



**Inspiring Futures
through Learning**

Curriculum Parent Presentation

Year: Foundation



Meet the team

- ▶ Miss Woolridge - Teacher in Leopards
- ▶ Mrs Newstead - Teacher in Elephants
- ▶ Supported by Mrs Tilston, Mrs Prockter and Mrs Raval

- ▶ Mr Ainscow - Headteacher
- ▶ Mrs Almond - Assistant Headteacher
- ▶ Mrs Karavadra - SENDCO
- ▶ Mrs Cole - Designated Safeguarding Lead
- ▶ Mrs Ferguson - Pastoral Support Officer

- ▶ Mrs Moore - School Office (Business Support)
- ▶ Mrs Kelly - School Business Manager

Typical Day

- ▶ 8.40 am Children in and register, Wellbeing Check In (Colour Monsters)
- ▶ 9.00 am Story Dough- small groups
- ▶ 9.20- Continuous Provision
- ▶ 10.00am Phonics
- ▶ 10.30am Continuous Provision
- ▶ 11.15 am Dough Disco- Maths Mastery
- ▶ 12.55 pm Lunch *(Please sign up to try on 2nd Oct - census day)*
- ▶ 1.00pm Register
- ▶ 1.05 pm Maths (White rose)
- ▶ 1.20 pm Continuous Provision
- ▶ 2.00 pm PE/Forest Fun/Singing/Story time
- ▶ 3.00 pm Home time

7 Areas - 17 Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

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Our Curriculum

Our curriculum is based on 6 themes, with a theme each half term. These are:

- ✓ Who am I?
- ✓ How do we celebrate?
- ✓ Why is it cold?
- ✓ Are minibeasts like me?
- ✓ Can you solve the fairy tale mystery?
- ✓ On the move to new adventures!

Story Dough



Story Dough!, the wonderfully simple yet powerful way to immerse children in the worlds of story dreaming, chat, mark making and finger strength.

- Character description
- Retelling stories
- New vocabulary
- Promoting imagination

Writing - Drawing Club



Drawing Club opens up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor and spending time together with them? It is an approach that immerses children into a world full of imagination where anything can happen and often does?

Reading -



<https://schools.ruthmiskin.com/training/view/iVqlyCy1/KYMEFrnN>



Read Write Inc.
Phonics is a synthetic phonics programme that teaches children 44 pure sounds (not letter names) and will move on to blending those sounds to read words

Phonics

- Phonics - the sounds that our alphabet represents.
- We have 26 letters, 44 sounds and 150+ ways of writing those sounds.
- We need to make sure that our children learn these sounds quickly and that they are embedded. The best way to do this is have fun learning, but also repeat, practise and repeat again and again and again!
- There will be a dedicated phonics parent workshop [to see it all in action] on Monday 6th October (9-10am).

Phonics

- Sounds are split into three sets. The first set are the simple sounds, represented by one letter initially and then some simple digraphs towards the end of set one.
- Set two are digraphs (two letters which make one sound) and trigraphs (three letters which make one sound)
- Set three are alternative spellings of the sounds the children will have already come across – for example ee, ea and e-e all make the same sound, but are spelt differently.

Phonics

Once the children have learned their first 10 set 1 sounds
(m,a,s,d,t,p,i,n,g,o)
they will begin blending.

Oral blending and Fred talk games are so important. If
children cannot orally blend, they will be unable to read.

Children will then start reading words in a word book that is
sent home. There will be no sounds in these books that
they have not been taught.

Phonics

We send home a fab phonics book with the children. This contains the sounds they will be taught and the 'word time' words at the end of each sections.

Do's	Don'ts
<ul style="list-style-type: none">• Practice the sounds with the children• Encourage children to say the sound in its pure format.• Model the sounds• Have a look at the next few sounds ahead so the children are familiar with the cards• Upload this to learning with parents• Practice every day!	<ul style="list-style-type: none">• Expect your child to know all the sounds in the book. The children will only know the sounds we have taught them so far.• Leave it in the book bag all week and not look at it!

