



Gayton Primary School

Foundation 2  
2021-2022

# Our Yearly Themes

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

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 following a 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









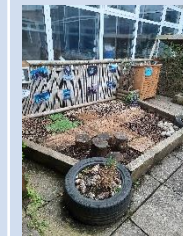
F2	Arrival	Lesson 1	Playtime	Lesson 2	Lunchtime inside	Lunchtime outside	Lesson 3	Playtime	Lesson 5	Depart
	08:40 – 08:55	08:55 – 10:20	10:20 - 10:35	10:35 – 11:50	11:50 – 12.25	12:25 – 1:05	13.05– 14.05	14:05- 14:20	14:20 – 15:15	15:20
M	Register	Letterjoin Reading Literacy	Playtime	Phonics  Continuous Provision	Lunch	Outside play	Maths  Understanding the world	Playtime	Music	
T	Register	Letterjoin Reading Literacy	Playtime	Phonics  PE	Lunch	Outside play	Maths	Playtime	Woodland exploration/ garden	
W	Register	Letterjoin Reading Literacy	Playtime	Phonics  Continuous Provision	Lunch	Outside play	Maths  Understanding the World	Playtime	PSE – Key person Story	
T	Register	Letterjoin Reading Literacy	Playtime	Phonics  Continuous Provision	Lunch	Outside play	Maths	Playtime	Cosmic Yoga/ Disco handwriting  Story time	
F	Register	Letterjoin Reading Literacy	Playtime	Phonics  Continuous Provision	Lunch	Outside play	Maths	Playtime	Outdoor- orienteering	

# 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			
											



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

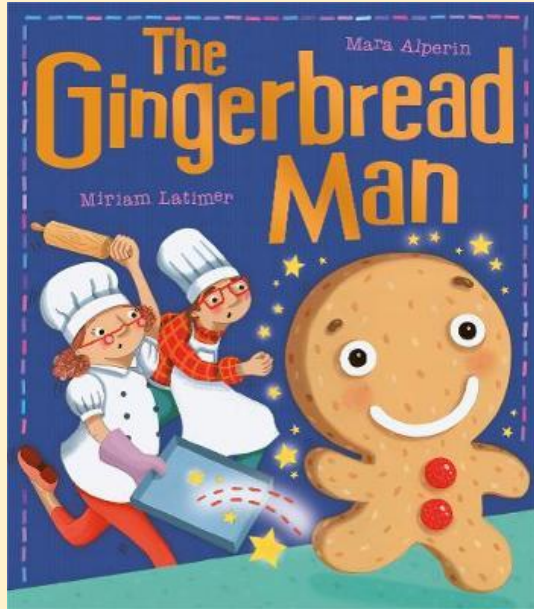


Incorporating Spelling, Punctuation and Grammar.

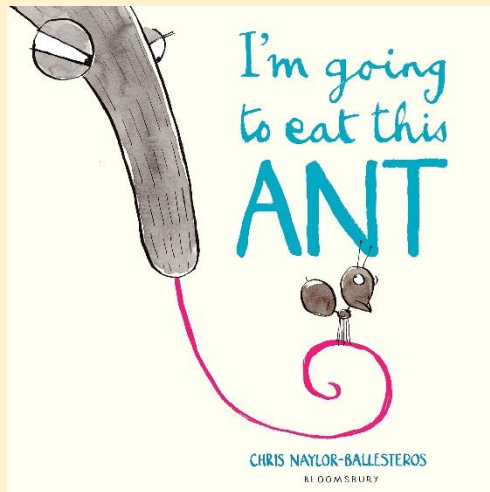
Promoting a whole school love of reading and writing.



