



Gayton Primary School

Foundation 2  
2019-2020



# The Foundation 2 Curriculum

## Development Matters and Characteristics of Effective Learning

| Characteristics of Effective Learning   |
|---|
| <b>Playing and exploring – engagement</b><br><br>Finding out and exploring<br>Playing with what they know<br>Being willing to 'have a go'   |
| <b>Active learning – motivation</b><br><br>Being involved and concentrating<br>Keeping trying<br>Enjoying achieving what they set out to do |
| <b>Creating and thinking critically – thinking</b><br><br>Having their own ideas<br>Making links<br>Choosing ways to do things              |

| Area of Learning and Development                  | Aspect                                  |
|---|---|
| <b>Prime Areas</b>                                |   |
| <b>Personal, Social and Emotional Development</b> | Making relationships                    |
|   | Self-confidence and self-awareness      |
|   | Managing feelings and behaviour         |
| <b>Physical Development</b>                       | Moving and handling                     |
|   | Health and self-care                    |
| <b>Communication and Language</b>                 | Listening and attention                 |
|   | Understanding                           |
|   | Speaking                                |
| <b>Specific areas</b>                             |   |
| <b>Literacy</b>                                   | Reading                                 |
|   | Writing                                 |
| <b>Mathematics</b>                                | Numbers                                 |
|   | Shape, space and measure                |
| <b>Understanding the World</b>                    | People and communities                  |
|   | The world                               |
|   | Technology                              |
| <b>Expressive Arts and Design</b>                 | Exploring and using media and materials |
|   | Being imaginative                       |

# Our Yearly Themes

| Autumn                | Spring                     | Summer               |
|-----------------------|----------------------------|----------------------|
| Who am I?             | Brrr! It's cold outside    | Our Majestic Castles |
| I can rhyme           | Let's tell a story         |                      |
| Autumnal changes      | How does your garden grow? | Our Precious Planet  |
| Celebrating Christmas | Exciting Easter            |                      |

The themes are started with a story and may develop where the children's interests take them. Throughout the year there will also be work based on the 'Power of Reading'.

| F2                         | Monday                  | Tuesday                              | Wednesday                 | Thursday                  | Friday                  |
|----------------------------|-------------------------|--------------------------------------|---------------------------|---------------------------|-------------------------|
| 8:50 – 9:00                | Register & Morning Task | Register & Morning Task              | Register & Morning Task   | Register & Morning Task   | Register & Morning Task |
| Session 1<br>9:00 – 10:00  | PE Gym                  | Maths                                | Literacy                  | Handwriting<br>Music      | Maths                   |
| Assembly<br>10:00 – 10:20  | Whole School            | Infant assembly                      | Whole school assembly     | Class Assembly            | Merit Assembly          |
| Break<br>10:20 – 10:35     |                         |                                      |                           |                           |                         |
| Session 2<br>10:35 – 11:35 | Literacy                | Literacy                             | Maths                     | Literacy                  | Literacy                |
| Session 3<br>11:35 – 12:05 | Letters and sounds      | Letters and sounds                   | Letters and sounds        | Letters and sounds        | Letters and sounds      |
| Lunch<br>12:05 – 13:05     |                         |                                      |                           |                           |                         |
| Session 4<br>13:05-14:05   | Maths                   | IT / Woodland exploration/<br>garden | Topic                     | Maths                     | PE dance/ games         |
| Break<br>14:05 – 14:20     |                         |                                      |                           |                           |                         |
| Session 5<br>14.20-15.20   | Handwriting<br>Story    | Guided reading activites<br>Story    | PSE – Key person<br>Story | Cosmic Yoga<br>Story time | RE<br>Storytime         |

# Continuous provision activities

## Indoor

Small world



Construction



Creative area



computer



Playdough



Funky Fingers



workshop



Role play



Writing area

Reading area



## Outdoor

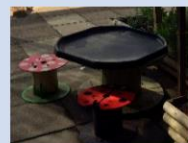
Sand



Water



Mud area



Nature's Kitchen



Bug Hotel



Gardening



Small world



Weighing



Sensory garden

Physical



# Woodland Exploration- outdoor activities

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

- The setting is not the usual one.
- 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!!





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

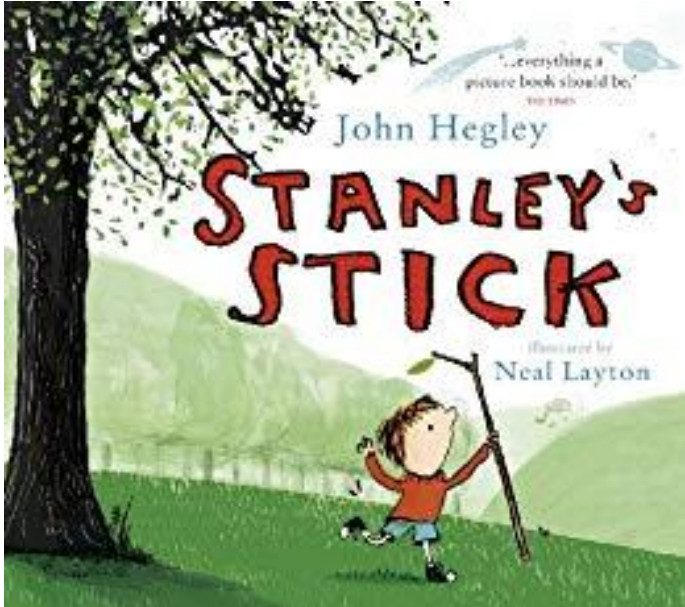


Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.



# Power of Reading for the Autumn Term



- Writing posters on playing safely
- Class poem
- Writing what their stick could be.
- 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.



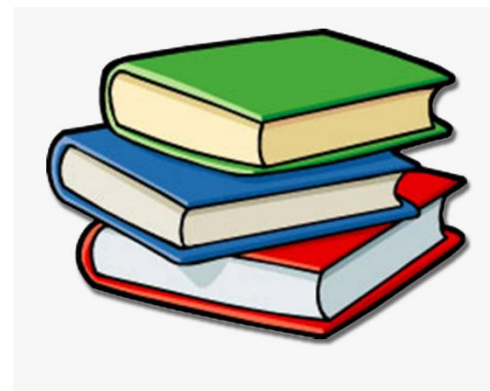


# Reading

- 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 workshop 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.

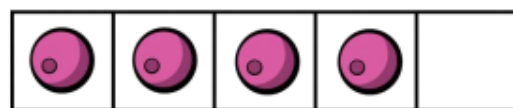
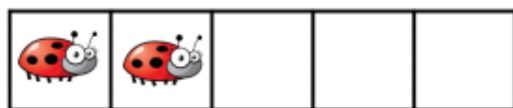
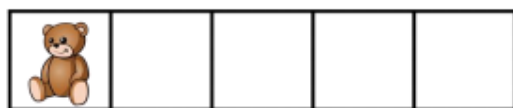
**Subitise** - Instantly recognise a small quantity, without having to count how many there are.

**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.



- The children also have the Mission rocket that they move up as they complete that 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.



# Parent Helpers

Thank you to those parents who have already said they can help in the classroom.

All help is gratefully appreciated.

We particularly need help on a Tuesday and Wednesday afternoon from 1.10pm.



# 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.
- 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.

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Follow us on Twitter

@GaytonPrimary

