



Parent Information Evening

Foundation 2

Welcome to Foundation 2



Miss Orchard



Mr Hughes



Mrs Whitworth

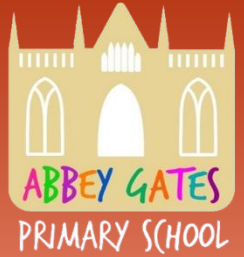


Mrs O'Hanlon



Mr Martin

Welcome to Foundation 2



Department
for Education

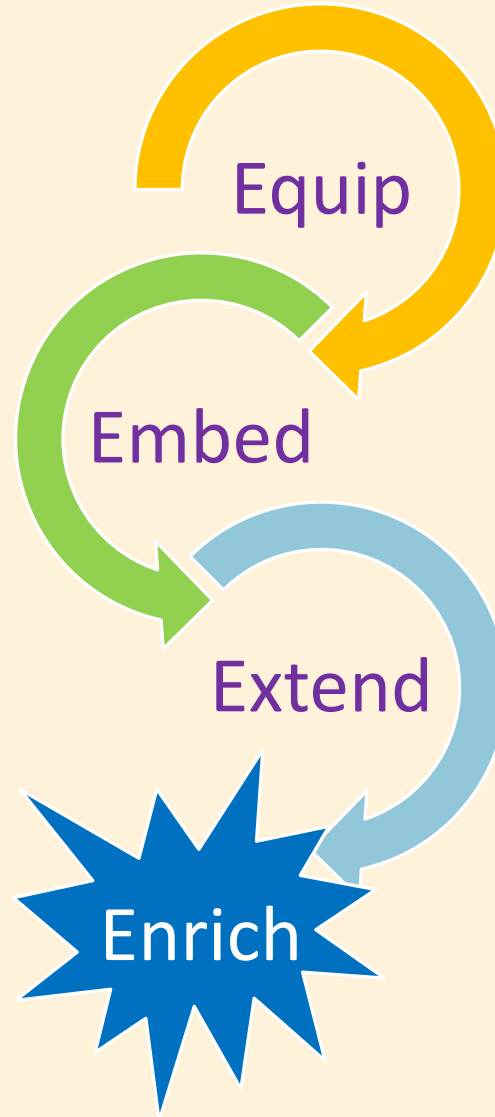
5Cs - Care Compassion Courtesy Cooperation Confidence

Our Vision for Excellence

Equipping all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all.**

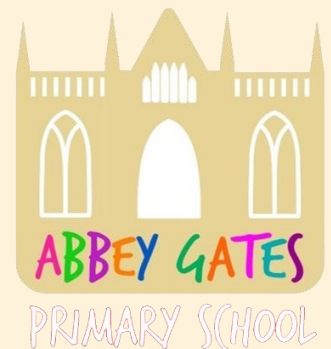
Embedding skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

Extending pupils' thinking through challenge, depth and breadth for all. Aiming High from pupils' starting points and maximizing learning opportunities.

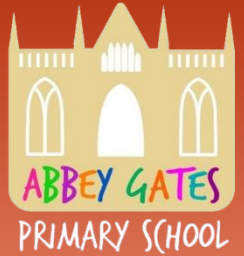


Enriching throughout by providing a wealth of opportunities to inspire aspirations both academically and in personal development.

'Learning Together and Making a Difference'



The Early Years Foundation Stage



Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- 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.

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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

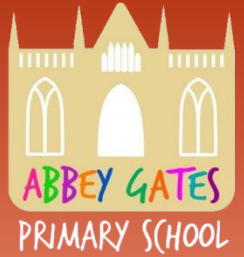
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

7 areas of learning
17 Early Learning Goals

I Wonder....



**I wonder
what's
special...**

**I wonder
what
happened
before...**

**I wonder
why things
happen...**

**I wonder
what is out
there...**

**I wonder
what lives
there...**

**I wonder
what's
beneath the
sea...**

Each half term, we begin a new "I wonder...." project. This has been carefully designed to ensure coverage of the Early Years Curriculum whilst allowing adults to follow the needs and interests of all children.

PROJECT PLACEMAT – I WONDER WHAT IS SPECIAL...

