

FOUNDATION STAGE GUIDE TO LEARNING



Contents



1 - 2	Our Early Years Curriculum
3	Learning in the Foundation Stage
4 - 10	The seven areas of learning and development explained
11 - 14	Specialist lessons
15 - 16	Learning environments
17	Trips
18	Early writing skills
19	Early reading skills

20	Phonics and handwriting
21	Early maths skills
22	Home Learning
23 - 24	Assessment in the Foundation Stage
25 - 26	Provision for all
27 - 28	Starting school confidently
29 - 31	Year 1 transition



Our Early Years Curriculum

The Alice Smith Early Years Curriculum follows the skills and directives set out in the English National Curriculum. We aim to create a treasure-house of wonder and joy for curious young minds.

In order to cater for children in Pre-school and Reception (3 - 5 years old), it is important to us that all of our class teachers are qualified in early years education and highly experienced practitioners within the early years age phase.





We apply a cognitive, constructivist approach with an emphasis on active, child-led learning experiences both indoors and out; an approach known to develop both creative and confident learners. Play-based learning experiences are planned around children's interests, curiosities and their natural quest for knowledge; leading to inquiry, investigations, discovery and active hands-on exploration. Our teachers ensure that skill development is carefully tracked for all children and parents are informed of progress regularly through face to face discussions and weekly online updates. They set up motivating provision designed to ensure children develop as well rounded and enthusiastic individuals.

Parents and visitors often comment on the high levels of independence that our children display and how happy their children are in school. Our beautiful, calm environment is rich with awe and wonder and we are confident that we can provide a personalised curriculum for every child. Come explore, play, learn and grow with us!

Learning in the Foundation Stage Overview

In the Foundation Stage, students will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

These areas of learning and development consist of three prime developmental areas and four specific learning areas.

The Three Prime Areas:

Communication
and language

Physical
development

Personal, social
and emotional
development

These **prime areas** are the most essential for your child's healthy development and future learning and are applied and reinforced by the specific areas.

The Four Specific Areas:

Literacy

Mathematics

Understanding
the world

Expressive arts
and design

The teachers at Alice Smith ensure that the environment and learning opportunities are suited to your child's needs. Our curriculum is designed to be flexible enough so that teachers can follow your child's unique needs and interests.



To learn more about the seven areas of learning, the QR code below provides a link to supporting guidance:



Scan here for Development
Matters in the Early Years
Foundation Stage (EYFS)

Communication and Language

Language is the key to learning in the Foundation Stage (FS) and beyond. The acquisition of language is the single most important skill a child learns in their first five years.

Our experienced teachers ensure that the three areas of communication and language are met through excellent classroom provision, striving to create a rich and stimulating learning environment for all the children, every day. Activities are planned to be open-ended and varied to ensure the development of rich vocabulary. We encourage the children to immerse themselves in new experiences, setting up the environment to explore all the senses.

We highly value imaginative play such as small world, construction and role play; allowing the children to take on different roles and characters, interact with peers and explore conversational language. Books are shared through daily stories and weekly library lessons in order to introduce new vocabulary. Our teachers engage the children by talking about things that they are interested in and asking questions that build on the children's talk, deepening their understanding and promoting thinking.

Aims for the end of Foundation Stage 2/Reception:

Listening and Attention

Children can:

- listen attentively in a range of situations
- listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions
- give their attention to what others say and respond appropriately, while engaged in another activity



Speaking

Children can:

- express themselves effectively, showing awareness of listeners' needs
- use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- develop their own narratives and explanations by connecting ideas or events

Understanding

Children can:

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

Physical Development

Our Foundation Stage environment ensures that children have the opportunity to practise moving in different ways and at different speeds, balancing, throwing, rolling and catching. It also offers a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing or slotting.

To ensure children's fine motor skills are developing, our teachers plan activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.



