



WELCOME TO FOUNDATION

Information PowerPoint

Autumn 2022

Meet the Foundation Team



Mr Wakelin
Class Teacher



Mrs Ford
TA



Mrs Taylor
TA

Our Classroom

The learning environment is an important aspect of the EYFS.

In the classroom we put out the children's continuous provision which they access during planning board time. The resources available are designed to enhance the children's independence.

We have specific areas in the classroom for the children to use:

Literacy

Maths

Let's Imagine

Let's create

Let's explore

Small world

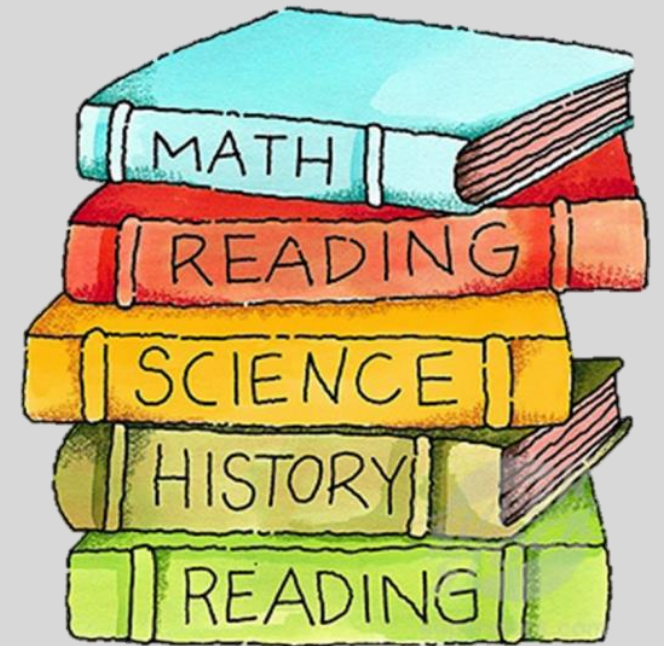
Construction

Book corner



Foundation Timetable


8.40 – 8:50	Drop off	1 – 1.15	Register and calm time
8.50 – 9:00	Morning activities and Registration	1.15 – 1.45	Planning board (choice activities)
9.00 – 9.20	Phonics	1.45 – 2.00	Afternoon play
9:20 – 10:10	Planning board	2.00 – 2.40	Planning board (choice activities)
10:10 – 10:25	Snack time	2.40 – 2.50	Reading comprehension
10:30 – 10:45	Play time	2:55 – 3:15	Class Assembly
10.50 – 11.10	Maths	3.20	Pick up time at Foundation gate
11.15 – 11.35	Writing		
10.40 – 10.50	Story/Song and handwashing for lunch		
11.55 – 1.00	Lunchtime and playtime		



Our Learning Journeys

Our curriculum Journey is focused on key concepts and ideas. We will explore these within different contexts in our topics.

The nature of the EYFS curriculum means that we follow the children's interests throughout and respond to this actively when planning learning and the children's continuous provision. Some of the ideas may therefore be subject to change.