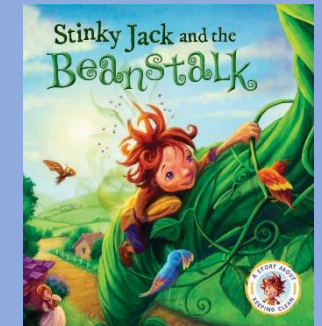
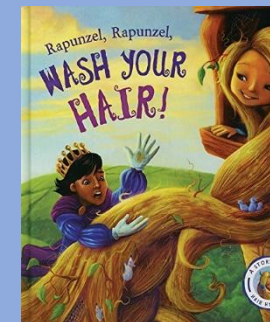
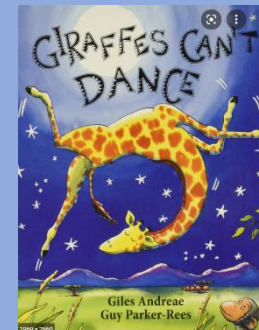
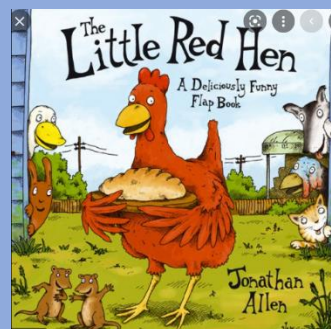
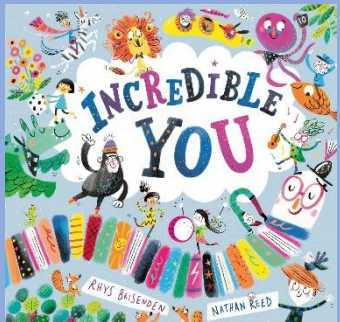
By the end of the project:

- I can talk about my family and friends and know similarities and differences between them.
- I know what is special to me and my family.
- I can name and describe friends and family.
- I can talk about how to look after myself and how other people look after me.
- I can share my interests and hobbies with others.
- I can follow the class rules and change my behaviour to different settings.
- I know that brushing my teeth is important and can explain why.
- I know lots of ways to keep my body healthy, why it is important and make healthy choices related to food and exercise.
- I can talk about what I can see in a mirror, describing my features and comparing to others.
- I can compare my hand, foot and fingerprints to others and talk about how they are different.
- I can sequence a small number of events in chronological order.
- I know how I have changed from being a baby.
- I can talk about the typical weather in Autumn.
- I can navigate around my classroom and outdoor areas with confidence.
- I can identify a church.
- I can name the village and road that my school is on.
- I can use an iPad to take photographs.

Questions:

- What makes me unique?
- What is important to me and my family?
- What makes a good friend?
- How am I feeling?
- Can I be good at everything?
- What keeps me healthy?

Key texts



PROJECT PLACEMAT – I WONDER WHAT IS SPECIAL...



Vital Vocabulary

Special	Better or greater than what is usual.
Unique	Being the only one of its kind; unlike anything else.
Health	A person's mental or physical condition
Celebration	An important day or event.
Friend	People who care for each other
Respect	Showing somebody that you care about how they feel.
Village	A group of houses in a rural area
Goal	Something that you want to be able to do.
Community	A group of people who live in the same place.
Autumn	A time of year where the tree leaves change colour, it gets colder, plants stop making food, animals prepare for the Winter and it is light for a shorter amount of time.
Season	A time of year marked by weather or daylight

The 5 C's of Abbey Gates:

- Care** – caring for ourselves, our friends and family
- Compassion** – showing compassion to others and their talents
- Cooperation** – working together at school
- Confidence** – developing confidence with friendships
- Courtesy** – using manners and being polite

Songs to practise at home:

- Pat a cake
- 1, 2, 3, 4, 5 Once I caught a fish alive
- Five little ducks
- Five currant buns
- Five little speckled frogs

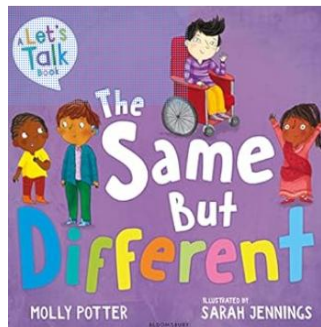
Diversity, Equity, Inclusion and Belonging



This year, building on our AREP work (Anti-Racism Education Programme), we will continue to teach our children about the importance of celebrating and promoting diversity, equity, inclusion and belonging.

