



The Foundation Stage

SEND, Speech and ELSA

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SENDCO



Mrs Hughes-
Speech



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Seven Areas of Learning

Communication and Language

Physical Development

Personal, Social and Emotional Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



Topics

- Autumn 1: Getting to know you and Autumn
- Autumn 2: Looking at the Past and Christmas
- Spring 1: Winter and People Who Help Us
- Spring 2: Traditional Tales, Book Week and Easter
- Summer 1: The Lost World
- Summer 2: Mighty Minibeast



Communication and Language

Two areas:

- Listening, attention and understanding.
- Speaking.
- Activities that promote these areas are; circle time, snack time, role-play and construction.

Personal, Social, Emotional Development



Three areas:

- Self-regulation
- Managing self
- Building relationships
- We follow the SCARF PSHE scheme and teach this once a week.

Growth Mindset

DON'T GIVE PRAISE FOR INTELLIGENCE

You're so clever at... x

You're so intelligent at... x

You're lucky you're gifted at ... and it's easy for you to.. x

Don't worry if you didn't get a great result, did you get a better score than x child? x

Ah.....you made a mistake, how many times have we told you to get it right first time? x

GIVE PRAISE FOR EFFORT

I've noticed the effort you're putting into... ✓

All of your hard work and practice is resulting in progress in.... ✓

I'm proud of how much effort you have put in to your learning... ✓

How do you feel about not getting the result you wanted first time? Are you clear on what you need to do to improve your learning next time? ✓

You made a mistake, that's O.K., we all make mistakes when we're learning something new. What can you learn from it, to improve next time? ✓



DEVELOPING A GROWTH MINDSET



INSTEAD OF.....

I'm not good at this

I give up

It's good enough

I can't make this any better

This is too hard

I made a mistake

I just can't do this

I'll never be that smart

Plan A didn't work

My friend can do it

TRY THINKING....

What am I missing?

I'll use a different strategy

Is this really my best work?

I can always improve

This may take some time

Mistakes help me to learn

I am going to train my brain

I will learn how to do this

There's always Plan B

I will learn from them



Growth Mindset


























How can you create a Growth Mindset at home?

- Recognise fixed mindset thinking in yourself and talk yourself into a growth mindset.
- Be aware of your own fixed mindset statements like, "I was never good at Maths either."
- Be careful about comparing your children to siblings or peers.

Dojo Rewards

< Your classes Classroom Class Story Messages Settings

Students Groups View reports

 Whole Class 84	 Addy S. 1	 Alan M. 3	 Alex D. 1	 Alexis C. 1
 Andrea C. 1	 Armando H. 4	 Berenice P. 2	 Chris M. 4	 Cienna A. 3
 Daniel R. 3	 Daniela D. 3	 Erik D. 2	 Giselle G. 2	 Guillermo L. 2
 J.J. M. 4	 Jahmai C. 2	 Jennifer S. 3	 Jonhatan E. 2	 Jose R. 4
 Leah 3	 Lucas 4	 Manny 3	 Maria 3	 Mia 3

Attendance Award multiple Random Timer

Literacy



- Three areas; Comprehension, word reading and writing.
- We teach writing through Drawing Club which uses lots of rich vocabulary and imagination.

Early Writing

			
<p>1. Pictures</p>	<p>2. Random Scribbling</p>	<p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	<p>4. Symbols That Represent Letters</p>
			
<p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	<p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	<p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	<p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
			
<p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>



Phonics

- We follow Supersonic Phonic Friends.
- Children will be learning two sounds a week and these sounds will then be put in their fluffy word boxes. We will tick these once the children have learnt the sounds.
- Videos and newsletters explaining the sounds will be in the weekly mailing.
- Children will start with a wordless book until they confidently know the first four sounds SATP and they are able to blend with these sounds (sat).
- We have sent the sounds home in the pack last week. Please look at these with your children.
- Reading underpins every subject in the curriculum so we ask for as much support at home as possible. Please read at least three times a week.



