

University Primary Academy Kidsgrove

The Foundation Stage



The Aims of our Foundation Stage

"A child is not a vase to be filled, but a fire to be lit..." (Rabelais)

"This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure and support their development, care and learning needs."
(Foundation years)

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child **safe** and promote their welfare
- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about **your child's progress** through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**"

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing.



Our Nursery class offers 15 free hours per week. We offer flexible provision for these hours. The packages available are as follows:

- ✓ Monday all day, Tuesday all day, Wednesday morning
- ✓ Wednesday afternoon, Thursday all day, Friday all day
- ✓ 5 morning sessions

The morning sessions lasts from 8.45am until 11.45am, and the afternoon sessions lasts from 12.00 until 3.00pm.

Our Foundation Stage also offers pre-school provision where it is possible to access 15 free hours in the year that your child starts Nursery in the September.

In addition to this, we can offer wrap around care within our nursery up to a maximum of full time. Wrap around fees are payable on the day.

New children and a parent/carer are invited to join us for induction sessions during the term prior to entry. Discussions with staff will take place to provide basic but valuable information about the child's level of development at the time of entry. Towards the end of the summer term, new parents will also be invited to attend a 'Welcome' evening with the Principal, Class Teacher, Classroom Assistants and the School Nurse, to discuss aspects of school life with which parents may not be familiar. Once the child is settled, parents/carers are given the opportunity to come in and help with the many activities taking place in the Nursery class. This provides an opportunity for parents to see how their children learn and how their curriculum works. We encourage all children in the Nursery class to wear the school sweatshirts, which can be purchased online. Physical activities are done in bare feet in the school hall and jewellery cannot be worn during such activities. There will also be opportunities for the Foundation Stage children to play outside, sometimes as a class and sometimes as part of their lesson. There are many occasions when children in the Nursery class will join in the main activities within the main school, mainly attendance at assembly and short visits to classes to show work, receive praise or to see a friend, brother or sister. This familiarizes the children with school life on a familiar basis. During their final few weeks in the Nursery class, the children will be provided with opportunities to visit their Reception Classroom and get to know their teacher.

At University Primary Academy Kidsgrove, the specific aims in the Foundation Stage are:

- To provide a safe, caring and stimulating environment, where children are encouraged to have inquiring minds
- to ensure that all children have equality of opportunity to learn and make progress, whatever their age, gender, ability, personality, class, ethnicity, special educational need or competence in the English language
- to support children's spiritual, moral, cultural, mental and physical development with learning activities which match their developmental needs
- to provide a high quality broad and balanced curriculum based on the Early Learning Goals. These are delivered through multi - disciplinary range of activities and first hand experiences that are integrated rather than compartmentalized
- to help children to develop confidence, self sufficiency, independence, consideration of self and others and care for their immediate environment
- to partake in planned learning activities that are meaningful and that are designed to stimulate eagerness and participation in and appreciation of a wide range of interests
- to promote and model a range of social skills such as taking turns and sharing, which will enable children to develop effective interpersonal relationships
- to acknowledge the involvement of parents and their role as primary educators. We aim to establish a shared understanding and dialogue
- to develop evaluation and assessment procedures that include monitoring and evaluating and reporting children's learning
- to provide a physical environment that is organised to meet the needs of younger children, with the appropriate resources, inside and out, with due regard to health and safety.

At whatever age children begin in our Foundation Stage, they will have already learnt a great deal, particularly from their families and will have varied interests and skills. Children aged three, four and five are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence and build on what they already know. They learn in many different ways. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. At University Primary Academy Kidsgrove, we aim to make educational provision and practice

appropriate to a child's development, in line with the Early Learning Goals, and progressing onto National Curriculum. This, we feel provides continuity and progression throughout the Foundation Stage.



The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

- **Communication and language:** this gives all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and each other, to practice and extend the range of vocabulary and communication skills they use and to listen carefully.
- **Physical development:** this gives all children opportunities to develop and practice 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.
- **Personal, social and emotional development:** provides opportunities for each child to become a valued member of the group and the community so that a strong self image and self esteem are promoted. They are also encouraged, in particular, an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners. Social skills are developed by providing opportunities that enable all children to learn how to co-operate and work harmoniously alongside each other, and to listen to each other. Attention skills and persistence, in particular, the capacity to concentrate on their own play or on group tasks, is a further skill to be developed.



