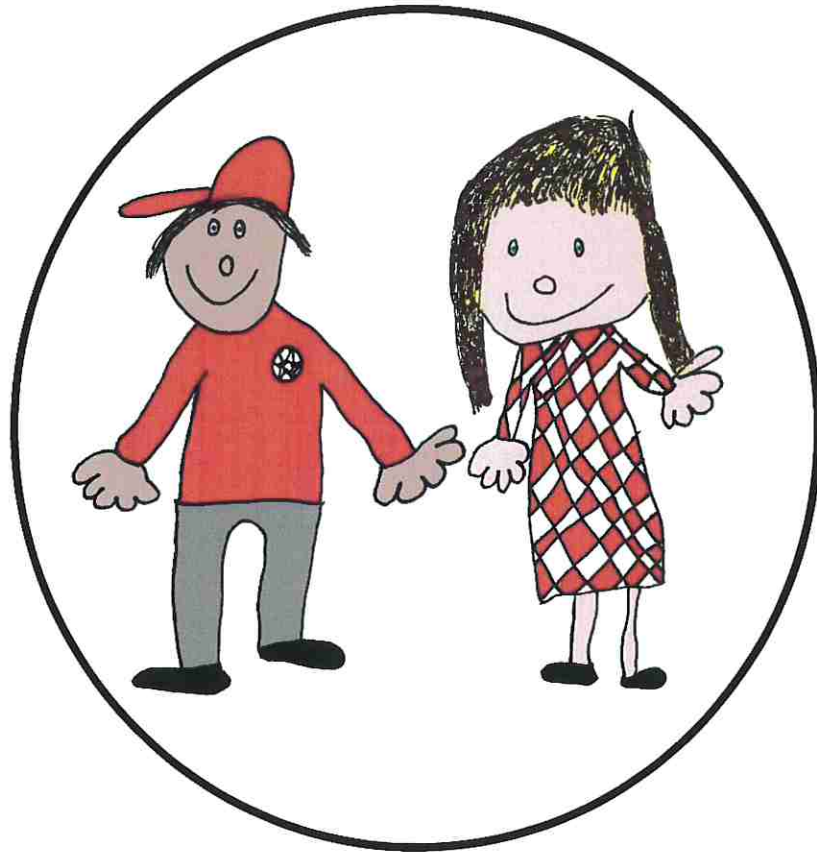


What will we learn at
Gomer Infant School?



Together we shine

The Early Years Foundation Stage



The Early Years Foundation Stage

The **Early Years Foundation Stage** begins when children are born and continues until they reach the end of their **Reception year** in school. The curriculum for the foundation stage underpins all future learning by fostering and developing the skills that children need to become effective learners. It is organised into **seven areas of learning**:

- personal, social and emotional development;
- communication and language;
- physical development;
- literacy
- mathematics
- knowledge of the world;
- creative arts and design.

In each of these areas children will be working towards the **Early Learning Goals**, these establish expectations for most children to reach by the end of the foundation stage. They provide the basis for planning the curriculum which your child will receive in their reception year at school.

The Seven Areas of Learning



Personal, social and emotional development

This is a very important area of learning for young children and effects all aspects of their lives. It is about emotional well-being, knowing who you are and where you fit in, feeling good about yourself and developing respect for others. Children's experiences in school will be planned to help them:

- learn to respect themselves and others
- be confident to try new activities
- learn about the importance of friends
- develop a positive attitude towards learning
- concentrate and persevere with the task
- take turns and share
- understand what is right and wrong
- become more independent within the classroom
- be able to work as part of a group
- understand the need for the school respectful behaviours

Communication and language.

This area of learning includes communication, speaking and listening in different situations and for different purposes. Listening to a wide range of stories, poems and non-fiction texts. Reading simple books and writing for a variety of purposes. To achieve learning in an imaginative and enjoyable way opportunities will be given for children develop language within role play, outdoor play sessions, reading corners, circle time and games.

In reception the children will be learning to:

- communicate clearly, audibly and appropriately – interact with others, take turns, listen and respond
- extend their vocabulary, exploring the meanings of sounds and new words
- respond to two part instructions
- follow a story without pictures or prompts
- understand 'how' and 'why' questions
- listen attentively

Physical development

Young children learn through being active and it is very important that skills of co-ordination, control and movement are developed. Effective physical development helps children to gain confidence and to feel good about themselves. In the foundation stage children will be encouraged and supported to:

- move with confidence
- move imaginatively in dance and drama
- move with control and co-ordination
- use balancing and climbing equipment
- use bats, balls, beanbags, hoops and other small equipment for throwing, catching and aiming
- use tools such as scissors, paintbrushes and hole punches
- join and build with construction kits such as lego and mecano
- recognise the importance of being healthy



Mathematics

This area of learning is very much focussed on children becoming confident with key mathematical skills such as counting, sorting, looking for patterns and using mathematical language. So that children learn about numbers and develop mathematical understanding in an imaginative and enjoyable way much of the work is developed through stories, number rhymes and songs, games and practical activities. In their reception year children will be learning to:

- count objects and recognise numbers to 20
- compare and combine groups of objects leading to subtraction and addition
- recognise and make simple patterns
- use the words 'more' and 'less' to compare groups of objects
- identify and name familiar shapes
- use words such as 'longer', 'shorter', 'heavier' when comparing objects
- use the language of time, for example 'yesterday', 'morning', 'lunchtime'.

Literacy.

This area focuses on the skills children need to develop in order to learn to read and write. The children will be taught these skills in an active and enjoyable way often through drama, songs, rhymes and play. They will listen to a wide range of texts including stories, poems and non-fiction to develop understanding and vocabulary. Opportunities for writing for different purposes will be given within role play, outdoor play sessions, writing tables and reading corners.