Aims for the end of Foundation Stage 2:

Moving and Handling

Children can:

- show good control and coordination in large and small movements
- move confidently in a range of ways, safely negotiating space
- handle equipment and tools effectively, including pencils for writing

Health and Self-Care

Children can:

- understand the importance of good health, physical exercise and a healthy diet, and talk about ways to keep healthy and safe
- manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently



Personal, Social and Emotional Development

It is vitally important that young children learn the social skills needed to interact successfully with others and to form good relationships.

Our environment allows children to make choices and develop independence. Children are encouraged to access resources independently, describe preferences and express their own ideas and opinions. We plan activities that require collaboration, turn-taking and sharing in small groups as well as experiences and activities that are challenging but achievable.

Aims for the end of Foundation Stage 2:

Self-Confidence and Self-Awareness

Children can:

- be confident to try new activities, and to say why they like some activities more than others
- are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities
- are able to say when they do or don't need help



Making Relationships

Children can:

- play cooperatively, taking turns with others.
- take account of one another's ideas about how to organise their activity.
- show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

Managing Feelings and Behaviour

Children can:

- 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
- work as part of a group or class, and understand and follow rules
- adjust their behaviour to different situations and take changes of routine in their stride

Literacy

Even before children can read, they benefit from hearing books and stories read to them and start to become familiar with different sounds, eventually beginning to recognise letters and words. Teachers encourage children to join in with stories and repeat words, sharing books both in the class and during weekly library lessons.

Writing is an essential skill that children learn, beginning with mark making. Encouraging young children to mark make develops their hand-eye co-ordination and fine motor skills as well as enabling them to control their pen in order to create the desired marks.

Phonics teaching is an essential part of learning to read. Phonics is taught in a multisensory way in order to capture children's interest and sustain motivation.



Aims for the end of Foundation Stage 2:

Reading

Children can:

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate an understanding when talking with others about what they have read

Writing

Children can:

- use their phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- write sentences which can be read by themselves and others
- spell some words correctly and others phonetically plausible



Mathematics

At Alice Smith, we believe that an active, hands on approach to maths builds a solid foundation for future mathematical learning.

Our teachers provide mathematical opportunities through rich, open-ended play activities, resources, songs, stories, games and authentic problems. We provide opportunities for real life maths such as cooking, making playdough and using authentic resources (e.g. cash register, calculator, phones, stop watch). Maths resources are clearly labelled and accessible to all children. Children are encouraged to use these resources to support their learning in all areas of the provision.

Aims for the end of Foundation Stage 2:

Numbers

Children can:

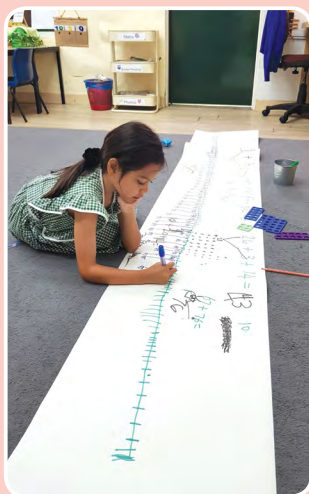
- count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number
- add and subtract two single-digit numbers using objects and count on or back to find the answer
- solve problems, including doubling, halving and sharing



Shape, Space and Measures

Children can:

- use everyday language to talk about size, weight, capacity, position, distance time and money to compare quantities and objects and to solve problems
- recognise, create and describe patterns
- explore characteristics of everyday objects and shapes and use mathematical language to describe them



Understanding the World

Our teachers guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

Our stimulating environment offers a range of activities which encourage children's interest and curiosity both indoors and outdoors. We plan activities based on first-hand experiences that encourage exploration.

In our provision, there are opportunities for role play and small world activities, these include a variety of resources reflecting both diversity and real life situations. We have a wide range of books, maps, plans, atlases and artefacts celebrating the world we live in.

