



Spalding Parish Church of England Day School

Foundation Stage 2 Parent Information Booklet



The Foundation Stage Curriculum

Children spend their first year at SPCEDS in the Foundation Stage where they are provided with a stimulating environment and a range of exciting teaching and learning experiences that are appropriate to their needs. The Foundation Stage develops key skills such as speaking and listening, concentrating, perseverance and working with others through a play-based Curriculum.

During this time their Curriculum is organised into seven areas of learning, split into **Prime** and **Specific** areas which lay secure foundations for their future here at SPCEDS. We follow the Early Years Foundation Stage Statutory Framework.

The **Prime** areas of learning are fundamental to supporting development in all other areas of learning. The **Prime** areas of learning are:

Communication and Language;
Physical Development; and
Personal, Social and Emotional Development.

The **Specific** areas of learning include essential skills and knowledge that children need to acquire in order to participate successfully in society. The **Specific** areas of learning are:

Literacy;
Mathematics;
Understanding the World; and
Expressive Arts and Design.

The Foundation Stage Curriculum also includes three **Characteristics of Effective Learning** which underpin learning and development and support the child to remain an effective and motivated learner. These are considered carefully when setting up our learning environment and planning activities for the children.

The three Characteristics of Effective Learning are:

Playing and exploring – children investigate and experience things and 'have a go';

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At the end of the Foundation Stage, children are assessed against seventeen Early Learning Goals.

Learning Journeys

At SPCEDS we acknowledge that it is you, the parents/carers of children, who know your child best. We aim to build positive relationships with you and keep you informed of your child's progress in school. Staff in Foundation Stage carry out observations on iPads using an app called 'Evidence Me'. This allows us to carefully track children's abilities and interests in order to ensure that our provision is appropriately challenging and engaging. Children's profiles will be shared regularly with parents/carers via the app. Parents/carers and other family members are encouraged to contribute to these profiles. Further information about how to do this will follow.

"The **wider** the **range** of **possibilities** we offer **children**, the more **intense** will be their **motivations** and the **richer** their **experiences**."

"**Children** need the **freedom** to **appreciate** the **infinite resources** of their **hands**, their **eyes** and their **ears**, the **resources** of **forms**, **materials**, **sounds** and **colours**."

Loris Malaguzzi

A Typical Day in Foundation Stage at SPCEDS

In Foundation Stage children take part in a series of adult input sessions each day where children experience direct teaching as a whole class. These input sessions are separated by child-initiated sessions (referred to as Independent Learning Time) where children are given opportunities to follow their own lines of enquiry and access carefully planned provision based on their abilities and interests.

| | |
|---------------|------------------------------------|
| 8:35 – 9:00 | Arrive at school |
| 9:00 | Registration |
| 9:00 – 9:20 | Collective Worship |
| 9:20 – 9:40 | Whole Class Input – Phonics |
| 9:40 – 10:15 | Independent Learning Time |
| 10:15 – 10:30 | Whole Class Input – Maths |
| 10:30 – 10:45 | Snack Time. |
| 10:45 – 11:40 | Independent Learning Time |
| 11:40 – 12:00 | Singing / Circle Time |
| 12:00 – 12:50 | Lunch |
| 12:50 – 1:00 | Afternoon Registration/Handwashing |
| 1:00 – 1:20 | Whole Class Input – Topic |
| 1:20 – 2:20 | Independent Learning Time |
| 2:20 – 2:40 | Guided Reading / Handwriting |
| 2:40 – 3:00 | Story Time |
| 3:05 – 3:20 | Home Time |

*If you cut it for me;
If you paste it for me;
If you draw it for me;
Then all I learn is ...
You can do it for me."*

"A HAZARD is something a child does not see. A RISK is a challenge a child can see and chooses to undertake, or not." (Mairs, K, 2000)

We aim to build strong, resilient learners at SPCEDs; who can make informed choices based on experience in a caring, homely and loving environment.

Our children have said:

"I like it when we do Maths, Maths is fun."

"Teachers look after me and make me feel better if I'm sad."

"There's always a teacher to keep us safe."

"The sandpit is the best. I like making mud pies."



"We always learn in exciting ways."

"Teachers make sure we're OK and help us to solve problems."

"Foundation Stage is definitely fun! There's lots to do every day"

"I like the outside area because I like building with the bricks. Sometimes we build them really tall. "

"I like the craft table. I like to make things for mummy. "

The Foundation Stage Unit at SPCEDs

Children can 'free flow' between four different areas:

The Maths Room

The Literacy Room

The Discovery Room

The Outside Area

The provision in each room is carefully planned based on children's interests and abilities. Children have opportunities to complete adult directed challenges and take part in adult led sessions as well as having dedicated child-initiated time where they follow their own interests through play-based learning.



The Maths Room



The Literacy Room



The Discovery Room



Outside

The outdoor environment is an integral part of the Foundation Stage curriculum; it is planned for, used and thoroughly enjoyed on a daily basis. The children are entitled to 50% of their learning to be in the outdoors; whatever the weather.

We firmly believe in the statement; "There is no such thing as bad weather, only bad clothing."



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