



Welcome to

F2
Expectations
Information
Sept 2026



"Play is the highest expression
of human development in
childhood, for it alone is the free
expression of what is in a child's
soul."

Friedrich Froebel

Staff



Class 1

Miss Randall

Miss Wollacott

Other adults:

Mr Ward (PE on Wednesday/Next Level enrichments)

Naomi (yoga)

Mrs Bakewell

Mrs Clarke

MS. Terri

The story so far.....

We have been:

- Getting to know each other.
- Getting familiar with routines and expectations.
- Practising organising ourselves and our belongings.
- Getting to know the environment.
- Building resilience.
- Gathering information about the children's starting point for learning.



- BASELINE

Our Core Values

We are kind

We show respect

We are honest

We are diligent



Behaviour



Rewards



- ▶ Stickers
- ▶ Certificates
- ▶ Special Assembly
- ▶ Raffle tickets and prizes
- ▶ Praise
- ▶ Golden Table
- ▶ Balls in jar



Consequences

- ▶ Amber
 - ▶ Each day a fresh start
- ▶ Red
- ▶ Monitored

Child of the Day

Each day a different child will be the 'Child of the Day.' They will be the teacher's special helper for the day. They have responsibilities such as taking the register and any messages to the office, helping to tidy up at playtime and can sit on a chair during carpet time and lead the line.





EYFS Curriculum

The Foundation Curriculum consists of 7 areas:

3 Prime Areas:-

Personal, Social and Emotional Development

Communication and Language

Physical Development

4 specific Areas

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

Personal, Social and Emotional Development

► Self-regulation

► Understanding their own feelings and the feelings of others. Begin to regulate accordingly. Working towards simple goals. Giving focused attention to the teacher.

► Building relationships

► Work and play cooperatively, taking turns, form positive attachments to adults. Show sensitivity to their own and others' needs.

► Managing self

► Be confident to try new things, show independence, resilience. Explain the reasons for rules, manage basic hygiene.



Physical Development



▶ Gross Motor Skills

▶ Negotiate space and obstacles, developing strength, balance, coordination. Running, jumping, dancing, skipping, climbing etc.

▶ Fine Motor Skills

▶ Hold a pencil effectively, use a range of small tools, scissors, paintbrushes. Show accuracy and care when drawing.

- PE

- Wednesday
- Enrichment/yoga Fridays.
- Provide plasters to cover earrings
- LABEL P.E kit!
- Let children know what is theirs.

Communication and Language



Listening, attention and understanding



Listening and responding, making comments about what they have heard, hold conversations with teachers and peers.



Speaking



Participate in small group, class and one-to-one discussions, offering own ideas. Offering explanations for why things might happen, express their ideas and feelings using full sentences.

Expressive arts and design

Creating with Materials

Safely use and explore a variety of materials, tools and techniques. Experimenting with colour and design etc. Share their creations. Make use of props and materials when role-playing characters.



Being imaginative and Expressive

Invent, adapt and recount narratives and stories. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others.

Understanding the world

Past and Present

Talk about lives of people around them. Know similarities and differences between things in the past and now. Understand the past.

People, Culture and Communities

Describe their immediate environment. Know similarities and differences between religions and cultures in this country. Explain similarities and differences between life in this country and another.

The natural world

Explore the natural world around them. Know some similarities and difference between the world around them and different environments. Understand some processes and changes in the natural world.



