

Welcome to Foundation Stage

Curriculum information

Staffing

Teachers

- RB Miss Bunyan
- RC Miss Caswell

LSAs

- RC –Miss Harris
- RB –Mrs Maytum

Mrs Harding will be working with both RR and RC

Important information

- Your children will need wellie boots and waterproof coats as all children go outside in all weather
- They must bring in a named water bottle with water and no juice
- Please be sure to name everything that your child brings into school, and keep checking that it can still be seen after every wash
- Our PE day is a Thursday. Children will come into school wearing their PE kits. Children are allowed to wear trainers
- We are happy to have any items returned to us that have inadvertently been taken home!
- The DFE have introduced a statutory baseline assessment, it is a short, interactive and practical assessment of your child's early literacy, communication, language and maths skills when they begin in school. This will be completed within term 1. They will not need to prepare for this, please do not worry, the children will not know that they are completing it.

School uniform

- School Uniform
 Our uniform is available to buy direct from Uniformbase who have a shop in Chatham. It is also available to order online via the Uniformbase website https://uniformbase.co.uk/.
- Winter Uniform (can be worn all year round)
 White blouse or shirt to be worn with a school tie.
 Navy blue school cardigan or school Jumper
 Navy blue skirt or pinafore dress
 White, grey or navy socks or Navy blue tights
 Grey trousers

Rain jacket with school crest

Winter hat with school crest

Cap with school crest

Summer Uniform (can be worn in Terms 1, 5 and 6 only)
Navy blue and white checked (gingham) dress In the past some girls have opted for a summer dress playsuit, we ask that they do not wear these as it makes it more challenging to use the toilet independently
Grey shorts
White school polo necked shirt
White, navy or grey socks

- Footwear with school uniform
 It is essential to wear sensible footwear no slip on shoes, no open toes, no heels
 Black or Navy hard soled shoes no trainers
 Wellington boots are required in school for OPAL/outdoor play
- Hair
 To maintain a smart appearance, all hair that is longer than collar length MUST be tied up. Extremes of fashion such as shaved patterns/lines or parting, colours, very short hair on one side with longer on the other etc are not allowed. ~

 Additional Items
 The following items are not compulsory but are available from Uniformbase
 PE bag in house colour
 School back pack
 School book bag
 Fleece with school crest

School uniform examples













Winter uniform

Summer uniform



- PE will be on a Thursday
- Your children require a named school PE kit

PE kit

- School logo t-shirt according to house colour
- Plain navy blue shorts
- Plain navy blue or black tracksuit, or navy/black leggings
- no named brands, no hoods
- White or black trainers or plimsolls
- On PE days children are required to come to school in their PE kit (unless notified otherwise)

ALL ITEMS OF CLOTHES SHOULD BE CLEARLY NAMED

Jewellery

 For safety reasons jewellery of any kind, particularly earrings or studs, must not be worn in school. If your child has recently had their ears pierced and have been advised to leave them in for approximately 6 weeks, the earrings must be taped over for health and safety reasons. This is to minimise the risk of injury during activities such as PE and playtime.



Phonics

- We introduce phonics to the children by playing listening games and working on attention and focus. This aspect of the phonics scheme lasts until around October half term. After October half term, we will begin to introduce sounds.
- The children will be getting an electronic sheet summarising the sounds they had learnt that week. These will be uploaded onto Class Dojo. Please practise these at home with your child and encourage them to look out for these sounds in their story books and begin to segment and blend simple words e.g. p-i-n pin. A digraph is when two letters are together to make one sound, such as ee, ai, II, th.
- A trigraph is when three letters are together and they make one sound such as air, igh, ear.
- A phonic workshop will be held this year to support parents, more information on this will come at a later date.



Fine Motor Skills and Handwriting in Foundation Stage

In Foundation Stage, children will focus on mark making and developing fine motor skills through a range of activities.

Teachers will also support them to use the correct seating position to form their letters. Throughout the year, children will develop their fine motor skills and trace patterns, learn to form the digits 0-9 and practise writing their name with a capital letter at the beginning followed by lowercase letters.

Children will be taught to **print** their letters.

abcdefghijk lmnopqrstuvwxyz

Maths

- We follow the White Rose scheme for maths
- The children will have a daily maths lesson initially learning number songs and gradually building up their knowledge of number and number pattern



Communication with your child's teacher:

Reading Diary/Contact Book: If you would like to pass on a message to your child's class teacher or request a phone call, please use the reading diary provided by the school. Teachers check these regularly and will respond as needed or contact you at their earliest convenience.

Email: For longer or more detailed communications, email is preferred. Please send emails to the school office and they will ensure it is forwarded to the teacher. Please allow up to 48 hours for a response, as teachers may be busy with classroom responsibilities. Please use the parent email parents@st-thomasmore.medway.sch.uk

Appointment: For more in-depth discussions, you can schedule an appointment with the teacher. To do this, please contact teacher to arrange a convenient time.