Aims for the end of Foundation Stage 2

People and Communities

Children can:

- can talk about past and present events in their own lives and in the lives of family members
- know that other children don't always enjoy the same things, and are sensitive to this
- know about the similarities and differences between themselves and others, and among families, communities and traditions



Technology

Children can:

- recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes

The World

Children can:

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

Expressive Arts and Design

Expressive Arts and Design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities.

The teachers at Alice Smith build on children's experience of the real world through role play, music, pretend play, block play or small world play.

Aims for the end of Foundation Stage 2:

Exploring and Using Media and Materials

Children can:

- sing songs, make music and dance, and experiment with ways of changing them
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function



Being Imaginative

Children can:

- use what they have learnt about media and materials in original ways, thinking about uses and purposes
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Specialists in Foundation Stage

Physical Development

The Physical Education (PE) department is passionate and dedicated to our provision for Early Years students and feel that the children's experiences in their PE lessons build the foundations for happy, healthy and active lives. We aim to deliver a programme orientated around physical development and building physical literacy in all of our students. They will experience two carefully crafted lessons each week designed around the three areas of physical development: locomotion, stability and manipulation. At the core of our philosophy is the creation of engaging, fun and active lessons. We strive for every child in our care to leave PE with an engrained and deep love of being active and developing their physical self. We pride ourselves on delivering the 'fun and active' lessons and seeing each child smiling.



Swimming

The focus of lessons at this stage is to foster an enjoyment of, and comfort in, the aquatic environment. Lessons are conducted in very small teaching groups to ensure excellent safety and supervision levels. Students experience one lesson per week with our dedicated specialist team of swimming teachers.

Music

At Alice Smith we believe that exposure to music from early childhood helps children to speak more clearly, develop a larger vocabulary, and strengthen social and emotional skills. Music has the ability to strengthen the connection between the body and brain to work together as a team.

At Alice Smith, children learn how to use their voices in different ways, how to play tuned and untuned percussion instruments. They learn how to respond to music with their bodies, beginning to improvise and create their own music. Alongside this, students develop the very important skills involved in listening and appreciation skills.

Students in EYFS have one or two specialist-led music lessons every week.



Specialists in Foundation Stage

Library

Library lessons form an integral part of learning in the Early Years Foundation Stage. During weekly library sessions, students cover essential areas of learning that support early literacy development. Students have one library session per week led by our specialist teacher librarian.

Engaging students in a love of books, in particular story, rhymes and making connections with images is an integral first step. During the reading of books, we encourage students to join in, either repeating words or anticipating rhymes, making physical gestures or movements and using their voice in a variety of ways. We encourage our students to take one or two books home on a weekly basis.



Role of library lessons:

- Model routines to develop independence and responsibility
- Model library etiquette: how we behave and interact
- Model book care: how to use books and how they are a shared community resource
- Social interaction: sharing books with adults and peers; discussing their answers in a safe and encouraging environment

Furthermore we:

- Develop student 'voice': speak about their own likes and dislikes and why
- Develop the variety and breadth of books they read and experience by introducing students to new authors and genres
- Provide 'Awe and Wonder': inspire and excite students by introducing amazing books and use them as stimuli for a variety of purposes
- Organise author visits; pop-up bookshops; dress up days and book days, in a calm and safe environment

MFL

In a world where the opportunities for international travel and work continue to grow, the ability to communicate in a modern foreign language (MFL) is a highly valued skill at all levels. This is of course all the more significant for students at The Alice Smith School, given the international nature of our school and community.



FS2: introduction to Bahasa Malaysia, the language of our host country

We value and recognise the importance of Bahasa Malaysia and we believe it is important to respect and relate to the language of our host country. In Foundation Stage 2 (FS2), all students are introduced to Bahasa Malaysia through one weekly 40-minute lesson.

In Year 1, all students can choose to carry on learning Bahasa Malaysia or they can opt for French or Mandarin instead. In line with government requirements, Malaysian Nationals must study Bahasa Malaysia. The Malaysian students who choose to study French or Mandarin will, as a result, need to join an additional weekly Bahasa class.

