

## A brief guide to the Foundation Stage Curriculum.

### 'EYFS'

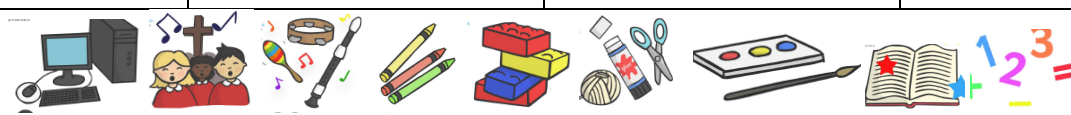
The Early Years Foundation Stage: The National Strategy for all children below statutory school age (5+yrs) from the government department for education (DFE) for Nurseries, Schools and Child-care providers.

### 'FS'

The Foundation Stage: The two years before a child reaches statutory school age (5+yrs). Also called Nursery and Reception. Most children attend a school or Foundation stage unit during this time.

### The Areas of Learning in the Foundation Stage

<b>'R.E.'-Religious Education:</b> <ul style="list-style-type: none"><li>• Developing</li><li>• Knowledge and Understanding</li><li>• Meaning and Purpose</li><li>• Beliefs and Values</li></ul>	<b>'PSED'-Personal, Social and Emotional Development:</b> <ul style="list-style-type: none"><li>• Making relationships,</li><li>• Self-confidence and self-awareness,</li><li>• Managing feelings and behaviour</li></ul>	<b>Communication and Language:</b> <ul style="list-style-type: none"><li>• Listening and attention</li><li>• Understanding</li><li>• Speaking</li></ul>	<b>Physical Development:</b> <ul style="list-style-type: none"><li>• Moving and Handling (including handwriting)</li><li>• Health and self-care</li></ul>
<b>Literacy:</b> <ul style="list-style-type: none"><li>• Early Reading</li><li>• Early Writing</li></ul>	<b>Mathematics:</b> <ul style="list-style-type: none"><li>• Numbers &amp; Counting</li><li>• Shape, space and measure</li></ul>	<b>Understanding the world:</b> <ul style="list-style-type: none"><li>• People and communities</li><li>• The world</li><li>• Technology</li></ul>	<b>Expressive Arts and design:</b> <ul style="list-style-type: none"><li>• Exploring and using media and materials</li><li>• Being imaginative</li></ul>



### Assessment in the Foundation Stage

-Baseline Assessment: Informal assessments, completed by the teacher in the first six weeks of entry to the Nursery, covering assessments made in all areas of the curriculum. These are shared with parents during the first parents' evening in the Autumn Term.

-The Portfolio/EYFS Profile: A portfolio of evidence of a child's achievements throughout the year in all areas of the EYFS curriculum (except RE which is compiled in a separate folder). The evidence includes photos, paintings, drawings and writing, home-school activities, quotes from the child and adult observations. This is kept at school, is made accessible to the child and parents throughout the year and taken home to keep at the end of the academic year.

-EYFS outcomes: Children's achievements are assessed using the outcomes from the EYFS strategy. We use the colour coded outcomes to plan activities, set targets and to make assessments of each child's achievements.

An example of progression in the EYFS Outcomes:

(MATHS NU) Begins to make comparisons between quantities.

(MATHS NU) Uses some language of quantities, such as 'more' and 'a lot'.

(MATHS NU) Compares two groups of objects, saying when they have the same number.

(MATHS NU) Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

(MATHS NU) Finds the total number of items in two groups by counting all of them.

(MATHS NU) Finds one more or one less from a group of up to five objects, then ten objects.

(MATHS NU) Using quantities and objects, Children add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

The grey outcome is the 'Early Learning Goal' which is the target for children to achieve by the end of Reception Class.

## Home-School partnership

There is no homework during the Nursery Year. However, we will plan activities from time to time which require support from home e.g. sending in photos or completing a questionnaire for a particular topic. We would really appreciate it if you could participate in home-school activities as they form a valuable part of our topics.

