

Getting to know you 2022

Ash and Aspen
Foundation Classes

The Foundation Team



Early Years
TA
pm only

Mrs Brown	Mrs Benwell	Mrs Oldroyd	Mrs Churchill	Miss Vincent	Mrs Gray
1:1 TA	Early Years TA	HLTA Forest School leader	EYFS Lead Ash	Teacher Aspen	Early Years TA 1:1 TA pm



PPA Teachers

Planning, Preparation, Assessment time.

This happens on a Wednesday afternoon.

Mrs Churchill and Miss Vincent have time to plan exciting learning opportunities for Foundation together.

The classes are taught by the very capable hands of our Higher level teaching assistants.

Mrs Oldroyd (HLTA) Ash Class

Mrs Smith (normally in Y1) (HLTA) Aspen Class

What does Foundation look like?



Playdough Station



Ash's Magic Carpet



Aspen's Magic Carpet



Water Play



Creative Kingdom



Home Corner



Adventure Island









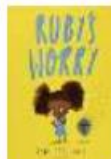

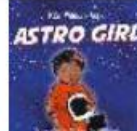










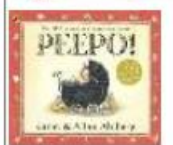





Construction area

These are the exciting environments that your child can chose to play and learn.

Curriculum Map 2022

You can find the full version on our classpage on the website.

EYFS 2 Foundation	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes / lines of enquiry Children's ideas and interests will be fed into enhancements during continuous provision.	Who am I? 	Blast off! 	Where in the World? 	Growing 	Amazing Changes 	Let's go on an adventure 
Visitor/ Enrichment	Invite family members into share lunch with the children Invite key members of staff to talk to the children Office staff Caretaker MTA	Visit to Market Hall Immersive Experience Space experience Diwali – Faith speaker linked to RE	Met office representative talking to the children about climate change. Visit to St Matthews Church Elburton	Visit a local Allotment Bee Keeper to visit and talk about how to look after their Bees	Eggs to Educate – Eggs to Hatch in school. Visit into school from a Grandparent to talk about how they have changed since they were a baby. What are the main differences?	Trip to Plymouth National Marine Aquarium during the coach journey follow a map of local landmarks.
Role Play	Home Corner enhancements of family photos	Dark tent - Planetarium	Base Station	Garden Centre	Observation centre for life cycle changes	Travel Agents
Key Literacy Texts	  	   	  	  	  	  

In Foundation we work towards achieving the Early Learning Goals (ELGs) by the end of the year.

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking
<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World
Past and Present
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World
<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self
<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics
Number
<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns
<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills
<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy
Comprehension
<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing
<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Autumn Term

Early Years Foundation Stage Our Prime Areas

In Communication and Language, we will begin to develop our oracy skills by talking to our friends and adults in school. We will enjoy sharing photos and videos from Tapestry that document our experiences at home, to an audience. Using our imaginations to create stories that are then acted out around the story square will help develop our storytelling and oracy skills.

In Physical Development, we will begin to explore our whole school PE scheme 'REAL PE'. We will learn some of the fundamental skills such as moving in different ways on the playground. This will include running, hopping, skipping, side stepping, galloping and hop scotch. We will also begin to learn to hold a balance without wobbling over.

We will be exploring a range of gross motor skills using the trimtrail and our brand new outside area. These big movements will help us refine our fine motor control for things like writing.

In Personal, Social and Emotional Development We will be thinking about 'being me in my own world' and 'celebrating difference'. We will have class discussions and share our own experiences with our friends.

Foundation – Autumn Term 2022

Our Key Literacy Texts

Term 1



Term 2



Other areas

Forest School We will begin to discover our 'Outdoor Kingdom' after half term. Forest School encompasses all areas of learning. We will develop our confidence and self-esteem through learner inspired, hands on experiences in a natural setting.

As Religious Enquirers we will be exploring Christianity. Discussions and activities will be woven into the free flow provision.

Early Years Foundation Stage Our Specific Areas

In RWI, we will begin to learn the sounds that the letters of the alphabet make. We are becoming confident with 'Fred talk' and can blend pure sounds together to make words. We are learning how to form letters correctly and begin how to hold a pencil

As Mathematicians, we will start to learn numbers to 5. We will be able to subitise numbers to five. We will be able to spot numbers in the environment and confidently count objects. We will use the term more and fewer to describe groups of objects.

