



# Welcome



# The Foundation Stage at Orton Wistow Primary School

- The Curriculum
- Delivery
- Expectations
- Reading
- Parent partnership



# The Curriculum



## [Statutory framework for the early years foundation stage](#)

PDF, 371 KB, 53 pages

  
Department  
for Education

## Development Matters

Non-statutory curriculum guidance  
for the early years foundation stage

First published September 2020



## Overarching principles

- **Unique child**
- **Positive relationships**
- **Enabling environments**
- **Learning and development**

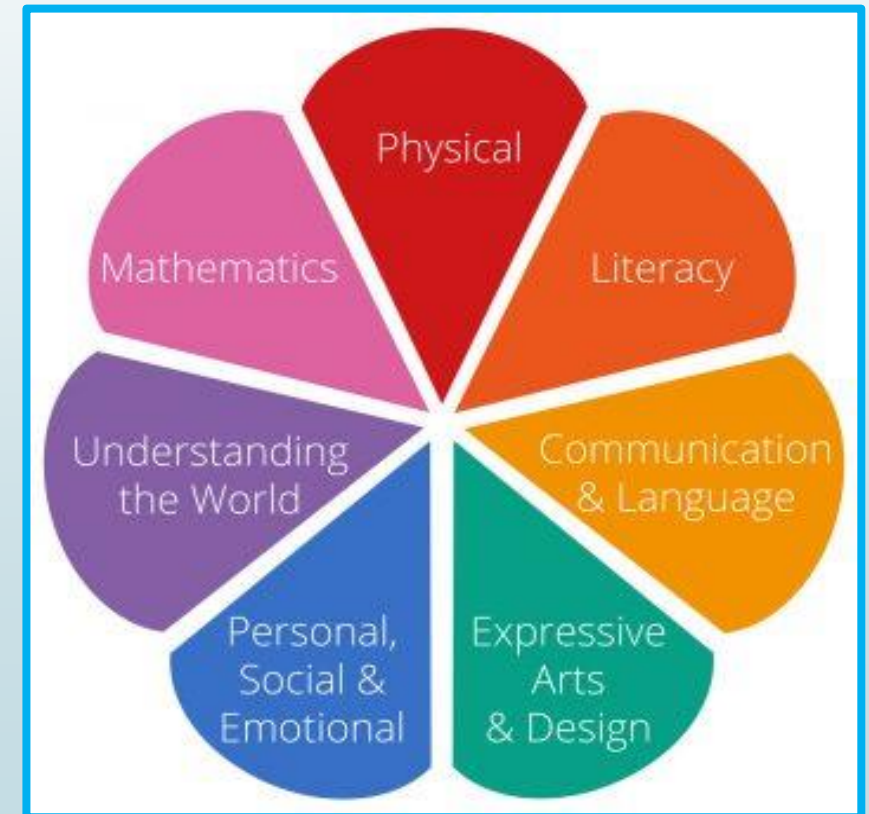
*"Play gives children a chance to practice what they are learning." "Children learn as they play. Most importantly, in play children learn how to learn."*

# The Curriculum: *Areas of learning*

- Personal, social, emotional development
- Physical development
- Communication and language

