

Stannington Infant School

A Parent's Guide to the Foundation Stage

Information Leaflet
For
Parents and Carers





How will your child be learning?

Your child will be learning skills, acquiring knowledge and demonstrating their understanding through seven areas of learning and development. Children should mostly develop the three prime areas.

These are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional development

The Prime areas are mostly essential for your child's healthy development and future learning.

As your child grows, the prime areas will help them to develop skills in 4 specific areas.

These are:

- Literacy (Reading and Writing)
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We use the seven areas to plan your child's learning and activities. The activities and learning are planned to suit and meet your child's individual needs and age and stage of development.

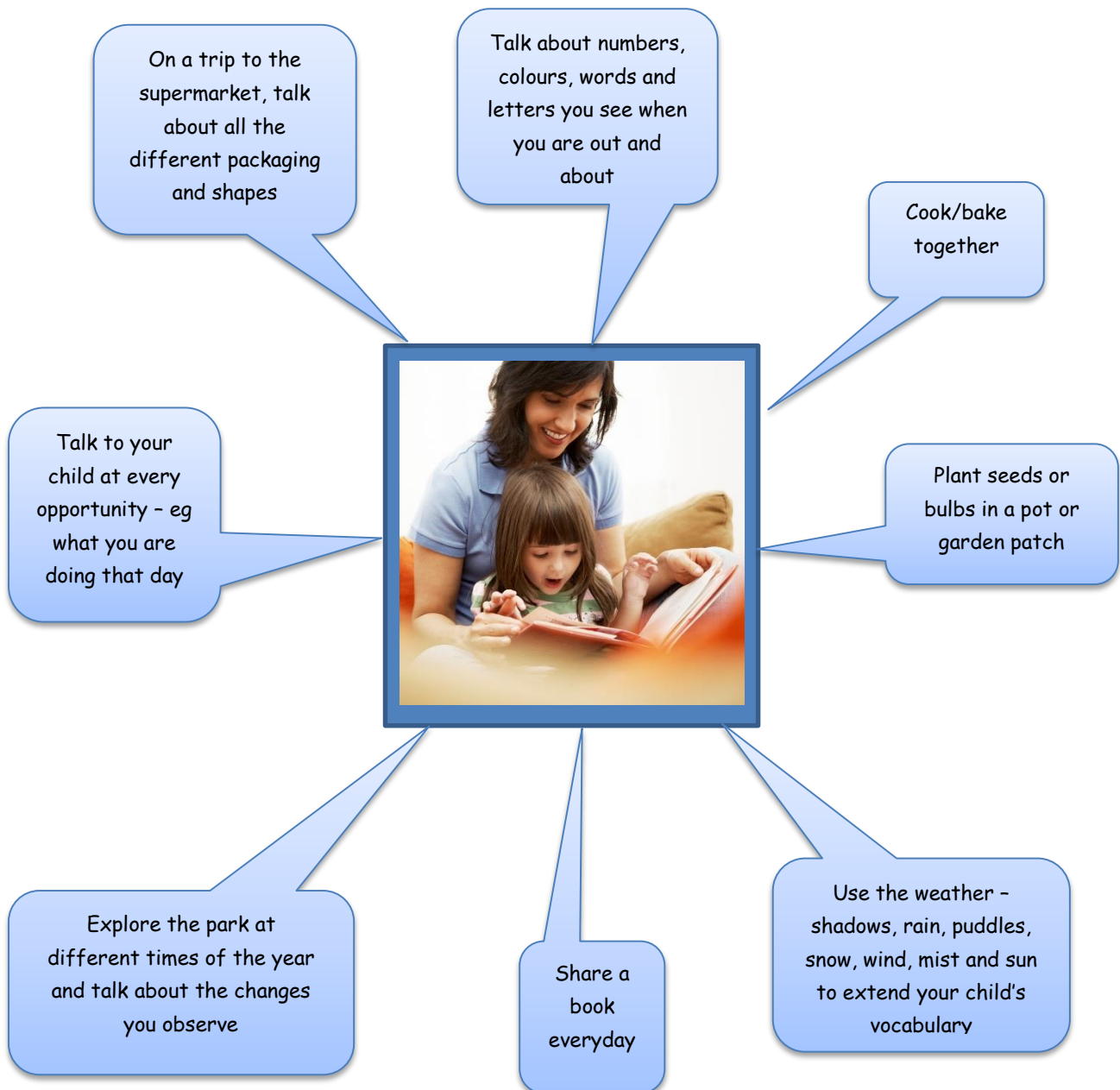
Children in the Foundation Stage learn by playing and exploring, being active and through creative and critical thinking. We pride ourselves on ensuring that your child receives quality learning experiences both indoors and outdoors.



How you help with your child's learning?

All the fun activities that you do with your child at home are important in their learning and development and we believe that parental partnership is the key to ensuring your child's early success at school.

If you can make time each day to do some of the following things with your child it can support your child's self-confidence and development as a young learner.





How can I find out about my child's progress?

We aim to develop ensuring a strong parental partnership and value the contribution that parents make towards their child's learning. We meet with parents twice a year for parental meetings. We will discuss your child's progress and how you can support the next stages in their learning at home. You will also receive two detailed summative reports in March and July which outline your child's progress and the next steps in their learning.

We offer parent workshops on supporting your child to learn to read, a domestic evening and a Curriculum evening to inform parents about school readiness and the ways in which we teach in the Foundation Stage. During our Family Learning days we invite parents to come and share in their child's learning experiences. Parents are always welcome to come and share in their child's learning at any time and will always be welcomed by staff.





What is the expected level of development at the end of the Foundation Stage?

By the end of the Foundation Stage the children are assessed against Early Learning Goals which inform an expected level of development. These are detailed below. If your child does not achieve this level they will continue to work on the Foundation Stage Curriculum until the end of their first term in year 1. Your child's teacher will ensure that you know how to support your child throughout the year to maximise their full potential and if they have concerns about specific areas of your child's learning these will always be conveyed to you at parents meetings or within the year.

The Expected Level of Development by the end of the Foundation Stage

The Prime Areas:

Communication and Language Development

Listening and Attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self-confidence and Self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The Specific Areas:

Literacy

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding The World

People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Exploring and Using Media and Materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.