In Understanding the World, we will begin to explore the physical world and community through play. We will have opportunities to observe people, places, technology and the natural environment. During Term 2, as part of their 'Blast Off' topic, they make creators on the surface of the Moon with flour, introducing them to the principle of simple tests They learn about and are encouraged to ask questions about the Moon, the Planets and stars as they become astronauts in their own space station. Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. In Term 1 during their 'Who am I?' topic, they remember special events such as their birthdays and other family events. The children are encouraged to talk about members of their immediate family and their relationship to them.

In Expressive Art and Design, we will have opportunities to explore a variety of materials and colours. We will begin to learn simple joining techniques using a range of tools. We will explore colour mixing and a range of textures.

We will begin to create simple representations of events, people and objects. We will create a large scale collaborative art canvas exploring the style of Jackson Pollack. We will perform a Christmas show to our families and friends reciting poetry and singing and performing our Helicopter Stories.



ClassDojo

We will update ClassDojo regularly and send learning, photos and messages.
This is for **WHOLE CLASS** information and messages to the teacher.



1

Flourish



1

Pride



1

Inspire



1

Respect



1

Safe

Your child can earn points linked to our curriculum drivers.

Once they earn 25 points they receive a certificate.

50 points earns a treat from the treasure box

It's 'a'

by Amy Vincent - added 14 Sep 2022 04:30 PM

Children: Jetson Clarke



Notes

Jetson approached Miss Vincent with a red piece of paper and pointed out that he had wrote the letter 'a' independently, which he had learned today during Read, Write, Inc. Jetson was also able to pronounce the sound correctly with some encouragement. Well done!

Flags

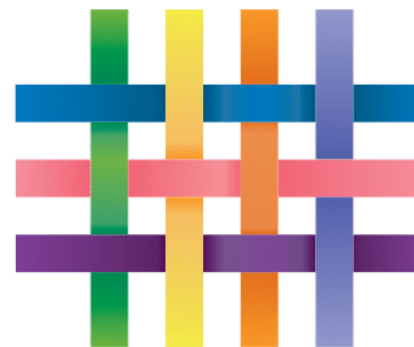
Reading Writing

Comments

Charlotte Dunn - 14 Sep 2022 07:30 PM

Aww that is such fab news!
Well done Jetson.

I didn't know he could do that!



TAPESTRY

ONLINE LEARNING
JOURNAL

We will share your child's learning experiences on Tapestry.

We encourage you to share events from home too.



The importance of Early Reading.

Young children that are read to at home enter school having heard 1.4 million words than children that are not read to.

Children will pick up reading skills more easily, they will understand that print carries meaning on the page, develop a wider vocabulary, develop a love of books, stories and reading.

It improves their live chances.

Share stories as often as possible. Your child will bring home a book of their choice in their first week

Reading changes everything

Teach a child to read and keep that child reading and we will change everything.

And I mean everything.

Jeanette Winterson

Speed Sounds Set 1

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u
---	---	---	---	---

Vowel sounds – stretchy

ay	ee	igh	ow
----	----	-----	----

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

RWI



<https://schools.ruthmiskin.com/training/view/2x6SBQLz/rlmdsuBG>

Sounds + blending = reading



+

sat

Fred



You may have heard about Fred – Can you Fred Talk?

Fred Talk routine

1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat



What will my child learn in Maths?



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you (Take this time to play and get to know the children!) VIEW			Just like me! VIEW			It's me 1, 2, 3! VIEW			Light & dark VIEW		
Spring term	Alive in 5! VIEW			Growing 6, 7, 8 VIEW			Building 9 & 10 VIEW			Consolidation		
Summer term	To 20 and beyond VIEW			First, then, now VIEW			Find my pattern VIEW			On the move VIEW		

In our Maths learning it is through whole class teaching, small groups and by utilising teachable moments through play. All of our practitioners in Foundation are highly skilled at making the most of every learning opportunity. We choose to teach objective by breaking them down into the smallest steps.

We ensure that every child is secure in every new concept before moving on. We focus on teaching for fluency, reasoning and problem solving.

Early Learning Goals for Foundation

There are two Early Learning Goals for Maths under the EYFS Statutory Framework 2021. This is what most children in Reception are expected to do by the end of their first year in school.

Children at the expected level of development will:

ELG: Number

Have a deep understanding of number to 10, including the composition of each number

Subitise (recognise quantities without counting) up to 5

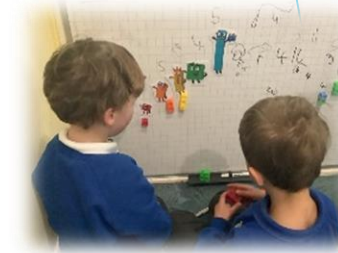
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Count beyond 20, recognising the pattern of the counting system

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



A Guide to Maths Mastery in the Early Years



Elburton Primary School

Horizon MAT



What is Teaching for Mastery?