## ***Prime areas underpin:***

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



# The Curriculum: Delivery

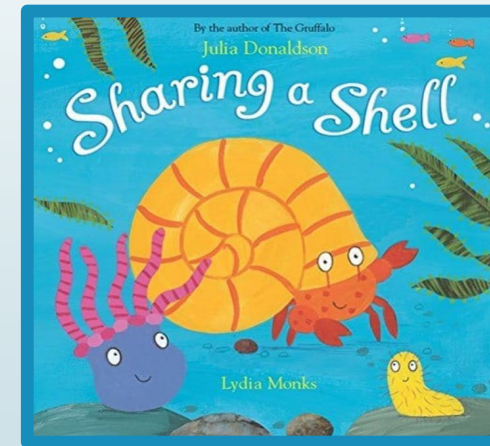
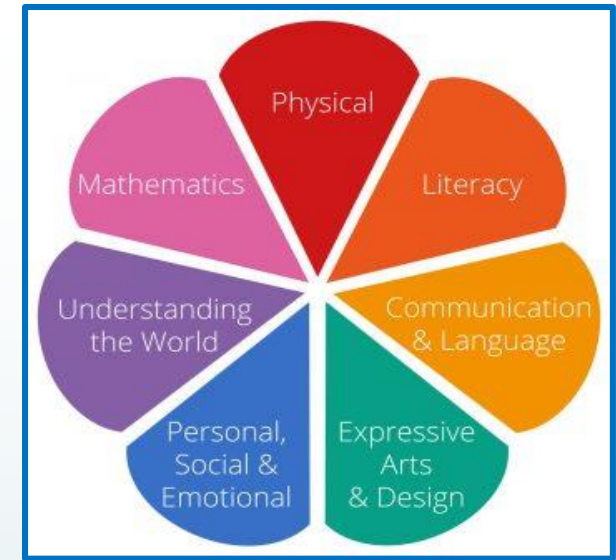
- 3 taught sessions a day- phonics, maths, shared.
- Guided sessions with an adult, differentiated to embed whole class learning and give children the opportunity to practise new skills, and for adults to guide, extend and challenge.
- Continuous provision (free-flow play), opportunities to practise and apply new learning.
- Observations of your child playing-next steps for learning.





# Personal, Social & Emotional development

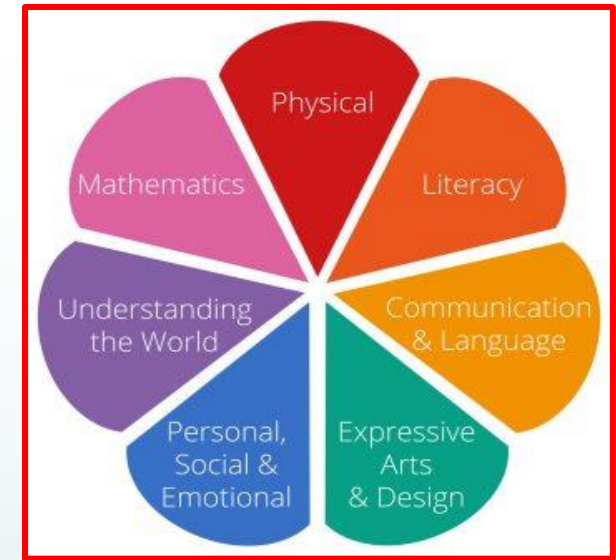
Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.





