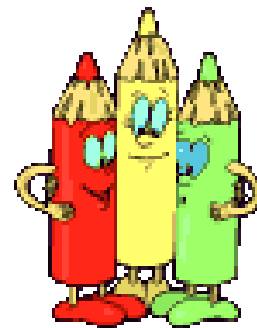
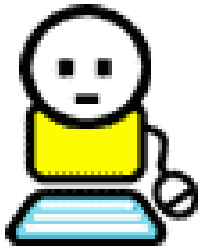


# MOULTON PRIMARY SCHOOL

## Supporting your child's learning



During the first year of school our staff continue to work with the Early Years Foundation Stage (EYFS) curriculum. This is divided into 6 areas:-

Personal, social and emotional development

Communication, language and literacy

Mathematical development

Development of knowledge and understanding of the world

Creative development

Physical development

The EYFS is based around four themes which are:- a unique child, positive relationships, enabling environment and learning.

Your child may have been to a nursery or playgroup before starting school where these areas of learning are all promoted and where they will have started to cover their Stepping Stones within the Foundation Stage Curriculum.

This booklet is designed to give you some ideas of ways to prepare your child for the final part of the Foundation Stage and work in partnership with the reception staff to the benefit of your child. (For ease of reading, we always refer to your child as 'he'.)



## **Personal, social and emotional development.**

It could be argued that this is the most important of the six areas of learning. Without appropriate development here the other five areas can be adversely affected. The following are just some ideas to promote development in this area. Encourage your child to:

1.	Gain confidence by trying new activities.
2.	Have regular quiet times when he can maintain attention to a particular task.
3.	Be sensitive to the needs, views and feelings of others.
4.	Make friends with other children and speak to adults known to the family.
5.	Share and take turns. Help him to realise that he can't always expect to win games!
6.	Understand acceptable behaviour and be willing to explain to him what is right and wrong and why.
7.	Become more independent in dressing and undressing himself and managing his own personal hygiene.

## **Communication, language and literacy.**

Children need to communicate effectively and with confidence. Some of our communication is non-verbal, so help your child by encouraging good eye contact, for example by singing and action rhymes. Children also need to be encouraged to listen well, understand what they hear and respond appropriately. Language is not only a means of communication but is also a tool for thinking. You can help your child by speaking to him as much as possible, commenting on the world and activities you and he share.

Communicating by making marks is to be encouraged as the beginning of creative expression and writing. Pencils, felt tip pens, chinks and paints all give this experience.

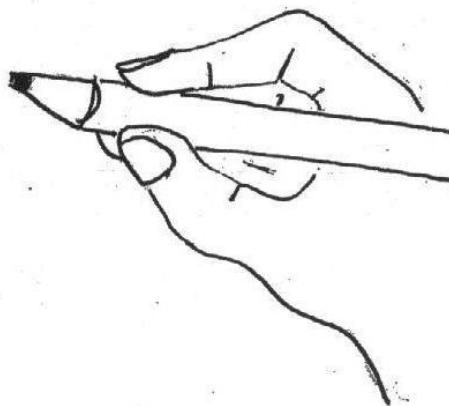
There is no magic moment when a child is ready for reading. Sharing books and reading to him as much as possible is the best start you can give your

child in this area. If your child shows a strong interest in the actual words in books and seems to want to learn to read, there is no reason why you should not help him to do so before he goes to school. Just make sure that the learning is kept enjoyable and books are equated with pleasure.



You can help your child in this area by encouraging him to:

1. Speak clearly and audibly.
2. Take turns in conversation and listen to others.
3. Play simple listening games e.g. "I Spy" and "Which Words Rhyme?"
4. Develop a love of listening to stories, songs and poems (not forgetting traditional nursery rhymes) and retelling stories in sequence.
5. Observe print in the environment - street signs, shop names, food packages etc.
6. See YOU reading books, magazines and newspapers.
7. Make use of your local library. Help him to choose books as well as enjoying them together.
8. Build up his personal library. Children love to own books and delight in re-reading favourite stories.
9. Link sounds to letters by sounding out the alphabet, e.g. "cuh" for "c" not "see". (Only if he is ready for this.)
10. Watch you reading to him at times by tracking the text with your finger to demonstrate reading is from left to right.
11. Take part in activities that will develop the fine motor skills needed for writing e.g. dot-to-dot pictures, tracing line drawings, colouring pictures and the use of scissors.
12. Hold his pencil correctly, when he is ready. (Holding the pencil so that it rests on the second finger and is held in position firmly by the thumb and the index finger.)
13. "Have a go" at writing for various purposes and writing his own name correctly.
14. Form his letters correctly and use mainly lower case letters e.g. Fred not FRED.
15. Make letter shapes with dough, write letters in wet sand and trace over large letter shapes.



