



Welcome

Welcome



- ★ To provide information on the foundation stage curriculum.
- ★ To enrich understanding of how children learn through play.
- ★ Give ways to learn through play at home.



School mission statement.



‘Make me glad to have known and met you’

Our Shared Vision

- 
- 
- *To create a learning environment where we celebrate the achievements of every child and encourage all to reach their full potential.*
 - *To live out the Gospel values and foster a community inspired by our Catholic faith.*





Child Protection Information



- ★ Designated Teacher – Mrs McFadden
- ★ Deputy Designated Teacher – Mrs Cowan
- ★ Deputy Designated Teacher – Mr McCann
- ★ Governor for Child Protection – Marie Clare McKillop
- ★ Chair of Governors – Brendan Carey



The foundation stage

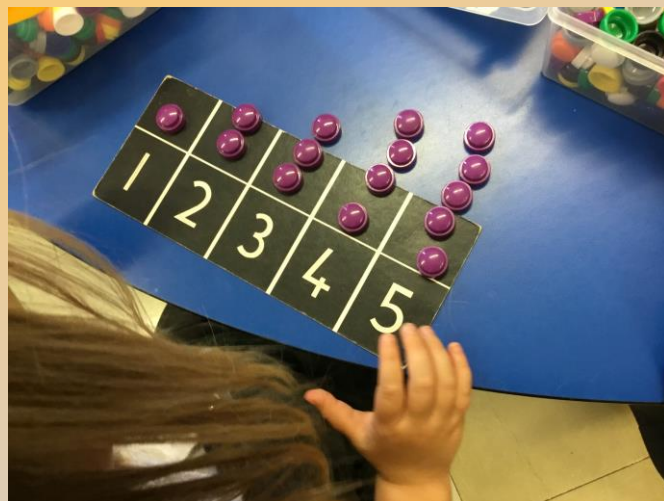


- ★ If children are given experiences where they can develop skills now, they will be more secure in their learning later.
- ★ Emphasis is on how they learn.
- ★ The children will develop skills to make them better learners and be able to transfer these skills into different contexts and everyday situations.



Have you often wondered what your child does all day?

Look at the concentration.



We are all very busy.





Our day



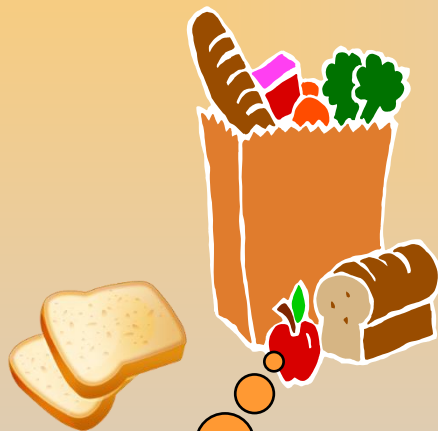
- ★ Welcome time chat, singing and/or story.
- ★ Prayers (grow in love) W.A.U.
- ★ Choose play area/ arts area.
- ★ Show time during play.
- ★ Tidy up to song or music.
- ★ P.E or listening activity.
- ★ Have healthy snack.
- ★ Outside play / break time.

- ★ Literacy time.
- ★ Getting ready for lunch time routine.
- ★ After lunch. Daily dander through the sensory garden. Park play.
- ★ Mental maths and numeracy.
- ★ Movement break/ circle time/ music time/ story or Promethean board activity.
- ❖ Getting ready for home time.

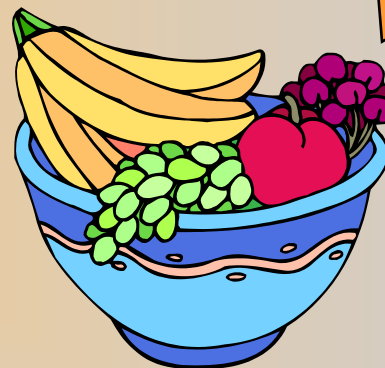


We eat healthy snacks.

We eat healthy snacks and we drink milk or water at Snack time.



A bread based product.



Fruit

Chopped vegetables.



Milk or water.





Guiding children towards independence.