Our Learning Environment

Children in the Foundation Stage learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

To nurture the whole-child, education needs to follow the fundamental principle that learning takes place everywhere and all the time.

Our teachers carefully plan the activities and resources that they provide in the environment to meet each student's needs and interests.



- At Alice Smith we know that the environment is an important learning tool. Interesting and inviting spaces promote curiosity, encourage higher-order thinking and allow for rich exploratory play. We plan our spaces to promote and develop the following:

- **Social and emotional development**

- Through play and opportunities for student collaboration, students learn to communicate their opinions and ideas with many different people within a variety of contexts. They learn how to use and share resources and how to negotiate and regulate their emotions when things do not go their way. A child-centred, friendly and safe environment helps to create a sense of belonging and builds self-esteem and confidence in each learner.

- **Imaginative and creative thinking**

- Through the use of interesting display, art installations and thoughtful provocations, students are motivated to use all of their senses to explore, ask questions, create stories and take part in imaginative role play.

- **Independence, problem solving and active inquiry**

- Students are able to do so much more for themselves than adults often give them credit for. They are able to construct meaning through experimentation and follow their own avenues of enquiry for sustained periods, often developing several subject skills at once. A well-planned, safe learning environment provides students with opportunity to do this. During this type of learning, the brain is at its most active and engaged - body, mind, heart and soul. During planned independent activities, teachers are able to identify each student's strengths and areas for development and assess how much they have progressed with their learning.

- **Language and communication skills**

- During their Primary years, it is vitally important that students develop a rich and extensive vocabulary. Language is linked closely to curiosity and students love to learn the names of unusual objects, listen to the interesting stories of others and share their own thoughts and feelings. It is during play experiences that students use the most varied language and sentence structure. Alice Smith teachers provide a 'literary rich' environment where children regularly engage with beautiful books, print and have many authentic reasons to write.



Trips

Teachers at Alice Smith are actively encouraged to look for learning opportunities that take the student's learning outside the classroom. This is fundamental in the Early Years.

In Foundation Stage One and Two students are regularly taken on exciting adventures. This may take the form of a theatre trip or a shopping trip to the supermarket to support authentic, real life learning. This exposes our students to a wide range of places and experiences awakening curiosity and helping them to develop a greater understanding of the world around us.

All classes attend a trip once a term as a minimum. Furthermore, we have experts visiting the school. Educational trips and visits are excellent teaching tools catering to many different learning styles. At Alice Smith we provide our students with memorable experiences which make it easier for them to make connections, as well as retaining and recalling information at a later date.



How To Help Your Child Develop Early Writing Skills...



Story Telling

Making up stories when playing, painting and creating will help children when writing in the future. Imagination is an important factor in storytelling and allows a writer to bring characters to life, enabling children to write stories that interest the reader.

Scribbling and Drawing

Scribbling and drawing are essential pre-writing skills. Scribbling helps children build the hand-eye coordination and fine motor skills needed for later writing skills. Making marks and shapes to convey meaning will help children to write in later life.

Manipulating

The ability to skillfully manipulate tools (e.g. holding a paintbrush, crayon or pencil) and a controlled use of everyday tools (e.g. toothbrush, cutlery or hairbrush) will strengthen children's fingers and hands, making writing easier in future.

Climbing

Children need a strong arm and body muscles to sit up and write. Climbing develops strength and stability which allow for controlled hand movement needed for good pencil control.

