

An Introduction to the Foundation Stage at IBIS

Children develop and learn fastest in their first years of life. In order to foster this, IBIS provides a stimulating curriculum and environment to ensure that your child has every opportunity to explore, share experiences and learn basic skills.

The Foundation Stage Curriculum begins in Kindergarten and is completed by the end of Reception Class. There are 7 areas of learning and development in the early years setting. All areas of learning and development are important and inter-connected.

The 3 prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported in the four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of learning has a set of related early learning goals. The Foundation Stage teachers plan work aimed at meeting the diverse needs of all children. By the end of the Foundation Stage most children will have achieved the early learning goals, some will go beyond them. The learning programme is planned around a two-year rotating topic cycle. Some children will do more than one year in Kindergarten.

Kindergarten Two-Year Topic Cycle

Rotation One (Sept 2016-June 2017)

Autumn first half-term Farm Animals	Autumn second half-term Transport
Spring first half-term Nursery Rhymes	Spring second half-term Nursery Rhymes
Summer term Creatures in the Garden	

Rotation Two (Sept 2016-June 2017)

Autumn first half-term Stories	Autumn second half-term Colours
Spring first half-term Bears	Spring second half-term Bears
Summer term Water Life	

Reception One-Year Topic Cycle

Autumn first half-term All About Me	Autumn second half-term The Body
Spring first half-term Outdoor Environment	Spring second half-term Water/Weather
Summer term Animals - Pets and Wild Animals	

Teaching Methods

At IBIS we use an integrated approach to learning, meaning that many areas of learning are taught through topics. The individual needs, interests and stage of development of each child is considered in planning a challenging, varied and fun programme both indoors and outdoors. The children work as a class, in small groups and individually. The children are encouraged to make choices in the different areas of learning and development. They are guided in choosing some activities for themselves as well as a mix of adult-led or adult initiated activity. We encourage the children to use their interests and ideas in their learning; this helps them become independent learners. In this environment learning occurs both incidentally and in planned groups. In Reception Class we combine an integrated day together with focused mathematical, reading and writing sessions. Towards the end of the year we teach Literacy and Numeracy for an hour each per day.

Play is a valued part of the Foundation Stage Curriculum. Through play children can explore, discover and develop learning experiences and practices. They are able to build confidence, ideas, concepts and skills.

Assessment

The children are assessed continually throughout the year to ensure progress in their learning. We respect the previous learning that each child brings to school and consider each child as an individual. We assess the children through observation, discussion and by looking at their work. Each child will have an Online Learning Journal (Tapestry) whereby parents can log-on and have an insight into their child's day in Reception class.

The Foundation Stage Profile is used as the basis of assessment. This is an on-going profile and is completed by the end of the Early Years Foundation Stage. Each of the following areas of learning is assessed:

17 Early Learning Goals

Prime Areas

Personal, Social and Emotional Development: Making Relationships

- Children play cooperatively, 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.

Personal, Social and Emotional Development: 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.

Personal, Social and Emotional Development: 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 rules. They adjust their behaviour to different situations and take changes of their routine in their stride.

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 engaging in another activity.

Communication and Language: Understanding

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

Communication and Language: Speaking

- Children express themselves effectively, showing awareness of the 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.

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 tools and equipment effectively, including pencils for writing.

Physical Development: 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.

Specific Areas

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 to others about what they have read.

Literacy: 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.

Mathematics: Numbers

- Children count reliably with numbers from one to twenty, 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 2 single-digit numbers and count on and back to find the answer. They solve problems including doubling, halving and sharing.

Mathematics: 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.

Understanding of the World: People and Communities

- Children talk about past and present events in their own lives and in the lives of their 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.

Understanding of the World: The World

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

Understanding of the World: 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.

Expressive Arts and Design: Exploring and using 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 and tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design: Being Imaginative

- Children use what they have learned about media and materials in original ways thinking about uses and purposes. They represent their own ideas and thoughts and feelings through design and technology, art, music and dance.

The assessment process determines our planning and the next step in your child's learning.

Homework

The children are not given homework on a formal basis. However, books are taken home to share and they may be asked to bring items in for discussion linked with their topic work.

German

In Reception Class non-native speakers receive two German lessons per week. Through a programme designed for the early stage of learning a foreign language the children get to know the different sounds and melody of German, understanding words and short sentences and imitate and start to speak them.

In the first year of German we cover the following topics including seasonal festivities: greetings - family - animals - colours - numbers 1-10 - parts of the body - clothes - means of transport - school related things - furniture - fruit - playground - relevant adjectives, prepositions and verbs.

EAL

In Reception Class non-English speakers receive two English support lessons per week. Here they practise speaking in a small group and basic vocabulary is reinforced.