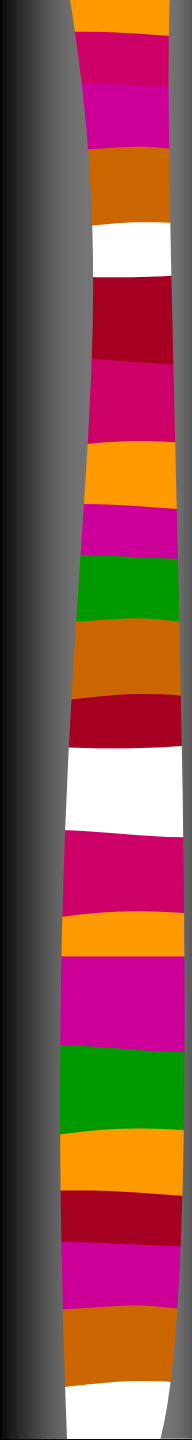
Physical Development

Two areas; gross motor skills and fine motor skills.

Mathematics



- Two areas; number and numerical pattern.
- We follow the NCETM Mastering number and Whiterose planning for maths.
- Maths is taught daily through practical activities.
- Large focus on knowing numbers to 10 in detail.
- A number wall is in each class and we focus on one number at a time.



Questions to help with talking about maths

- Why do we....?
 - How do you know....?
- How can you be sure...why?
 - What is the same?
 - What is different?
- What would happen if....?
 - What could it be?
 - What *can't* it be?
- How could you check your answer?
- How many ways can you show me?
- How might you record that for someone else?
 - What clues are there?
- What did you do / see in your head?
- What might be a sensible answer be?
 - What do you already know?
 - Is it true or false?
 - Can you spot the mistake?
- Are you able to continue the pattern?
 - What comes next?



Understanding the World

Three areas; past and present, people, culture and communities and the natural world.



Expressive Arts and Design

Two areas; creating with materials and being imaginative.

Fab Funky Friday



- These will be every Friday starting from 8th November.
- Children will need to wear old outdoors clothes on these days. **NO DRESSES or SKIRTS!**
- Children will be outdoors and could be cooking on a fire or exploring the pond area.

School Trips

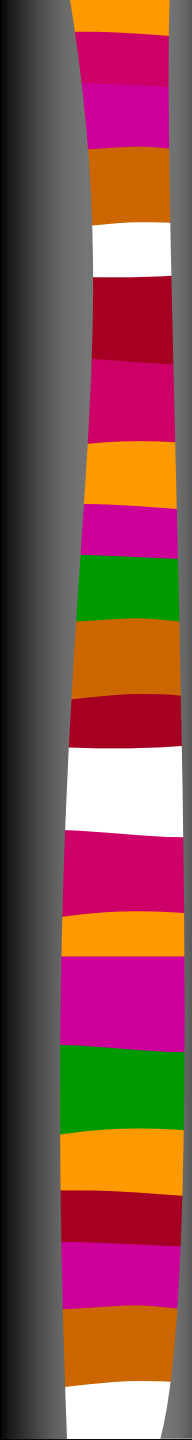


- Our first school trip is to Milestones in Autumn two. A letter will be sent out with more information.
- In Summer Two our topic is minibeasts and we will be going to QMC for a workshop.
- If you would like to come on our school trips, please get a DBS from the office.
- We also have the following visitors throughout the year: people who help us (Spring 1) , Openbox (Spring 2) and Dinogirl (Summer 1).



Classroom Visits

- On Wednesday 2nd October at 3.20pm you are invited to come into the classroom with your child so they can give you a tour and show you their drawers, pegs and all the amazing work they have done so far.
- This is not an opportunity to discuss your child with the teacher.

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- Once we have started learning sounds in phonics, we will be giving the children a wordless book and reading record in the next couple of weeks.
 - We have sent home a home learning pack today (20/9/24).
 - Please use the numbers to help your child recognise, order and count out numbers to 20.
 - Cutting skills.
 - We have also included a phonics sound mat with their name on. Please sit with your child when they practise to ensure that they are starting in the correct place.

THANK YOU!