## Helping your child at home

### Personal skills

- Encourage your child to dress/undress themselves. In the Nursery year, the children will practice putting on and taking off their shoes, socks, jumper and coat by themselves. This helps them to get ready for changing for P.E. in Reception class.
- Encourage your child to use the toilet by themselves including wiping themselves, flushing the toilet and washing their hands.
- Encourage your child to eat independently using a knife, fork and spoon.

### Other skills

- Read with your child as often as you can.
- Take every opportunity to talk with your child and join in their play.
- Maintain your home language/s where appropriate. The children will have plenty of opportunities to practice English at school.
- Encourage your child to play with other children outside school.
- Try not to practice 'formal learning' with your child e.g. activity books, work sheets, writing practice. When the children progress up the school, they will be given homework activities which enrich what they have been learning at school and reflect their stage of development.

### School reminders

- 'Treasure Time' is every Tuesday. The children love showing their special objects/toys and this provides a valuable speaking and listening experience. Please encourage your child to bring in something which fits in their bag.
- 'Library Time' is every Wednesday. Please read your child's chosen book with them and talk with them about why they chose it and what they liked about it. Please return the book on Wednesdays.
- Please send your child in with their water bottle every day as this ensures that they can have a drink whenever they want/need one and also develops independent self care. It is really helpful if the bottle is decorated e.g. with stickers so that it is easily recognisable.
- Please send your child in with their book bag every day and check it each evening for any correspondence from school.
- Please remember that school starts at 8.55 am and finishes at 12.15pm/3.15pm. Now that all the children have been in school for a while, we are encouraging them to come in independently in the mornings.
- Please remember that the Nursery Team are always available in the morning and after school to discuss any concerns. You are also very welcome to make an appointment for a longer meeting at any time. Formal parents' evenings take place three times per year but we would much rather address any problems as they arise.



# Nursery Weekly Activities 2019-2020

	Monday	Tuesday	Wednesday	Thursday	Friday
M O R N I N G S	Self Registration, Child Initiated Play, Prayer Time and Morning Group Time.				
	Whole School Assembly	Treasure Time	Library Time	Singing	Music
	P.E.	Class Assembly	FS and KS1 Assembly		Whole School Assembly
	Throughout week indoors and outdoors: Nursery Activities (R.E., Communication and Language, Literacy, Maths, PSED, Expressive Arts and Design, Understanding the world and Physical Development) and Child Initiated Play				
A F T E R N O O N S	Letters and Sounds, Song Time, Story Time, Prayer Time and Lunch				
	Story Time, Song Time, Speaking and Listening Games				
	Throughout week indoors and outdoors: Joint Foundation Stage Activities (Expressive Arts and Design, Understanding the world and Physical Development) and Child Initiated Play.				
	Circle Time, Milk Time, Prayer Time and Home Time.				



## A Child's Plea (Original Author Unknown)

Today I did my Maths and Science.  
I toasted bread, I halved and quartered, counted,  
measured, and used my eyes, ears and hands.  
I added and subtracted on the way.  
I used magnets, blocks and memory tray.  
I learned about a rainbow and how to weigh.  
So please don't say -'ANYTHING IN YOUR BAG TODAY?'

You see. I'm sharing as I play, to learn to listen and speak clearly when I talk  
to wait my turn and when inside to walk.  
To put my words into a phrase, to find my name and write it down.  
To do it with a smile and not a frown,  
to put my pasting brush away. So please, don't say -'WHAT NOTHING IN YOUR BAG TODAY?'

I learned about a snail and a worm.  
Remembered how to take my turn.  
Helped a friend when he was stuck.  
Learned that water runs off a duck.  
Looked at words from left to right.  
Agreed to differ, not to fight.  
So please don't say -'DID YOU ONLY PLAY TODAY?'

Yes, I played the whole day through.  
I played to learn the things I do.  
I speak a problem, find a clue  
and work out for myself just what to do.  
My teachers set the scene, and stay nearby  
to help me when I really try.  
They are there to pose the problems, and to help me think.  
I hope they will keep me floating and never let me sink.  
All of this is in my head and not in my bag.  
It makes me sad to hear you say 'HAVEN'T YOU DONE ANYTHING TODAY?'

When you attend your meeting today and do your work I will remember not to say to you –

'WHAT NOTHING IN YOUR BAG? WHAT DID YOU DO?'