At our school, we pride ourselves on being a welcoming and inclusive school. Diversity means acknowledging that there are differences between people that should be recognised, respected and celebrated.

We promote respect of each other's differences and identities. We celebrate and raise awareness of diversity in the school and in the wider community and believe that teaching children about diversity prepares them for life in modern Britain.



We use a range of picture books across our curriculum to support us with this!

Zones of Regulation

We are a 'No Outsiders' school



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly



GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn



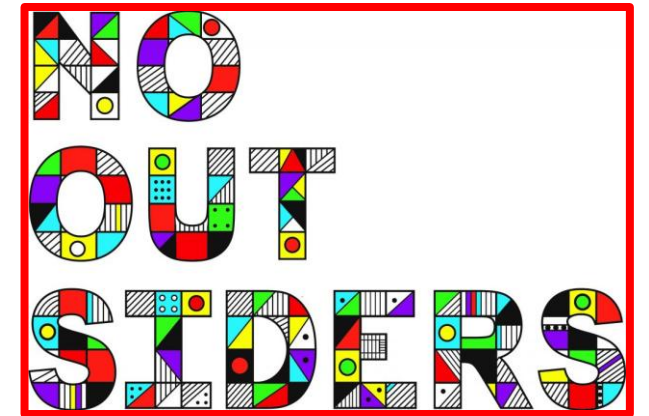
YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control



RED ZONE

Mad/Angry
Terrified
Yelling/Hitting
Elated
Out of Control



What does the school day look like?
























- * Each day, the children will have 'Busy Time'. This is their time to explore the learning environment, both indoors and outdoors, and follow their interests and curiosities.
- * We will add enhancements to the provision based on the interests of the children or linked to recent learning.
- * Adults will spend time in the learning environment with the children to ensure that the children's next steps in learning are being met.
- * The children will also read with an adult once a week and complete guided tasks as part of a small group, with an adult, focused on Literacy and Maths.
- * The children will take part in a Phonics, Maths and Literacy session each day.
- * PE takes place weekly on a Friday morning.
- * We visit the library every 2 weeks.

Phonics

- * We have designed our own Phonics scheme as a school to ensure consistency between year groups.
- * In F2, the children will progress through Phase 2, Phase 3 and Phase 4 Phonics.
- * Phonics will be taught daily in a whole class group.
- * Children will be allocated books based on their knowledge of graphemes.
- * The aim is that children can read these books with increasing fluency and at least 90% accuracy.
- * You will be invited to a phonics workshop for parents soon.

Phonics

Phase 2 Sound Mat









 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 ff	 l	 ll	 ss	

Tricky words...

I no the to go into

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Phase 3 Sound Mat

 j	 v	 w	 x	 y	 z	 zz	 qu
 ch	 sh	 th	 th	 ng	 ai	 ee	 igh
 oa	 oo	 oo	 ar	 or	 ur	 ow	 oi
 ear	 air	 ure	 er	Tricky words... he she we be me you are her was all they			

© Natasha Tuite Q Phonics 2020

Seb has big socks.

Peg up the socks, Seb.



- Grapheme,
- Phoneme,
- Segment,
- Blend,
- Tricky word,
- Digraph.

What is phonics?

Through phonics children are taught how to:

- * recognise the sounds that each individual letter makes
- * identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- * blend these sounds together from left to right to make a word. Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

Recapping and embedding Phase 1

- Listening and Memory
- Communication
- Articulation and Pronunciation
- Broadening Vocabulary
- Rhythm and Rhymes
- Alliteration
- Developing a love of Books
- Celebration of Mark- Making
- Oral Blending
- Oral Segmenting
- Environmental sounds
- Instrumental sounds
- Body percussion
- Voice sounds

Foundation 2

- Phase 2, 3 and 4 Phonics.
- * During their time in F2, the children will have mastered the skill of reading and blending the phonemes in words to read them and the skill of listening to, segmenting and writing words.