Phonics

- RWI only gives children books that contain the sounds they know.
- They read a book in class with a partner. This book is matched to the sounds they know.
 - They read the book 3 times:
 - First read – decoding
 - Second read – fluency
 - Third read – comprehension
- They also bring this book home to practise.

Phonics

- Complete the fab phonics book with your child
 - Upload reading onto learning with parents
- Read stories to your children! They learn how to read expressively from you and other adults.
- You can also purchase the reading and writing RWI packs. It is now cheaper for you to order them directly from amazon.
 - [Set 1](#)
 - [Set 2](#)
 - [Set 3](#)

Maths – White Rose

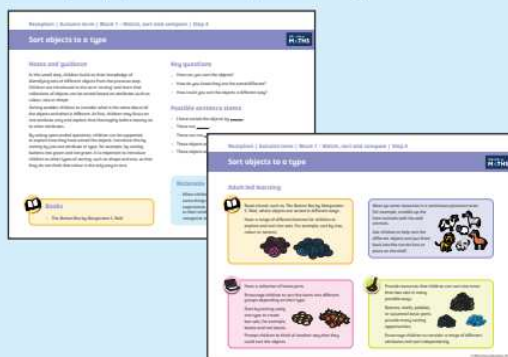
The White Rose Maths schemes of learning

Reception guidance

The schemes cover the DfE statutory framework for the EYFS and Educational Programme for Mathematics and will support you to deliver a curriculum that embeds mathematical thinking and talk.

Our schemes support the ethos of the EYFS whilst at the same time enabling teachers to create a mathematically rich curriculum. Additionally, they allow for key mathematical concepts to be revisited and developed throughout the year.

The guidance has been divided into 18 blocks and provides a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking.



Teaching and learning

Our reception schemes support you in teaching the key aspects of the EYFS curriculum. The scheme supports specific teaching through small steps with adult-led activities and continuous provision. The focus is on building up the numbers slowly, so children gain a deep understanding of them and how they are composed. However, this does not mean children should not be counting and discussing larger numbers in routines such as lining up. It is also important that teachers are aware of, and children are supported in gaining an understanding of, the counting principles.

1. The one-to-one principle.
2. The stable-order principle.
3. The cardinal principle.
4. The abstraction principle.
5. The order-irrelevance principle.

These principles are covered in more detail on the following pages.

Learning with parents





The digital reading log

How it works

1.

Click on the link in the email/text from Learning with Parents

Go to site



2.

Read together with your child

3.

Take a photo or record an audio clip to show your teacher how it went



@learnwparents



@LearningwithParents



www.learningwithparents.com

Learning with Parents

- Learning with Parents is our online reading log.
- It allows you to upload videos and audio of your child reading at home, so we can support if you have any difficulties.
- It allows us track how much and how frequently your child is reading at home - and ultimately, reward this in school.
- It is a place where any 1:1 phonics support will be recorded (including interventions and booster groups).
- When the children move into year 1 and year 2, it is our platform for homework.
- Please ensure that you sign up when you receive the activation email. A reminder will come, and staff may chase up any outstanding accounts.

