



**Inspiring Futures
through Learning**

Curriculum Parent Presentation

Year: Foundation

Typical Day

- ▶ 8.50 am Register
- ▶ 9.00 am Phonics
- ▶ 9.30 am Wellbeing Check In (Colour Monsters)
- ▶ 9.45 am Literacy (Drawing Club)
- ▶ 10.00 am Continuous Provision
- ▶ 11.00 am Yoga/Jigsaw/Music
- ▶ 12.00 pm Lunch
- ▶ 1.00pm Register
- ▶ 1.10pm Maths (White rose)
- ▶ 1.20 pm Continuous Provision
- ▶ 2.00 pm PE/Forest Fun/Singing/Story time
- ▶ 3.00 pm Home time

7 Areas - 17 Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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.
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Writing - Drawing Club



Drawing Club opens up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor and spending time together with them? It is an approach that immerses children into a world full of imagination where anything can happen and often does?

Reading -



<https://schools.ruthmiskin.com/training/view/iVqlyCy1/KYMEFrnN>



Read Write Inc. Phonics is a synthetic phonics programme that teaches children 44 pure sounds (not letter names) and will move on to blending those sounds to read words

Maths – White Rose

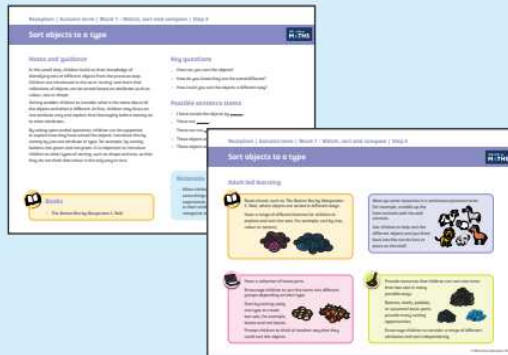
The White Rose Maths schemes of learning

Reception guidance

The schemes cover the DfE statutory framework for the EYFS and Educational Programme for Mathematics and will support you to deliver a curriculum that embeds mathematical thinking and talk.

Our schemes support the ethos of the EYFS whilst at the same time enabling teachers to create a mathematically rich curriculum. Additionally, they allow for key mathematical concepts to be revisited and developed throughout the year.

The guidance has been divided into 18 blocks and provides a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking.



Teaching and learning

Our reception schemes support you in teaching the key aspects of the EYFS curriculum. The scheme supports specific teaching through small steps with adult-led activities and continuous provision. The focus is on building up the numbers slowly, so children gain a deep understanding of them and how they are composed. However, this does not mean children should not be counting and discussing larger numbers in routines such as lining up. It is also important that teachers are aware of, and children are supported in gaining an understanding of, the counting principles.

1. The one-to-one principle.
2. The stable-order principle.
3. The cardinal principle.
4. The abstraction principle.
5. The order-irrelevance principle.

These principles are covered in more detail on the following pages.

Learning with parents



How it works

1. Click on the link in the email/text from Learning with Parents



Go to site



2. Read together with your child

3. Take a photo or record an audio clip to show your teacher how it went



 @learnwparents

 @LearningwithParents

 www.learnwithparents.com

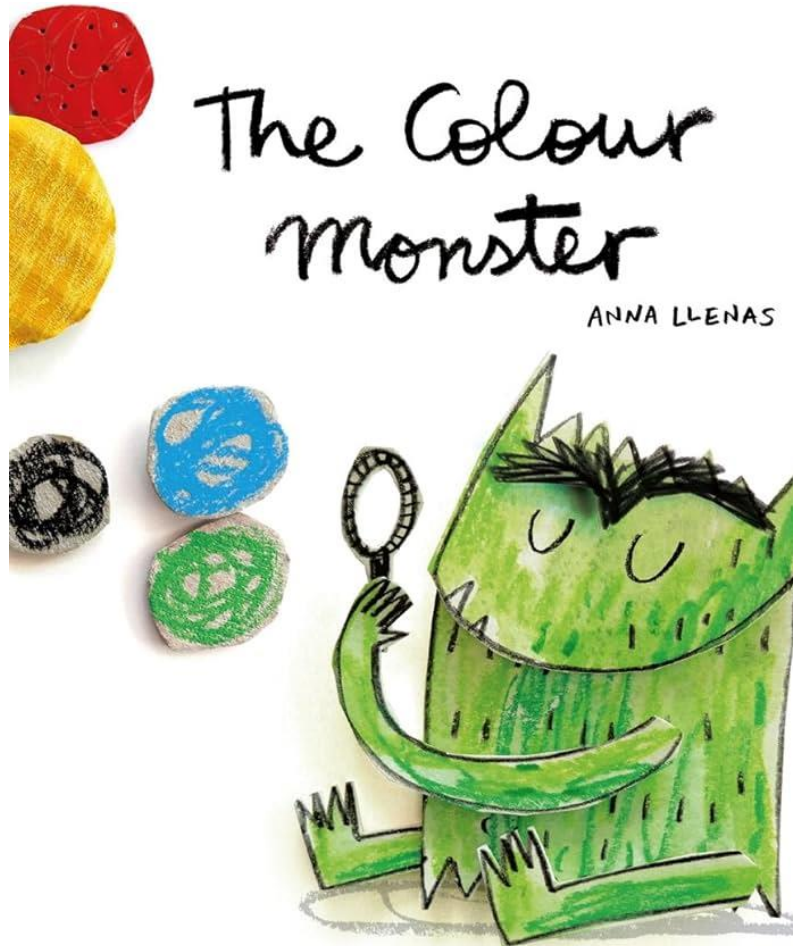
Physical Development -

Unit 1 is an introduction to physical development. PE will be on a **Friday**,
The children will learn to

- To move safely and sensibly in a space with consideration of others.
- To develop moving safely and stopping with control
- To use equipment safely and responsibly.
- To use different travelling actions whilst following a path
- To work with others co-operatively and play as a group
- To follow, copy and lead a partner.