In school we encourage the children to write using  
lower case letters (not capitals)

## Letter and Number Formation

### Lower Case Letters

*Always make sure that your child begins to write the letter at the correct point.*

These letters start from the top:

↓ l top to bottom

i down and do the dot

j down, under and do the dot

t down, curve and cross

r down, up and curve a little

n down, up, over and flick

m down, up, over, down, up, over and flick

u down, curve up and down and flick

y down, curve up, down and under


h down, up halfway, over and flick


b down, up halfway and round


p down below, up and round


These letters start like "c":


 round we go




 all the way round


 round, up and down and flick


 round, up higher, down and flick

 round, up, down and under


 round, up, down and kick

Write all the letters with one continuous movement except for:   


 up, over and round


 curve, down and curve back and cross

 curve down and curve

 along, down, along

 down and up

 down, up, down, up

 right across, left across

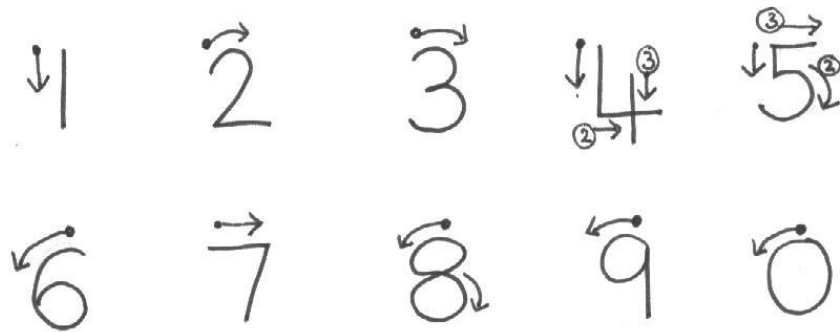
 top to bottom, up halfway, loop back to line, across and flick

## CAPITAL LETTERS



*Descending strokes of letters are made first.*

## NUMBERS



*Numbers 1, 2, 3, 6, 7, 8, 9, 0 are all written in one continuous movement.  
Note the direction and order of strokes used in writing 4 and 5.*



## Mathematical development.

As with language, mathematics is evident all around us, giving adults many opportunities to develop learning in this area for children. In their play children unwittingly explore mathematical ideas. Building with blocks gives them experience of fitting 3D shapes together and their properties, whilst sand and water play gives them experience of capacity. It is only when children have had lots of practical experiences with numbers that written sums are tried. (Usually when children move up to Year 1 and 2.)

You can help your child in this area by encouraging him to:

1. Count everyday objects and use number names in familiar contexts.
2. Recognise numerals in his environment e.g. on buses, road signs, on houses and on food packets.
3. Help with the shopping e.g. counting oranges into a bag, and helping to put the shopping away, sorting things into their correct place.
4. Learn number rhymes e.g. 12345 once I caught a fish alive and rhymes that encourage counting with their fingers, both adding and subtracting.
5. Play games that involve counting e.g. dominoes, board/dice games and games that involve matching e.g. snap, pairs.
6. Recognise and name simple shapes around him.
7. Use mathematical language e.g. more/less, longer than/shorter than.
8. Laying the table- setting one knife, one fork, one spoon, for each person
9. Help with home baking! Making cakes and biscuits is an ideal way of introducing weighing and using mathematical language.
10. Recognise patterns in his environment and make patterns of his own e.g. with beads, duplo.

## Development of knowledge and understanding of the world.

This area of development speaks for itself! Children are naturally curious about the world they live in and this needs to be nurtured. Finding out about living things and asking questions about why things happen and how things work is science. Observing events around them and identifying features in the place they live is geography. Equally, finding out about past events in their lives and in those of their families is their first history lesson.

Technology is in evidence when children build and construct with blocks, duplo and scrap materials (boxes, tubes etc.) They find the best way to join things together and use tools to shape and assemble things e.g. scissors, glue sticks. They also support their learning by using modern technology e.g. computers.

Beginning to know about the differences between people and their customs, family traditions and celebrations paves the way to later studies in religious education.

## Creative development.

A child does not usually need a lot of encouragement to be creative! Nevertheless, we can encourage his creativity by:

1. Providing him with the materials he needs e.g. paints, felt tip pens, paper, card and glue.
2. Singing simple songs and recognising sounds and sound patterns.
3. Praising the using of his imagination in artwork and providing props for imaginative role-play, e.g. dressing-up clothes, a tea set, and big cardboard boxes.
4. Helping him to explore all his senses.
5. Helping him to express and communicate his ideas, thoughts and feelings, by listening to him and taking interest in the activities he devises.

## Physical development.

Children are naturally active and need to practise moving with increasing control and coordination. We live in a world where child safety and television and computers have restricted our children's physical development to the possible detriment of their future health. It is, therefore, very important that you encourage your child to:

1. Move with confidence and in safety.
2. Use balancing and climbing equipment. Visits to the park or soft - play areas help with this.
3. Practise his skills with small equipment e.g. balls, beanbags.
4. Develop fine motor skills by handling tools, using construction toys, completing jigsaws and using play dough. These activities will all help with pencil control in future writing.
5. Know about keeping healthy e.g. healthy eating and personal hygiene.

All these areas are important and when you visit our Reception classes you will see many examples of children's work in these areas. All the children's work is planned and organised to take into account our aims for each individual child in these separate but interlinked areas of growth and learning. We look forward to you supporting us and working with us in these goals.



## **Foundation Stage Profile Summary (see next sheet)**

This is the end of year assessment that the Foundation Stage teachers have to complete by the summer term.

Steps 1 to 3 are the stages the children must achieve before they work towards their goals.

Steps 4 to 9 are the Foundation Stage goals which your children will be working to achieve by the summer term. Not all children will achieve all of their goals.