We put our lunch boxes and snack on the shelf.



- ★ In P1 children participate in class routines and make choices in their learning.

We put our H.W packs in the blue box on a Thursday.

- ★ We provide opportunities for them to use social skills.

We choose dinner or lunch. We order paid and free dinner(s) for the week before Monday mornings. We can order toast on a Monday for the week.

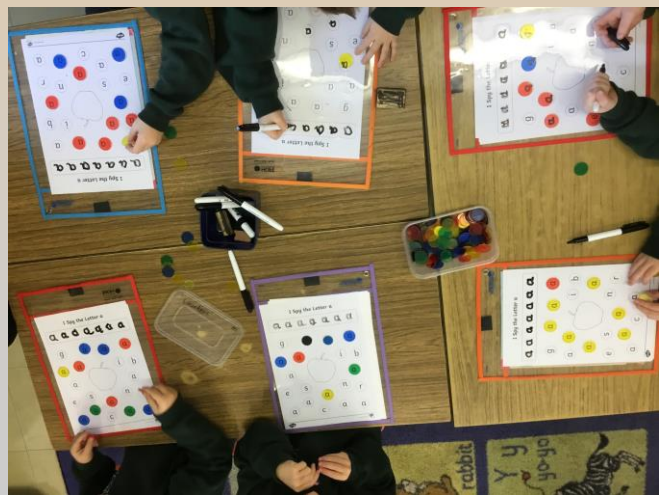


- ★ We hang up our coats and aprons.



Key features of learning in P1

We can do activities on our own or together.



- ★ Children develop and progress at different rates which is appropriate to them.
- ★ Child centred approach, focus on child's social and emotional development.
- ★ Play based learning full of practical learning experiences.
- ★ Emphasis on practical maths and literacy activities where children think and learn to problem solve.
- ★ Creativity celebrated.
- ★ Regular physical activities.

We talk about what we are doing.



Thinking skills and personal capabilities.

We talk about ideas and solutions.

- ★ To help children be better thinkers therefore better learners.
- ★ It is infused through the whole curriculum.
- ★ Language development and talking about the learning processes is very important.
- ★ To develop the children's independence and ability to work with others.

We play together, deciding who goes first, taking turns and figuring out how to play the game.





We are learning
to

Assessment in P1



- Assessment for learning is not about testing. It is part of the learning /teaching cycle of the day.
- We explain to the children what they are learning and why.
- They will know what they are doing well and what they need to improve.



The curriculum areas



- ★ Language and literacy
- ★ Mathematics and numeracy.
- ★ The arts (Music, art drama) are very cross curricular.
- ★ Personal development and mutual understanding.
- ★ Physical development and movement.
- ★ The world around us (WAU).
- ★ Religion/Grow in love.

**They love
building with
the hollow
blocks.**



Activity Based learning



- ★ Creative and expressive
- ★ Imaginative
- ★ Small world
- ★ Sand/ water
- ★ Construction
- ★ Table top games and jigsaws.
- ★ Loose parts play
- ★ Explorative play and structured activities.
- ★ Outdoor classroom area activities.





Numeracy and using Maths

- ★ Measures
- ★ Shape and space
- ★ Handling data
- ★ Sorting , matching
- ★ Making sets/counting
- ★ Rhymes and songs
- ★ Recognition/ ordering & writing numbers to 10 and further.
- ★ We use a variety of resources.

We are doing fun maths activities.

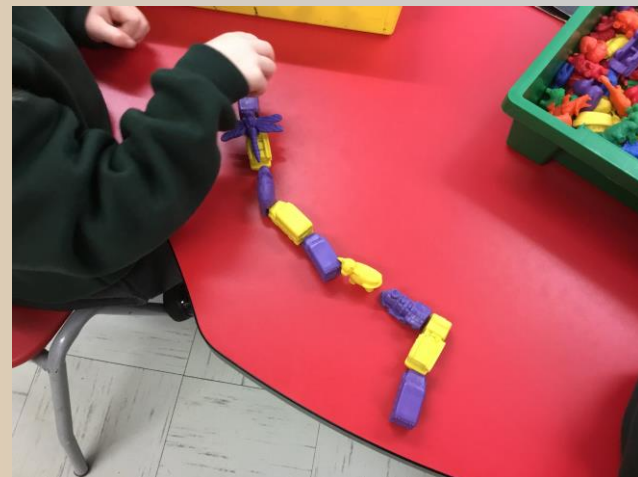


Maths is very practical.



