



Gayton Primary School

Foundation 2  
2020-2021

# Our Yearly Themes

Autumn	Spring	Summer
All about me	Brrr! It's cold outside	Pets
I can rhyme	Journeys we take	
Autumnal changes	Spring	Superheroes Our Majestic Castles
Celebrating Christmas	How does your garden grow?	

All the themes start with a story and develop with the children's interests, as well as following the EYFS Development Matters, working towards the Early Learning Goals.

This year we are Early Adopters for the new EYFS curriculum. The children now work in areas specific for Reception and are no longer in the Ages and Stages bands.



# The Foundation 2 Curriculum

## Development Matters and Characteristics of Effective Learning


Characteristics of effective teaching and learning	
Playing and exploring	<p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Reach for and accept objects. Make choices and explore different resources and materials.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Guide their own thinking and actions by talking to themselves while playing.</p> <p>Make independent choices. Do things independently that they have been previously taught.</p> <p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p> <p>Respond to new experiences that you bring to their attention.</p>
Active learning	<p>Participate in routines. Begin to predict sequences because they know routines.</p> <p>Show goal-directed behaviour.</p> <p>Use a range of strategies to reach a goal they have set themselves.</p> <p>Begin to correct their mistakes themselves.</p> <p>Keep on trying when things are difficult.</p>
Creating and thinking critically	<p>Take part in simple pretend play. Sort materials.</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems.</p> <p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p> <p>Concentrate on achieving something that's important to them.</p> <p>They are increasingly able to control their attention and ignore distractions.</p>

Areas of Learning and Development	Aspect	
Prime Areas	Communication and language	Listening, Attention and Understanding Speaking
	Physical development	Gross Motor Skills Fine Motor Skills
	Personal, social and emotional development	Self-Regulation Managing Self Building Relationships
Specific Areas	Literacy	Comprehension Word Reading Writing
	Mathematics	Number Numerical Patterns
	Understanding the world	Past and Present People, Culture and Communities The Natural World
	Expressive arts and design	Creating with Materials Being Imaginative










F2	Arrival	Lesson 1	Playtime	Lesson 2	Lunchtime inside	Lunchtime outside	Lesson 3	Lesson 4	Playtime	Lesson 5	Depart
	08:40 – 08:55	08:55 – 10:00	10:00 - 10:15	10:15 – 11:30	11:35 – 12:15	12:15 – 12:45	12:45 – 13.30	13.30 -14.15	14:15 – 14:30	14:30 – 15:15	15:15
M	Register	Letterjoin Reading Letters and Sounds	Playtime	Literacy	Lunch	Outside play	Maths	Topic	Playtime	PE Games/ Cosmic yoga	
T	Register	Letterjoin Reading Letters and Sounds	Playtime	Literacy	Lunch	Outside play	Maths	Topic	Playtime	Woodland exploration/ garden	
W	Register	Letterjoin Reading Letters and Sounds	Playtime	Literacy	Lunch	Outside play	Maths	Topic	Playtime	PSE – Key person Story	
T	Register	Letterjoin Reading Letters and Sounds	Playtime	Literacy	Lunch	Outside play	Maths	Topic	Playtime	Cosmic Yoga Story time	
F	Register	Letterjoin Reading Letters and Sounds	Playtime	Literacy	Lunch	Outside play	Maths	Topic	Playtime	PE dance/ games	

# Continuous provision activities

## Indoor

Maths Area	Creative Area	Workshop	Water/sand	Phonics Area	Writing Area	Curiosity Cube	Funky Fingers	Role Play	Construction / Small world	Reading Area	Quiet den area
											

## Outdoor

Natural Materials	Brick area	Garden Area	Water	Sand	Bug Hotel	Reading den	Stage Area	Small World			
											

# Woodland Exploration- outdoor activities

Half of the class will work with Miss Spearing outside within the school grounds.

- It is set on the wooded area on the school field.
- It is about risk taking, but knowing how to stay safe, in an outdoor environment.
- Occasional bad weather. (wellies)
- The learning is play based and where possible child based.
- Resources needed at times!!





## Pathways to Write

Utilising across the school. Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

Impacts on both reading and writing attainment.