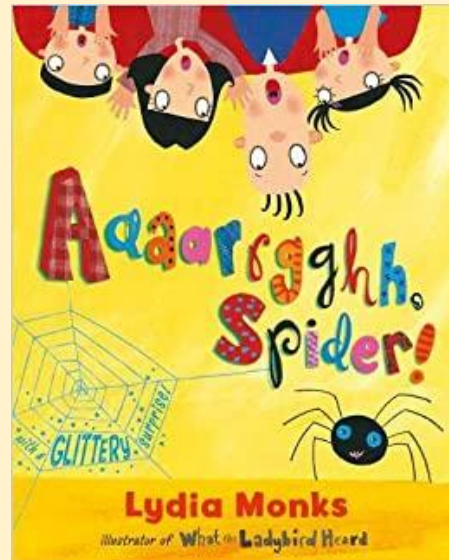
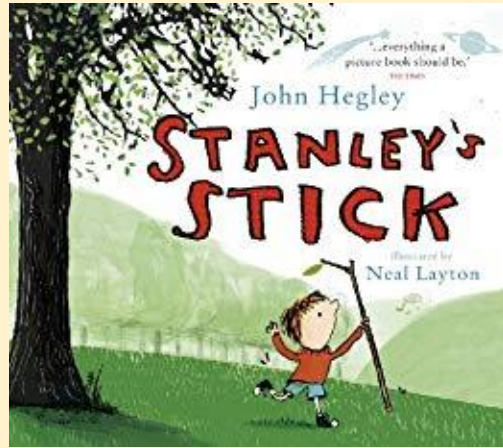
# Pathways to Write for the Autumn Term



- 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.



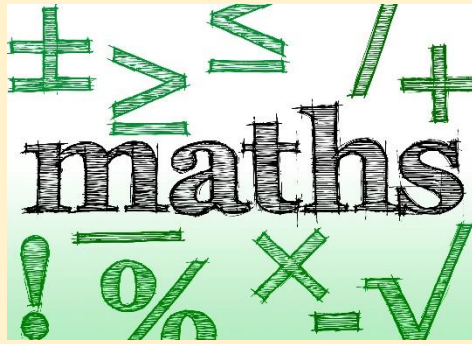
## Other Books for the Autumn Term



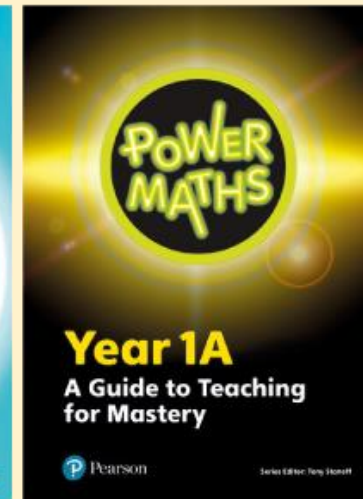
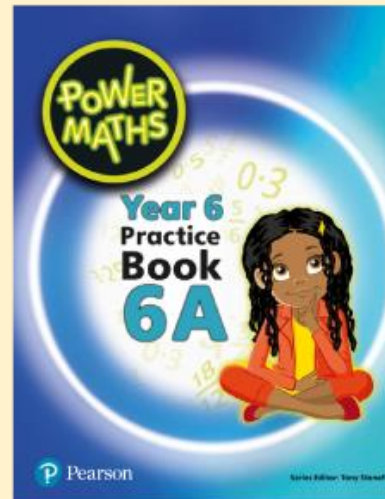
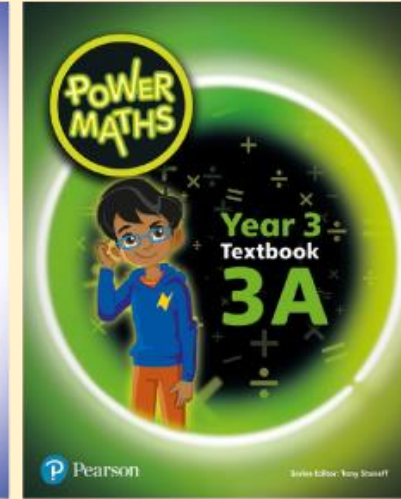
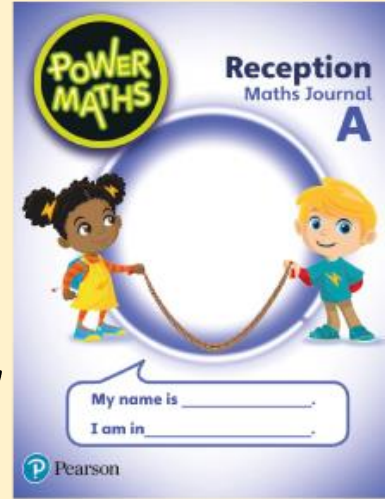


# Letter-join

- 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.