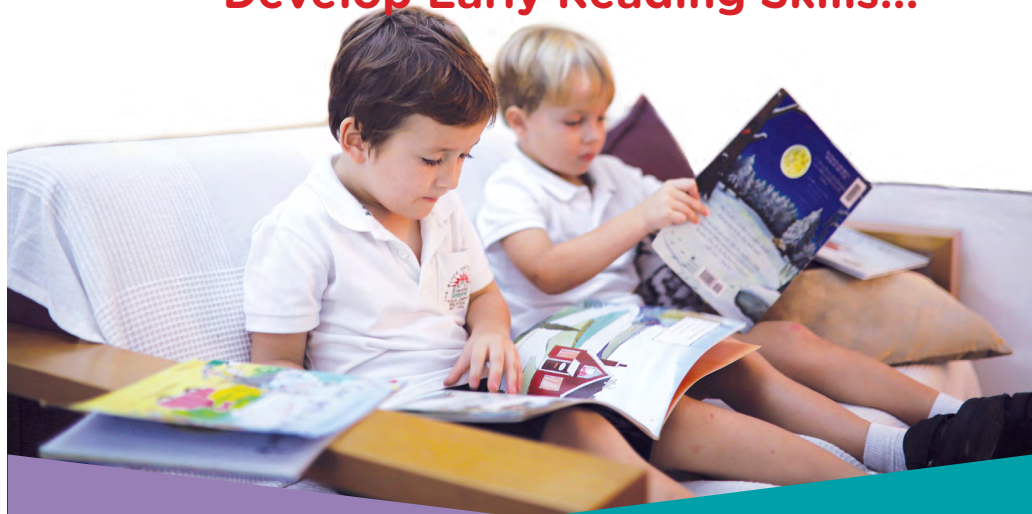
Building

Children need to use their fingers independently to write. Building and construction based activities improve fine motor skills and hand-eye coordination.

Playing with letters and words

Children need to be interested in letters and words before they develop an interest in writing.

How To Help Your Child Develop Early Reading Skills...



Rhyming

Rhyming teaches children how language works. It helps them notice the sounds within words. Children need to recognise the sounds that letters make before learning to read.

Sharing books

Sharing books develops a love for books. Children need to be interested in books before learning to read. Reading with your child every day will foster a love for reading in later life.

Tracking

Children need to be able to follow objects with their eyes in order to be able to read. Rolling balls towards targets, playing with bats and balls and playing eye spy will really help.

Talking

Talking develops a child's vocabulary. Children need an extensive vocabulary in order to understand what they are reading. Focusing on speaking before reading is instrumental to better reading in the future.


Building

Children need to use their fingers and hands independently to hold books and turn pages. Building and construction based activities improve fine motor skills and help a child to manipulate books in later life.

Playing with Puzzles

Puzzles help children to differentiate size, shapes, lines and direction. These are all skills that children will build upon when learning to read.

Read Write Inc Handwriting Rhymes and Characters

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>	 <p>Parents wanting to learn how to say the sounds correctly, can watch here</p>			

How To Help Your Child Develop Early Maths Skills...



Counting

Understanding numbers will help children in all areas of maths. When children hear adults counting, using numbers and talking about quantity it develops their understanding of the concept of number. Count steps, cups on the table, number of blue cars in the car park, how many seconds under the bridge etc.

Sorting and Matching

Children begin to sort, match and classify by organising their understanding of language, people and objects in their environment. Have them help put the cutlery away, sort washing or group food in the cupboards.

Noticing Patterns

Making and recognising patterns will help children to make mathematical predictions, building important foundations for later number work. Creating, extending, naming, and talking about patterns help build strong mathematicians. Talk about jewellery, art, fences, clothes etc.

Measuring

Measuring will help children to understand the concepts of size, height, length, weight and time. Cooking and making potions is an excellent use of authentic measuring.

Recognising Shapes

Understanding shape is a tool for learning many skills in all curriculum areas, particularly maths. By learning the similarities and differences between shapes, children are developing skills needed to recognize the differences between letters and numerals. Add foam letters in the bath or magnets on the fridge.

Exploring

Exploring their environment will help children to understand spatial terms like: in front, behind, above, below, left and right. Try playing hide and seek or treasure seeking games together.

