

Eastfield Primary School



Parent information booklet

Foundation Stage

Foundation Stage Long Term Plans

The long term plans cover a two year cycle. You will be informed if your child is following Year A or Year B. The focus area of learning is identified in each half term but all areas are covered within the topic heading.

	<u>Autumn term</u>	<u>Spring term</u>	<u>Summer term</u>
Year A	All about me (PSE other cultures) Food and Special Times (K&U)	Teddies (MD/creative) Stories and Rhymes (CLL)	Minibeasts (K&U Science) Contrasting Locations (K&U Geography)
Year B	Me and My Family (PSE) Hobbies and Pastimes (K&U other cultures/history)	Toys and Machines (MD/K&U Science/History) The Three Little Pigs (K&U)	Growth and Living Things (K&U Science) Holidays and the Seaside (CLL/K&U Geography/History)

The Foundation Stage

What Is It?

The foundation stage begins when children reach the age of three and concludes in the reception year at school. It prepares children for learning in key stage one when a child enters Year 1 and begins the National Curriculum. Children may attend different settings during the foundation stage eg pre-school, private nursery and may attend full or part time.

Aims for the Foundation Stage

- To plan activities and experiences that help children make progress in their development and learning.
- To provide opportunities for all children to succeed in an atmosphere of care and of feeling valued.
- To monitor each child's progress to ensure that they are making progress. To identify that particular difficulties in any area of learning are identified and addressed. This monitoring will also identify those children who are more able and need activities that offer an appropriate challenge.
- To form links with parents/carers To listen to parent's accounts of their child's development. Prompt and appropriate action at this stage could help to prevent children from developing learning difficulties later in their school career.
- To provide appropriate support and provision for the small number of children who have special educational needs or disabilities.
- To celebrate all children's achievements.

The Foundation Stage Curriculum

This is divided into six areas of learning. All areas described here are not treated as separate subjects as they all support each other.

Personal, Social and Emotional Well being (PSE)

To provide opportunities for each child to become a valued member within the setting and community so that a strong self image and self esteem are promoted.

- Promoting **positive attitudes and dispositions towards their learning** creates an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners.
- Developing **social skills** enables children to cooperate and work harmoniously alongside and with each other and listen to each other.
- Developing **attention skills and persistence** enables children to concentrate on their own play or on group tasks.

Communication, Language and Literature (CLL)

To provide all children with opportunities to **talk** and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to **listen** carefully.

To develop **reading** and **writing** skills by enabling children to explore, enjoy, learn about and use words and texts in a broad range of contexts and to experience a rich variety of books.

Mathematic Development (MD)

To provide opportunities for all children to develop their understanding of **number, measurement, pattern, shape and space** by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them.

Knowledge & Understanding of the World (K&U)

To provide opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives. This area of the foundation stage encompasses science, design technology, information communication technology, geography and history.

Physical Development (PD)

To provide all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

Creative Development (CD)

To provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art , design and technology, music, movement, dance and imaginative and role play activities.

Parents as Partners

Parents are children's first and most enduring educators. When parents and teachers work together in the early years settings, the results have a positive impact on the child's learning and development.

Therefore our aim is to develop an effective partnership with parents.

A successful partnership needs a two-way flow of information, knowledge and expertise. This can be achieved by:

- teachers listening to parents' accounts of their child's development and any concerns they may have.
- being aware and having an understanding of the child's circumstances, interests, skills and needs.
- all parents being made to feel welcome, valued and necessary.
- keeping parents fully informed about the curriculum, such as newsletters, brochures, displays and informal discussions.
- Recording information about the child's progress and achievements, for example through parents evenings, annual reports and daily dairies.
- Providing relevant learning activities and play activities, such as reading and sharing books at home. Similarly experiences at home are used to develop learning in the school eg visits, family celebrations, holidays.

