

**Foundation
Welcome Meeting**

Aims

- Recap on information given at home visits
- Information about the school day & our rules/routines
- Assessment

Day 8 - 52 hours so far!

What we have already achieved...

Coming in to school
Putting my book bag into my teams box
Putting my water bottle in the right play
Finding my name card
Practising my name writing
Answering the register
Ordering our lunch
Independent snack
Having a drink independently
Using the toilets
Carrying own lunch tray
Getting own cutlery
Telling the cook my order
Picking my dessert
Putting my tray away after I've eaten
Tucking my chair under
Sitting with my legs crossed on the carpet
Remembering my carpet space
Learning my classmates names
Learning my teachers names
Learning how to use the different areas in the classroom

Plus many, many more!



Staff

Teachers:

Mrs Borley (Mon - Wed)

Mrs Smith (Wed – Fri)

Mrs South

Mrs Bright (Wed pm)

LSAs/1:1s:

Mrs Renshaw

Mrs Penfold

Mrs Goodey

Mrs Orchard

Miss Fryer

Uniform Expectations

- ❖ Yellow polo shirt
- ❖ Grey trousers/shorts/skirt/dress
- ❖ Yellow/purple gingham summer dress
- ❖ Black shoes – no trainers and **no laces**
- ❖ White, grey or black socks
- ❖ Please ensure all items are **named** (including shoes!)
- ❖ Please remember coats/jackets– we do go out to play even if it is raining
- ❖ We have a wellie rack outside as we do go out in the rain (optional)
- ❖ Girls' hair always tied up and no excessive headwear to be worn (i.e cat ears and unicorn horns!)
- ❖ No nail varnish
- ❖ **No earrings permitted**
- ❖ Water bottle every day please – School policy is that the children are only allowed water in their bottle, not juice
- ❖ School book bags – don't have the space for rucksacks, book bags only please (labelled)

P.E

Wednesday this term – we will inform you via Tapestry if the day changes.

Children wear their coloured house t-shirt with a black tracksuit for PE days (named)

We use a scheme called Get Set 4 PE across the school.

No earrings in Foundation.

No laces on trainers please!



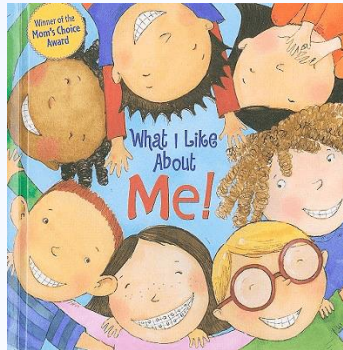
Communicating

- Home school contact books
- **Tapestry – please like or comment to acknowledge receipt of post**
- Text system
- Book an appointment -> see your class teacher first
- Newsletter
- Website/social media
- Parent consultations
- Reports

Topics

Question based topic to allow the topics to be led by the children's interests.

Autumn – All About Me



The topics in the following terms will be decided nearer the time based around the cohorts interests and needs.

A Day in the Life

- * Register/Early Morning Work
- * Phonics – Teach new sounds
- * English/Guided Reading focused activity
- * Playtime
- * Maths focused activity
- * Lunchtime
- * Phonics – Apply/Handwriting
- * Assembly/Topic
- * Storytime/Reading time
- * Hometime

Handwriting

Letter-join

We use the letter-join programme to teach handwriting from EYFS to Year 4.

Children are able to access this at home via a desktop or tablet at <https://www.letterjoin.co.uk/log-in.html> using the appropriate login.

Children can click on their class name to practice specific handwriting skills related to their year group or 'free play' for a range of skills.

Desktop log-in



Username:

wk8545

Password:

home

Tablet log-in



Username:

wk8545

Swipecode:



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.
- Write simple phrases and sentences that can be read by others.

Assessment

Assessments

* Termly Assessments for: Maths, Phonics/Spelling and Reading

* Children are assessed as:

Emerging (Working Towards the Expected Standard)

Expected (Working At the Expected Standard)

A record of this will be given to you at parents' evenings.

Homework

- **The children will read to an adult in school and change their books on a weekly basis (please put their Reading Folder in book bags every day)**
- **Reading (every evening where possible please)**
- **Practise sound flashcards daily**
- **There is no set homework day, but we may ask you to support with certain areas throughout the year.**

Behaviour

- * TPP trained school – behaviour is communication
- * Rewards – praise and recognition, house points, Tapestry posts, texts, postcards, star of the day, star of the week
- * Sanctions – **In the moment** – Dealt with there and then so it is purposeful and relevant to the child/children.
- * We will inform you if we need to speak to you about your child's behaviour/any serious incidents that happen at school
- * If you have any concerns please speak to us directly – we are here to help!
- * Please refrain from discussing school issues/other children on social media/chat groups as it is not appropriate and can cause issues that are otherwise easily solved.