# Physical Development

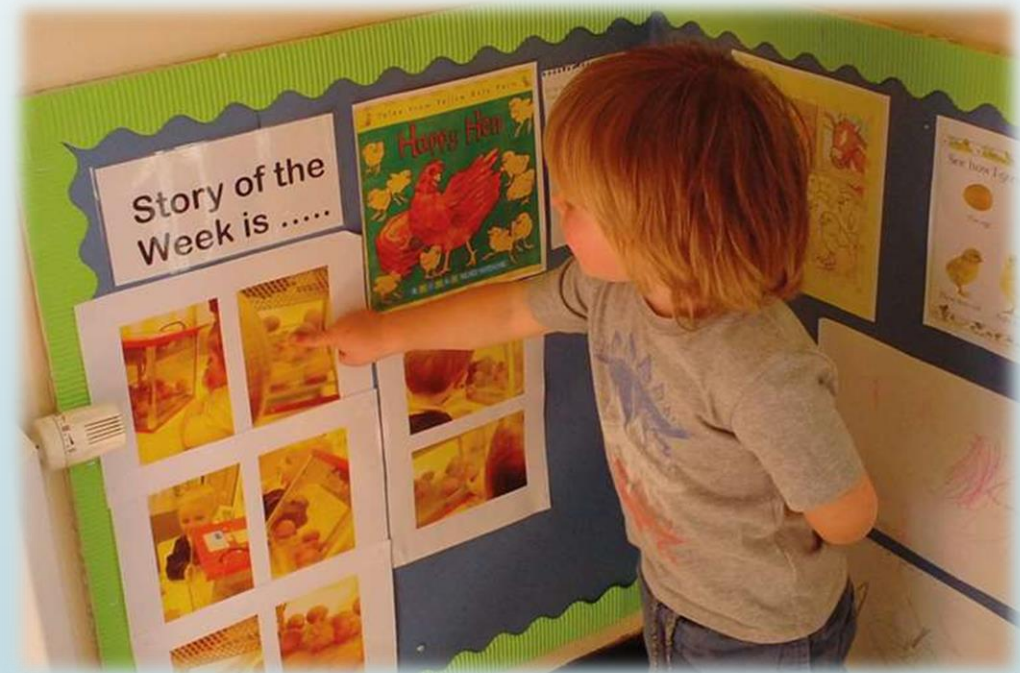
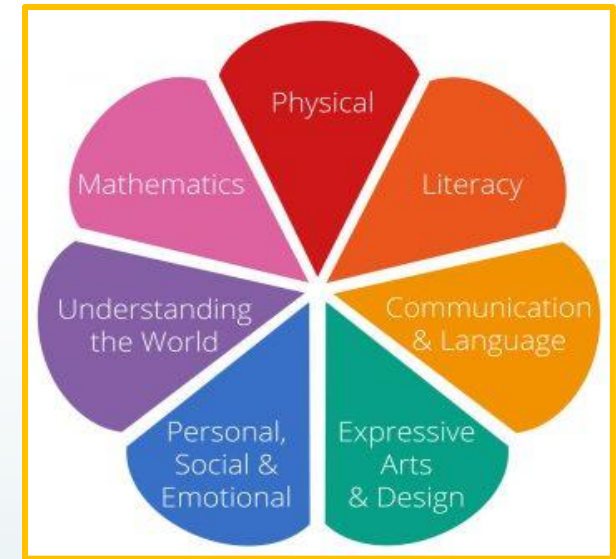
Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.





# Communication and Language

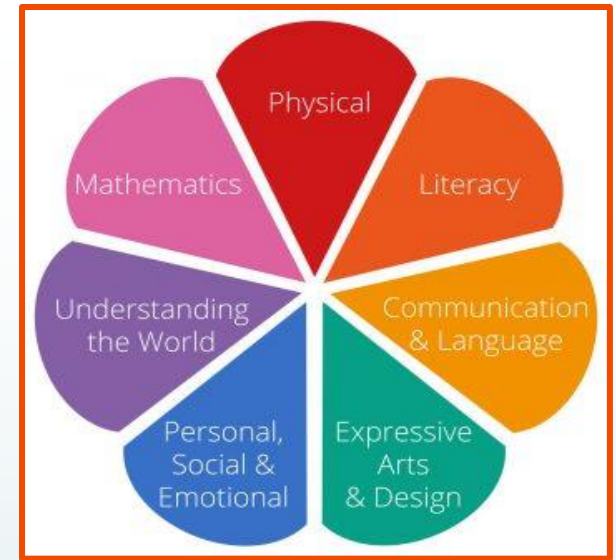
Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.