Areas of Learning	Autumn 1 New Beginnings	Autumn 2 Celebrations	Spring 1 Winter	Spring 2 Changes	Summer 1 Transport	Summer 2 Superheroes
Events/foci in addition to children's initial interests and fascinations	Transition Baseline Building secure relationships between children and adults Modelling and embedding routines Introduce school bear – link with home and school School Tour – 'We're going on a school hunt' Mapwork – classroom & school	Autumn Walk – Week 1 Bonfire Night World Nursery Rhyme Week Divali Christmas Hanukkah Autumn – weather/seasons Harvest Festival	Winter Walk – Week 1 New Year Resolutions Revisiting routines and expectations Lunar New Year Valentine's Day Winter – weather/seasons	Spring Walk – Week 1 Easter Chicks/Butterflies Spring – weather/seasons Growing	Local Walk to Corfe Mullen Ride on a bus – bus tour	Summer Walk – Week 1 Trip to Moors Valley Transition to Y1 Visit from local Superhero
Core Texts Culturally Diverse Fairy Tales - 11 picture books for your classroom - No Time For Flash Cards						
Core Literacy Texts	 Martha Maps it Out The Everywhere Bear We're Going on a Bear Hunt	A collection of firework poems Binnie's Divali Christmas Pine Dasher The Christmas Eve Tree The Christmasaurus Paddington's Christmas Post Dear Father Christmas	Lost and Found – Oliver Jeffers The Storm Whale in Winter Cubs First Winter The Bear's Winter House	The Tiny Seed The Hungry Caterpillar Amazing Life Cycle of Plants – Kay Barnham	The Train Ride Naughty Bus Last stop on Market Street Emma Jane's Aeroplane Can't put an elephant on a bus	Supertato Superworm Traction Man is Here Juniper Jupiter
Traditional Tales	Gingerbread Man Three Little Pigs Stone Soup	The Magic Paintbrush Hansel and Gretel Puss in Boots	Goldilocks and the Three Bears Goldilocks and the Three Pandas The Snow Queen Little Red Hen	Ugly Duckling Jack and the Beanstalk The Enormous Turnip A Squash and a Squeeze Handa's Surprise	Little Red Riding Hood Three Billy Goat's Gruff Chicken Licken	Cinderella Cinderella and the Golden Sandal Baba Yaga
Songs and Rhymes	5 little speckled frogs 5 little ducks 5 little men 5 in the bed	The Wheels on the Bus Zoom zoom zoom Row Row Row your boat	Humpty Dumpty Old macdonald Baa baa black sheep	Ten in the bed Farmer in the den Ten green bottles Little Bunnies	Miss Polly had a dolly Twinkle Twinkle Hickory Dickory Dock	Pupils choice

Home Learning

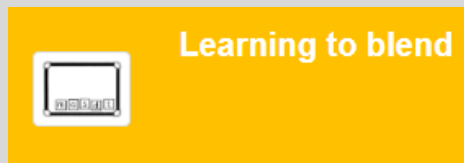
By the end of this week Curriculum leaflets and a home learning sheet will be sent out. These detail the curriculum coverage for this half term, as well as giving ideas for home learning that correspond with our learning in school. These ideas are just a guide to what you could do at home, as I am sure the children will have their own ideas for home learning.

We love seeing the children's home learning and they really enjoy sharing their experiences with their peers. If you would prefer not to send learning into school, please email me a picture of the learning or places you have been, and we can continue to share what the children have been up to.

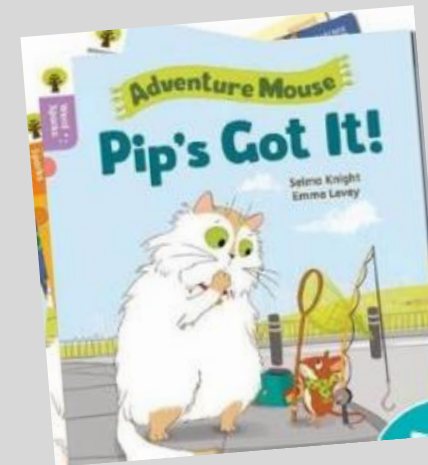


Early Autumn Term Foundation

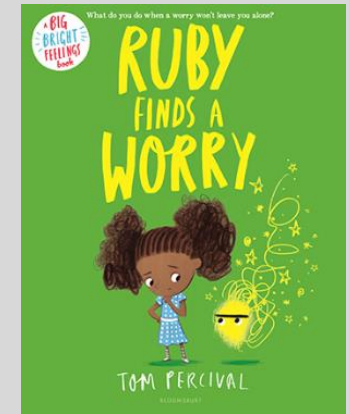
Access the **Virtual Classroom** videos sent out weekly to practise what we have been up to at school!



Letter Formation sheets practising the sounds we have learnt each week at school



Lilac Wordless Shared Reader Book
To share and read together using the prompts in the book to help you.



Love to Read Book
A book chosen by your child from the library to share together at home.

Autumn Term Foundation



Learning to Blend

Word Time! 1.1

Don't forget to use your Fred Talk if you need to. Then... Fred in your head!