- Power Maths is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths.
- Aligned to the White Rose Maths progressions and schemes of learning.
- Built around a child-centred lesson design that models and embeds a growth mind set approach to maths and focuses on helping all children to build a deep understanding of maths concepts.



## 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.

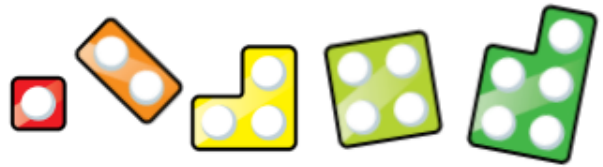
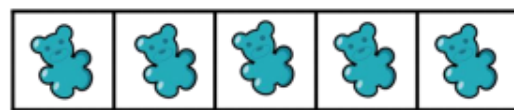
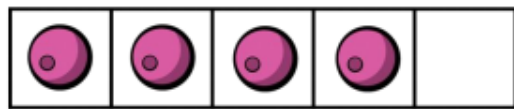
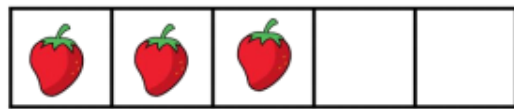
**Subitise** - Instantly recognise a small quantity, without having to count how many there are.

**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

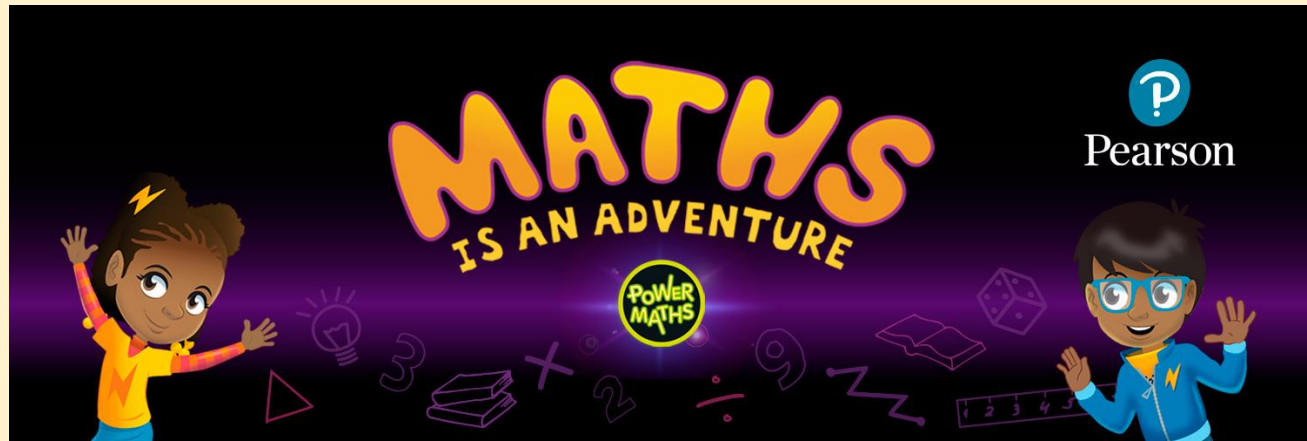
When teaching counting to 5, consider the **counting principles** at all times. At this early stage, ensure that children are counting real-life objects. They could start by counting objects that are identical before moving on to counting objects that have slight differences e.g. different colours, different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





**Unit 1: Place value within 10,000,000, Lesson 1**

### Numbers to 1,000,000

**Discover**

I have made a 6-digit number using the cards. It has 4 hundreds. My number has 2 ten thousands. It is less than 800,000 and odd.

10,000 more than the number I have made is 106,287.

Richard: 2 4 6 7 8 9

Lexi: 10 20 30 40 50 60 70 80 90

**1** a) What numbers could Richard have made using the digit cards shown? How many different answers can you find?  
b) What number has Lexi made?

