

Foundation Stage

Parent Meeting

2017



# The Foundation Team

YFP

Miss Papworth

Mrs Ditty

Ms Brindle

Mrs Warwick

YFD

Miss Davison

Mrs Kenny

Ms Brindle

Mrs Warwick

Mrs Thomas – An environmental session an afternoon a week per class.

Mrs Garratt – Teach in both classrooms throughout the week.




# Swallowfield Lower School

## Soaring to Success



Weathercock Close, Woburn Sands, Milton Keynes, Bedfordshire MK17 BSL

 01908 582 101

 [swallowfield@cbc.beds.sch.uk](mailto:swallowfield@cbc.beds.sch.uk)

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# Welcome To Our School Website

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## Welcome To Our School Website

Search:

Swallowfield Lower is a friendly, caring school that provides education for children of all abilities aged 2-9. We offer a secure, happy and effective learning environment in which children, staff, parents and governors work together to accomplish our aim of fulfilling the

... We not just the dry facts and statistics, but to give

... eld Lower School. If you are considering

### Latest News

#### [PTFA – Annual General Meeting](#)

Thursday 13 October 2016 Come and enjoy Pizza and Prosecco from 7:30pm (£10) or alternatively please join us for the meeting ...

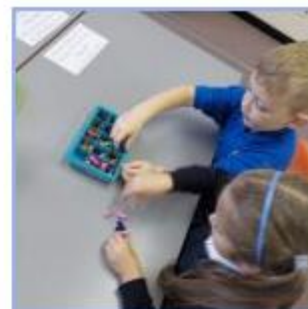
# Foundation News

## Foundation Magical Monday – Recycling Crayons

Monday, September 25, 2017

Today we have had a very exciting afternoon in Foundation with us creating our very own rainbow crayons out of some old wax crayons. The children helped to break up the crayons into small pieces before putting them in the special trays. They then went into the oven and magically melted. Then they moved into the freezer and became a solid again.

Take a look at our photos:



# Daily Routine

## Morning

School starts 8.45am

Registration

Phonics

English Activity

Milk or Water

Playtime

Maths Activity

Lunch

## Afternoon

Creative or Knowledge and understanding activities

Assembly (Monday/Thursday/Friday)/Story

Home Time (3.25pm)

# Sport in School

P.E.

YFD

Monday

YFP

Thursday

Swimming

Usually Friday (weather permitting)

# Values School

A list of values.

One chosen each month

Understanding

Caring

Co-operation

Courage

Hope

Freedom

Hope

Honesty

Appreciation

Friendship

Happiness

Trust

Peace

Thoughtfulness

Unity

Patience

Humility

Love

Simplicity

Responsibility

Quality

Tolerance



# Early Years Curriculum

# PRIME AREAS:

- Communication and language
- Physical development
- Personal, social and emotional development

# SPECIFIC AREAS:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age / stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

<p><b>30 - 50 months</b></p>	<ul style="list-style-type: none"> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>
<p><b>40 - 60+ months</b></p>	<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</b></p>

# Formal Assessment

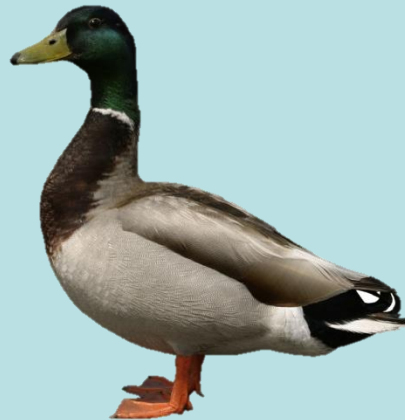
Practitioners must indicate whether children are meeting 'expected' levels of development, or if they are 'exceeding' the expected levels, or not yet reaching expected levels ('emerging').

# Phonics

'Inspection evidence and research show that the critical age when children learn to be good readers and writers is between three and seven.'

Rose Report

Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words.





S

The English language only has around 44 phonemes but there are around 120 graphemes or ways of writing down those 44 phonemes. Obviously we only have 26 letters in the alphabet so some graphemes are made up from more than one letter.

# The First Sounds We Teach:

## Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng nk
---	---	---	---	---	---	---	---	----	----	----------

## Consonant sounds – bouncy

b	c k	d	g	h	j	p	qu	t	w	x	y	ch
---	--------	---	---	---	---	---	----	---	---	---	---	----

## Vowel sounds – bouncy

a	e	i	o	u
---	---	---	---	---

## Vowel sounds – stretchy

ay	ee	igh	ow
----	----	-----	----

## Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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# Read Write Inc Parent Video

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Learning logs

And

Supporting Learning

What is your favourite colour?

What things can you find that are this colour?

Practice writing your numbers

How high can you count?

Can you find 10 things that start with the sound 's'?

What signs of Autumn can you find?

- orange leaves?
- conkers?
- acorns?
- blackberries?

What else can you find?

### Foundation Learning Log

#### Autumn 1st Half Term

Choose one activity each week, draw, build, make, write or photograph and record it in your Learning Log. Parents, please write in the book too, let us know what you child enjoys and like to do.

Our topics are animals and growing

Please send your learning logs in every Friday.

All about me

What's your favourite meal?

Surprise us!

You choose what you'd like to do!

All about you

Draw or make a picture of you!

How neatly can you write your name?

