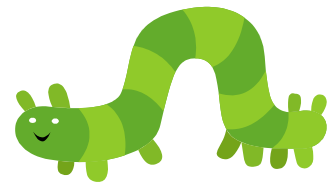


Welcome to Anston Hillcrest Primary School



Foundation Stage 1

Caterpillars



This pack contains key information on the curriculum for parents whose children are new to FS1. Please contact us if you have any further questions or queries.

Curriculum

In Early Years at Hillcrest we aim for children to become independent and capable learners by providing a structured, balanced curriculum. We use play and direct teaching to aid learning across the seven curriculum areas. We aim to provide an ambitious curriculum that prepares children for the national curriculum expectations in their future. We aim for the best for every child by planning challenging opportunities informed by observation and assessment. We aim for children to develop executive function and self-regulation skills to develop positive learning behaviour and therefore develop good habits to take them through their life.

Children develop and learn in different ways and at different rates (Taken from the Statutory Framework for the Early Years Foundation Stage, DfE April 2017) There are seven areas of learning and development which shape the education in the Foundation Stage. They are all inter-connected and crucial in igniting an enthusiasm for learning.

There are 3 prime areas: Communication and language, Physical development and Personal, Social and Emotional development and four specific areas: Literacy, Maths, Understanding the world and Expressive arts and design.

Throughout your child's time in the Foundation Stage we will provide carefully planned and resourced activities and experiences to support your child's learning through play. In addition to the areas listed above, topics and activities will be introduced in response to children's interests.

We know that you, as a parent, along with all of us at Anston Hillcrest, will celebrate and enjoy all your child's achievements. Parents have a vitally important role to play and we value greatly the support from and the partnership with, all our parents.

Reading

Learning to read is a vital part of your child's early development. We would, therefore, like to offer the following as a guide to helping your child learn to read. Although you may say that your child hasn't begun to 'read' yet, he or she may well be able to:

- Recognise that words carry meaning and enjoy looking at books
- Enjoy being read to
- Make up stories themselves
- Ask you what something says and much, much more!



Above all reading must be an enjoyable time, when you can sit quietly together and share a book – our aim is to nurture a love of reading in all our children.

Here is a list of some of the small steps your child may take along the way. Remember that every child is different – some may take longer at one stage or indeed skip a stage altogether!

1. To begin with when a child brings a book home, they may ask you to read to them. That is absolutely fine. Modelling by adults is one of the key ways in which children learn. As you read, point to the words smoothly, read with expression (the more exciting the voice the better!), talk about the pictures as you go along, ask questions such as what might happen next? Then talk about the story at the end. NB – Your child may choose to bring home a book without any words. Talk about the pictures and make up stories together.

2. Gradually, your child will begin to read along with you, especially after they have heard the story once. Gently guide their finger along under the words so that they begin to understand that text works from left to right.

3. After a while, your child will want to have a go on their own. They may still need help with pointing but will begin to realise that there are individual words in the text. At this stage, children may begin to identify individual letters or words – “I know that word, it says

4. As your child grows more confident, they will want to be more independent. As they realise sentences are made up of words, then they will also begin to realise that words are made of letters and that those letters make sounds. This then aids reading – “that word begins with ‘s’ – it says sun” etc. Children use all sorts of cues to help in their reading: pictures, context, phonics, to name but a few.

5. Always remember whatever level of reading your child is at, discuss the book, talk about the pictures, the title, the author, the illustrator, the characters, what happened, what they liked/disliked about the story. Read with expression as this aids understanding of the story. Above all, enjoy reading with your child.

Writing

There will be many opportunities to discuss the different marks your child makes when they are writing as mark making is encouraged in every part of the Early Years curriculum. Your child will be supported to talk about what they have ‘written’ and begin to recognise and write their own name using recognisable letters. Writing will be modelled to the children in many activities by an adult and environments will enable children to experiment writing for a purpose, for example: a shopping list!

