

### Please Remember....

- To provide a coat for your child to wear, even when the weather looks good!
- Reception children should have a PE kit available all week (we will send these home for washing)
- Nursery children to have a change of clothes, which should be kept on their peg.
- Morning nursery visit the library on Friday morning, with parents; Reception children visit the library on Thursdays, with their class.
- The morning nursery session begins at 8:45am and ends at 11:45am; and the reception day begins at 8:55am and ends at 3:10pm (doors open at 8:45am)

### Learning Journeys...

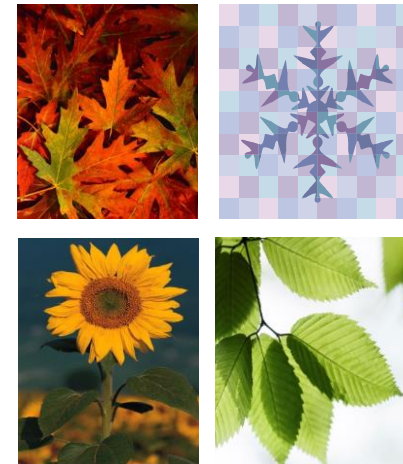
Learning Journeys are available in an online format called 'Tapestry'.

Observations can be viewed and added to, by parents (using a specific password for their own child's information). We will continue to hold Learning Journey open mornings/afternoons every term in the nursery - inviting parents and carers to come and look through the learning journeys (using class laptops) and to discuss children's progress. Reception will use a mixture of day time sessions and Parents' Evenings to share information about the children.

### Things to do at home....

**Keep talking!** Talking with your child, showing an interest in what they are doing is one of the most beneficial activities you can do! Take some time to have a chat, read a story, and count how many

## Foundation Stage Yearly Overview 2017-18



### Learning and Development in the Foundation Stage

Play is of vital importance to the development of a child's learning and understanding. Teaching and learning in the Early Years takes note of individual children's interests, needs and abilities and builds upon these, enabling each child to learn through spontaneous and planned, worthwhile play. Themes and topics are not always explicit and obvious, due to the nature of following our current children's interests!

Play can be *adult supported* and *child-initiated* and underpins development and progress across all areas of learning: the

Foundation Stage guidance describes children's learning in terms of three '**prime**' areas and four '**specific**' areas...

### The Three 'Prime' Areas

Personal, Social and Emotional Development - This area is divided into '**Self-confidence and self-awareness**', '**Managing feelings and behaviour**' and '**Making relationships**'. Children learn to get along with each other, take turns, show kindness, and control their own behaviour, recognising people's differing ideas, needs and feelings. Each half term we will all learn about a particular 'value': respect, kindness, resilience, responsibility, team work and aspiration.

Communication and Language - This area is divided into '**Listening and attention**', '**Understanding**' and '**Speaking**'. Children develop attentive listening skills in a range of situations, they learn to follow instructions carefully and answer 'how' and 'why' questions and they learn to express themselves effectively. Adults model appropriate speech to help children communicate effectively with one another. We introduce new vocabulary according to our topic/theme (based on children's current interests) and we support language learning with Makaton signs.

Physical Development - This area is divided into '**Moving and Handling**' and '**Health and self-care**'. Children learn to be confident and safe in their movement and to explore different ways of moving; they learn about the effects of activity on their bodies and how to keep healthy and safe. Our outdoor spaces provide plentiful opportunities to safely develop physical skills such as climbing, running, balancing and riding scooters. On a smaller scale, children develop fine motor skills through a variety of activities enabling them, eventually, to better control simple tools such as pencils, pens, brushes and scissors. We are working really hard on handwriting and children will be taught to use the cursive script, with entry and exit flicks.

Religious Education - This year children in the reception class will learn about Harvest festival, the Christmas story, the Easter story and local festivals such as St. Piran's Day and Troon Midsummer Festival.

### The Four 'Specific' Areas

Literacy - This area is divided into '**Reading**' and '**Writing**'. Children develop a love of stories and other books and they become more aware of print in their environment. They begin to recognise and write their names and develop confidence in early mark-making. Through fun, practical activities children learn to hear sounds in words, supporting both reading and writing later on... In their reception year, they start the 'Read, Write Inc. Programme', leading to success in reading and writing simple sentences. From January, specific stories are selected and planned for children to rehearse and re-tell, over a half term period, improving story telling language and techniques.

Mathematics - This area is divided into '**Numbers**' and '**Shape, space and measures**'. Children are given practical and 'real life' opportunities to learn about: accurate counting of small sets; understanding of language such as 'more' and 'fewer'; and recognition of numbers. Numicon maths resources (supported by the 'Abacus' maths programme in Reception) help to develop children's understanding of our number system. Children are also introduced to language and concepts associated with shape, size and measures.

Understanding the World - This area is divided into '**People and Communities**', '**The world**' and '**Technology**'. Children have opportunities to investigate and explore their everyday surroundings and learn about their world. They are encouraged to share their own experiences and learn that we all have similarities and differences (including coverage of Chinese New Year and French Day). Children have access to simple switch toys, as well as being able to use the class computer, class i-Pads and the camera.

Expressive Arts and Design - This area is divided into '**Exploring and using media and materials**' and '**Being imaginative**'. Children are given opportunities to express their ideas and feelings through a variety of media, including 'art', music, dance and imaginative play. At the art area, they are encouraged to work independently following some adult-led modelling of techniques and