Key Vocabulary:

Phoneme: the smallest unit of sound,

Grapheme: written letters, or a group of letters, which represent a phoneme,

Blend: merging phonemes together to say a word. This is used when reading.

Segment: the opposite of blending – splitting a word up into individual phonemes. Used when writing.

GPC: grapheme, phoneme correspondence – the relationship between the spoken phoneme and the written grapheme.
























Digraph: two letters which make one phoneme.

Trigraph: three letters which make one phoneme.

Tricky word: words which we cannot sound out as we have not yet learnt the GPC for some of the letters in the word.

Phase 2

Phase 2 Sound Mat

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 ff	 l	 ll	 ss	

Tricky words...

I no the to go into

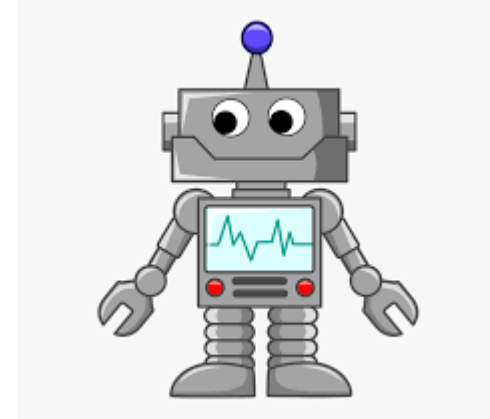
What a lesson looks like

- * Revisit and Review prior learning
- * Teach a new grapheme
- * Practise reading a new grapheme or writing a new grapheme in a word.
- * Apply new knowledge by reading or writing the new grapheme in a sentence.
- * Challenge: play a game to embed the learning which has taken place.

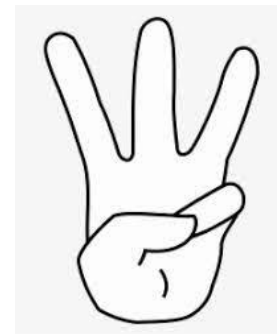
Strategies which the children will use:

cat

?































duck



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Phase 3 – a focus on digraphs and trigraphs.

Phase 3 Sound Mat

 j	 v	 w	 x	 y	 z	 zz	 qu
 ch	 sh	 th	 th	 ng	 ai	 ee	 igh
 oa	 oo	 oo	 ar	 or	 ur	 ow	 oi
 ear	 air	 ure	 er	Tricky words... he she we be me you are her was all they			

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Phase 4 – no new graphemes.

Phase 4			
st nest, best, vest	nd hand, land, sand	mp lamp, jump, bump	nt tent, bent, hint
nk ink, bank, tank	ft left, gift, shift	sk tusk, mask, desk	
lt belt, melt, tilt	lp help, gulp, pulp	lf shelf, elf, golf	lk bulk, silk, milk
pt kept, lept, wept	xt next, text		
tr tree, train, trust	dr drip, drink, drop	gr grip, gran, grain	cr crab, crash, crack
br brush, brain, brag	fr frog, free, frost	pr print, press, prowl	
bl black, bloat, blush	fl flag, flower, flip	gl glass, glee, glum	pl plum, plan, plump
cl clam, clown, clap	sl slip, sleep, slot		
sp spoon, spin, spot	st star, stamp, start	tw twin, twist, twill	sm smell, smart, smash
sc scarf, scab, scalp	sk skill, skunk, skull	sn snap, snug, snip	
nch munch, crunch, bench	scr scrunch, scrap, scrub	shr shrub, shrug, shred	thr thrust, three, throat
str strap, strong, strum			
Tricky Words:			
Said, have, like, so, do, some, come, little, one, were, out, what, when, there.			

Reading Books.

- Children are given books based on their phonic knowledge.
- If children are confident, the focus will be on fluency and pace.
- They will not be moved onto a reading level which includes books which do not match our phonics coverage.
- Children will also take home a library book each week to read for pleasure.
- Children who are exceeding expectations may be able to read some of, or all of, these books. However, this is not an expectation.

Pronunciation of phonemes

<https://www.abbeygatesprimaryschool.co.uk/phonics/>



How can you support at home?