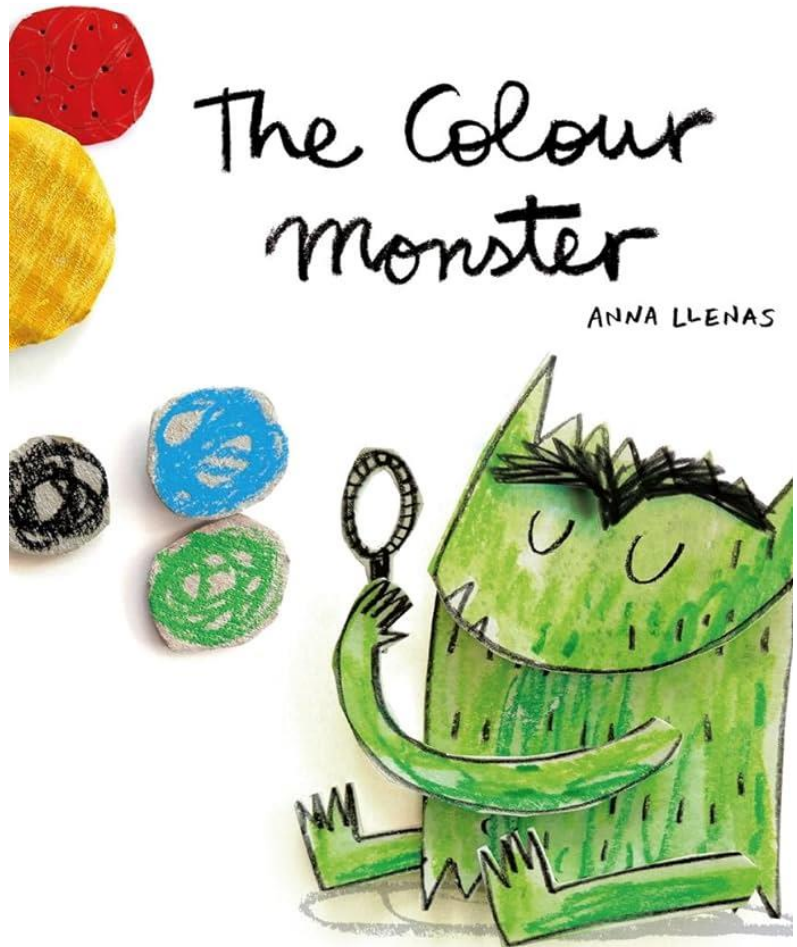
Physical Development -

Unit 1 is an introduction to physical development. PE will be on a **Friday**.

The children will learn to

- To move safely and sensibly in a space with consideration of others.
- To develop moving safely and stopping with control
- To use equipment safely and responsibly.
- To use different travelling actions whilst following a path
- To work with others co-operatively and play as a group
- To follow, copy and lead a partner.

Unit 2 is Dance this will be taught in Autumn 2 on **Tuesdays**.



Colour Monsters

- ▶ At Ashbrook School, our children's wellbeing is our number one priority. To help the children develop an understanding of their emotions we use a key text 'The Colour Monster'.
- ▶ During their time at Ashbrook children become familiar with the language used to describe a range of feelings that we all experience. We support children by validating their feelings.
- ▶ The children learn about the feelings associated with the different colour monsters and then add their named stick into the corresponding jars in class. Staff will support children if they are feeling sad, worried, angry or upset.
- ▶ Understanding children and their emotions is key to their success in school. Sometimes we support beyond the colour monsters through early help and other nurture arrangements in school.

Our Values and Aims

School Values

- ▶ Caring
- ▶ Co-operation
- ▶ Responsibility
- ▶ Respect
- ▶ Patience
- ▶ Perseverance

Curriculum Aims

- ▶ Successful learners
- ▶ Effective contributors
- ▶ Responsible citizens
- ▶ Confident individuals

Rewards & Celebrations

- ▶ Assembly time is used to explore our values and learning aims. We celebrate the children's achievements in demonstrating the values on a daily basis with our stars in the jar and class rewards. These are revisited through our 'School Awards' presented every Friday and at the end of each half term.
- ▶ All children are allocated a house when they join the Ashbrook family. The children work towards a collective reward celebrated at the end of each half term. The stars are earned when children display our key values.



Pupil Leadership Across the School

Play Rangers

Eco Rangers

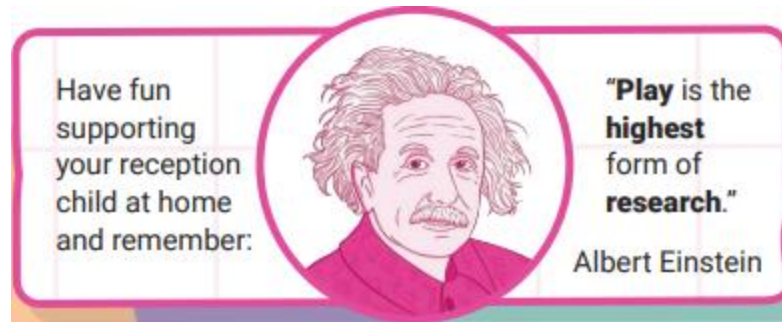
House Captains

Youth
Parliament

Librarians

How to support your child at home

- ▶ Reinforce good attendance
- ▶ Punctuality - It makes all the difference
- ▶ Daily reading practice (Learning with Parents)
- ▶ Support spelling practice
- ▶ Good sleep routine
- ▶ Play!



