

Foundation Stage at Carr Hill Primary School

In Foundation we start each term with a stimulus chosen by the staff. In Autumn term 2016 we started with "My family" which then took the learning for Nursery and Foundation 2 on different learning journeys. We record what we have done retrospectively so that the links between the activities and areas of the curriculum can be seen.

Staff keep a record of the Early Years areas chosen throughout the year to ensure that all areas have been covered.

We believe that the learning environment, both indoor and outdoor, play a vital role in engaging the children deeply. Each child is given opportunities to self-select resources wherever possible and chose the way in which they wish to carry out each activity. The children will have access to both indoor and outdoor unless circumstances such as severe weather make it unsafe to do so. We provide wellies and waterproof clothing for the children in both Nursery and full time school. The learning environment will change frequently depending on the current topic of engagement. Children are encouraged to take an active role in their learning environment and will often take the lead in setting up role play areas and outdoor provision ideas.

Staff work alongside children in their play. We pride ourselves on high quality interactions with the children as they are learning. It is during this time that we can assess where the child is at and what the next steps are for each child.

Observations are usually published to parents straight away on Tapestry. Parents are encouraged to respond to these observations by commenting on the posts or ticking the "like" option to show they have seen the post. Parents are also encouraged to post pictures and comments on Tapestry themselves such as a day out or an achievement such as a swimming certificate. Staff will reply to parents about their post as appropriate. After observing the children in the environment, next steps for each child will be shared with parents on Tapestry once it has been discussed with the child.

Nursery

Phonics

As well as our continuous provision the children have a daily phonics session and snack time.

In Nursery we begin with Phase 1 of Letters and Sounds.

We play a variety of games and activities with the children and music has a key part in developing children's language.

Most are adult led activities and the way we model speaking and listening as well as how we interact and talk with the children is critical to the success of our Phase 1 activities and to promoting the children's speaking and listening skills.

We also provide opportunities on a daily basis for child initiated learning where the children can play and explore their new found skills. This plays a very important part in their development.

When the children are ready, we start learning the Phase 2 letters and their sounds using the Jolly Phonics actions, songs and rhymes.

Maths

We do not have a formal Maths session in Nursery but we use our snack time to count, order, sort, match numeral to quantity and much more. This is an invaluable time and as it is centred around the child's daily routine, it makes maths far more meaningful for them.

Foundation 2 Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline/ getting to know your learners			Numbers: counting and recognition			Shape, space and measures: 2D shape		Shape, space and measures: money	Numbers: addition and subtraction		
Spring	Numbers: counting and recognition			Shape, space and measures: size, weight and capacity			Numbers: addition and subtraction			Shape, space and measures: 3D shape	Shape, space and measures: time	
Summer	Numbers: counting and recognition		Numbers: addition and subtraction		Numbers: doubling, halving and sharing			Shape, space and measures: position and distance		Consolidation/ assessments		

Foundation 2 - Phonics

In Foundation 2 we introduce the children to individual letters and their sounds. We use Jolly Phonics to show them what each sound looks like and the action associated with it. Children learn at different paces, we recognise this and therefore we teach in a way and timescale to suit each child. Once confident with their sounds the children learn to blend them together, we use robot arms to help us. During our learning we teach the children to: hear it/ say it: see it/ say it: say it/ write it as a means of developing confidence. The children are encouraged to use their knowledge of sounds to both read and write simple words, phrases, and then sentences. We use a range of games and interactive activities. We also learn about words that are more difficult to spell, we call them 'tricky words'. The children will learn at different rates but below is a guide to the order that they will learn their sounds:

First

We learn phase 2 letters and learn to blend and segment simple words:

Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k

Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss

Tricky words: the to go no I

Then

We work on phase 3 letters and sounds:

Set 6: j, v, w, x Set 7: y, z, zz, qu x

We learn to spell simple words using a wider range of letters, short vowels, some consonant digraphs and double letters.

The consonant digraphs are: ch, sh, th, ng

We learn to recognise that when some sounds are put together they make a new sound and practise reading and writing these.

ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo

Tricky words: he, she, we, be, me, was

Next

We spend this time consolidating our learning within phases 2 and 3. Some children will progress further to phase 4, these children will be more confident when using what they have been taught within phase 2 and 3 for both their reading and writing. Phase 4 will help to consolidate their learning.

Tricky words: said, have, like, some, come, they, are, all, when, what,

my, her, out, so, you, were, there, little, one, do

To extend learning

If the children are confident in using the phase 2, 3 and 4 phonics they have learnt, we will move on to phase 5 graphemes and tricky words.

New graphemes for reading including wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, 'zh' (treasure), ore.

Children will then be taught alternative pronunciations for some letters and the alternative spellings for the some of the phonemes previously learnt.

Children will continue to practise reading and spelling all previously taught High Frequency Words as well as reading and spelling polysyllabic words.

F1 Curriculum Covered So Far	F2 Curriculum Covered So Far
<u>Autumn 1</u> - My Family and Me	<u>Autumn 1</u> - My Family, Minibeasts
<u>Autumn 2</u> - Book focus "You Choose" by Pippa Goodheart, Christmas	<u>Autumn 2</u> - Book focus "Sssh" by Sally Grindley, Giants, Christmas
<u>Spring 1</u> - "Supertato", Vegetables, Snails, Chinese New Year	<u>Spring 1</u> - The Little Red Hen, animals, Farmer Duck, Chinese New Year
<u>Spring 2</u> - Pancake Day, Spring, Mother's Day, Easter	<u>Spring 2</u> - Growing, Oliver's Vegetables, Pancake Day, Mother's Day, Easter