In reception the children will be learning to:

- recognise rhyme and rhythm in spoken word
- recognise their name and other familiar words
- hear and say sounds within words
- name and sound the letters of the alphabet
- write simple regular words and attempt more complex words
- read a range of common words
- write their own name and attempt other things such as lists, stories, instructions, labels and captions

Reading and Writing



The children will be taught the 44 main sounds of English using the Read, Write Inc scheme. With this scheme the emphasis is initially on sounds and writing the letter shapes not letter names.

The letters are not introduced in alphabetical order. The first group has been chosen because they make more simple 2 and 3 letter words than any other six letters: m, a, s, d, t (sat, mat, at, am etc).

As well as learning the letter sounds there is a strong emphasis on hearing the sounds within words - which sound is at the beginning of 'hat', which sound is at the end of 'dog' and so on. This is taught largely through the use of games, puppets and objects.

If your child wants to write at home, this is the letter formation we will teach at Gomer.

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Understanding the world

This area of learning is all about children making sense of the world. It forms the foundations for future work in science, design and technology, history, geography, religious education and information, communication technology. Practical activities are planned which enable children to learn new skills and to explore, observe and talk about their experiences. Children will be involved in:

- using their senses to investigate objects and materials such as sand, water and fabrics
- finding out about and identifying features of living things such as plants and minibeasts
- talking about how things work, for example how and why some toys move
- develop respect for their own cultures and beliefs and those of other people
- using different construction kits to build and assemble
- using computers, tape recorders and programmable toys
- finding out about past events in their lives and in those of their families
- finding out and talking about different features of the environment in and around school

Expressive Arts and design.

Creativity enables children to make connections between different areas of learning, to solve problems, make choices and to communicate their ideas and feelings. To support children's creative development, certain skills are taught and opportunities given to develop ideas, explore and experiment. Children's own ideas are always encouraged as they are given opportunities to:

- explore colour, texture and shape
- use and experiment with paint, drawing materials, collage and clay
- explore the different sounds of musical instruments
- sing songs from memory
- respond to music through dance
- use their imagination in role play
- talk about their work with an adult





Continuous Provision



Continuous Provision

Continuous Provision occurs daily in the reception year. It is particularly important for the development of personal and social skills and is planned to allow children time to practice skills, explore, experiment and increase their understanding. These sessions are called 'discovery time' and they are usually the children's favourite part of the day.

Continuous Provision helps the children to settle quickly into school, feel confident and secure and to build self esteem.

During discovery time the children decide on their own activities. They may be asked questions about what they will do, where, with whom and what materials they will need. Children carry out their learning with the support of adults. They use the whole reception area, inside and outside. The range of activities includes construction kits, painting, writing, drawing, book corner, role play, computer, play dough, sand and water play. Children have time to recall and talk about the activities they have just carried out. They may have a painting, drawing or construction model to show the group. In showing and discussing what they have done they are required to use memory, sequence events, listen and talk with others.

Bobby Bear

Bobby Bear is used to reinforce kind, thoughtful and helpful behaviour at dinner time. Each Friday lunchtime the children and staff gather in the hall to see which class will be awarded Bobby to take care of for the week. He has been awarded to classes who have, for example been extra helpful to the lunchtime staff or to younger children or who have been kind to other children.

The proud class who receives Bobby is asked to stand up, a big round of applause and Bobby for the week. Bobby is then taken home by a child in that class each evening, who completes his diary.



Shine Assembly

Our celebration assembly is known as '**Shine Assembly**'. We will be celebrating children who shine because of the effort they have put into their learning. They will have a certificate linked to the Alien Characters learning powers. The Alien characters learning powers can be found on the school website under the 'our learning' tab.

Each week there is a focus on one of the school respectful behaviours. One child from each class who has consistently kept this behaviour is named as **Star of the Week**. These children are awarded a certificate and a badge to wear for the following week. The Star of the Week's photos will be displayed in the hall and on the school website.

Child of the Day

During the spring term each class has a soft toy which is sent home with the 'Child of the Day'. The child cares for the toy overnight and returns it the next school morning. There maybe a recording device or diary with the toy so the child on record and share their visit with the class. Children are all given a chance to be 'Child of the day' when they will be given special privileges and their class will have a chance to compliment them.

Home - School - Child Agreement

School will:

- a. Provide an environment which encourages your child to do their best.
- b. Encourage your child to respect others and take care of their surroundings.
- c. Inform you of your child's progress at regular meetings, through reading diaries, reports and in Year R, online learning journals.
- d. Inform you of the curriculum being delivered each half term.
- e. Where appropriate, set tasks for home that support and extend your child's learning.

Parents will:

- a. Ensure their child attends school "suitably dressed" and ready to learn.
- b. Make sure their child consistently attends punctually and provide an explanation if their child is late or absent. This will mean no leave of absence requests are made, other than in exceptional circumstances when proof will be provided.
- c. Attend parents meetings which affect their child.
- d. Support the school's policy for behaviour.
- e. Support their child with home learning tasks and ensure these are completed and returned to school on time.

As part of the school's policy for behaviour support their child in keeping the school respectful behaviours which are:-

THINK	and then try hard
LISTEN	when someone is talking to us
CARE	for the school and everything in it
BE KIND	friendly, polite and share
BE SAFE	and careful

Together we will:

- a. Address any individual concerns or problems.
- b. Support the child's learning to help them achieve their best.

For further information refer to school website. Other school documents are available on request.