Attendance - things to note



Gates

8.30 - Gates open

8.40 - Gates close (arrival after 8.40 will result in an L Code - late mark)

9am - Registers close (arrival after 9am will result in a U Code - unauthorised absence)

Punctuality

If your child regularly arrives late you will receive a phone call from someone in the attendance team to check in and see if there are any ways we can support you.

Your Child's attendance is reviewed on a regular basis

Below 96%

If your child's attendance falls below 96%, you will receive a leaflet of signposted support to improve attendance.

Below 90%

If your child's attendance falls below 90%, they are considered to be a persistent absentee and you will receive a letter to inform you attendance needs to improve.

Below 88%

If your child's attendance falls below 88% we will start our tiered approach to improve attendance with an attendance plan. You will then be required to provide proof for ALL absences including illness.

Below 50%

If your child's attendance falls below 50% they are considered to be Severely absent. At this point a referral will be submitted to the Multi Agency Safeguarding Hub and the council will may become involved in managing their attendance.

Illness

Children are fine to come to school with mild coughs and colds. We can administer Calpol if needed during the day.

If your child is too unwell to attend, please inform school every day by 8.30. This should be done via your MCAS account or telephone message.

IF YOU DO NOT CONTACT US A HOME WELFARE VISIT WILL BE CARRIED OUT

From the third day of illness, a member of the pastoral or attendance team may do a home welfare visit to check in with you and your child.

For 5 or more days of illness medical evidence must be provided or the absence may not be authorised.

Planned Absence

Please notify school of any planned absence via the leave of absence form on our Website, proof will be required.

Term time holidays can not be authorised and you may receive a fixed penalty notice (Fine) from MK Council

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

1

FIRST OFFENCE

The first time a Penalty Notice is issued for Term Time Leave or irregular Attendance the amount will be:

£160 per parent, per child if paid within 28 days
Reduced to £80 per parent, per child if paid within 21 days.

2

SECOND OFFENCE (WITHIN 3 YEARS)

The second time a Penalty Notice is issued for Term Time Leave or irregular Attendance the amount will be:

£160 per parent, per child to be paid within 28 days. No reduced rate will be offered.

The following changes will come into force for Penalty Notice Fines issued after **19th August 2024**.

3

THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)

The third time an offence is committed for Term Time Leave or irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.

Parking and safety



Communications

- We have an open-door policy, please approach any member of the staff if you have an urgent query or concern.
- Speak to us. Emails are okay for non-urgent matters.
- School **website** - great place to find key documents, policies, club information, term dates, etc.
- My Child at School (MCAS) is used to inform of special dates, events and reminders
- Details of learning from the week as part of the weekly SWAY update. It also includes reminders for the following week.



Partnership: Home and School

- We have an open-door policy, please approach any member of the staff if you have a query or concern.
- Regular coffee mornings/afternoons for our school community.
- What's App groups and chat - consider the impact on other parents and school. Positive partnership is key.
- PTA and parent support (grounds, building, donations, Friday tuck shop).

How to keep in touch

Our weekly SWAY newsletter is not to be missed! Which is full photos and updates on what exciting learning opportunities the children have participated in over the week. There are also reminders for dates coming up.

Our Facebook page has the latest update on what is happening in our school community. Follow us and share our items.

<https://www.facebook.com/AshbrookSchoolMK>

Our website has all the upcoming dates of events that will be taking place over each half term. You can subscribe to the Ashbrook calendar.

[Ashbrook School](#)





Questions

We welcome any questions you may have?