# Literacy

Involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



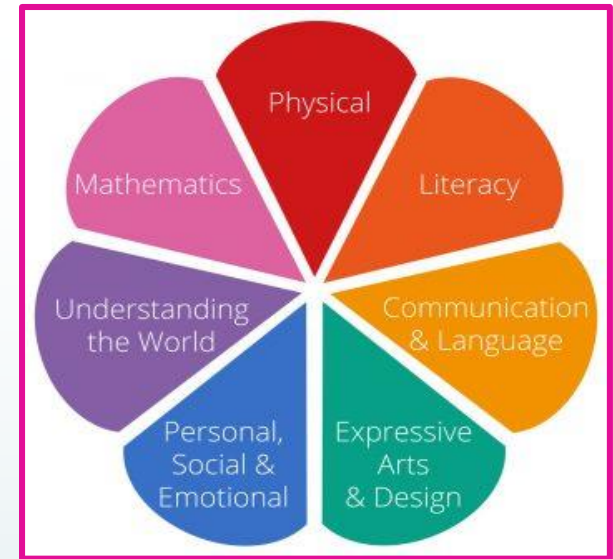
Letter Balls Game for olds





# Mathematics

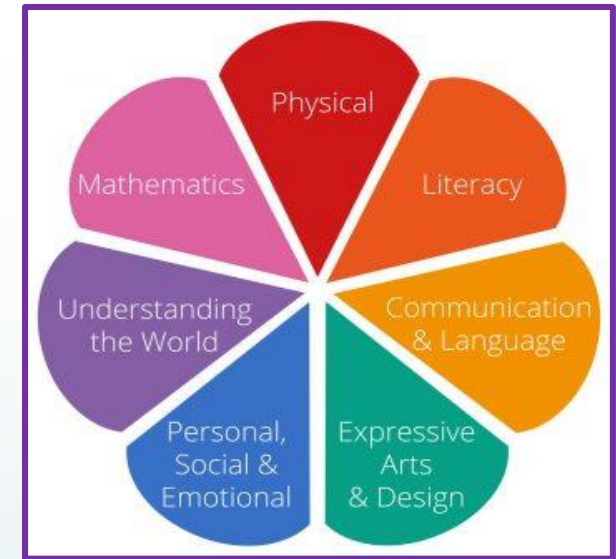
Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems.





# Understanding the world

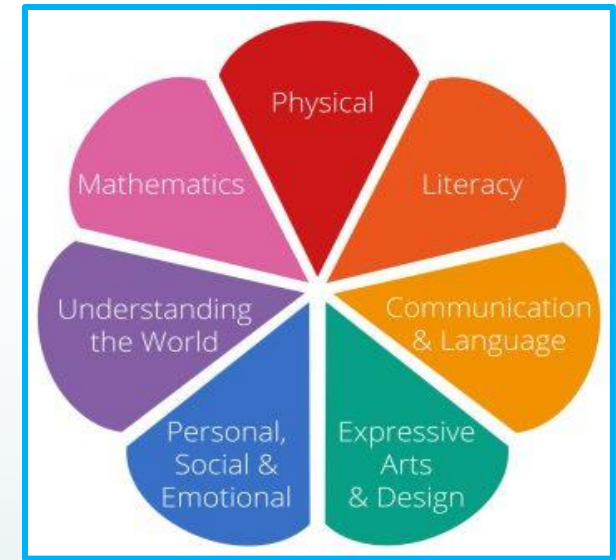
Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.





# Expressive Arts and Design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



Rachel (7)