Unit 2 is Dance this will be taught in Autumn 2 on **Tuesday's**.

Colour Monsters



- ▶ At Ashbrook School, our children's wellbeing is our number one priority. To help the children develop an understanding of their emotions we use a key text 'The Colour Monster'.
- ▶ During their time at Ashbrook children become familiar with the language used to describe a range of feelings that we all experience. We support children by validating their feelings.
- ▶ The children learn about the feelings associated with the different colour monsters and then add their named stick into the corresponding jars in class. Staff will support children if they are feeling sad, worried, angry or upset.
- ▶ Understanding children and their emotions is key to their success in school. Sometimes we support beyond the colour monsters through early help and other nurture arrangements in school.

Our Values and Aims

School Values

- ▶ Caring
- ▶ Co-operation
- ▶ Responsibility
- ▶ Respect
- ▶ Patience
- ▶ Perseverance

Curriculum Aims

- ▶ Successful learners
- ▶ Effective contributors
- ▶ Responsible citizens
- ▶ Confident individuals

Rewards & Celebrations

- ▶ Assembly time is used to explore our values and learning aims. We celebrate the children's achievements in demonstrating the values on a daily basis with our stars in the jar and class rewards. These are revisited through our 'School Awards' presented every Friday and at the end of each half term.
- ▶ All children are allocated a house when they join the Ashbrook family. The children work towards a collective reward celebrated at the end of each half term. The stars are earned when children display our key values.



School Council

Play Leaders

Eco
Warriors

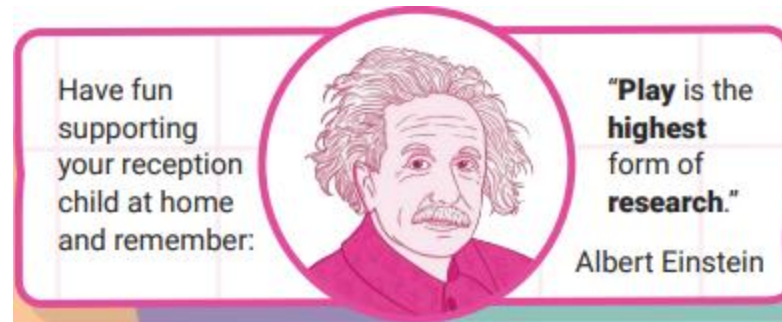
House Captains

Youth
Parliament

Librarians

How to support your child at home

- ▶ Attendance
- ▶ Punctuality
- ▶ Daily reading practice
- ▶ Support spelling practice
- ▶ Good sleep routine
- ▶ Play!



Attendance and Punctuality

Punctuality

- ▶ Children are expected to arrive at school between 8.30 am and 8.40 am to ensure the children are settled and ready to start their learning
- ▶ A late mark is given to any child arriving after 8:45am.
- ▶ The registers close at 9am. If a child arrives after this they will be given an unauthorised absence mark (U late after the register closed)

Absence

- ▶ Parent/carers must contact the school on the day of the absence and each subsequent day of absence. This should be done either via MCAS or telephone.
DO NOT USE EMAIL
- ▶ If no contact is made regarding a child's absence a home visit will be carried out to ensure the child is safe.
- ▶ Schools are no longer allowed to authorise requests for children to be taken out of school in term time unless there are "exceptional circumstances".
- ▶ Sanctions for 10 sessions of unauthorised absence:
Fixed Penalty Notices (FPN) are issued to each parent and per child. A FPN is £80 if paid within 21 days, and £160 if paid between 22 and 28 days. If the fine is not paid, you will be prosecuted in the magistrates' court and could receive a fine of up to £1000 (per parent) and a criminal record.
If a second period of leave is taken within 3 years (same parent/child) then the fine will start at £160 payable in 28 days.
If there is a third offence in 3 years (same parent/child) then the matter will be prosecuted in the magistrate's court.
- ▶ fines can now be issued if there are 10 unauthorised sessions in 10 school weeks (as above) the time taken doesn't need to be consecutive as was previously the case.
- ▶ It should be noted the Fixed Penalty Notice can be issued where there is a combination of codes, so lateness after the register, unauthorised absence or unauthorised term time leave.

- ▶ The school will: Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families.
- ▶ PATH schools have a whole school attendance target of 97%
- ▶ Parents will be informed half termly if their child's attendance drops below 96%
- ▶ Parent will be informed if their child's attendance drops below 93% and support offered.
- ▶ If attendance drops below 90% Parents will be invited into school to work collaboratively on creating an action plan with a support first approach.

Communications

- We have an open-door policy, please approach any member of the staff if you have an urgent query or concern
- School website for all documents, policies, etc.
- My Child at School (MCAS) is used to inform of special dates, events and reminders
- Curriculum overview of learning details as part of the weekly SWAY updates.
- Regular coffee mornings

How to keep in touch

Our weekly SWAY newsletter is not to be missed! Which is full photos and updates on what exciting learning opportunities the children have participated in over the week. There are also reminders for dates coming up.

Our Facebook page has the latest update on what is happening in our school community

<https://www.facebook.com/AshbrookSchoolMK>

Our website has all the upcoming dates of events that will be taking place over each half term. You can subscribe to the Ashbrook calendar.

[Ashbrook School](#)





Questions

We welcome any questions you may have?