1.1 green words
Please help your child read and write these words.

mad	sad	dad	mat	sat
-----	-----	-----	-----	-----

mad


Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)
a g t p n s d o i

Green Words - read these words by blending the sounds together
not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck
I the

I got pop
dad got a sip
the dog did not



Phonics

'Reading should not be presented to children as a chore, or a duty. It should be offered as a gift'

Katie DiCamillo

[Intent](#)

At Henbury View First School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling and blend sounds to read

- Our Curriculum
- Learning Cycle
- Year Group Pages
- Phonics
- Reading
- Writing
- Maths
- Science

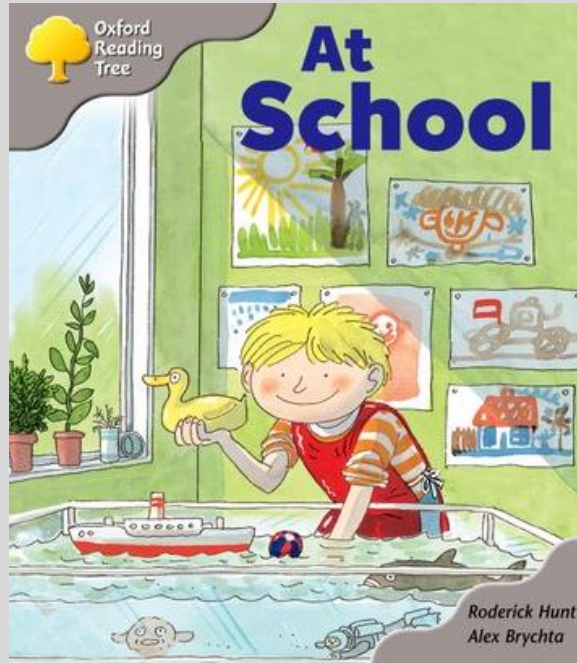
Our school website has a wealth of resources to support you at home with phonics.

Books Going Home



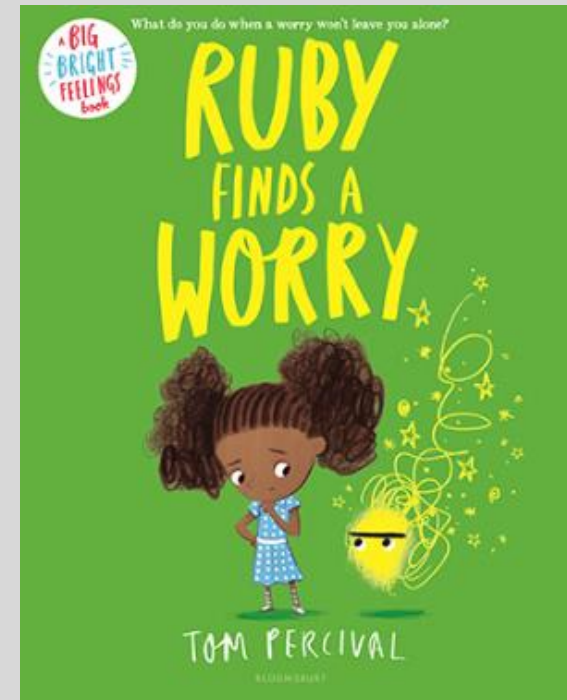
Learn to Read Book

Your child will read this confidently and it matches the phonics they have been learning in school that week



Shared Reader Book

Closely matches your child's current phonics learning but they will need some support with sounds they may not have learnt yet – to be read together and with support from you.



Love to Read Book

A book chosen by your child from the library to share together at home. We will change them every wednesday

Ebook Library

The screenshot shows the Oxford Owl eBook library website. At the top, there is a blue header with the text "Oxford Owl eBook library" and the Oxford Owl logo. Below the header is a search bar with the placeholder text "Search...". Underneath the search bar are three dropdown menus: "Age groups", "Series", and "Levels". A link labeled "Start Again" is positioned below the filters. The main content area displays five book covers: "The Little Red Hen", "The Haircut", "A Home for Ted", "Tiger's Family", and "Big, Bad Bug". Below this, a teal banner reads "Free read with...". Underneath the banner is another "Levels" dropdown menu and a "Start Again" link. The bottom section shows five "Sound Blending Book Bag" books, labeled "Book 1" through "Book 8", each with a corresponding cover image.

Access a wide range of ebooks on the Oxford Owl website too!

FHen
frog



Reading Records

You don't need to write too much!

Examples:

*A signature and tick three times stating you have simply read the book is great!

- “X read most green words independently but struggled with sh sound so we worked on this together.”
- “X read all of the speedy green words in under 1 minute. We played games to beat her time.”
- “After the third read, X was confident on all sounds apart from nk.”