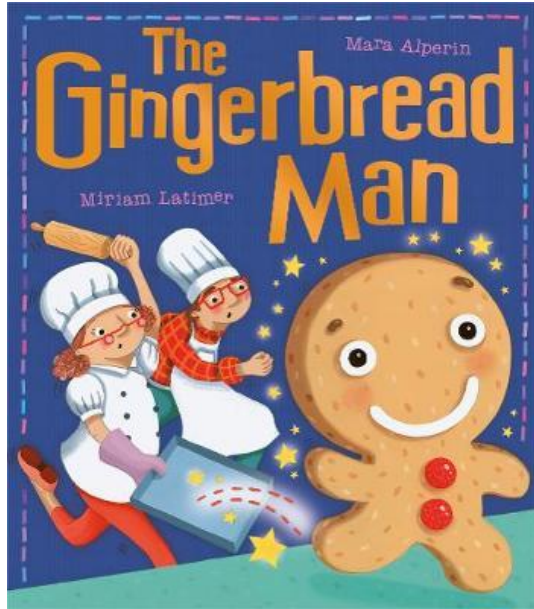
Vocabulary teaching explicit



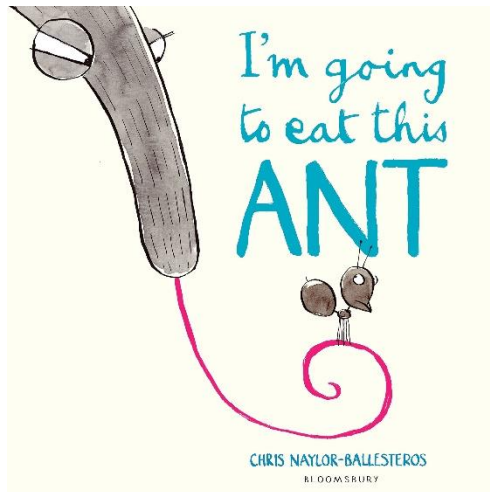
Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

# Pathways to Write for the Autumn Term

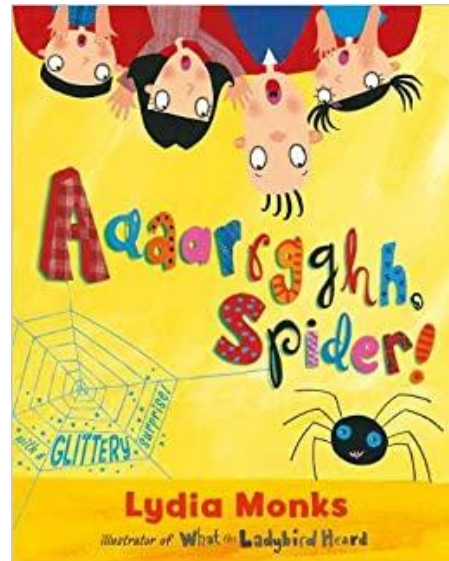
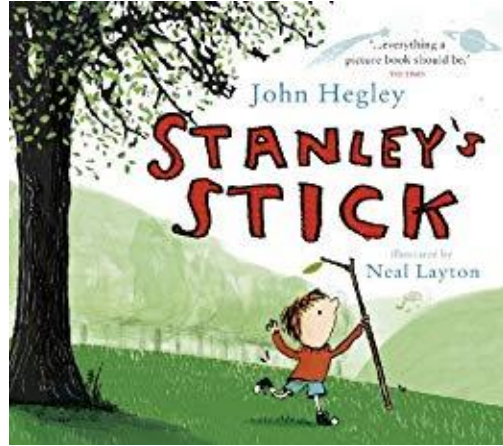


- Writing posters
  - Class poem
  - Looking at sounds, making words.
- 
- The learning will also be developed through all the continuous provision activities, where they will play, study, build, mark make and create different things with a range of sticks. Learning also in the Woodland area (Lucy's Wood) how to respect our environment.





## Other Books for the Autumn Term



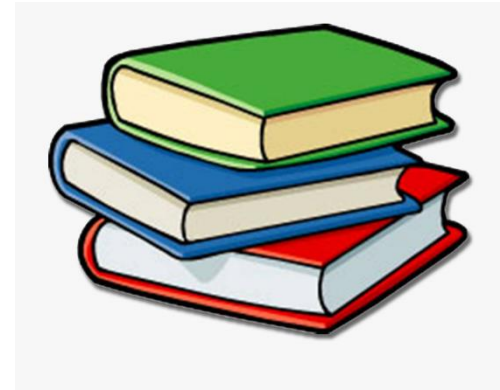


# Reading

- Read aloud and understand the meaning of new words that they meet, including applying their growing knowledge of phonics and key words.

## Reading Comprehension

- V - vocabulary
- I - infer
- P - predict
- E - explain
- R - retrieve
- S - sequence or summarise



Once your child starts on their reading journey keep on reading to them and encourage them to read from a range of books and practise rereading the books to develop their understanding and fluency.