Home learning

It is extremely important for all growing children to learn how to make choices, solve problems and follow their interests independently of adults. This may be on their own or with peers. We wholeheartedly support time for student free play, downtime and peer interaction after school. The more time students have to spend playing, engaging in hobbies, running and cycling outside, the better this is for their long-term health and attitude to learning.

Everyday activities that parents do with their child at home are also important in supporting their learning and development and have a long lasting effect.

School set home learning expectations:

In Foundation Stage 1 (FS1) we encourage parents to read with their children and discuss books every day (approximately 10-15 minutes.) Students take home library books and class books weekly.

In Foundation Stage 2 (FS2) we encourage parents to read with their children and discuss books every day (approximately 10-20 minutes.) Students take home library books weekly and when developmentally appropriate, colour banded reading books.

When students are ready, teachers will provide students with reading and spelling words to practise at home in order to support the development of reading and writing.



Assessment in the Foundation Stage

Assessment in the Foundation Stage consists of:

- On-going assessment in order for teachers to understand a child's level of achievement and interests
- Keeping parents up-to-date with their child's progress and development
- Every child in Foundation Stage having their own individual learning journal (Tapestry)
- Assessments recorded against the EYFS age-banded objectives and the characteristics of effective learning (which are closely linked to the KLASS Learner Attributes)
- Using the information from observations to inform planning, allowing us to create a motivating environment for your child's next steps in learning
- Encouraging parents to play an active part in this assessment process by giving them access and encouraging contributions to their child's learning journal at any time
- Inclusion of student's voice in the learning journal. There will be examples of student voice in both class and home uploads. 'Show and tell' opportunities are built into planning to allow students time to discuss their learning experiences with their peers
- Reporting to parents twice a year (both through Tapestry and, in FS2 through an end of term written report)
- Meeting with parents at least three times a year to discuss their child's progress



How do we track assessment in the Foundation Stage?

One key way that assessment is tracked in the Foundation stage is through Tapestry. Tapestry is an online learning journal that enables the capture and documentation of a child's ongoing development and learning. It allows us to share this information with parents regularly and enables parents to respond and discuss these successes as they happen. Staff will upload observations, photos and short videos on a regular basis to build up a record of your child's experiences and progress during their time with us in the Foundation Stage.



Why do we track in this way?

Tracking a child's progress using an online learning journal, such as Tapestry, supports a close working relationship between home and school, keeping parents up to date with what their child has enjoyed at school and their accomplishments. Parents are also invited to upload observations, giving us an insight into the interests that their child has and achievements they accomplish outside of school.

Tapestry enables teachers and parents to document a student's learning and development. Observations, photos and videos can be uploaded to a child's journal, safely and securely. It allows practitioners to create assessments and next steps for individual students as well as groups of students. Teachers can monitor and track each student's rate of progress, identifying areas of learning that need additional attention. Tapestry also provides a straightforward platform to explain the progress of students to colleagues and parents. Information can be gathered quickly and in a manner appropriate to the spontaneous child initiated learning that takes place in Foundation Stage.



High Level Provision For All

At the Alice Smith School, we provide a learning environment that is challenging and stimulating for all of our students. It is very important to us that our students feel confident and valued, understanding that their contributions are recognised regardless of ability, gender or culture. Through carefully designed programmes, we aim to personalise learning so that all students are able to reach their maximum potential academically, creatively, physically, socially and emotionally.

Admissions

All children can apply for admission to the Alice Smith Early Years. We look at each case individually and aim to admit all students who have the potential to flourish in our school environment. We are open-minded and creative and will look for possible solutions to remove any barriers students may have at admission stages.



Special Educational Needs Provision

The Alice Smith School is guided by the 'Special Educational Needs Code of Practice, England and Wales'. This approach recognises that there is a continuum of special educational needs and, where necessary, provides increasing specialist expertise to support a student where this is considered beneficial to them as a learner.

