

# Settling into School / All About Me

## Prime Areas of the Foundation Stage Curriculum

<p style="text-align: center;"><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important by promoting and modelling active listening skills.</li> <li>Engage in story times through a timetabled story using books that will develop vocab.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound by pausing when reading, allowing the children to join and predict the word. In rhyme model noticing how some words sound a bit the same at the end.</li> <li>Listen to and talk about stories to build familiarity and understanding through rereading selected stories.</li> <li>Engage in non-fiction books through engaging with books that extend their knowledge of the world.</li> <li>Learn new vocab, using picture cue cards to talk about an object.</li> <li>Use new vocabulary through the day through modelling from adults or words and phrases.</li> <li>Develop social phrases through adults modelling talk routines throughout the day.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition by making books available in the reading corner.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Use new vocabulary in different contexts but linking fun phrases to familiar stories.</li> <li>Learn rhymes, poems and songs by joining in and refrains and learning some verses be heart</li> </ul> <p style="font-size: small; color: blue;">At home: Encourage your child to talk about their school day. Encourage good eye contact when speaking. Practice rhyming with real words and silly words.</p>	<p style="text-align: center;"><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop small motor skills through daily opportunities to develop upper arm and shoulder strength, moving and rotating arm and wrist independently through activities such as crawling, climbing, pulling and hanging.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring and <b>construction</b>.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Teach and model correct letter formation.</li> <li>Revise and refine the fundamental movement skills they have already acquired: walking, running, crawling, and climbing.</li> <li>Develop the overall body strength, co-ordination, balance and agility through opportunities to spin, rock, tilt, fall, slide and bounce.</li> <li>Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources.</li> <li>Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li> </ul> <p style="font-size: small; color: blue;">At home: Play puzzles, use scissors, help with correct pencil grip, look on Pintrest for 'Funky Fingers' ideas.</p>	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p style="font-size: small; color: purple;">Jigsaw – Being Me in My World - 'Who am I and how do I fit?</p> <ul style="list-style-type: none"> <li>I understand how it feels to belong and that we are similar and different</li> <li>I can start to recognise and manage my feelings</li> <li>I enjoy working with others to make school a good place to be</li> <li>I understand why it is good to be kind and use gentle hands</li> <li>I am starting to understand children’s rights and this means we should all be allowed to learn and play</li> <li>I am learning what being responsible means</li> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Manage their own needs. - Personal hygiene.</li> <li>See themselves as a valuable individual.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:-regular physical activity - sensible amounts of ‘screen time’ - healthy eating - having a good sleep routine – tooth brushing - being a safe pedestrian</li> <li>Build constructive and respectful relationships .</li> </ul> <p style="font-size: small; color: blue;">At home: Complete you All About Me book to share in school with your friends.</p>
--	--	---

## Specific Areas of the Foundation Stage Curriculum

<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Re-read books to build up their understanding and enjoyment. (On going CP)</li> <li>Make familiar books available for children in the book corner and at home (on going CP)</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul> <p style="font-size: small; color: blue;">At home: Enjoy sharing your books from school.</p>	<p style="text-align: center;"><b>Maths</b></p> <p style="font-size: small; color: purple;"><b>Whiterose - Getting to know you (wks1-3)</b></p> <p style="font-size: small; color: purple;">Opportunities for settling in and getting to know the children. Key times of the day, class routines. Exploring CP. Where do things belong? Positional language.</p> <p style="font-size: small;">Baseline Assessments</p> <p style="font-size: small; color: purple;"><b>Just like me! (wks 4-6)</b></p> <p style="font-size: small; color: purple;">Match and sort / Compare amounts / Compare size, mass and capacity / Exploring pattern</p> <ul style="list-style-type: none"> <li>Subitising by showing small quantities in familiar patterns, such as on a dice when playing games &amp; showing number on fingers without counting.</li> <li>Comparing numbers using vocab more than and fewer than, the same as, equal to by providing collections.</li> <li>Continue, copy and create repeating patterns using the rule AB and ABB.</li> </ul> <p style="font-size: small; color: blue;">At home: Play dice games learning to recognise the amount on the dice without counting.</p>	<p style="text-align: center;"><b>Understanding the World</b></p> <p style="font-size: small; color: purple;"><b>D.R.E. Religion: Christianity, Judaism Theme: Special People. Key question: What makes people special?</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Draw out common themes from stories such as Values.</li> <li>Talk about members of their immediate family and community.</li> <li>Learning that there are many different families.</li> <li>Understand that some places are special to members of their community through Beginners Service at church.</li> <li>Providing frequent opportunities for outdoor play and exploration.</li> <li>Observing and interacting with natural processes such as a magnet attracting an object through magic construction.</li> <li>Creating opportunities to discuss how we care for the natural world.</li> <li>Describe what they see, hear and feel whilst outside by</li> </ul> <p style="font-size: small; color: blue;">At home: Go on a wellie walk and look for signs of Autumn, talk about them with your family.</p>	<p style="text-align: center;"><b>Expressive Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Provide props and costumes for children to incorporate through their pretend play.</li> <li>Develop storylines through pretend play.</li> <li>Explore and engage in music by playing movement and listening games that use different sounds for different movements.</li> <li>Model how to tap rhythms e.g. syllables of names, objects, animals and lyrics of songs. Choreograph their own dances and movements.</li> <li>Explore and use a variety of artistic effects to express their ideas and feelings including printing with sponges/finger printing, repeated patterns, joining techniques e.g. tape and glue</li> </ul> <p style="font-size: small; color: blue;">At home: Listen to your favourite music &amp; enjoy dressing up</p>
--	--	---	--

