

The Foundation Stage

Parents' Induction Meeting



Welcome to Kingsmoor!

The Kingsmoor Vision...

Everyone valued, every
opportunity given, every
possibility opened

Every child is everyone's
responsibility at
Kingsmoor



The Kingsmoor Vision...

We aim to be an outstanding, values-based school at the heart of our community, striving for excellence, enabling our children to achieve their highest potential in all areas of the curriculum.









Values

Over to you...

Punctuality

Communication: WEDUC

Pupil Premium
£1300 per year!

Attendance Target 95%
90% = 10 sessions EWO
Holidays

SCHOOL UNIFORMS One free sweatshirt / cardigan, polo shirt and PE Kit per year



If you are entitled to Pupil Premium you may be able to claim all this for

FREE!

Making a saving of approximately £144 each child per academic year

SCHOOL TRIPS



One free school trip per year

FRESH MILK



One free 1/3 pint serving of fresh milk per day

BATHE AFTER SCHOOL



One before or after school club free for a term

Please speak to a member of staff in the school office for additional information.

Case Study: Child A

Child A had an interest in books when they came into school, already happy to predict stories and share well known story phrases. But didn't know any sounds or how to read any words. This child has learnt sounds through a range of strategies that are all phonics based, in small groups and whole class activities. It was clear that this child had support from home, as parents helped initially with sounds and then with their books when they were ready to start blending words together. This child met expected level at the end of the year and even more importantly, is interested in reading, motivated to learn and has a positive attitude with high self esteem.

A decorative spiral binding on the left side of the page, consisting of a series of metal loops.

Case Study: Child B

Child B was at a similar academic level when entering foundation. They enjoyed looking at stories and could be found often with a friend in the book corner. Learning by phonics strategies, they especially enjoyed the Jolly phonics scheme, combining songs and actions together with the sound. This child has supportive parents but they do not listen to their child read at home. Child B started to struggle to retain the sounds and was placed into a smaller phonics group to ensure that a slower pace of learning could be maintained. This child has made progress too and has recently started to read more complex books. However, Child B sees reading as a job, the child has to have help to enjoy the stories because they haven't had those opportunities at home to discuss the pictures and talk about experiences relating to what they are reading.

This child didn't quite meet the expected level for reading and needs more nurture to keep their self confidence and belief high. Child B also doesn't see the value in reading and could benefit from reading being modelled and shared at home with them.

Rewards and Sanctions

- ♦ Good to be Green! Consistent behaviour management used in all classrooms.





Behaviour and Sanction Procedures Reception

All children start the day on Green

	Warning	Yellow Card	Red Card
Behaviour	Inappropriate behaviour such as low level disruption. Anything that does not meet expectations.	Bad choices: Name calling Telling lies Being unkind Damaging school property	Violence Spitting Persistent refusal to follow 'Good to be Green' code of conduct Several yellow cards for the same behaviour
Procedure	Verbal warning given, if repeated in the same session child's name is written on the board for that session-wiped off ready for the next session	Yellow card recorded on class list in file. Time out in a designated 'time out' area. Parents informed. Repeated yellow card behaviour is sent to a different Reception class and may trigger a Behaviour Plan in consultation with the Inclusion Manager.	Red card recorded on class list in file Incident to be recorded in Pupil information file To be taken to a member of SLT Two red cards in the same half term and a letter is sent home asking parents to meet with the Headteacher. A Behaviour Plan is drawn up. If the behaviour continues, a second letter is sent home with a risk of exclusion as outlined in the Exclusion policy.



What is the Foundation Stage?

- ◆ The foundation stage begins when children reach the age of three, when children might attend a nursery setting.
- ◆ The final year of the Foundation stage is when children are in a Reception class of a primary school.
- ◆ It prepares children for learning in their future school career.

Areas of learning...

- ♦ The foundation stage curriculum is split into six areas of learning...
- 1. Personal, social and emotional development
- 2. Communication, language and literacy
- 3. Mathematical development
- 4. Knowledge and understanding of the world
- 5. Creative Development
- 6. Physical Development



Personal, Social and Emotional Development

- ◇ Encourages children to be independent and to interact with other children and adults.
- ◇ Helps children to become confident, safe, secure and ready to learn from new experiences.