SENCo



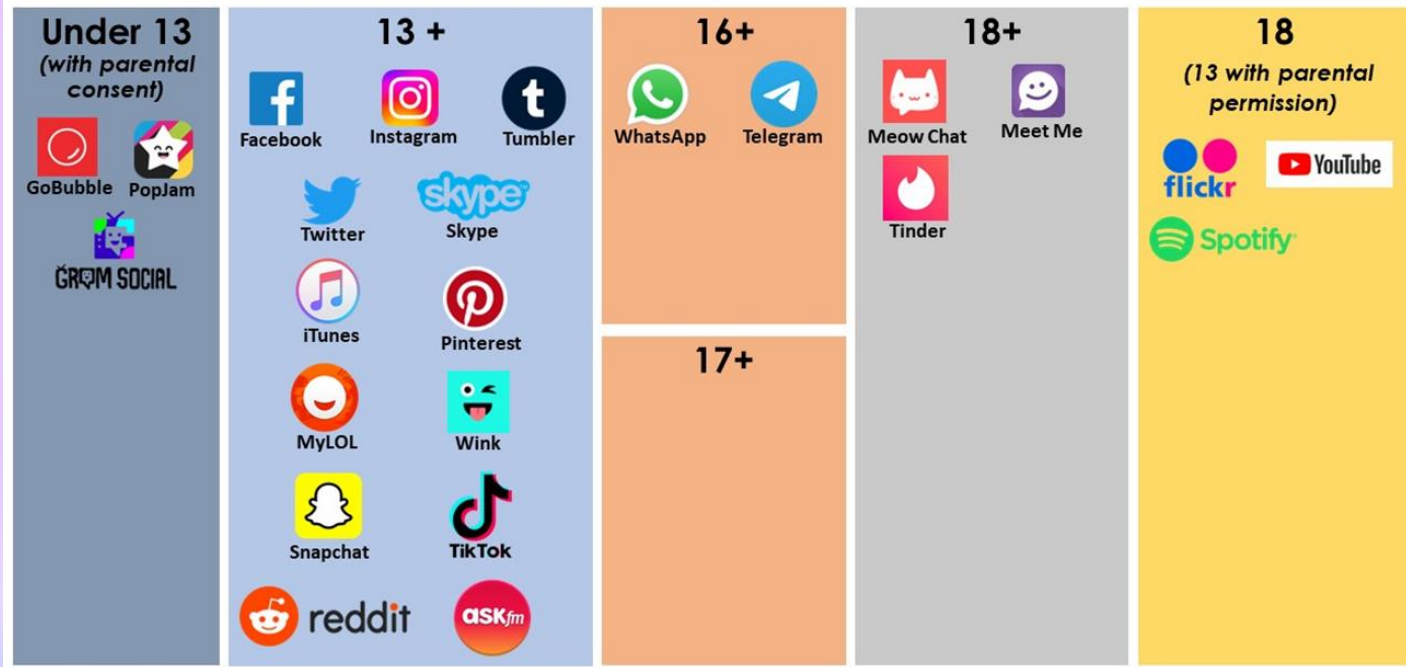
* Mrs Hunter

* Can book appointment at the office or speak to us and we will arrange for you

* Supports children with special needs but also any other concerns surrounding behaviour, communication, social concerns, settling in

Online Safety

Social Media Age Restrictions



- * Please continue to discuss online safety and monitor social networks and sites that children are accessing
- * Be aware of film/video game age restrictions
- * www.commonsemmedia.org

Recommended Reads

* <https://www.thereaderteacher.com/>

The screenshot shows the homepage of 'The Reader Teacher' website. The header features the site's logo, a search bar, and the tagline 'Reads, Reviews & Recommendations'. A navigation menu includes links for Home, Brand New Booklists, Reads (highlighted), Reviews, Recommendations, Year Group & Key Stage Booklists, #BookMatch, and Subjects. A large arrow points from the URL above to the 'Year Group & Key Stage Booklists' menu item. Below the navigation, a 'Where next?' section is visible, along with a 'Top 100 Recommended Reads' section for 'Reception'.

Home	Brand New Booklists	Reads	Reviews	Recommendations	Year Group & Key Stage Booklists	#BookMatch	Subjects
Where next?		<--- Nursery			Nursery Reception Year 1 Year 2 Lower Key Stage 2 Year 3 Year 4 Upper Key Stage 2 Year 5 Year 6	Year 1 --->	

Top 100 Recommended Reads
Reception

Any other questions?

