

The Foundation Stage Curriculum

Banks Road Infant and
Nursery school :
October 2017



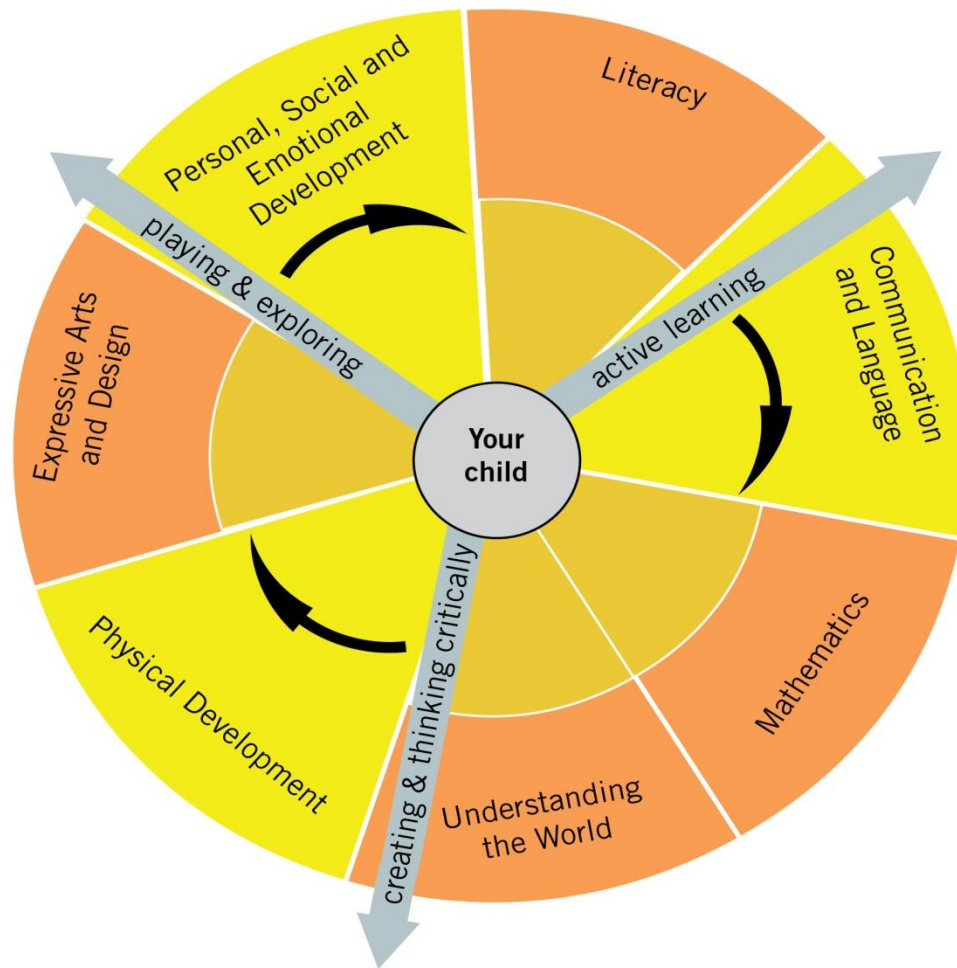
Tonights aims

- To understand the role of the Foundation Stage.
- To know the Early Learning Goals.
- Some ideas of the best ways to help.
- To see what we do at Banks Road.

The Foundation Stage Curriculum

- Is for all children from birth to the end of their reception year in school (regardless of age).
- At Banks Road this means all children in Acorns, Birch and Chestnut.
- Provides the foundations for all other year groups to build upon. Strong base in the basics.
- Document 'development matters' which outlines 'what to expect' statements for different ages eg. 22-36 months, 30 – 50 months, 40 – 60 months. This is guidance but not statutory.
- It provides an early learning goal which is an outline of what an expected standard for the end of the reception year is. This is statutory.

