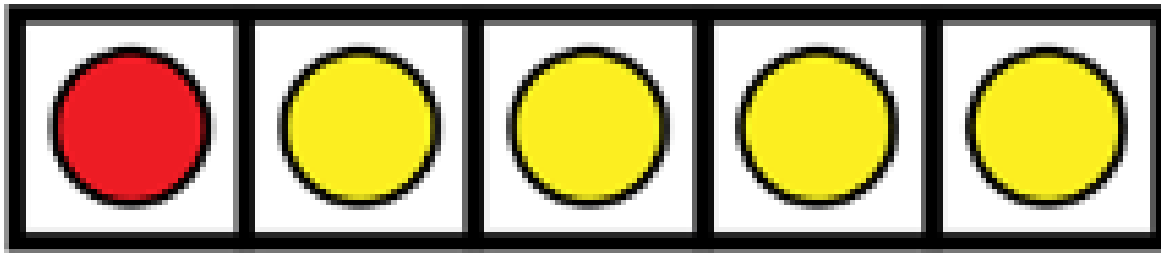
Draw it

Write it

Part Whole Model

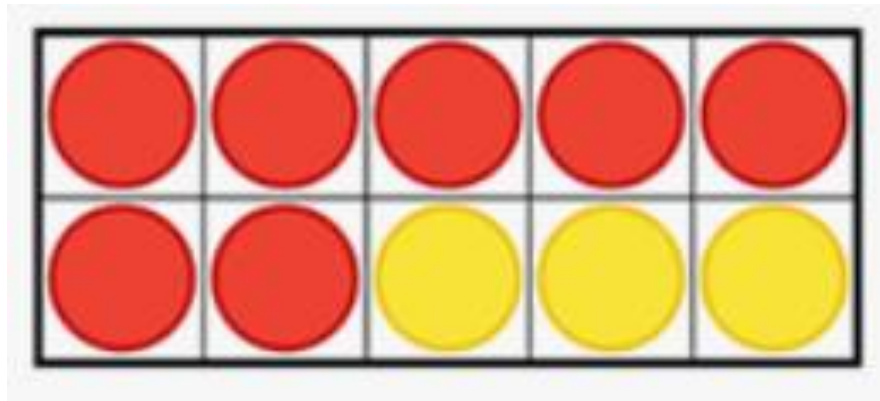


5 and 10s Frames



$$1 + 4 = 5$$

5 and 10s Frames



$$7 + 3 = 10$$

What we will do first!

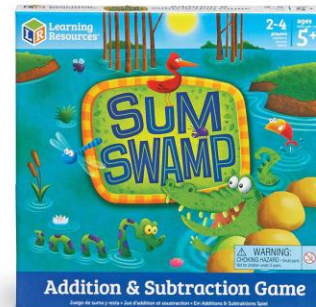
- ▣ Use the same mastery language across the school
- ▣ Explain it!
- ▣ Convince me!
- ▣ Prove it!
- ▣ Use it!





How to help at home

- Check your child's home learning book each week for updates on weekly concepts – concepts are in 3-weekly blocks
- Practise counting with objects
- Play board games with a dice to practise subitising and encourage careful counting
- Practise number formation – chalk, paint, water
- Number bonds – can your child do the inverse?
- Check you are using the same vocabulary as school – add, take away, number sentence
- Reciting is not counting – make sure you are demonstrating using objects



Baseline Assessments



- 1:1
- Over next few weeks
- Information sheet for parents emailed out



Online safety

1. Supervision – always in a shared room, parental controls on.

2. Age appropriateness of games and apps

3. Time on devices

Useful info for parents on the CEOP website:

<https://www.thinkuknow.co.uk/parents/>





Home Learning

Keep up with us each week:

- letter sounds
- reading daily
- letter formation
- maths activities (3 weekly blocks)



Any Questions?

Thank you so much
for attending, we
hope it has been
useful.