- Use the Phase 2 and 3 soundmats which your child has at home, ask them to point to a grapheme and spell out words – they can pretend to ‘type’ the words onto their Soundmat, to ensure that you are saying the phonemes correctly, use the documents on the school website under ‘Phonics’ and press the sound buttons,
- Download the Teach your Monster to read app from the app store,
- Play games on the Phonics Bloom and Phonics Play websites,
- Read the books which have been sent from school as often as you can with your child – they are linked to the graphemes which the children have learnt in school recently so seeing them and reading them often will help to embed new learning. When the children are reading their books, it can be helpful to have their soundmats to hand so that if they are stuck on a grapheme, you can point it out on the soundmat – seeing the image can help!

- Ask children to write for a purpose – this could be a letter, card, shopping list, or something else!
- When writing, encourage children to segment the sounds they can hear using their ‘robot arms’. When writing independently, we encourage children to write words in a phonetically plausible way. This means that they do not have to be spelt correctly at this point, but they can be read using the phonics knowledge they have. Letting them spell words using their phonics knowledge will be more beneficial to children in these early stages of writing than asking them to copy as they will not understand the relationship between the letters and sounds in lots of words at this stage, however, as they move through school, correct spelling will become a priority.
- Practise letter formation using the same rhymes which we use at school, these can be found in the Phonics Handbook under the Phonics section of the school website,
- Continue to spread the joy of books and help to instill a love of reading by sharing story books daily and visiting book shops and libraries regularly. Helping children to recognise that by learning phonics they will have access to the wonderful world of books and reading is key!

The Spoken Word



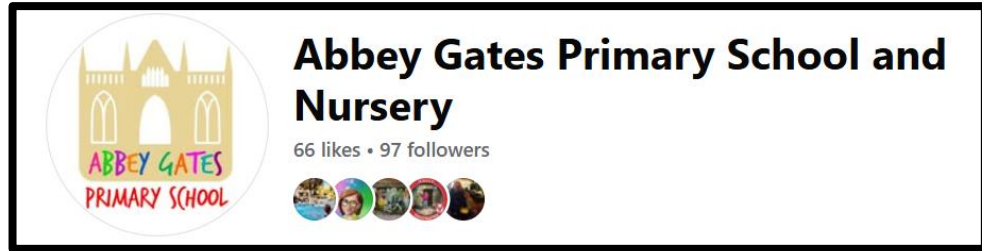


TAPESTRY
ONLINE LEARNING JOURNAL



Tapestry is used to collect observations of your child at school. We will record WOW moments and information about what your child has been involved in at school. Please add your own observations to share your child's experiences and achievements.

Keep an eye on our facebook page to see what we are getting up to!



Statutory Assessments

- * Reception baseline assessment – completed in the first 6 weeks of school. This data is reported to the department for education and will be used to measure your child's progress from Foundation 2 to Year 6. Schools do not receive attainment information regarding the baseline. Further information regarding the baseline is available on our class page on the school website.
- * At the end of Foundation 2, your child will be assessed against the 17 Early Learning Goals. Your child will be assessed as either Emerging or Expected in each area.

Visits and Visitors

What are your strongest memories from school? For most of us, it's the excitement of school visits or a visitor who came into school to bring learning to life! Whether it's a day out or a residential, educational trips give children the chance to experience life outside the school gates!

From visiting museums, theatres, religious centres and historical sites to going on residential, school visits encourage young people to learn and socialise with peers in a completely different way to within the classroom and are often the experiences they remember most.



WHY WE GO ON SCHOOL VISITS

- Brings subjects to life
- Boosts self-confidence
- Increases motivation
- Broadens children's horizons

WHY WE BRING VISITORS INTO SCHOOL

- Engages children – it's exciting!
- Visitor will be an "expert" in their field
- Visitors may bring in relevant resources or artefacts to support the children's learning
- Most visitors are cost effective



Clubs and Enrichment



Peripatetic Music Lessons and Orchestra (KS2)



Pupil Parliament



Choir (KS2)



Recorder Group (Y2+)



Cook Stars



Eco-Committee



Clay Creators



Dance




Cheerleading



Inter-school sports matches (KS2)

At Abbey Gates we aim to offer a wide range of clubs and enrichment opportunities. Some examples of these are listed here. We are continually reviewing these clubs and try to plan them based on our children's interests. Look out for letters with more information about how to sign up!