# Home Reading



• Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

\*There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Please ensure that your child is reading at home daily.

Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.

There will be a reading PowerPoint shortly to provide you with ideas to help and support your child's reading at home.

# Letter-join

- Handwriting scheme - implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.



\*Fluency- children's ability to recall and apply knowledge rapidly and accurately.

\*Reason- follow a line of enquiry, make generalisations, justify or prove something.

\*Problem Solve- apply their knowledge, break down problems and persevere to solve problems.

## Key Mathematical Vocabulary

**Cardinal** - The number that indicates how many there are in a set.

**Classification** - The identification of an object by specific attributes, such as colour, texture, shape or size.

**Conservation** (of number) - The recognition that the number stays the same if none have been added or taken away.

**Numeral** - The written symbol for a number; e.g. 3, 2, 1

**Ordinal** - A number denoting the position in a sequence e.g. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc or page 1, page 2,

**Partition** - Separate a set into two or more subsets e.g. Partition a set of socks into plain and patterned.

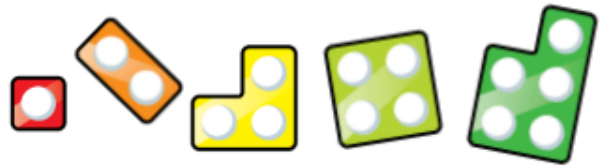
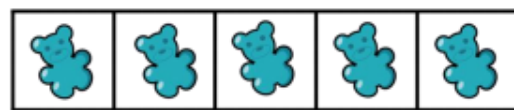
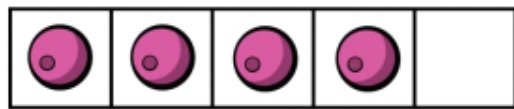
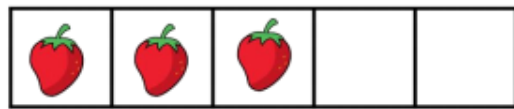
**Subitise** - Instantly recognise a small quantity, without having to count how many there are.

**Number** - Number can be:

- a count of a collection of items e.g. three boxes,
- a measure e.g. of length or weight, or
- a label e.g. the number 17 bus

**Quantity** - The amount you have of something e.g. a cup of flour, three boxes, half an hour.

# Key Representations



1

2

3

4

5

## Notes and guidance

When teaching counting to 5, consider the **counting principles** at all times. At this early stage, ensure that children are counting real-life objects. They could start by counting objects that are identical before moving on to counting objects that have slight differences e.g. different colours, different sizes. Make sure that the objects are of the same type e.g. apples, cubes, books.

Encourage children to put objects into a line when counting so they have a clear start and end point.

The five frame can be used to support children in lining up objects to count. It will also support children to **subitise** numbers within 5

Numerals may be introduced to children but they are not expected to write them at this stage. They could use informal jottings and/or drawing to record their thinking.



# Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

An initial is placed next to the learning objective to show how they have done.

## VR verbal feedback

The children also colour a face to show what they thought of their work. If they are unsure I will write down their comments.





# Rewards

- As a school we use 'It's Good to Be Green' and Class Dojo.



- After listening to the story 'Milo and the Magical stones', the children are going to be awarded a golden stone for examples of making the correct choices. The stones will be put in a jar. Once they've collected 50 as a class, they will have a dance at the end of the day to celebrate.
- The children also have the Mission rocket that they move up as they complete the week's missions. If they complete four, they are rewarded with a 'Happy letter Home'.
- The children are also awarded a range of stickers for effort in their attitude and work.



# Present and future!

## Enjoying our time in Foundation 2

This term, we are working on being a good team by:

- choosing a positive attitude and trying to looking after each other's happiness;
- making sure we treat each other respectfully;
- taking responsibility for our own choices and helping each other to learn;

This ½ term, we are working on being ready for learning by:

- listening to instructions carefully;
- looking after our resources, setting things out and tidying them away, leaving areas as we found them;
- respecting our equipment and resources;
- returning quickly to our places.

This year, we are learning to

- become more independent;
- to have a go at all our tasks;
- always work to the best of our ability.
- being positive about others and their work;
- embrace and enjoy our journey towards discovery and learning.



# Keeping in Contact

- At the gates- Please do come and see me at the end of the day if anything is worrying you or concerning you, socially distanced, of course!
- Phone  
Contact the school office - I'll get back to you as soon as I can.
- Email  
The school office will forward emails to me and I will call you back as quickly as I can.  
You can also get in touch with me via Tapestry.

Follow your child on Tapestry



Follow us on Twitter

@GaytonPrimary