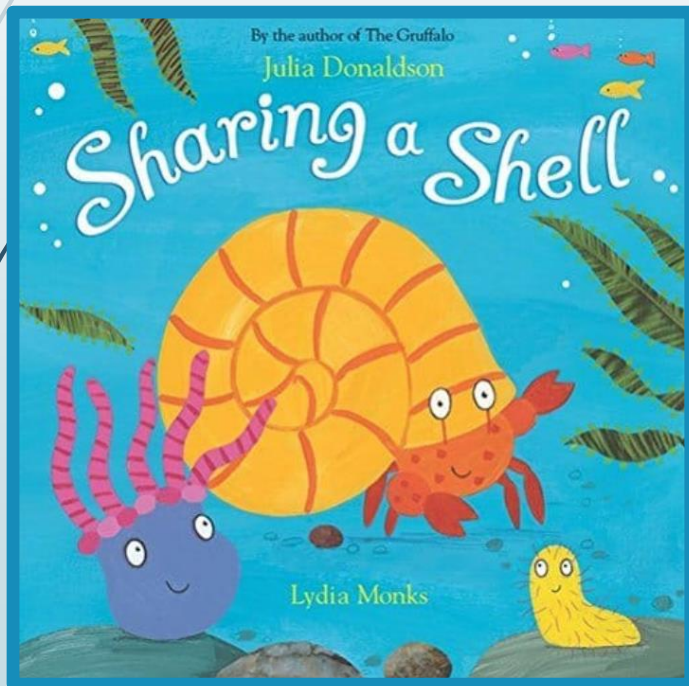
the imagination tree



# The Curriculum: Delivery

## Autumn term - 'Ourselves' topic (PSED Focus)

Using a range of texts alongside adult-supported free-flow play to embed concepts.



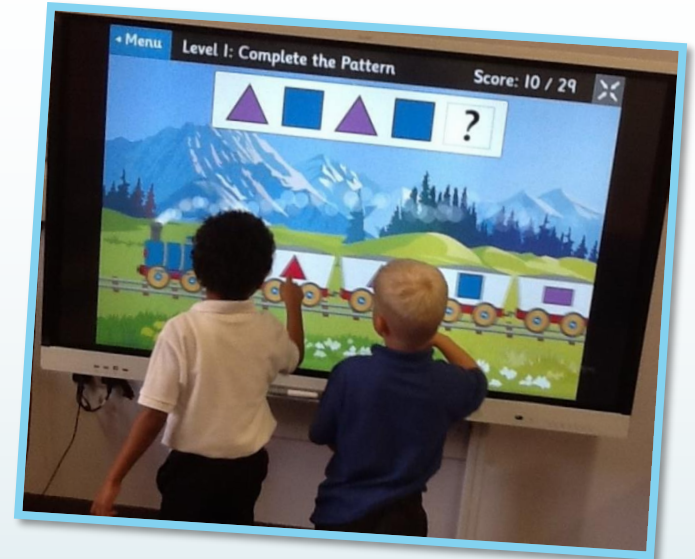


# The Curriculum: Delivery- Guided Work





# The Curriculum: Delivery- Continuous Provision



# The Curriculum: Assessment



- Baseline Assessment
- Ongoing daily/ weekly assessments throughout the year, including phonics, maths, reading and writing.
- We make a best fit judgement at the end of the year, emerging or expected level of development. Some children may achieve beyond expected.





# Expectations

Our PRIDE code (Polite, Respect, Independence, Do Your Best and Everybody Matters) underpins everything we do at Orton Wistow Primary School. It is these values that ensure our pupils become well-rounded citizens who will go on to make a positive contribution to society. Along with our Learning Tools (Responsibility, Resilience, Perseverance, Concentration and Teamwork) we instil in our pupils a love of learning that they will take with them into the future.

- **Positive reinforcement**
- **Marbles, individual & whole class target**
- **Clever clogs clap**
- **Pride Pal**
- **Learning toolkit – stickers**
- **Housepoints**
- **Shining Star**
- **Postcard**





# Expectations: Sanctions

- Time out (place of thought cushion)
- Repeated time out, 'Pot.'
- Email home (rest of school)- FS staff will mention to parents at end of the day.



# Early reading – A team approach

- Story time, whole class, small group, 1:1, encouraging reading for pleasure
- **Blending** – adult blends orally for children to hear, initially through games and discussions  
(adult: c – a – t    child: cat)
- **Segmenting** - (for spelling) child segments sounds  
(child: c – a – t)
- Scheme books - Colour bands books these are linked to their phonic phase.
- 'Reading' at home – 5 times a week. **PLEASE COMMENT and SIGN DIARY**
- Formation practice and segmenting and blending at home.
- Changing books- books changed on a Monday and Thursday. We expect a scheme book to be read at least twice and comments in reading diary.
- Library visits- These visits are once a fortnight on a Friday with Mrs Campling our librarian.