Learn to Read Book

This is the book we would love to see recorded in your reading record **at least x3 per week**.

You can of course log other reads from the shared book and library books or maybe even your own books at home.

Reading with your child is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!

Please remember to bring book bags into school everyday with these key items in



There are routines and systems in place that ensures your child will receive all of the books they need as well as new log book slips for the week.

It is difficult for us to manage this if book bags are not in school every day with all of these items.

Handwriting

Handwriting is a key part of writing and something that we work hard on all year. Correct letter formation enables children to write quickly and not focus too much on how the letter looks, instead more on what they are writing.

Each week new letter formation sheets will be sent home for each child to have a go at. They can use any pen/pencil they want (ideally ones they can hold easily) to help them enjoy completing each sheet.

Try to encourage them to use a tripod grip, as we have started practicing it at school.

Henbury View First School

My Phonics Folder

Letter Formation
Ditty Reading

Read Write
to read

Practise handwriting
Maisie, mountain, mountain

Practise sound-writing

EYFS Foundation Year (On-track Expectation)

September	October	December	February	April	May	July
<p>Children can: Participate in Fred Talk phonics games</p> <p>Link the sound to the corresponding picture frieze</p> <p>Begin to read Set 1 sounds</p>	<p>Children can read: Most Set 1 sounds and begin to blend</p>	<p>Children can read: All Set 1 sounds and can orally blend</p> <p>Can Fred Talk CVC words</p>	<p>Children can read: Red Ditty Storybooks All Set 1 sounds speedily</p> <p>Fred talk ccvc / cvcc</p> <p>Nonsense cvc words</p> <p>Home: Red ditty story book from week's teaching and corresponding Book Bag book</p>	<p>Children can read: Green Storybooks Fred Talk 4 or 5 sounds including special friends Set 1</p> <p>Nonsense words 3 or 4 sounds including special friends Set 1</p>	<p>Children can read: Green/purple storybooks Read words with 4 or 5 sounds - Set 1 speedily</p> <p>Set 2 sounds (<i>ay ee igh ow oo oo</i>)</p> <p>*Some children may be ready to begin pink storybooks activities during this term. Where appropriate, children may also be ready to access some set 3 sounds. Only introduce these if Set 2 sounds are embedded and secure.</p>	<p>Children can read: Purple Storybooks Read words with 4 or 5 sounds – Set 1 speedily</p> <p>Set 1 & first six Set 2 sounds (<i>ay ee igh ow oo oo</i>) speedily</p>

Support at Home

<p>-Use of school website to play phonics games -Oxford Reading Tree Lilac books (wordless)</p> <p>-Handwriting formation practice sheet packs and little green Set 1 Sounds books given out (<i>Meet the Teacher</i>)</p>	<p>-Early Word Time PowerPoints -ORT Lilac/Pink books (Shared reader)</p> <p>-Sound Blending books</p> <p>-Handwriting packs cont..</p> <p>-Phonics logbooks introduced CVC word focus (<i>Spelling</i>)</p>	<p>-Sound blending books -Ditty photocopy masters home -Pink/Red ORT (Shared readers)</p> <p>-Handwriting packs cont..</p> <p>-Phonics logbooks CVC word focus & Red Ditty red words sent out to practise and read (<i>beg of Spr 1</i>)</p>	<p>-Red ditty storybooks - Red ORT (Shared readers)</p> <p>-Handwriting packs cont..</p> <p>-Phonics logbooks matched to phonics group learning for the half term</p> <p>-Personal red word lists from assessments</p>	<p>Green storybooks - Yellow ORT (Shared readers)</p>	<p>Green or Purple storybook - Yellow/Blue ORT (Shared readers)</p>
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Hi! I'm Fred the Frog and I only speak in pure sounds.



Phonics Road Map

Writing

In Foundation, we offer a wide range of opportunities for children to make marks and write both through adult led and child initiated activities.