You could practice names of people in your family too!

# Key Words Book

## Home School Library

Children encouraged to choose a book based on own preferences

- Accuracy
- Fluency
- Comprehension

# Tricky Words

## Group 1 Words

<u>a</u>	<u>an</u>	<u>as</u>	<u>at</u>	<u>if</u>	<u>in</u>
<u>is</u>	<u>it</u>	<u>of</u>	<u>off</u>	<u>on</u>	<u>can</u>
<u>dad</u>	<u>had</u>	<u>back</u>	<u>and</u>	<u>get</u>	<u>big</u>
<u>him</u>	<u>his</u>	<u>not</u>	<u>got</u>	<u>up</u>	<u>mum</u>
<u>but</u>	<b><u>the</u></b>	<b><u>to</u></b>	<b><u>I</u></b>	<b><u>no</u></b>	<b><u>go</u></b>
<b><u>into</u></b>					

## Group 2 Words

<u>will</u>	<u>that</u>	<u>this</u>	<u>then</u>	<u>them</u>	<u>with</u>
<u>see</u>	<u>for</u>	<u>now</u>	<u>down</u>	<u>look</u>	<u>too</u>
<b><u>he</u></b>	<b><u>she</u></b>	<b><u>we</u></b>	<b><u>me</u></b>	<b><u>be</u></b>	<b><u>was</u></b>
<b><u>you</u></b>	<b><u>they</u></b>	<b><u>all</u></b>	<b><u>are</u></b>	<b><u>my</u></b>	<b><u>her</u></b>

## Group 3 Words

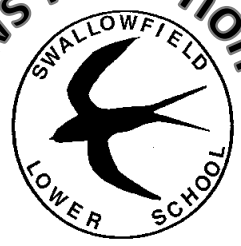
<u>went</u>	<u>It's</u>	<u>from</u>	<u>children</u>	<u>just</u>	<u>help</u>
<b><u>said</u></b>	<b><u>have</u></b>	<b><u>like</u></b>	<b><u>so</u></b>	<b><u>do</u></b>	<b><u>some</u></b>
<b><u>come</u></b>	<b><u>were</u></b>	<b><u>there</u></b>	<b><u>little</u></b>	<b><u>one</u></b>	<b><u>when</u></b>
<b><u>out</u></b>	<b><u>what</u></b>				

Children may also have letter sounds to support their learning.  
Half termly assessments to ensure long-term learning.



# Additional Activities

News from home



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News from home



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## Swallowfield Stanley Easter Adventures

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Have a look at all the exciting places that Stanley has visited during the Easter holidays.

Please feel free to download your own copies of Stanley and take him on your adventures over the summer. Even thousands of miles he has travelled there and back using Google Maps to help you.



Noah and Lolas family



Noah and Lolas family



Edward and Sam visited



Ruby and Morgan took



Ri



## 50 Things To Do Before I Leave Swallowfield



Appear on the stage		Take Stanley on a trip		Represent my house	
Go on a treasure hunt		Play in the rain		Climb a tree	
Set up a snail race		Care for a pet		Skim a stone along the water	
Run through an obstacle course		Slide down a huge slippery slide		Make snow angels	
Go on a long journey on your bike or scooter		Jump in muddy puddles		Play a game of conkers	
Visit a castle		Climb a big hill		Go on a residential trip	
Help raise money for charity		Make a mud pie		Camp out in the garden	
Learn basic first aid		Visit a farm		Bake a cake	
Write a thank you letter		Discover what is in a pond		Create a mini assault course	
Join the library		Play pooh sticks		Recognise five different bird species	
Try a new sport		Make perfume from flower petals		Find out about your family tree	
Give up an hour to help someone		Build a sandcastle		Fly a kite	
Lay the table for dinner		Make a den		Plant a tree	
Draw a picture of yourself when you grow up		Attend a teddy bear's picnic		Build a nest with grass and twigs	
Learn to play an instrument		Paint using your hands and feet		Grow vegetables	
Learn an old playground game		Learn to tie your shoe laces		Find your way with a map	
Swim to the end of the pool		Learn to say hello in 5 languages		<b>Adult's signature</b>	

## Reminders

Uniform – white or blue airtex tops please.

Fruit – Fresh fruit only please.

Water bottles – just water please.

Wellies – a pair to leave in school all year.

Lunches – free school meals

Holidays

Illness and absence

48 hours if sick

Contact school office before 9am

Book Bags – Return on Thursday with learning logs, keyword book and library book. Returned to you on a Friday.

Behaviour – expectations and communication.

Medical needs – please keep us updated.

Morning routine – we need more space!

# Upcoming dates

Macmillan coffee morning – Friday 29<sup>th</sup> September

Helping your child to read meeting – Wednesday 4<sup>th</sup> October

Foundation coffee afternoon – Thursday 12<sup>th</sup> October 2.30pm

Foundation/KSI Parent consultations – Wednesday 18<sup>th</sup> October 9am-11.30am, 4pm-7pm

Whole school Harvest Festival – Friday 20<sup>th</sup> October

Friday 17<sup>th</sup> November – Children in Need Mufti Day

Foundation Christmas Performance – Friday 8<sup>th</sup> December 9.30am, 2pm

Foundation School Trip – Tuesday 12<sup>th</sup> December

Any Questions?