Our Learning Support department, consisting of four highly qualified SEN teachers and one SEN Teaching Assistant, who work closely with students, teachers and parents to design Individual Education Plans (IEPs), plan teaching strategies and provide in class support where appropriate. All students identified as having Special Educational Needs are assigned a 'key worker', have regular intervention and their progress is carefully tracked.

Additional 'SEN Professional Support Services'

These services provide students with the opportunity to access additional external professional services during the school day at an additional cost to the parents. Class teachers will discuss this option with you if they feel it would benefit your child.

We currently have a resident speech and language therapist available at school three days per week.



Starting school confidently

Starting school is an exciting time for young children and their parents. It can be a daunting time, too.

With a little preparation and encouragement, most children will settle in easily at school.

Below we have collated some ways for parents to prepare their children for school:



- 1 Children should have had a recent developmental check, including an eye and hearing test.
- 2 Children should be prepared to be separated from their parent or main carer and have had prior experience of this.
- 3 Children should be able to use the bathroom as independently as possible. Support your child to be confident about getting to the bathroom in time and using toilet paper.
- 4 Chat to your child about the importance of handwashing with soap and water, especially after going to the toilet.
- 5 Children should be able to vocalise their needs such as toileting, thirst, hunger, illness etc.

6 Introduce your child to using a tissue, nose-blowing and washing their hands afterwards.

7 Children should have had experience of opening and closing containers in preparation for snack/ lunch times, be able to feed themselves and be used to eating a widening range of healthy foods.

8 Children should have had some swimming pool experience prior to joining school.

9 Encourage your child to practise putting on their school clothes and taking them off.

10 Children should be read to everyday. This will help develop a love of books, understanding of words and language, listening skills and increase their ability to focus and concentrate.



Chat with your child about starting school. What do they think it will be like? What are they most looking forward to? Is there anything they're unsure or worried about?

Moving from Reception to Year 1

It is very important to us that both parents and children continue to feel happy and safe as they move from the Early Years into Year 1.

Some of the ways that we support your child's transition into Year 1 include:

Approach

Continued play-based approach into Year 1. Your child will still have plenty of opportunities to independently explore and investigate the provision and also interact with their peers. The amount of adult-directed learning does increase slightly in Year 1, but this is mostly done through group activities and short whole-class inputs.

Environment

The Year 1 environment is very similar to Reception. The children will continue to have free flow access to shared areas and outdoor spaces. Inviting provocations and resources are set up for the children to explore and are designed to meet all skills in the National Curriculum as appropriate to Year 1.



Routines

Many of the routines are very similar for the children as they move into Year 1. Toilets are still within the classroom area and teachers support the children with moving around the school and preparing for specialist subjects.

Classroom visits

The children visit the Year 1 classrooms on a number of occasions during Term 3 of the Reception year and have positive experiences to discuss with their parents and teachers.

Teacher visits

The Year 1 teachers visit the children in their Reception classrooms a number of times during Term 3 to read stories and familiarise themselves with the children.

Assessment

At the end of Term 3, Reception assessment data is collated and shared with the Year 1 teachers. The Reception and Year 1 teachers discuss all learners in detail.

Parent workshops

Parents can attend a workshop in Term 3 about transition to answer your questions in more depth and there are a number of settling-in meetings with your child's new teacher in Year 1.



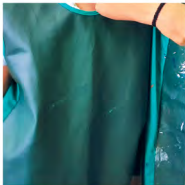
KLASS Learner Attributes

are developed to provide our students with an outstanding British education for a successful international future.

Our students are happy and healthy, respectful, community minded, independent learners, communicators and problem solvers.



Happy & Healthy



Independent Learners



Problem Solvers



Respectful

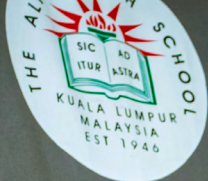


Communicators



Community Minded







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