◦ **We will begin to focus on:**

- *Developing an enjoyment and love for writing*
- *Exploring different resources for mark making and messages*
- *Being able to ascribe a meaning to the marks we make*
- *Learning about letters and the sounds they make through our phonics sessions*
- *Beginning to write some of the sounds e.g. at the start of a word*
- *Being able to use more of the sounds we need in our writing - hearing the different sounds in the words we use*
- *Writing in a range of contexts including writing our names, other words and captions*

Reading into writing:

- Throughout the year we provide children to



Maths ELG

◦ Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatic recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

◦ Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

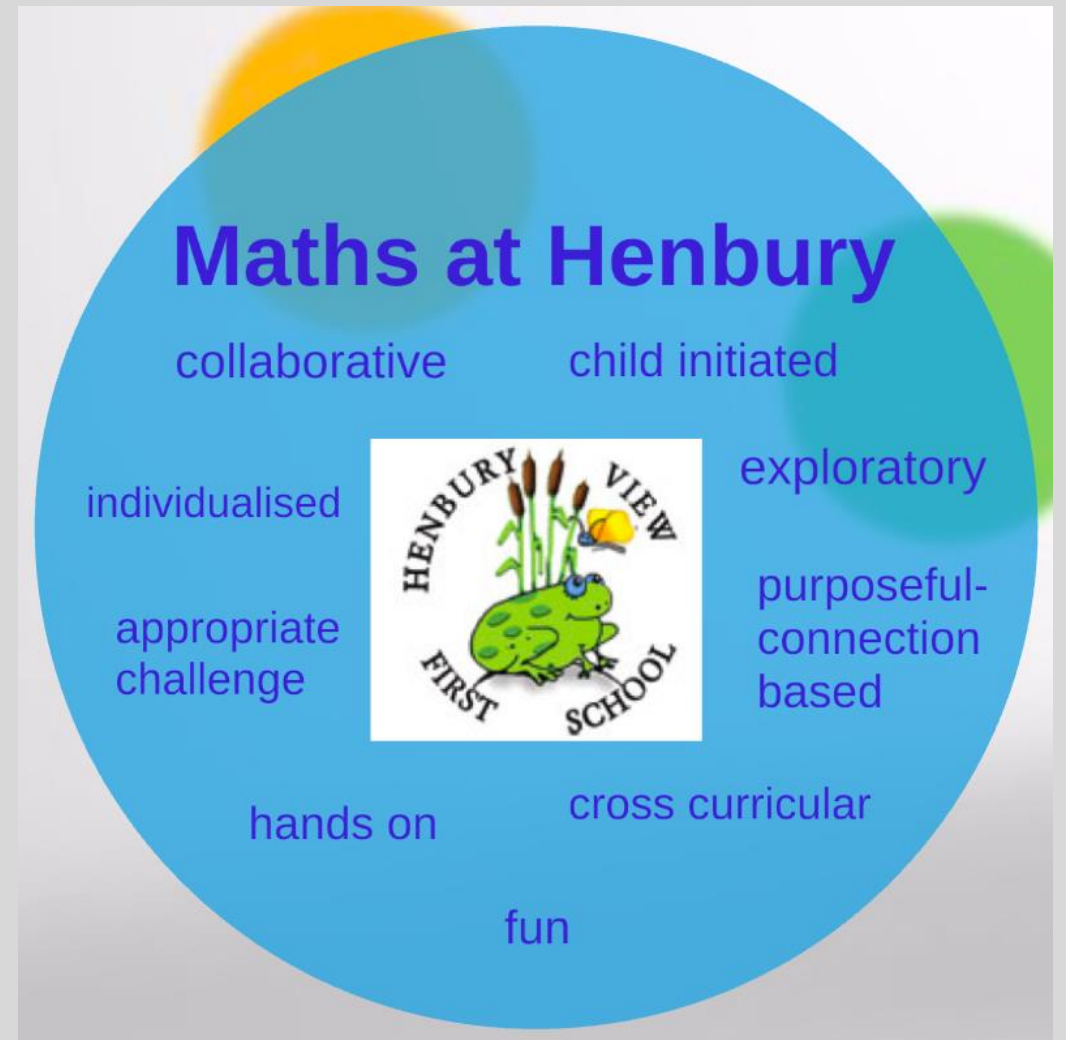


Maths

- **Our maths learning will be exploratory and hands on, through both adult and child initiated play based activities to support early conceptual understanding.**

How is it taught?

- Exploratory learning- children to be part of building their own understanding
- Times for teacher-led, child-led and structured play
- Practical nature- use of manipulatives
- Purposeful context- children to see real life applications
- Often spontaneous and cross curricular- not confined to Maths sessions



Maths – Autumn 1

How to help at home:

- Exposing the children to numbers frequently
- counting out loud rather than in your head
- Using positional language with them, especially if giving instructions
- Using comparative language

Helping children see maths in everyday life enables them to understand its value and wide application.