You can help your child by accepting their emergent ‘writing’ and asking them to tell you what it says. Perhaps scribing what they tell you on the reverse and encouraging them to bring it into school to be celebrated! Encourage them to write you little messages or lists and always praise what they write (after they’ve told you what it says) as this will gradually build their confidence.

Basic Maths Skills

Your child will be encouraged to develop their curiosity through recognising the language of number- singing songs like 5 little speckled frogs and 10 green bottles or comparing groups of objects to develop an awareness of size. Giving your child a reason to count will enable them to recognise numbers to 5 then 10 then 20.

When reading count the characters on a page, ask questions such as 'If there was one more teddy in the car, how many would there be?' Discuss objects in everyday life, how many apples in the fruit bowl? How many chocolates has Daddy just eaten? Count the wrappers! Encourage children to talk about the different shapes they see in their environments or pretend to be a robot and ask your child to direct you (this supports their understanding of positional language).



We hope that you have found this guidance useful. Your child's teacher, will be willing to discuss any concerns or worries you may have regarding your child's learning. During your child's first year in school, you will be invited to meetings where we will discuss the curriculum in the EYFS as well as opportunities to learn more about your child's learning.

Assessment

Our ongoing assessments are carried out through observation and discussion; they are nonobtrusive, informal and on-going. We use these assessments to document your child's progress, identify next steps to move the learning on and to help us plan further learning opportunities. We share this information with you regularly and we also ask you to contribute to this by sharing information about what your child enjoys doing at home – this helps form the bigger picture of your child's learning experience.

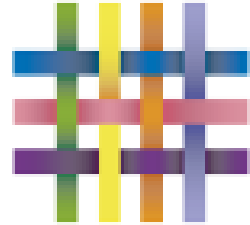
Parental Involvement

There are many ways in which you can participate in your child's learning including:

- Sharing knowledge of your child's needs, activities and interests with staff.
- Talking to your child about their day, what they have done and what they have enjoyed.

- Encouraging your child to become more independent at home, provide opportunity for them to practise dressing themselves for example.
- Sharing your own interests with your own child.
- Ensuring your child is dressed appropriately.
- Participate in community activities and events organised by the school.
- Building friendships with other parents at the school.

In Foundation Stage we use a learning platform called Tapestry. This platform allows us to share your child's learning with you and for you to share your child's learning with us.



Daily Routine

- Our morning session runs from 8:45 – 11:45.
- Our full day runs from 8:45 – 3:00

Morning:

Our morning routine consists of:

- Dough Disco
- Phonics
- Child and adult led activities
- Free flow access to outdoor area
- StoryTime

Lunchtime:

All children in Foundation Stage 1 who are staying for the whole day will require a packed lunch from home. They will eat this support by a teaching assistant.

Afternoon:

- Child and adult led activities
- Free flow access to outdoor area
- Storytime

School finishes at 3:00 for caterpillars.

Uniform

Our school uniform consists of:

- A Red fleece, jumper, cardigan
- Red or White t-shirt
- Grey or Black trousers, skirt or dress (no playsuits or jumpsuits please toileting)
- Book Bag
- Black Shoes
- School logo is not essential on uniform but is down to personal preference.
- Please label all belongings.



Snack/Healthy Schools

We are a healthy school which means we aim to educate the children about healthy lifestyles and diet including oral health. The aim to support the child in making positive choices.

What do we do?

- Allow children to have water throughout the day to rehydrate.
- Fruit is provided as a healthy snack at playtime.
- Learn about what it means to be healthy and what makes a balanced diet.
- Teach individual lessons about the importance of oral health.
- Milk is offered to children daily (government funded for under 5s)



Healthy Schools

What we ask you to do?

- Not to bring in sweets for birthdays and holidays.
- Nut free school.
- Promote good oral health tooth brushing twice daily

We offer a healthy snack to children every morning. This encourages children to try different foods at our snack table. The children access this independently. For this we charge £48.75 per year for each child.

If you require any further information or have any questions please contact the school office.

We look forward to welcoming you to Anston Hillcrest Primary School.

Many Thanks

Mrs Moore

Foundation Stage Leader