

Information for parents

What will we learn at
Elson Infant
School?



The Early Years Foundation Stage

Stage



The **Early Years Foundation Stage** begins when children are born and continues until they reach the end of their **Reception year** in school. The curriculum for the foundation stage underpins all future learning by fostering and developing the skills that children need to become effective learners. It is organised into **seven areas of learning**:

- personal, social and emotional development
- communication and language
- physical development
- literacy
- mathematics
- understanding the world
- expressive arts and design

In each of these areas children will be working towards the **Early Learning Goals**, these establish expectations for most children to reach by the end of the foundation stage. They provide the basis for planning the curriculum which your child will receive in their reception year at school.

The Seven Areas of Learning

1: Personal, social and emotional development



This is a very important area of learning for young children and effects all aspects of their lives. It is about emotional well-being, knowing who you are and where you fit in, feeling good about yourself and developing respect for others. Children's experiences in school will be planned to help them:

- learn to respect themselves and others
- be confident to try new activities
- learn about the importance of friends
- develop a positive attitude towards learning
- concentrate and persevere with the task
- take turns and share
- understand what is right and wrong
- become more independent within the classroom
- be able to work as part of a group
- understand the need for the school responsibilities

2: Communication and language.



This area of learning includes communication, speaking and listening in different situations and for different purposes. Listening to a wide range of stories, poems and non-fiction texts. Reading simple books and writing for a variety of purposes. To achieve learning in an imaginative and enjoyable way opportunities will be given for children develop language within role play, outdoor play sessions, reading corners, circle time and games.

In reception the children will be learning to:

- communicate clearly, audibly and appropriately – interact with others, take turns, listen and respond
- extend their vocabulary, exploring the meanings of sounds and new words
- respond to two part instructions
- follow a story without pictures or prompts
- understand 'how' and 'why' questions
- listen attentively

3: Physical development



Young children learn through being active and it is very important that skills of co-ordination, control and movement are developed. Effective physical development helps children to gain confidence and to feel good about themselves. In the foundation stage children will be encouraged and supported to:

- move with confidence
- move imaginatively in dance and drama
- move with control and co-ordination
- use balancing and climbing equipment
- use bats, balls, beanbags, hoops and other small equipment for throwing, catching and aiming
- use tools such as scissors, paintbrushes and hole punches
- join and build with construction kits such as Lego and Meccano
- recognise the importance of being healthy

4: Mathematics



This area of learning is very much focussed on children becoming confident with key mathematical skills such as counting, sorting, looking for patterns and using mathematical language. So that children learn about numbers and develop mathematical understanding in an imaginative and enjoyable way much of the work is developed through stories, number rhymes and songs, games and practical activities. In their reception year children will be learning to:

- count objects and recognise numbers to 20
- compare and combine groups of objects leading to subtraction and addition
- recognise and make simple patterns
- use the words 'more' and 'less' to compare groups of objects
- identify and name familiar shapes
- use words such as 'longer', 'shorter', 'heavier' when comparing objects
- use the language of time, for example 'yesterday', 'morning', 'lunchtime'.

5: Literacy.



This area focuses on the skills children need to develop in order to learn to read and write. The children will be taught these skills in an active and enjoyable way often through drama, songs, rhymes and play. They will listen to a wide range of texts including stories, poems and non-fiction to develop understanding and vocabulary. Opportunities for writing for different purposes will be given within role play, outdoor play sessions, writing tables and reading corners.

In reception the children will be learning to:

- recognise rhyme and rhythm in spoken word
- recognise their name and other familiar words
- hear and say sounds within words
- name and sound the letters of the alphabet
- write simple regular words and attempt more complex words
- read a range of common words
- write their own name and attempt other things such as lists, stories, instructions, labels and captions

Reading and Writing

The children will be taught the 44 main sounds of the English language using the Read, Write Inc scheme. With this scheme the emphasis is initially on sounds and writing the letter shapes not letter names.