Numeracy

- ★ Pattern and understanding of number.
- ★ Partitioning of sets/10
- ★ Mental maths
- ★ Maths games
- ★ Addition to 10 then extended to 15&20.
- ★ Practical subtraction
- ★ You can help at home by using websites such as Topmarks (Jack Hartman).





Literacy

We can write
and draw.

- ★ Shared reading
- ★ Letter sounds/names
- ★ Word building
- ★ Early guided reading
- ★ Independent reading
- ★ Shared writing
- ★ Experimental writing
- ★ Independent writing

We enjoy listening to stories
and learning to read the books.





Make time to enjoy reading and telling stories together.

- ★ Always make reading time fun , relaxing and enjoyable.
- ★ Try to set aside a quiet time for reading and homework.
- ★ Make sure that there are no distractions such as the TV.
- ★ Make stories part of an evening/bedtime routine.





Phonics.

- ★ Developing phonological awareness through **music, rhyme and rhythm.**
- ★ **Attention/ listening** skills.
- ★ Develop auditory processing skills- ability to **hear differences** in sounds.
- ★ Develop visual processing skills- ability to distinguish between different letters and **link the sounds to letters.**
- ★ Develop an ability to **match letters to pictures or objects** which begin with the letter sounds. To be able to **hear the letter sound** at the beginning of names and names of things.
- ★ Be aware of **rhyme and clap syllables.**
- ★ To be able to hear sounds in words and **blend /put sounds together to make words.**
- ★ To **match letter sound to letter** and develop **alphabet recognition** and knowledge.



You can help with phonics by

- ★ **Clapping syllables** in names, names of things and words.
- ★ Sway and clap to songs, **poems and rhymes** that you sing.
- ★ Immerse children in a wealth of **music**. Keep the **beat**.
- ★ Play **memory** word chains , I went to the shop and bought...
- ★ Give lots of opportunities for children to **write** letters and **draw** things which begin with the first letter sound of the word/ object.
- ★ Talk about what **letter sounds** you can hear at beginning of words, emphasize the letter sound.
- ★ **Find things** in the house which begin with the letter sounds that they are learning that week, match with the letters and **talk** about them.
- ★ Listen and join in on **Jolly phonics** songs, rhymes, tricky word songs on you tube. Other suggestions include Jack Hartman, Akili and me, Alphablocks.
- ★ Use **Starfall.com** a learning to read program.



Reading readiness

- ★ **Enjoy** looking at- `reading` **books** and **talk** about them.
- ★ Can **listen** with attention to stories.
- ★ **Distinguish between** text and illustration
- ★ **Understand** directionality and what is happening in the story.
- ★ **Know the difference** between words, letters, spaces.





Reading readiness

- ★ Begin to know letter **sounds**, words and things which begin with the sound and later name the letter.
- ★ **Track text** with Peter Pointer. Begin to **retell story**.
- ★ Begin to recognise **familiar words**.
- ★ Make **predictions**. Talk.
- ★ Show awareness of **comprehension**.
- ★ Notice environmental print and **find words**.





The Arts (Music, art and drama).

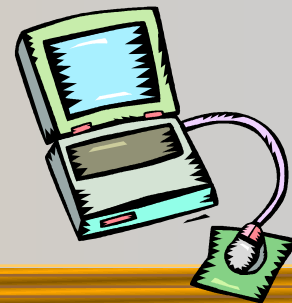
- ★ **Explore art** through a variety of materials, art media and stimuli. Free art and structured art activities.
- ★ **Music** activities (Listening, performing and composing). Listening to different types of music and instruments, Singing, playing percussion and making up musical sounds.
- ★ **Drama** through imaginative play, small world play , P.E, P1 assembly and Christmas.
- ★ **Cross curricular.**