Communication, Language and Literacy

- ❖ Encourages children to develop conversational skills.
- ❖ Will help children to develop listening and concentration skills.
- ❖ Enables children to begin to hear sounds in words and to link these sounds to letters (Phonics).
- ❖ Encourages children to develop pencil control and to begin to make marks on paper.
- ❖ Will help children to learn to read individual words and eventually, simple stories independently.



Mathematical Development

- ♦ Helps children to count up to ten and beyond.
- ♦ Encourages them to use mathematical words such as greater, smaller, heavier, lighter, more, less etc to describe and compare.
- ♦ Develops skills in comparing and sorting objects.
- ♦ Supports children's understanding of shape and size including 2D and 3D shapes.





Knowledge and Understanding of the World

- ♦ Helps children to gain an understanding of their world (Geography)
- ♦ Encourages them to look at changes over time (History)
- ♦ Encourages them to explore and investigate (Science)
- ♦ Helps to develop designing and making skills (D&T)
- ♦ Will give your children the opportunity to understand and use information and communication technology (Computing).





Physical Development

- ♦ Supports children's healthy development.
- ♦ Provides opportunities for using a range of large and small equipment.
- ♦ Helps them to develop a sense of space around themselves and others.
- ♦ Encourages balance.
- ♦ Develops practical skills such as dressing, undressing etc.





Creative Development

- ♦ Inspires children to explore colour and colour changes.
- ♦ Helps them to explore shape and texture using all of their senses.
- ♦ Develops an interest in music, singing and music-making.
- ♦ Develops confidence and imagination.



A typical day in Reception...

- ◇ 8.50 Come in and find name before register
- ◇ 9.25-10.00 Mathematical Activities
- ◇ 10.10-10.30 Assembly
- ◇ 10.30-10.45 Outdoor Play
- ◇ 10.45-10.55 Snack time
- ◇ 10.40-12.00 Literacy Activities
- ◇ 12.00-1.05 Lunch time
- ◇ 1.05-2.25 Creative/Physical/Knowledge and Understanding of World/R.E./PSHE
- ◇ 2.25-2.40 Outdoor Play
- ◇ 2.40-3.30 Story/singing/circle time

What can you do to help your child's literacy development?

- ❖ Read with your child every day; this could be sharing a story, talking about the pictures and just pointing to the words as you read them initially.
- ❖ Sounds to learn-your child will bring a phonics book home to practise daily when doing reading, take your time and revisit all sounds every time.
- ❖ Reading Book.
- ❖ Key words to learn.
- ❖ Ongoing- encourage mark making, writing name and other words, colouring in, cutting out, playdough etc are all great for developing fine motor skills.



What can you do to help your child's mathematical development?

- ♦ Lots of counting forwards and backwards from 10, when confident move to 20.
- ♦ Numbers to learn (number recognition).
- ♦ Practise counting at any time- climbing the stairs, shopping etc.
- ♦ Play simple board games like snakes and ladders.
- ♦ Sing number rhymes and songs together.

Other matters...

- ❖ Children will read twice a week with their Teacher, Classroom Assistant or volunteer- please bring their reading folder everyday.
- ❖ We ask that children are heard read at home at least 4 times a week and are read to every day. We welcome you to write in your child's reading record.
- ❖ Please ensure that your child looks after school books etc.

Uniform

- ♦ Please ensure that names are in EVERYTHING! 😊
- ♦ Send coats in every day – we go outside in all weathers!
- ♦ Sensible shoes and no jewellery.
- ♦ P.E. kits in school everyday and can remain in school until we send them home each holiday.

And Finally...

- ♦ There are a number of transition events planned for the first two weeks back, which you should have received a letter about.
- ♦ If you would like to come in to school to help out in Reception we are always grateful for volunteers. 😊
- ♦ If you have any worries or concerns please come in and see us. The home to school link is extremely important.

Questions

