



BUXTON INFANT SCHOOL

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Dear Parents,

We'd like to give you a bit more information about how the foundation stage curriculum works and then if you have any questions, we'd be happy to talk through them at your parents evening appointment.

The Early Years Foundation Stage sets standards for the development, care and learning of your child from birth up until the end of the reception year at school. It is divided into 3 prime areas and 4 specific areas. Within each of these areas there are different aspects which are outlined below.

The Prime Areas	Aspects
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
The Specific Areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shapes, Space and Measure
Understanding the World	People and Communities
	The World
	Technology
Creative Development	Exploring and Using Media and Materials
	Being Imaginative

The curriculum also includes something called 'The Characteristics of Being an Effective Learner'. This explores the ways in which your child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically. These traits underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Throughout the year we monitor your child's progress against all 17 aspects of the EYFS. We do this in a variety of ways including whole class teaching, working with small groups,

extending learning through independent activities and observations of child initiated learning.

We also do our best to keep you well informed of your child's progress through parents evenings, letters containing targets for your child (you will receive your first one at parents evening), an end of school report, and comments and observations uploaded to Tapestry.

At the end of the reception year we are required to make a judgement as to whether your child has met their Early Learning Goal for each aspect of the curriculum. I have attached a copy of these so you can have a better understanding of what the national expectations are for children at the end of the reception year. I have also provided some extra clarification for what our school expectations are for reading, writing and maths. In order for your child to achieve what's known as 'Good Level of Development' (GLD) they are expected to have achieved their early learning goals in all of the Prime Areas **and** Literacy and Mathematics. National results last year were that 78% of children achieved GLD and it is worth noting that although the curriculum takes your child's age into account throughout the different stages of the EYFS, the Early Learning Goals do not, so the majority of children, irrespective of whether they were born in the summer term, are expected to meet them.

Included in your child's school report we will give you information about whether or not your child has achieved each Early Learning Goal but we will keep you informed throughout the year as to whether we think your child is 'on track'. If we think there are areas where they need a bit more support, we will have a conversation with you about how we are supporting your child in school and ways that you could help at home.

We work very hard at Buxton Infant School to ensure that your child has access to a broad variety of fun and engaging activities that promote an enthusiasm for school and a motivation to learn. Each topic is planned to cover all the areas of learning and each lesson is designed to support your child in reaching their full potential.

We hope you have found this overview helpful and would be more than happy to answer any questions you may have.

Many Thanks,

Mrs Salmon
(Foundation Stage Co-ordinator)

The Early Learning Goals- to be achieved by July

Personal, Social and Emotional Development

Making Relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-Confidence and Self Awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical Development

Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Communication and Language

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.

Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

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.

Literacy

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.

At Buxton Infant School, we feel that in order for children to be ready to begin the National Curriculum in year 1, they should be able to read the yellow ORT books confidently by using their phonics knowledge to decode words as well as having quick recognition of the pink, red and yellow word cards sent home throughout the year. We would also expect children to be able to show an understanding of what they've read by being able to make relevant comments, answer questions and re-tell the story.

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.

At Buxton Infant School, we would be looking for evidence that your child could **independently** write a minimum of 3 simple sentences e.g. I went to the park. I liked it on the swings. Then we had a lolly. We would also expect children's handwriting to be clear and legible with some letters formed correctly in cursive. We would also be looking for clear finger spaces between words and for children to be beginning to show an awareness of capital letters and full stops.

Mathematics

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.

At Buxton Infant School we would also be looking for children to write recognisable numbers and be beginning to record mathematical problems in simple ways such as on a tens frame, a part-whole model, or as a number sentence.

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.

Knowledge and Understanding of the World

People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Creative Development

Exploring Media and Materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