These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- **Literacy:** children are provided with opportunities to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books.
- **Mathematics:** with 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 and practice and talk about them.
- **Understanding the world:** with 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.

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



Education is a partnership between home and school

A child learns from the moment of birth, not just from the time he or she starts school they learn from experiences within a family and then from the wider social settings, such as Mother and Toddler Groups,

Playgroups and Nursery. Children acquire a wealth of learning experiences. This helps develop them socially, emotionally, creatively, physically and academically. Here at Primary Academy Kidsgrove, we know that parents are children's first educators, and are valued as such. When parents and staff work together, the results have a positive impact on a child's development and learning. A successful partnership needs a two way flow of information, knowledge and expertise. There are many ways of achieving partnership with parents by the following are ways we feel are most useful:

- Staff and parents show mutual respect and understanding for the role of the partnership in the child's education
- Staff value parents' views of their child's development, and any concerns they have
- Arrangements for settling in are flexible enough to give time for children to become secure, and staff and parents discuss each child's circumstances, interests, skills and needs
- All parents made to feel welcome, valued and necessary
- Parents and other carers are encouraged to support the learning opportunities provided by school and those activities to be done at home, such as shared reading
- Parents are kept fully informed about their child's learning, progress and achievements



How can I help my child learn and prepare for school?

This booklet will try and explain how the Foundation Stage staff here at University Primary Academy Kidsgrove build on the first important years spent in the home environment, and guide children through the all important early days and weeks at school. This booklet contains ways

interested parents can further their child's development within the home and local environment.



Talk! Talk! And More Talk!

Talking is recognised as a vital communication skill. Listening is important too. Talk to your child as much as possibly and always listen to what they say. Answer children's questions simply, clearly, carefully and as truthfully as you can. Introduce new words in the course of a

conversation. Conversation is essential to all areas of learning, especially reading and can be developed anywhere.

- travelling in the car, bus walking
- discover the library
- explore nearby parks
- shopping
- going further afield - to the seaside, visiting grandparents
- meeting people - at the clinic, shops, toddler groups, doctors
- reading and sharing books, comics, magazines.



Exploring the Home!



Home is a very interesting place for a curious and questioning child! With a little help and encouragement, they can discover new things every day, which can stimulate and develop their vocabulary. The list of learning opportunities in the home is endless! Here are a few suggestions:

- Bathtime - making and blowing bubbles
- Finding out where the water comes from and where it goes
- Tidying away toys (very important training for school)
- Pretending whilst dressing up (developing the imagination)
- Playing - inside and out, alone or with adults or friends
- Preparing and cooking food, naturally with adult supervision
- Laying the table
- Washing, drying and putting away the dishes
- Caring for the pets
- Sorting the shopping
- Working in the garden, digging and planting seeds
- Watching the weather



- Listening and moving to music
- Singing familiar songs and rhymes
- Talking about time - breakfast time, dinner time, bed time etc
- Sharing appropriate television, radio and cds to encourage and develop concentration and listening skills.

Becoming more INDEPENDENT!

A day at the beginning of a child's school career, when everything is new and strange, is a very tiring experience. Days seem shorter when things are going right, the children experiences success and are happy and feel secure. Staff provide learning activities within a happy, relaxed, structured environment, which enable children to feel secure. Small things bring success! Being able to put on and fasten up a coat is a milestone! Especially if no - else can do it, and they have a sticker for their effort! If children are successful in these little things they begin to feel more relaxed and comfortable. The staff can then proceed with the academic and social aspects of the Foundation Stage curriculum. The following points will help the children become more independent, which is an important goal for all concerned. We will support them during the first few weeks, but we do expect them to be able to get dressed/ undressed very soon in their school career. It takes time for children to do things themselves. Allowing an extra few minutes will help them become more independent.

