

## Foundation Stage Welcome Letter 2021/22

Dear Parents/Carers,

Miss Brown and Mrs Elvin would like to welcome you and your child to our Foundation Stage. We hope you had a fantastic summer and your child is coming back rested and eager to learn. To help your child settle back into school, we thought you would appreciate the following information about school routines and what your child will be learning over the course of the year.

### **Start of the day**

Just a reminder that children can start entering the building via our double doors from 8:40am, where they will have access to toast and have the opportunity to participate in morning challenges. At 8:50am, all doors and gates, except the main entrance will close and children will need to come in via the office.

### **End of the day**

The school day ends at 3:10pm and your child will exit the class through the double doors. All children must be collected by a nominated adult over the age of 16 - please be patient as we get to know you all over the first few weeks. Should your child need to be collected by someone who is not a nominated adult, please inform the office as soon as possible.

### **PE**

Our PE day is on: Thursday

Please ensure your child has their PE kit in school at all times as so that we can develop their independence changing skills.

### **Uniform**

The school's uniform policy was sent out with reports at the end of the summer term and copies can be obtained from the school office.

Please ensure that your child is wearing the correct uniform at all times and that all items of your child's uniform are labelled with your child's full name and class.

### **Snacks/ Lunch:**

Your child will be provided with toast in the mornings during registration and will also receive a piece of fruit during the day and milk at lunchtime.

If you are providing a packed lunch, please ensure it contains healthy foodstuffs to appropriately sustain children – this affects academic performance! Limit treat items such as cake, crisps, and chocolate to 1 item. No fizzy drinks or glass bottles. Kindly note, we are a nut-free school!

All children have been provided with a water bottle to use during the school day, therefore, there is no need to supply them with one or send additional drinks into school.

### Punctuality / Attendance

Every minute of every lesson counts, therefore, excellent attendance and punctuality are essential to ensure children receive the best start in life. Poor attendance and punctuality negatively impacts learning and the social and emotional wellbeing of children.

Below is a table showing how children's percentage attendance equates to the time missed:

Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	18 Sessions	2 Weeks	54 Lessons
90%	19 Days	38 Sessions	4 Weeks	114 Lessons
85%	29 Days	58 Sessions	6 Weeks	174 Lessons
80%	38 Days	72 Sessions	8 Weeks	228 Lessons
75%	48 Days	96 Sessions	10 Weeks	288 Lessons
70%	57 Days	114 Sessions	11.5 Weeks	342 Lessons
65%	67 Days	134 Sessions	13.5 Weeks	402 Lessons

Below is a graph showing how being late to school every day over a school year adds up to lost learning time over one academic year.



Please make appointments outside of school hours and arrange holidays in the school holidays.

### Reading at Home

Reading is one of life's most essential skills and the success to learning. We hope that all children will develop a love of books, enthusiasm for promoting their reading skills and grow

to be confident, competent readers. Children are required to read daily and change their books regularly. In reception we will be sending home story books for you to share and enjoy with your child until our reading and phonics is embedded. We kindly ask you to make a comment or sign the reading record each time your child has read at home.

### **Communication**

You can always catch a member of the class team first thing in the morning or at the end of the day for short messages / reminders. However, if you require to speak to us at length, we would be more than happy to arrange a meeting at a mutually convenient time. Please do come and talk to us if you have any questions or concerns and remember – there is no such thing as a daft question!

### **Curriculum**

Please see the separate sheet with information about the topics your child will be learning this year.

We are very much looking forward to teaching your child and working in partnership with you to ensure your child thrives in all areas whilst they are in Foundation Stage.

Yours faithfully,

Miss Brown , Mrs Elvin (class teachers)

Miss Fisher, Mrs Barrass, Miss Davies, Mrs Khan, Mrs Foster and Mrs Akhtar (teaching assistants)

## Curriculum

Please see the table below for an overview of the topics your child will be learning for each subject over the course of the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	<p>Comprehension ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>Word Reading ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Writing ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					
<b>Mathematics</b>	<p>Getting to know you Just like me! It's me 1,2,3! Light and Dark</p>		<p>Alive in 5! Growing 6,7,8 Building 9 and 10</p>		<p>To 20 and Beyond First, then, now Find my pattern On the Move</p>	
<b>Understanding the World</b>	<p>Past and Present ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul> <p>People Culture and Communities ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• 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;</li> <li>• 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.</li> </ul> <p>The Natural World ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					

<b>PE</b>	Fundamental Movement Skills	Fundamental Movement Skills	Dance	Dance	Fundamental Movement Skills	Fundamental Movement Skills
<b>Religious Education</b>	Special Times		Special Stories		Our special World and Special Places	
<b>Expressive Arts</b>	<p>Creating with Materials ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being Imaginative and Expressive ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>					
<b>PSED</b>	<p>Self-Regulation ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, show an ability to follow instructions involving several ideas/actions.</li> </ul> <p>Managing Self ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>Building Relationships ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>					
<b>Music</b>	Exploring sounds / Music and movement (Mr Brown's Wake Up Shake Up) / Basic instrumental techniques / Body percussion (Clapping and playing syllables of names) / Singing (Pitch matching games, humming, short phrases, singing slowly singing names)	Singing (nursery rhymes, short songs and chants, call and responses, chanting, simple Christmas songs) / Basic instrumental techniques / Musical elements (keep steady beats, intro to rhythm) / Body percussion / Exploring sounds / Music and movement	Graphic scores (Spring topic) / Link sounds to phonics (go on a sound walk) / Musical elements (pulse, intro to rhythm) / Singing (short songs and chants)	Singing (simple songs) / Identifying sounds (identifying instruments with just sound, indentifying the missing instruments from a group) / Moving to music (listen and move to a variety of music)	Singing (short songs and chants) / Composition - Create songs or improvise around an existing song / Musicianship - Play instruments with increasing control to express feelings and ideas	Singing (short songs and chants in a group or individually following the melody and/or matching pitch) / Composition - Create songs or improvise around an existing song / Musicianship - Explore and engage in music making / Listening - Watch and talk about dance and performance art