



Spalding Parish Church of England Day School

Foundation Stage 2 Parent Information Booklet



The Foundation Stage Curriculum

Children in Foundation follow the Early Years Foundation Stage Statutory Framework. This document provides settings with the information needed to provide a high quality education for all children. It also identifies 17 Early Learning Goals that 'most' children should achieve by the time they reach the end of their Foundation Stage journey.

The Early Learning Goals are linked to seven areas which all have equal weighting with regards their importance. The seven areas of learning are split into **Prime** and **Specific** areas which lay secure foundations for their future learning.

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.

Characteristics of Effective Learning

The Foundation Stage Curriculum 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.

Working In Partnership

At SPCEDS we understand that it is you that knows your child best. By working together and building a strong relationship between yourselves and school, we are able to ensure your child receives the highest level of support available.

Within school, we use an app called 'Evidence Me'. This allows us to upload observations of your child and supports us in building a full picture not only of your child's achievements but also their interests and styles of learning. We use this information in order to ensure that our provision is appropriately challenging and engaging.

As a parent, you will have full access to see your child's profile on 'Evidence Me' and details with regards how to sign up for this will be sent to you within the first term. The app works best when parents also share photographs and learning that their child has completed at home and this reinforces our ability to ensure that our provision reflects their home experiences.

"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.

During these sessions they can explore the different rooms and also our outdoor learning environment in order to develop their skills. We aim to build strong, resilient learners at SPCEDS; who can make informed choices based on experience in a caring, homely and loving environment.

*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)

The Foundation Stage Unit at SPCEDS

Children can 'free flow' between four different areas:

Sea Room

Land Room

Sky Room

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 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."** Therefore, please ensure that your child has a pair of named wellies in school and a change of clothes at all times.

As part of your welcome pack, we have included a booklet that shows your child the different rooms and also the learning opportunities available to them.



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