PUPIL TEXTBOOK 6A PAGE 8

**Unit 1: Place value within 10,000,000, Lesson 1**

### Share

a) I have made a 6-digit number using the cards. It has 4 hundreds.

HTH	TTh	Th	H	T	O
			4		

Put the 4 in the hundreds column.

My number has 2 ten thousands.

HTH	TTh	Th	H	T	O
	2				

Put the 2 in the ten thousands column.

It is less than 800,000 and odd.

HTH	TTh	Th	H	T	O
8	2				9

The digit in the hundred thousands column must be less than 8. The 7 or the 9 must go in the ones column to make the number odd.

I made 726,489 and 728,469 when I used 7 instead of 6 as the first digit.

I made 629,487 and 628,497 when I used 7 instead of 9 in the ones column.

627,489   726,489   629,487  
628,479   728,469   628,497

**Unit 1: Place value within 10,000,000, Lesson 1**

b) To find the number Lexi has made we need to work out what is 10,000 less than 106,287.

HTH	TTh	Th	H	T	O

Lexi has made the number 96,287.

I represented 106,287 with counters on a place value grid, and then subtracted 10,000.

**Think together**

1 Richard has made some numbers using different representations. Say each number out loud. Then write each number in words.

3 2 5 6 7

HTH	TTh	Th	H	T	O
4	9			6	2

HTH	TTh	Th	H	T	O

30,000  
10,000   6

**Unit 1: Place value within 10,000,000, Lesson 1**

### Numbers to 1,000,000

1 Write the numbers that are shown on the place value grids.

a)

HTH	TTh	Th	H	T	O
●●●	●●	●●●●●●	●●	●●	

b)

HTH	TTh	Th	H	T	O
●●●●●	●●●●	●●●	●●	●●●●	●●●●

2 Write each of the numbers in numerals.

a) one hundred and twenty-three thousand

b) four hundred and thirty-nine thousand, two hundred and eighty-six

c) ninety-seven thousand, one hundred and three

d) three hundred and five thousand, two hundred and forty-six

**Unit 1: Place value within 10,000,000, Lesson 1**

3 Write in the missing numbers. Start from the original number each time.

a)

Number	1,000 more	100 more	10 more	10 less
73,400				

b)

Number	100,000 more	10,000 more	1,000 less	1,000 more
650,167				

4 Max is thinking of a number. His number:

- is a 6-digit, odd number
- has the same number of 1,000s as 16
- is greater than half a million
- has a digit sum of 26.

Write two numbers that could be Max's number: \_\_\_\_\_ and \_\_\_\_\_

**Reflect**

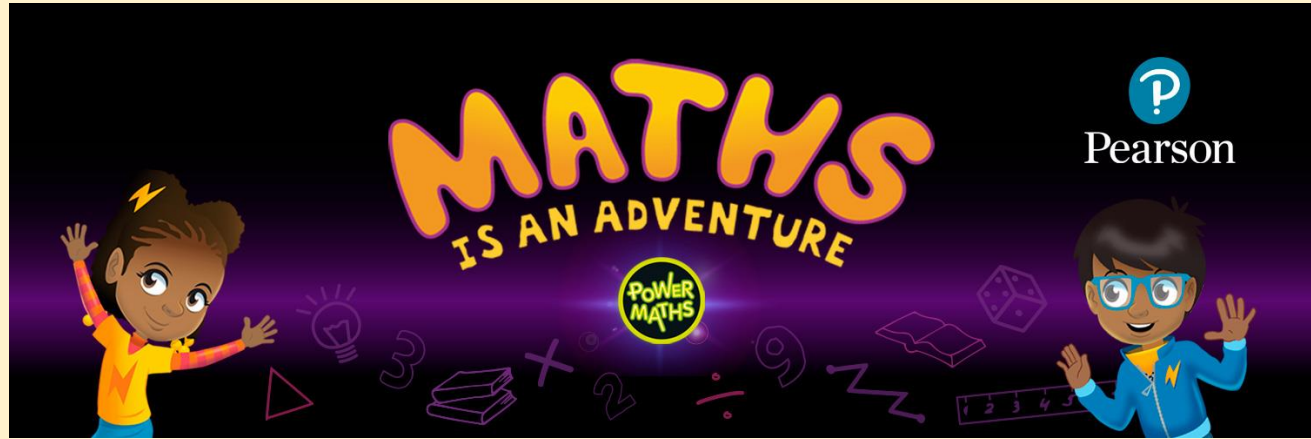
Write down three pieces of information about the number 172,428. Compare your information with your partner's information.