An overview



The Prime Areas

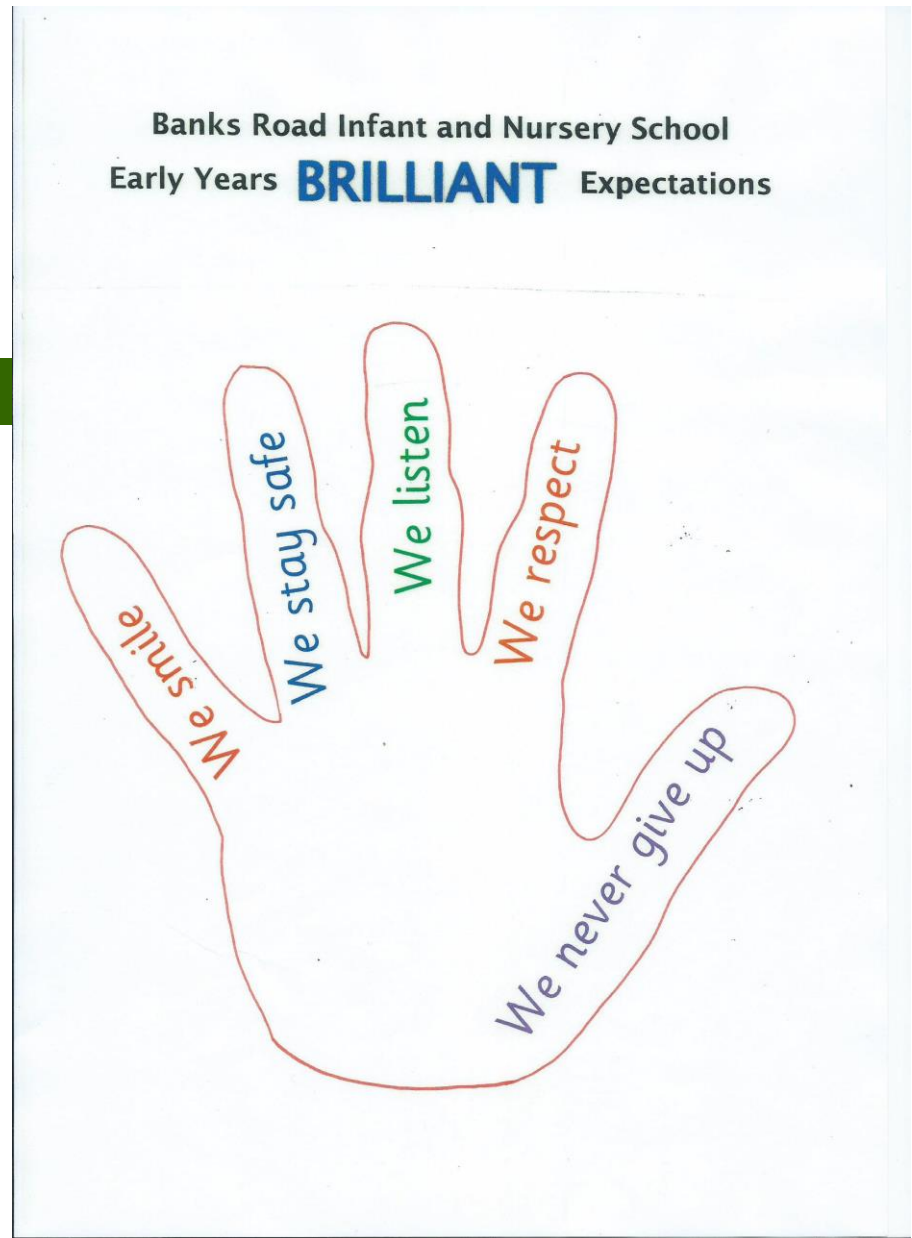
- Personal Social and Emotional Development
- Communication and Language
- Physical Development

Personal Social and Emotional Development

- Become self-confident and self aware;
- Making and building relationships
- Know what their own needs are;
- Dress and undress independently;
- Become independent
- Manage feelings and behaviour - tell the difference between right and wrong.

Brilliant Expectations!

- We smile
- We stay safe
- We listen
- We respect
- We never give up



Communication and Language

- Encourages children to develop conversational skills in a rich language environment and in a range of situations
- Will help children to develop listening and concentration skills.
- Enables children to express themselves and understand and act on instructions given to them. 'Talking Together' programme.

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
- Handling equipment and tools effectively including pencils for writing.
- Fine motor skills

The characteristics of effective learning.

CHARACTERISTICS OF EFFECTIVE LEARNING:

Playing and Exploring (engagement)

Finding out and exploring:

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know:

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go':

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning (motivation)

Being involved and concentrating:

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying:

- Persisting with activity when challenges occur
- Showing a belief more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and Thinking Critically (thinking)

Having their own ideas:

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links:

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things:

- Planning, making decisions and how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Forest School and Welly Wednesday



Reporting to Parents

How we report to parents

- In Autumn and Spring we have a parents evening : this is an individual appointment to talk about your child's progress
- In Summer (end of June) we send home a formal written report which outlines whether your child is working towards or if they have achieved the end of year expectations.
- In F2 in December and March we send home a pupil progress report which tells you whether your child is on track to achieve the early learning goals.
- In F2 we send home a phonics assessment at the end of each term which shows the phonemes and tricky words your child has learnt.

How to support your child at home

- F1 : real life learning experiences

eg. paying for their own shopping, packing their own bag for their holiday, sorting out their pairs of socks, tidying their bedroom, cooking, making things, helping with family jobs

learning logs

- F2 : reading daily
learning logs
phonics bags