

# Foundation Stage Expectations Workshop

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# Things to remember...

- ▶ Contact details
- ▶ Name labels
- ▶ Reading
- ▶ Pick up time
- ▶ Water bottles

# What is the Foundation Stage?

- ▶ The Early Years Foundation Stage (EYFS) is how the DfE (Department for Education) and early years professionals describe the time in your child's life between birth and age 5.
- ▶ Your child is currently in F2.

# What will your child be learning?

- There are 7 key areas of Learning and Development

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

# Early Learning Goals

- ▶ Early Learning Goals (ELG's) are the expected levels that your child should reach at the end of the Reception year.
- ▶ There are ELG's for each of the 17 aspects of learning.
- ▶ If your child achieves the ELG in the first 12 aspects of learning then they will be judged as achieving a Good Level of Development (GLD).

# Oracy

- ▶ Learning to talk.
- ▶ Being able to express yourself through speech clearly, fluently and using the correct grammar.
- ▶ Being able to respond to what other people are saying - 2 way conversations.

# Why is oracy important?

- ▶ It is the first step in children's reading and writing development.
- ▶ Increases their confidence and helps them build relationships.

# How can you help your child?

- ▶ Speaking in standard English.
- ▶ Speaking in full sentences.
- ▶ Modelling correct and appropriate talk.
- ▶ Singing songs and nursery rhymes.
- ▶ Reading stories to them.
- ▶ Practising the phonics sounds.



# ELG Reading

*Children **read and understand simple sentences**. They use **phonic knowledge** to decode regular words and read them aloud accurately. They also read some **common irregular words**. They demonstrate understanding when talking with others about what they have read.*

# ELG Writing

*Children use their **phonic knowledge** to write words in ways which match their spoken sounds. They also write some **irregular common words**. They **write simple sentences which can be read by themselves and others**. Some words are spelt correctly and others are phonetically plausible.*

# ELG Number

Children *count reliably* with numbers from *one to 20*, *place them in order and say which number is one more or one less* than a given number. Using quantities and objects, they *add and subtract two single-digit numbers* and *count on or back* to find the answer. They solve problems, including *doubling, halving and sharing*.

# ELG Shape, Space and Measure

*Children use everyday language to talk about **size, weight, capacity, position, distance, time and money** to compare quantities and objects and to solve problems.*

*They **recognise, create and describe patterns**. They explore **characteristics of everyday objects and shapes** and use mathematical language to describe them.*

# ELG Speaking

*Children express themselves **effectively**, showing **awareness of listeners' needs**. They use **past, present and future forms** accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by **connecting ideas or events**.*

# ELG Listening and Attention

Children *listen attentively* in a *range of situations*. They *listen to stories*, accurately anticipating key events and *respond to what they hear with relevant comments, questions or actions*. They give their attention to what others say and *respond appropriately*, while engaged in another activity.

# Ways you can help at home

## Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue".

## Understanding

- When we're sharing a story together ask me why I think something has happened or what might happen next.

## Speaking

- When we're sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat".
- Play "I spy" with me.
- Use different voices, like loud voices or squeaky voices, when we're telling stories.

## Personal, Social and Emotional Development

### Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

### Self confidence and self awareness

- Let me tell you how you can help me when I'm making something.

### Managing feelings and behaviour

- Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing.



## Physical Development

### Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

### Health and self care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.

## Mathematics

### Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

### Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

## Expressive Arts and Design

### Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

### Being imaginative

- Let me tell you a story about what I'm doing

## Literacy

### Reading

- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you jump?" or "Can you hop?" and I have to put the sounds of the word together and show you the action.

### Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

## Understanding the World

### People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

### The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

### Technology

- Let me listen to a story or a song on our radio, CD player, app or website.