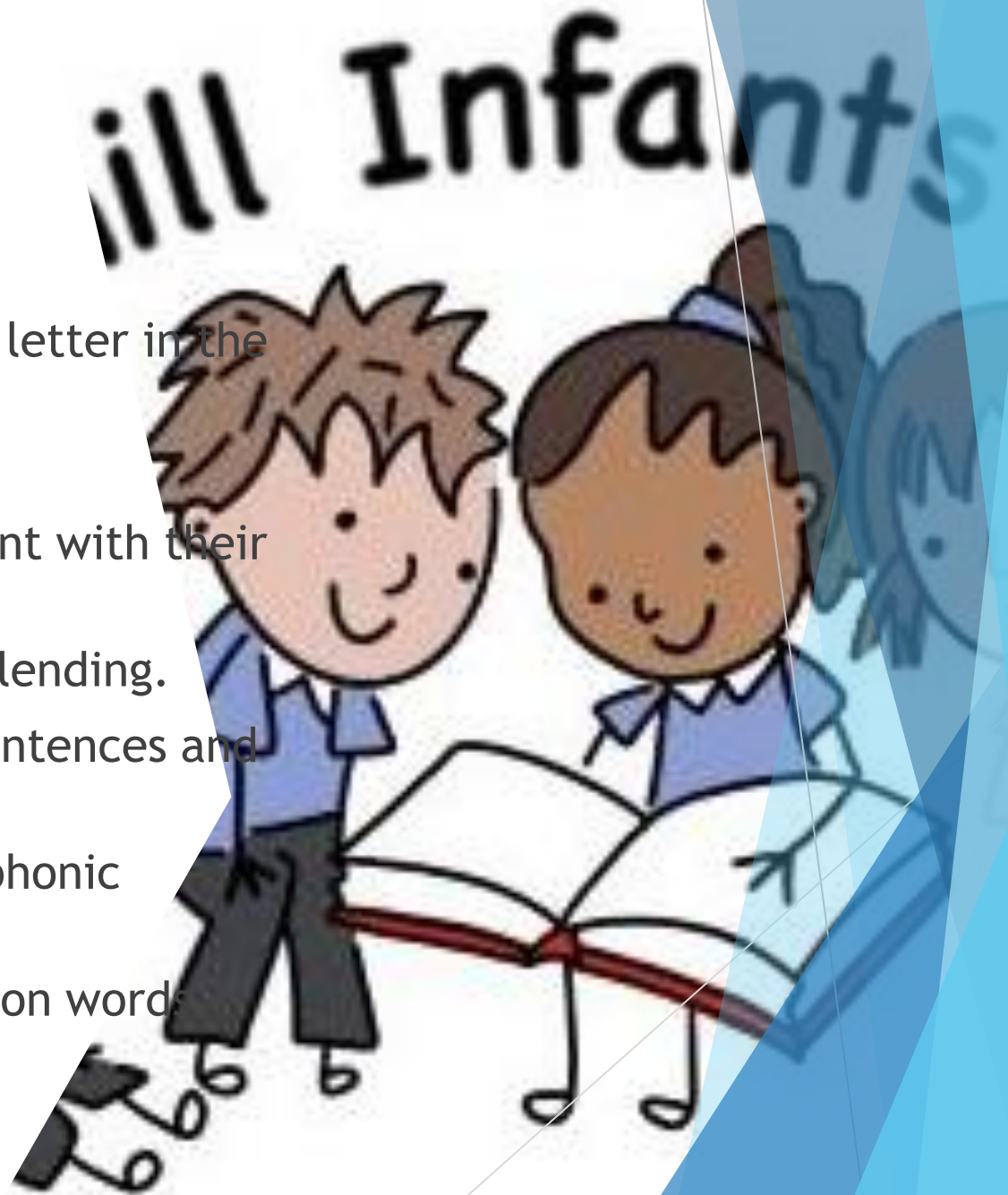
Literacy

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

Literacy

- ▶ 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



Phonics



ELS phonics scheme



Harder to read and spell words



Blending/segmenting

Supporting Reading

- ▶ Your child should bring a book bag to school.
- ▶ Reading Books and Reading Diaries
- ▶ Reading Pup
- ▶ Bookmarks
- ▶ Bedtime story

Literacy

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.

New Writing Framework!!

Maths

Number

- ▶ Have a deep understanding of number to 10, including the composition of each number.
- ▶ Subitise 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.

Maths

Numerical Patterns

- ▶ Verbally count beyond 20.
- ▶ Compare quantities up to 10 in different contexts. Recognising when one quantity is greater than, less than or the same.
- ▶ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and sharing equally.

How do we learn?



- Adult Focus and Continuous Provision
- Hands on Learning.
- Relationships t the heart.
- Focus on oracy
- Through Play
- FUN
- Enhancements
- Outdoor learning opportunities



We follow the **White Rose** scheme of work.
We like this because:

New learning is taught in **small, progressive steps**.

It has a **Concrete-Pictorial-Abstract (C-P-A)** approach so that children can tackle new, abstract concepts more comfortably.

New procedures are modelled and resources are used to help children to understand what they are learning.

Previously learned knowledge, concepts and procedures are regularly revisited.

It encourages **rich mathematical talk**.

It helps children to **problem-solve** by building on prior learning to help them see connections and patterns.

It encourages a **growth mindset**. Characters are hard-working, enthusiastic and not afraid to make mistakes.



End of foundation stage



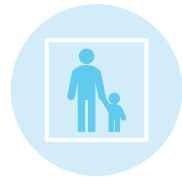
- ▶ At the end of the Foundation Stage, children will be assessed in each of the 7 areas as being either:
- ▶ - Below expectations
- ▶ - Meeting expectations



We need children to.....

- express their needs appropriately
- use the toilet independently
- wash and dry hands
- blow their nose
- eat their lunch properly using a knife and fork
- ▶ hold a pencil correctly
- ▶ dress and undress themselves
- ▶ sit quietly to listen to a story or a piece of music
- ▶ wait patiently
- ▶ share and take turns
- ▶ tidy up things they have used
- ▶ say goodbye with a smile

Please, please, please:



Ensure children's clothing and belongings are clearly labelled.



Remember we are a nut free school.



Your child has a water bottle each day.



We are kept up to date with pick up information and we have details of at least two contacts.



Remember!

Any problems however small, please get in touch. You can use the class email to contact us or arrange a suitable time for us to talk on the phone.

Class 1 - class1@standhill.notts.sch.uk