Our definition



At Elburton Primary School, we see teaching for Mastery in Maths as allowing pupils to gain a deep understanding of maths, allowing them to acquire a secure and long term understanding of the concepts. Allowing them to make continual progress to them more onto more complex topics.

We believe that Maths is everywhere and that all children have the right to become successful mathematicians and enjoy a love of number and pattern spotting.

We will share this booklet with you on Class Dojo

PE day – Indoor and outdoor PE is on a **Friday**.
Foundation children to wear their PE kit to school
on Fridays.





Forest school will be on a **Tuesday**
It will start **after half term**

Forest School kit to be worn
to school (no uniform)

Parent helpers are always
welcome, please see your
class teacher.

Our Y6 buddies help us too.



When will forest school take place?

Every Tuesday we plan to run a forest school session onsite at Elburton Primary School.

One class has their session in the morning after RWI, the other class in the afternoon

On forest school day your child will come into school in their forest school clothes. This is **not** an opportunity to wear mufti clothes, so please only wear suitable clothing and check the kit lists if you are unsure.

Typically, your child will come into school in jogging bottoms or leggings, a fleece jumper and a t-shirt. Waterproofs can go in a backpack and be left on their peg. Wear comfortable trainers and bring along welly boots or sturdy walking boots that are named to remain under their peg until its time to go.



Some of the tools and equipment that we use during a typical forest school session. All tools are used safely and Are appropriately risk assessed.

Kit List Covering all season's SPRING/AUTUMN

- Waterproofs (please don't forget to label everything!)
- One pair of comfortable trousers (jogging bottoms or leggings)
- One long sleeved t-shirt or top
- One thick jumper
- One fleecy zip up jacket
- Two pairs of socks. On the bottom, one thin cotton sock, and the top, a thick wool or fluffy bed sock
- Wellies or sturdy closed toe shoes (which you don't mind getting wet and muddy!)
- Spare trousers & socks in book bag or left on their peg in a bag that is clearly labelled. All home clothes must be labelled.



Kit List

Covering all seasons....

WINTER

- ▶ **WHAT TO WEAR IN WINTER**
- ▶ Waterproofs that your child can put on easily or with a little support....practise trying them on.
- ▶ Base layer - thermals
- ▶ Next bottom layer - fleece or other warm tracksuit bottoms
- ▶ First top layer - long sleeve t-shirt or thin jumper
- ▶ Second top layer - fleece jumper
- ▶ Third top layer - fleece jacket
- ▶ Neck scarf
- ▶ Hat and gloves (please name these as they can be tricky to sort at the end of the day)
- ▶ Two pairs of socks, one thin pair and one thick warm pair, always pack a spare dry pair in their bookbag. Sticky name labels on socks are a must!
- ▶ Snow boots or sturdy warm outdoor boots, welly boots are ok for winter, but they must have two pairs of socks on. Trainers are not suitable and can get wet very quickly. Please name all welly boots with initials on the inside or a sticky name label.

Something to look forward to....

Balanceability



21- 24th

November 2022

Bikes and helmets are provided

Your child will learn...

Identify parts of a balance bike

Get on and off a balance bike comfortably

Set off with control

Push and glide

Stop with control a) with feet, b) with brake




Make the bike go where they want

Be aware of surroundings (look around)

Consent will be sent on Class Dojo nearer the time.



What do I need to remember?

Monday	Tuesday	Wednesday	Thursday	Friday
	 <p>Forest school kit</p>		 <p>Reading for Pleasure books change day</p>	 <p>Wear PE kit to school</p>

Term Dates 2022-2023

05-09-2022 – 21-10-2022

01-11-2022 – 16-12-2022

04-01-2023 – 10-02-2023

20-02-2023 – 31-03-2023

18-04-2023 – 26-05-2023

05-06-2023 – 20-07-2023

01-05-2023 May Bank Holiday

Key Dates Autumn Term 2022

- ▶ Friday 30th September Tempest Individual and Family photos
- ▶ Friday 7th October Harvest Festival
- ▶ Friday 14th October PTA Wine and Wisdom Evening
- ▶ Friday 21st October PTA Break the Rules Day
- ▶ Monday 21 to Thursday 24th November Bikeability Balance
- ▶ Friday 2nd December pm EYFS Christmas show to parents / carers
- ▶ Friday 9th December Christmas Jumper Day
- ▶ Monday 12th December EYFS and KS1 Infant Christmas Party day

Most importantly!

Elburton has an open door Policy

If you ever have any questions, no matter how trivial you think they may be please ask.

We are here to help you and want you and your child to have the best possible start to school with us.

Welcome to Foundation!

