



# Parent Information Evening

## Foundation 2

# Welcome to Foundation 2



Mrs Bowell

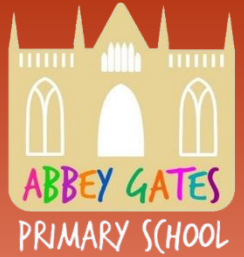


Mrs Whitworth



Mrs Smith

# Welcome to Foundation 2



Department  
for Education

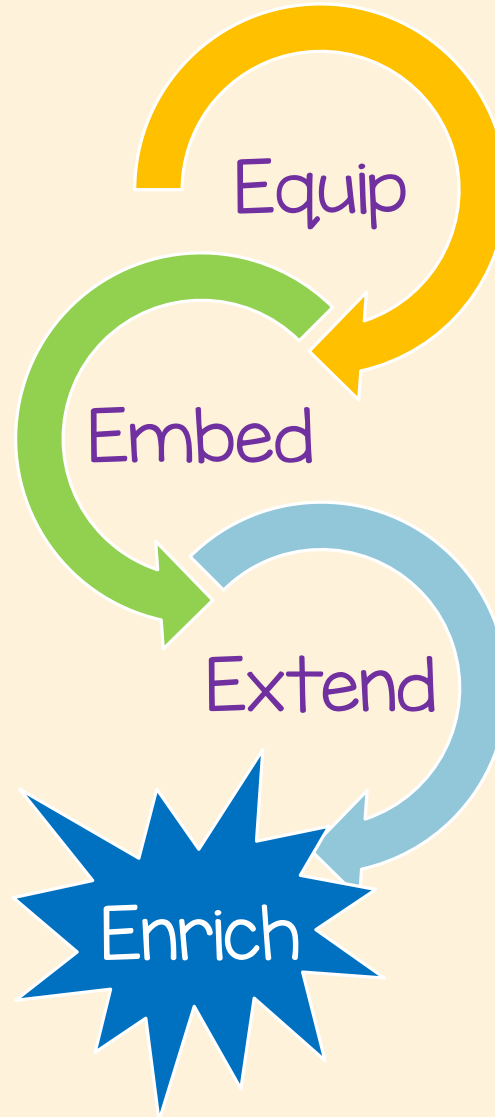
5Cs - Care Compassion Courtesy Cooperation Confidence

# 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**.

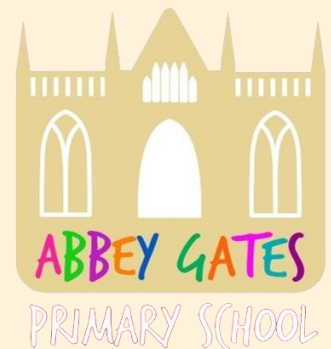
**Embedding** skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

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

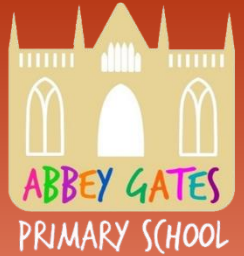


*Enriching* throughout by providing a wealth of opportunities to inspire aspirations both academically and in personal development.

*'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.

# What does the school day look like?

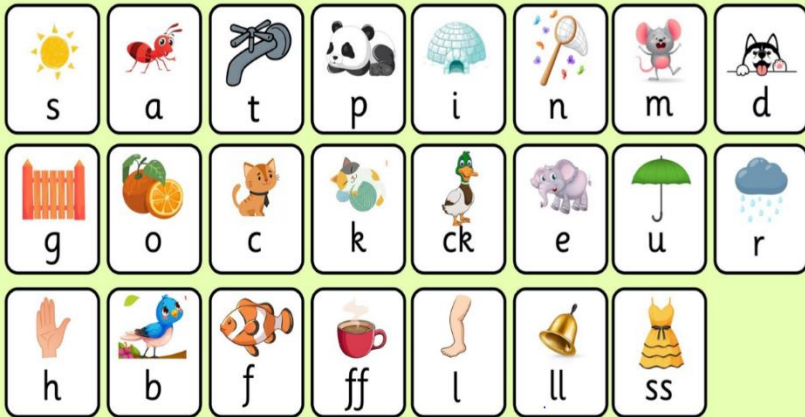
- \* Each day, the children will have 'Busy Time'. This is their time to explore the learning environment, both indoors and outdoors, and follow their interests and curiosities.
- \* We will add enhancements to the provision based on the interests which the children have.
- \* Adults will spend time 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 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.