PUPIL PRACTICE BOOK 6A PAGE 8

Lesson and learning sequence:

Power Up! (re-vist prior learning as a starter to keep skills sharp)

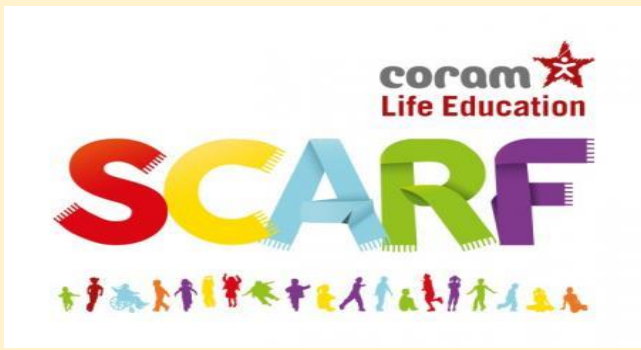
Discover → Share → Think together → Practise → Reflect



School Jam is a brand-new parental engagement app for schools featuring fun, easy-to-use maths activities to support parents with their children's learning. It is fully aligned to Power Maths lessons and White Rose Maths.

Children in F2, Year 1 and Year 2 have unique log-ins to access their homework activities. This does not start until November for F2.





## PSHE and RSE



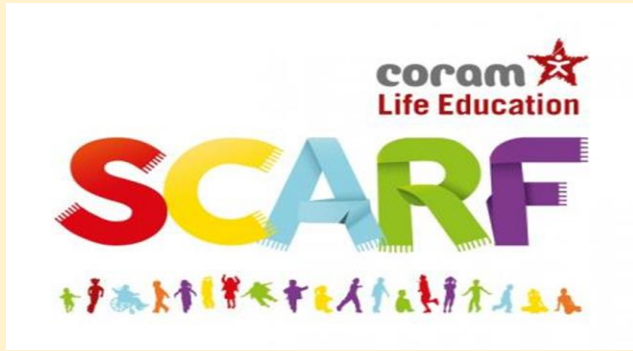
As a school, we follow the SCARF PSHE scheme to ensure full coverage of the curriculum.

Lessons are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship.

We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships.

For each year group, there are six themed units which provide a PSHE and wellbeing curriculum. These units are matched to our school values (friendship, respect, truthfulness, compassion, perseverance and courage) to support and further embed our school's ethos.

The six half-termly themed units are repeated in every school year to develop and build on children's learning in a spiral approach.



# SCARF and our School Values



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Friendship	Respect	Truthfulness	Compassion	Perseverance	Courage
SCARF unit	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibility	Being my best	Growing and changing



## Opal- Outdoor Play and Learning

Programme to help schools improve children's play experiences.

We are introducing:

- More space to play- playing across our whole school site.
- More stuff to play with (loose parts in particular)
- A risk benefit approach so that children are safe to take the risk they need.
- Training for all the staff to support us in being better at enabling children's play.



## Opal- Outdoor Play and Learning

### Why are we doing this?

- To enable children to have more fun!
- To support the wellbeing and mental health of all our pupils.
- To promote the personal development of all our children.
- To allow pupils to take risks, be creative, expressive and use their imagination through play.
- To allow time for children to socialise, work cooperatively together, improve resilience, stamina and confidence.



# 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

- After listening to the story 'Milo and the Magical stones', the children have an awarded system, where they can gain a golden stone, for example - making the correct choices.
- The stones will be put in a jar. Once they've collected 50 as a class, they will have a disco 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 all three, 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