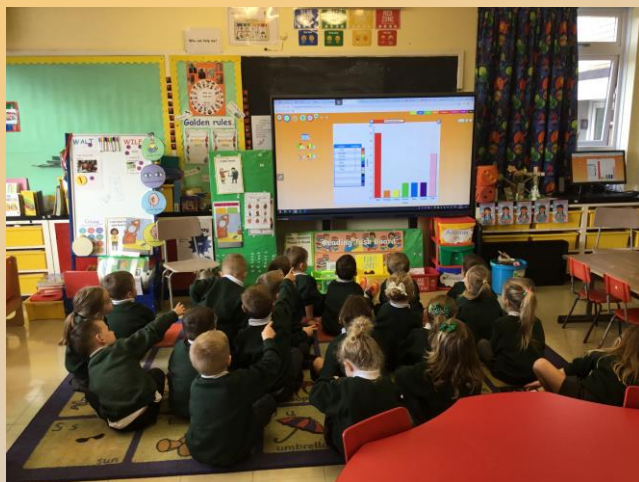


I.C.T

We explore ICT. We explore different programs and we explore how to use the computer.



I.C.T is linked into all curricular areas.
All the curricular areas are interlinked at times.



I
C
T
.





We encourage creativity.

We love joining in with
the music !.....

We play the
beat.....





Physical Play

Using 2 things or doing 2 movements at the same time helps

Children's co-ordination and improves their brain development.

- ★ Fine motor skills e.g. cutting and sticking, doing jigsaws, drawing, painting, playing with construction toys, small toys, threading beads and play dough. Using a variety of drawing /writing tools.
- ★ Gross motor skills through bigger movements, actions to songs, P.E and Playground/ Park.
- ★ Through all play areas
- ★ Through all curricular areas.





Outdoor play everyday.

★ We are developing outdoor learning.

The children will learn how to use outside natural resources inside and outside. We have logs, branches, conkers, leaves, shells, stones and pebbles to explore using our senses. I bring in seaweed straight from the beach. I bring in apples, lemons, vinegar etc so they can explore smell.





Physical play.



- ★ Indoor and outdoor P.E
- ★ Outdoor back playground play.
- ★ New garden and trees area.
- ★ P1 front playground and P1 outdoor class.
- ★ P.E includes
- ★ Games
- ★ Athletics
- ★ Movement (gymnastics) and dance.
- ★ Cora will be taking P1 after Halloween on Tuesdays.





World around us (Science, Geography and History).

- ★ Experimental and explorative.
- ★ Linked to play, seasons, times of year, environment, weather, topics/ themes and childrens` interests.
- ★ Linked to other subjects.





Golden Time

We celebrate our good behaviour.

We decorate a certificate to take home. We choose a prize out of the lucky dip tub/bag.

- ★ Golden rules.
- ★ Safety rules/ routines.
- ★ Just 2 easy reward board.
- ★ Paths child of the day.
- ★ Jenny Mossley's circle Time and weekly golden time.
- ★ Weekly golden boy and girl
- ★ Choices program and incredible years strategies.
- ★ Rewards and positive praise.

Sometimes we get nice food treats.

We get to do nice things.





Agreed class rules

- ★ Do be gentle
- ★ Do listen
- ★ Do be kind and helpful
- ★ Do look after our classroom things
- ★ Do be honest
- ★ Do try our best!





How you can help your child through play.

Writing on vertical surfaces strengthens
Muscles needed for writing.

Playing with play
dough strengthens
muscles in the
fingers and arms.



Writing in the
sand and with
chalk are the
best ways to
start developing
writing.



- ★ Remember daily routines are loaded with learning potential.
- ★ Read, talk, rhyme, draw, count and sing every day. Join the library.
- ★ Play board, dice, memory and match games.
- ★ Encourage independence, show children how to do things for themselves. They will feel more confident when they can achieve and do things for themselves.
- ★ Place emphasis on the enjoyment of the process and the skills being developed during the process not the end product.

Encourage **thinking** and
talking about ideas.
Play **outside**. **Sing**, play
music, listen to music.





Thank you for your continued support and thank you for coming.