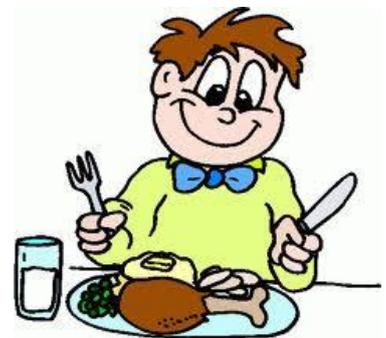
- Show them how to dress themselves, then gradually reduce the level of support. Children learn by doing, so make them feel proud when they achieve.
- For physical activities, the children get undressed. Please send them in simple clothes that they can manage, such as elasticated skirts and trousers rather than zips, and Velcro or buckle fastening on shoes.
- Show them how to fasten a coat but don't do it for them!
- Now that the children all wear uniform, all their clothes look the same so please name them and help the children to recognize their own name.



Looking after themselves

We know from experience that when children feel confident about looking after themselves, they will begin to enjoy school and all it has to offer. Some of the following may seem obvious, but again, from our experience, they have caused some problems. It will help staff if children have had some teaching in the following areas. Can they do the following?

- Toilet themselves
- Use a knife, fork and spoon at lunchtime
- Recognize their names
- Wash their hands properly with soap
- Hand up their coats
- Tidy away toys
- Change their shoes
- Blow their nose and look after their handkerchief



Preparation for writing

Some children come to school with well - developed fine motor control that enables them to manipulate scissors, paint brushes, pencils and jigsaws. These children have had practice with some of all of the following:

- Making marks on paper with felts, chubby crayons and pencil crayons. This is the first stage of formal writing. Adults can encourage them by helping them to hold the pencil correctly in their preferred hand.
- Painting
- Threading beads
- Building with bricks
- Making marks in the sand with a stick
- Jigsaws
- Dot to dot and tracing
- Cutting and sticking
- Chalks on a blackboard



- Watching adults write and helping with birthday cards, shopping lists, etc.

After lots of practice, you will be able to see patterns and letters emerging. Writing is all around, so see if your child can find letter in their name on tins of food, adverts, books etc. Have fun with writing!



MARKS & SPENCER

Preparing for reading

Learning to read starts at home on parents' knees, sharing books and listening to the rhythms and rhymes of language. Language development and an extensive vocabulary are both vital in early reading success. By sharing books, children begin to appreciate and develop the following:

- A love of books and stories
- Correct handling and care of books
- Prediction skills what will happen next?
- Concentration develops, by developing the ability to follow a story from the front cover through to the end
- Understanding that both pictures and print carry meaning
- A dialogue that will develop and enrich their vocabulary
- Left to right eye movements as their eyes follow words and pictures in a sequence
- The ability to listen to a story

Words are all around! Encourage children to look at them in the home, outside, on the side of buses, traffic signs, carrier bags etc. Join the library! Point words out and the children will soon associate writing with meaning.



Early Maths

Maths is everywhere and routines, activities and the environment offer rich sources of mathematical experience for young children.

Mathematical vocabulary and concepts can be developed inside and outside the home

Matching and sorting - laying the table, sorting the washing, matching socks, sorting sweets

Ordering - getting dressed, making the dinner, looking at large/small, fast/slow, tall/short

Counting - how many plates do we need for tea? How many letter have we got to post? Play with building bricks, counting number rhymes and songs

Predicting - do you think it will rain today? Will that bag be heavy or light?

Space and position - tidying up, filling boxes with bricks, doing jigsaws, looking for shapes in the environment

Games - dominoes, jigsaws, shopping games, shape matching, colour matching, dice games, repeating patterns

Number spotting - on cars, houses, birthday cards

STARTING SCHOOL can be exhausting business, socially and mentally! Don't be surprised if your child comes home feeling very tired and doesn't want to talk about their day. Give them a meal, a bath, a cuddle, a story and an early night! It can be stressful for you too! If you have any concerns, however small, please come and see Mr Farrington, Miss Rosson, Miss Marchant, Mrs Brough or Mrs Polles. We have had experience of most of the little upsets that loom large during the early weeks, and sharing any concerns makes them melt away!