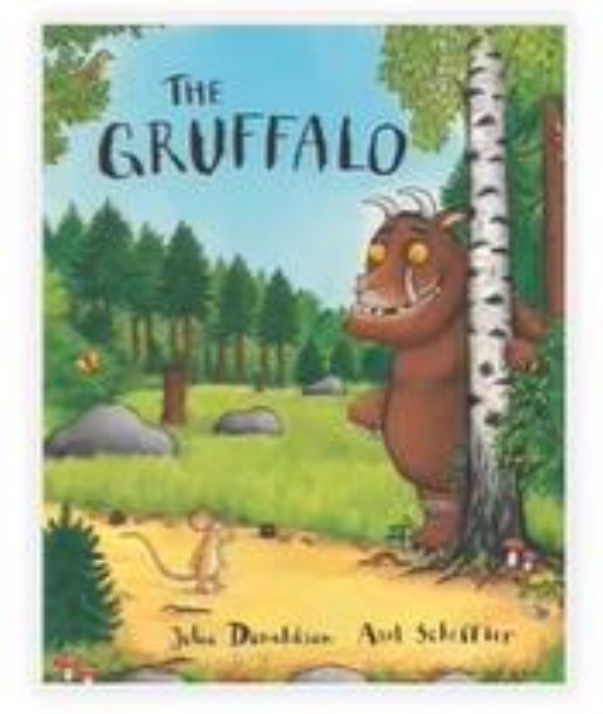




# Reading at home



- 0-20% 1 marble
- 21-40% 2 marbles
- 41-60% 3 marbles
- 61-81% 4 marbles
- 81-100% 5 marbles



# OWPS Library

The Foundation Stage will visit the school library fortnightly starting on Friday 9<sup>th</sup> of September.  
The book your child has chosen should be in your child's book bag ready to change on Friday the 23<sup>rd</sup> September.  
We are not able to give your child another book unless they return the previous one.



Children have the choice of a range of Library books. These books are for sharing with an adult-  
Remember to write these reads in the diary!



# Early writing in the Foundation Stage

- Mark making
- Letter formation- Lower case to start
- Name
- Segmenting
- Applying phonic knowledge *not copy writing*
- Learning to spell tricky words



# Parent Partnership: What can I do at home to help with reading?

- Reading- A parents guide to reading can be found on the Little Wandle Website
- Sing rhymes and play word games
- 'Sound out' words
- Magnetic letters to practise word building.
- Following Little Wandle – at school pace

## Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



Phase 5 sounds taught in Y1

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education





# Parent Partnership: What can I do at home to help with maths?

- Recognising numerals
- Using numbers in everyday situations
- Practical games to combine sets
- Identifying colours and shapes
- Mathematical language, size, position, order



# Parent partnership

- Read, read, read!
- Stay and Play – this starts after half term.
- Share achievements, e.g. certificates, proud moments from home.
- Attend Parents' Evening
- Support to follow school expectations
- Phonics practice – Oral as primary approach
- Activities sent home

Email, phone if unsure of anything – don't worry!







# TAPESTRY

ONLINE LEARNING JOURNAL

You will soon receive an invitation to join the online journal 'Tapestry'. This can be accessed online or using an app on your smartphone. Any problems please contact the office.

We will share photos of your child learning in school. It is also a brilliant place for you to share any exciting events from home too. These can be photos and videos of your child learning to ride a bike, photos of your children recognising graphemes, new pets or growing veg in the garden. We love to share these experiences during our Friday celebration assembly. The children love to see their photos shared on the big screen!



**This email may go into your junk folder. Please check.**

# What should your child have in school?



Spare clothes-  
Underware  
Socks  
trousers/ top



# Lunchtime FAQ



Who will look after my child at lunchtime?

How will I know if my child hasn't eaten their lunch?

Will my child see their friends/ siblings on the playground?



"What did you do  
at school today?"

"Nothing"