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

PE

- Our PE curriculum will first focus on learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder



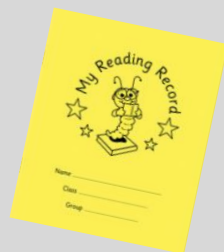
Things to Remember

Bookbags and Reading Records

Please ensure bookbags come into school **everyday**. This is so we can keep all the phonics resources up to date and hand out letter as and when.

In Foundation, the children can **change their choice book every Monday and Thursday**.

We will be checking reading records every **Friday** to acknowledge any comments you have made.



Naming

We strive for independence in Foundation, this does mean sometimes Jumpers being left in different places or PE kit going wondering. Please ensure everything your child wear and brings to school is named, thank you.

Home Learning

We love sharing home learning at school so please bring this in whenever you wish

PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**



Snack

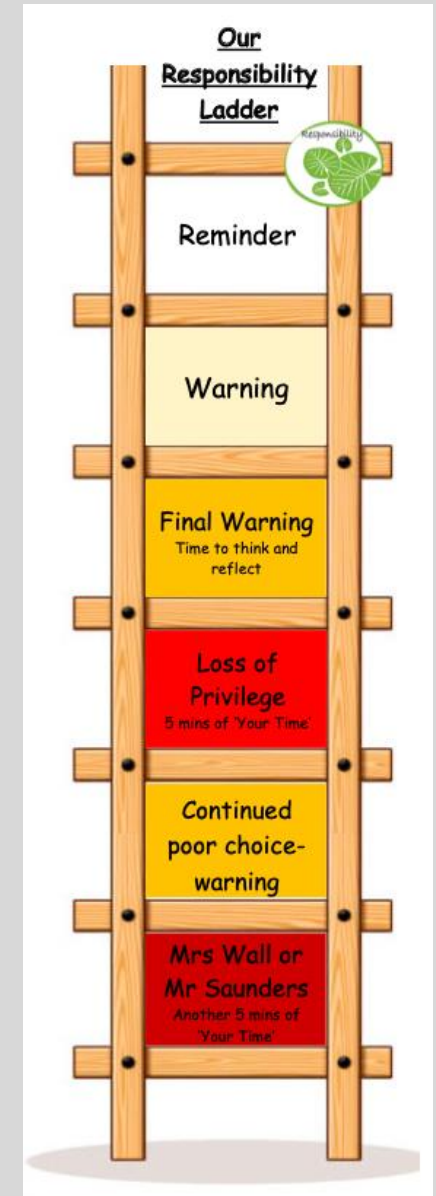
The children have a snack before/during break everyday. This is always a piece of fruit or veg and varies each day. If you would like to provide your child with a specific piece of fruit or veg then you are welcome to



Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.



Self-Regulation

5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE

GROWTH MINDSET

M I'm motivated to learn
I I can achieve anything
N I notice and celebrate small wins
D I discover how I can do better
S I'll practice self-reflection
E I'll put in my best effort
T I trust my abilities

STAR BREATHING

HOLD EXHALE INHALE HOLD
EXHALE INHALE EXHALE INHALE
HOLD EXHALE INHALE HOLD

SIZE OF THE PROBLEM

Emergency
I AM IN DANGER OR HURT.
I NEED IMMEDIATE HELP.

Huge Problem
I AM ANGRY.
I FEEL OVERWHELMED.

Medium Problem
SOMETHING IS BOTHERING ME.
I FEEL ANXIOUS.

Small Problem
I CAN SOLVE THE PROBLEM ON MY OWN.

Little Problem
I CAN SOLVE THE PROBLEM QUICKLY.

BREATHING EXERCISES

BEE BREATHING
Take a deep breath and exhale through your nose while humming like a bee.

CANDLE BREATHING
Take a deep breath and blow out the candle on the cupcake.

DRAGON BREATHING
Take a deep breath and roar like a dragon to breathe out fire.

BUBBLE BREATHING
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

Teams



Microsoft Teams

We will be posting work and activities that we are doing in Foundation onto our class Teams every week.

Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

[Henbury View First School - Foundation](#)

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

office@henburyview.dorset.sch.uk

foundation@henburyview.dorset.sch.uk