Homework. It's a sticky question !



If you dig up buried treasure, is it yours?



Do video games play their players?



Could you have a sport where everyone was on the same side?




What would your rules for grown-ups be?



In what ways are children better than adults?



When does enhancing a photo become a lie?



If you laugh when you are trying not to, is it you doing the laughing?



What make the strongest reasons: facts, feelings or beliefs?

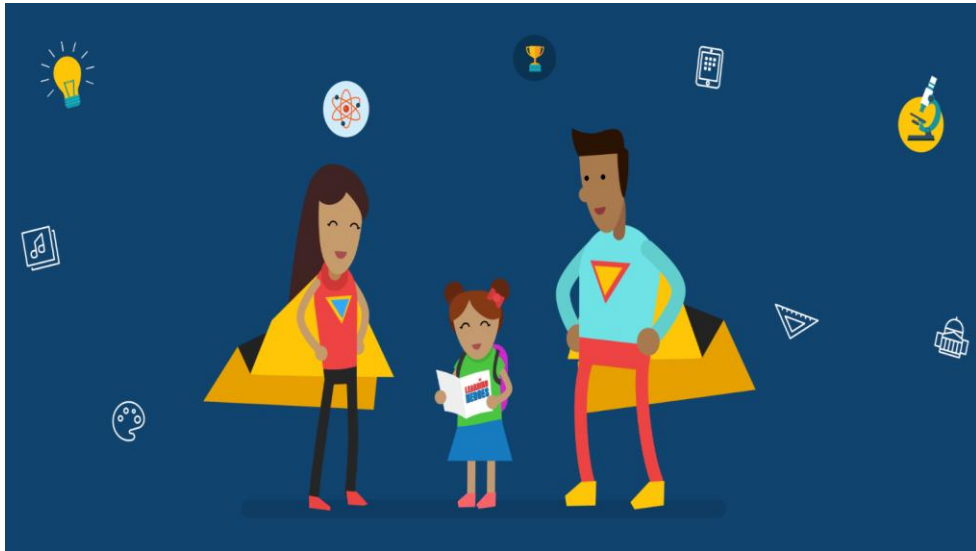


If you could make one new law, what would it be?

Expectations

- * Children must read at least 3 times per week – please take a copy of our ‘How you can help at home’ leaflet.
- * Academic expectations – please take a copy of our end of F2 Early Learning Goals
- * Behaviour for learning – Zones of Regulation – please take a copy of our Parent Information leaflet.
- * Attendance Matters – please ensure your child is in school and ready to learn every day unless there are exceptional circumstances.

How can you support at home?



- Please read to your child regularly.
- When your child brings home their phonics books, please read these AT LEAST 3 times per week and record it in their reading diary.
- Discuss your child's sticky question each weekend in preparation for sharing this on Monday.
- Support your child to develop independence with dressing, personal care and using a knife and fork.

Class Pages

[Click here](#) to access our Class Page.

This is a 'go to' page for all sorts of information.

You will find:

- * Homework
- * Learning links
- * PE information
- * Project information
- * Newsletters

F2



**Learning
Links**



**Autumn Term
Project**



Phonics



Homework



PE



Newsletters

Targeted extras



Based on our assessment for learning, we may set small extra tasks for your child following a discussion with you to help embed basic skills and knowledge in their memories, ensuring they are able to *keep up* not *catch up*.

Please speak to us if you have any concerns regarding your child's development.



We're here to help

Working in partnership

- * Teacher
- * Care and Connect team
- * SENCO – Mrs Durham
- * SEBCO – Miss Taylor
- * OPAL Lead – Mr Rich
- * Designated Safeguarding Leads – Mrs Quant-Epps, Miss Taylor and Mrs Bowell

Mrs Quant-Epps – on the gate every day / call to catch up / make an appointment via the office.

Any questions?



ANY
QUESTIONS?



If you have any questions, please do not hesitate to contact us.