# Phonics

## Phase 2 Sound Mat



Tricky words...

I no the to go into

© Natasha Tuite Q Phonics 2020

## Phase 3 Sound Mat



© Natasha Tuite Q Phonics 2020

Seb has big socks.



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



# 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.

# 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. The judgement of Exceeding has now been removed.

# 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 on our new reading app.
- Discuss your child's sticky question each weekend in preparation for sharing this on Monday.
- Complete the pick and mix homework tasks and return to school at the end of the half term.

# 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
- \* Gallery pictures of what we've been learning.

# PROJECT PLACEMAT - I WONDER WHAT IS SPECIAL?

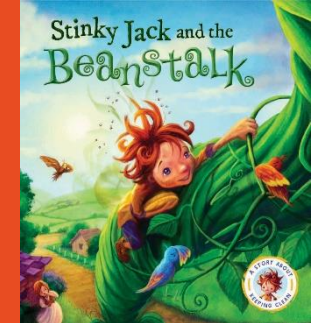
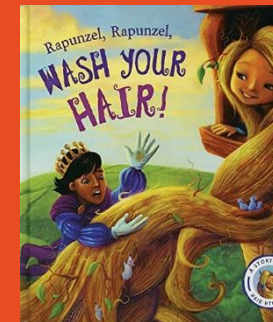
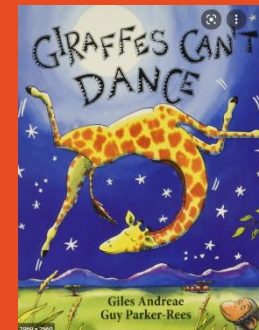
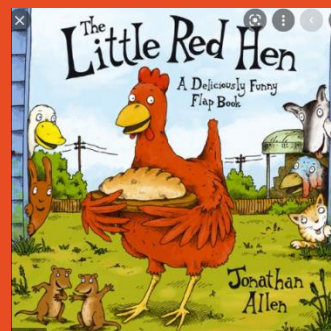
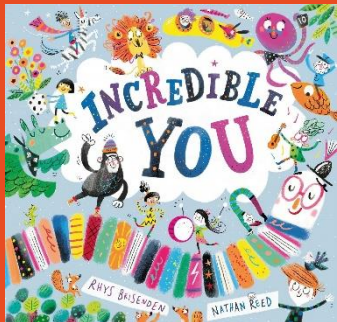
## By the end of Autumn I:

- 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.
- 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 and how I will change next.
- I can talk about the typical weather in Autumn.
- I can navigate around my classroom and outdoor areas with confidence.
- I can name the village and road that my school is on.
- I can use an iPad to take photographs.

## Key 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 in Autumn I



# 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

I, 2, 3, 4, 5, Once I Caught a Fish Alive

This Old Man

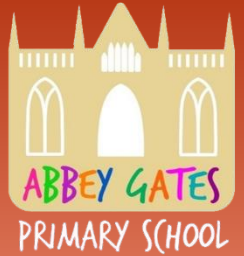
Five Little Ducks

Name Song

Things For Fingers

Lyrics will be added to tapestry each week.

# Homework. It's a sticky question!



These questions are age-appropriate and encourage discussion. The children in our class will be coming home with their sticky questions on Friday and we will discuss them in class on Monday.



**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?**

# Keeping it fun

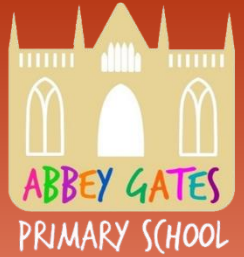


Please read regularly with your child - evidence shows that spending time reading with your child boosts their life chances.



- \* Pick and Mix homework
- \* 'Aim High' creative homework - a menu written by the children to be sent home at the end of the half term.

# Aim High Project Homework



- \* Working in partnership with home and school



- \* Child led to support engagement and enjoyment

- \* To be displayed to give a sense of pride

- \* Selected from a wide variety of subject areas  
e.g IT, Art, Writing, Design and Technology, Drama, Dance, Oracy



# 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.



# Any questions?



ANY  
QUESTIONS?



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

# We're here to help Working in partnership

- \* Teacher
- \* STEP team - [Click here](#) for more information.
- \* SENCO - Mrs Durham
- \* SEBCO - Miss Taylor
- \* OPAL Lead - Mr Summers
- \* Designated Safeguarding Leads - Mrs Quant-Epps, Mr Summers & Miss Taylor

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