<p>Dear Chestnut Parents</p> <p>We are looking forward to welcoming the children into class over the coming weeks. Thank you to all of you for making us feel so welcome into your homes, it was a great opportunity to get to know your child and you better.</p> <p>The Curriculum Map on the previous page is a guide for what we will be doing with the children during their first term in school. The Foundation Stage places great emphasis on child-led learning so plans will change and develop with the children's interests and curiosity! Most, 4- and 5-year-olds will come home telling you they have "done nothing today" or "I can't remember." Let me reassure you that they will be very busy with lots of fun and exciting activities. We will spend a lot of time this term observing the children, this will enable us to get to know their personalities and inform our planning for the coming months.</p> <p>Please come and speak to me if you have any questions.</p> <p>Once again, thank you so much for all your support in settling the children into school!</p> <p>From Mrs Williams &amp; Team Chestnut ☺</p>	<p><b><u>Start of the school Day:</u></b> Just a reminder that you can drop the children off between 8.40 - 8.55am so that they are in and ready to start the day at 9am. Please can we encourage you to say your good byes at the gate, this will really help with settling all of the children and give them a calm start to the day.</p>
	<p><b><u>Coats:</u></b> This week's weather has been fantastic but September and October can be very changeable, please make sure that your child has a coat in school every day.</p>
	<p><b><u>Welcome to Chestnut Meeting for Parents – Thursday 21<sup>st</sup> September, 7pm in the classroom</u></b> This is an opportunity for us to share more information about your child's first year in school, how we plan our days and what their learning will look like. It's also a chance for us to talk to you about how you can help and support your child.</p>
	<p><b><u>Parents Phonics &amp; Reading Evening – Thursday 5<sup>th</sup> October, 7pm in the classroom</u></b> This is a really important sessions as we have changed our phonics and reading schemes. It's an opportunity for us to give you an insight into how we teach phonics and reading. We hope this meeting will give you a greater understanding, enabling you to help with reading &amp; phonics at home.</p>
	<p><b><u>Tapestry – On-line Learning Journal</u></b> You will receive an email for you to create a Tapestry account, this is where we will share your child's learning journey with you. Please share any photo or videos of things you do at home. We love to see what the children have been doing. We would also like you to engage with your child's learning by liking or commenting on the post we make in school. We will talk about this more at the meeting on 21<sup>st</sup> September.</p>
	<p><b><u>Reading:</u></b> The children will bring story books home in their book bag. These are for you to share with them encourage them to talk about the pictures, turn the pages, make simple predictions and talk about bits they liked and disliked. <b>Please use their reading record to make any comments, we will talk about this more at the parent meetings.</b></p>
	<p><b><u>Afternoon Snack Time:</u></b> Each year we have a parent who kindly offers to co-ordinate the organising of an afternoon snack. This parent will collect a £5 donation from each of you for the year and then buy a range of snacks so they can all have something to eat in the afternoon. This will be organised through your class whats app and we will talk about it at the parent meeting.</p>
	<p><b><u>Beginners Service – TBC</u></b> We will be attending our annual Beginners Service at church with our Oak Buddies. More information to follow on this but please keep the date free if you can</p>
<p><b><u>Duvet Days:</u></b> If your child is not yet 5 and finds 5 full days tiring you are able to take what we call 'duvet days' where they can stay at home and have a rest. If we feel they need this we will speak to you but as you know your child best, please let us know if they are struggling.</p>	