The letters are not introduced in alphabetical order. The first group has been chosen because they make more simple 2 and 3 letter words than any other six letters: m, a, s, d, t (sat, mat, at, as etc). As well as learning the letter sounds there is a strong emphasis on hearing the sounds within words – which sound is at the beginning of 'hat', which sound is at the end of 'dog' and so on. This is taught largely through the use of games, puppets and objects.



6: Understanding the world



This area of learning is all about children making sense of the world. It forms the foundations for future work in science, design and technology, history, geography and information, communication technology. Practical activities are planned which enable children to learn new skills and to explore, observe and talk about their experiences. Children will be involved in:

- using their senses to investigate objects and materials such as sand, water and fabrics
- finding out about and identifying features of living things such as plants and minibeasts
- talking about how things work, for example how and why some toys move
- develop respect for their own cultures and beliefs and those of other people
- using different construction kits to build and assemble
- using computers, tape recorders and programmable toys
- finding out about past events in their lives and in those of their families

- finding out and talking about different features of the environment in and around school

7: Expressive Arts and design.



Creativity enables children to make connections between different areas of learning, to solve problems, make choices and to communicate their ideas and feelings. To support children's creative development, certain skills are taught and opportunities given to develop ideas, explore and experiment. Children's own ideas are always encouraged as they are given opportunities to:

- explore colour, texture and shape
- use and experiment with paint, drawing materials, collage and clay
- explore the different sounds of musical instruments
- sing songs from memory
- respond to music through dance
- use their imagination in role play
- talk about their work with an adult

Continuous Provision

Continuous Provision occurs daily in the reception year. It is particularly important for the development of personal and social skills and is planned to allow children time to practice skills, explore, experiment and increase their understanding. Children often refer to these sessions as 'discovery time' and they are usually the favourite part of the day. Continuous Provision helps the children to settle quickly into school, feel confident and secure and to build self esteem.

During discovery time the children decide on their own activities. They may be asked questions about what they will do, where, with whom and what materials they will need. Children carry out their learning with the support of adults. They use the whole reception area, inside and outside. The range of activities includes construction kits, painting, writing, drawing, book corner, role play, computer, play dough, sand and water play. Children have time to recall and talk about the activities they have just carried out. They may have a painting, drawing or construction model to show the group. In showing and discussing what they have done they are required to use memory, sequence events, listen and talk with others.

Compliments and Special Helpers

In reception classes two special helpers are picked at random each day. The special helpers have special responsibilities such as, taking the register to the school office after registration in the morning and afternoon. At the end of each day, the special helpers are complimented by the children and staff in their class. These 'Compliments' will be recorded and sent home for the children to share with their parents. Every child in the class will have an opportunity to be a special helper and be complimented by the class.

Turtle Time

Turtle time is part of the Elson Infant school behaviour policy. It helps children to control and express feelings and the turtle story will be shared when your child starts school. We follow the PATHS scheme, which helps children recognise different feelings and begins to help them recognise emotions in themselves and others.

Class pet

Each class has a toy pet which will come home occasionally. The child cares for the toy pet over the weekend and returns it to school on Monday morning. There is a diary in which details of the visit can be recorded and perhaps put a photograph of what he/she gets up to. The diary will be shared with the class once returned with the class pet after the weekend. Every child in the class will have the opportunity to take the class pet home for a weekend.

Home School Responsibilities

Schools responsibilities:

1. Provide an environment which encourages your child to do their best.
2. Encourage your child to respect others and take care of their surroundings.
3. Inform you of your child's progress at regular meetings, through reading diaries, annual reports and parents meetings.
4. Inform you of the programme of work each half term.
5. Where appropriate, set homework tasks that support and extend your child's learning.

Parents responsibilities:

1. Ensure their child attends school "suitably dressed" and equipped to work.
2. Make sure their child consistently attends punctually and provide an explanation if their child is late or absent. This will mean no leave of absence requests are made, other than in exceptional circumstances when proof will be provided.
3. Attend parents meetings which affect their child.
4. Support the school's policy for behaviour.
5. Support their child with homework tasks and ensure these are completed and returned to school on time.

Together we will:

1. Address any individual concerns or problems.
2. Support your child's learning to help them achieve their best in work and

behaviour.