Parents Evening: These are scheduled two times a year. We encourage you to attend these meetings to discuss your child's progress and attainment. We ask that if you have concerns about your child, that you contact the teacher, rather than wait for parents evening, so it can be dealt with swiftly.

ClassDojo: ClassDojo will **NOT** be used to message teachers directly. Teachers will continue to post homework and inform parents of upcoming events. Teachers will only respond to queries made in the comment box on relevant posts.

Open Door Policy: We will continue to have an open door policy at the end of the school day. Please feel free to communicate with your child's teacher face-to-face so that issues can be resolved quickly.

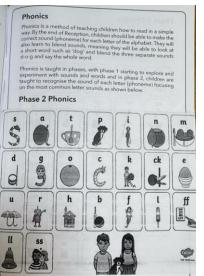
Reading Diaries KS1

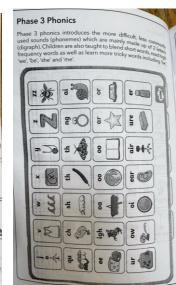




Reading Record and Comment Section: Please record reading in 'Name and book and page number' section

In the 'Comments' section you can add more detail but if you wish to write a message to your class teacher, please add it in this section.







Phonics Sounds

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phase 4, children should be more confident with the concept phase 4, children should be more confident with the concept phonics and blending. Going forward children should practise phonics and spelling more tricky words and be introduced to more	jumped	narrator	say	took				
phonics and spelling more tricky words and be introduced to more	keep	need	school	top	Phase 6 phonics will form the basis of Year 2, developing of into more fluent, confident readers and accurate spellers, In- learn about prefixes and suffixes e.g. 'in' and '.e.d'. Th learn about past tense, how to use a dictionary, where to put apostrophes in words such as he's as well as spelling upon			
selling Pattering sentences.	key	never		town				
ading and	king	new too						
n phase 5, during Year 1, children will learn new graphemes of letters) for reading initially and as they develop and groups or confident, they will start to use them correctly in their	know	next	sleep	trees	Next 200	mgn neque	mey words	
groups of fetch, they will start to use them correctly in their	last	night		two	across	boat	eggs	
groups of recommendations of the state of th	Isughed	once	small	under	after	book	end	gian
pellings as get in cow in cow is pronounced differently to the ow in low. get the ow in cow is pronounced differently to the ow in low. get in cow in cow is pronounced differently to the ow in low. get in cow in cow in low.		only	snow	us		box		girl
hey Will also Pi	let	or	something	use	again		even	going
100 high frequency words in phases	let's	other	soon	want	air	boy	ever	gone
100 high frequency management	liked	our	still	wanted	along	can't	every	9000
Phase 3	live	over	stop		am	car	everyone	gran
hase 2 will see he you	lived	park	stopped	water	animals	cat	eyes	granda
a of get but for she they	long	place	suddenly	way	another	clothes	fast	great
an off big put sale now we all	looking	plants	sun	we're	any	cold	feet	green
as on him the then down me are	looks	play	take	well	around	coming	fell	grow
his to the my	lots		tea	where	away	couldn't	find	hard
if dad not 1 them took was her	magic	please	tell	which	baby	cried	first	has
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s book mum into Phase 5	may	rabbit	there's	why	because	100000000000000000000000000000000000000	floppy	he's
don't about mm	miss	ran	these	wind	bed	didn't	fly	head
Phase 4	more	really		window	been	different	food	home
went help do little I'm day very	morning	red	thing	wish	before	dog	found	horse
said some one by made on orbins	most	right	things	work	The state of the s	door	fox	hot
	mother	river	think	would	began	dragon	friends	how
the were out house make people	mouse	room	thought	yes	best	duck	fun	rii
children there what	much	round	through	1	better	each	garden	ľve
just so men	1110011				birds	eat	gave	inside

High Frequency words- once your child can read the word, you can colour the word in. Once your child can spell the word, you can tick it.

Reading Diaries KS1



- Reading diaries must be in school every day (they will come home with the children on Monday).
 Please use them to record any messages to your child's teacher and to inform us as to which books your child has been reading
- Any notes can also be written in there that you would like us to know about your child, you can also send an email or phone the school office
- If you would prefer to catch us in the morning, or afterschool, please wait until the majority of children have gone or are in school before doing so

We would like to take a moment to highlight the importance of daily reading in supporting your child's learning and development. Evidence shows that just 10–15 minutes of reading each day can make a significant difference in building vocabulary, improving comprehension and improve academic outcomes in all areas whilst fostering a lifelong love of books.

To help track this progress, we kindly ask that you **record your child's reading in their reading diary each day**. This helps us monitor their reading habits and allows us to celebrate their efforts and achievements in school.

As an added incentive, children who have recorded their reading consistently throughout the term will be celebrated in our end-of-term assembly. We're excited to recognise and reward their dedication to reading! Thank you for your continued support in encouraging your child's reading journey.



Reading books



- Children in Reception will receive two reading books each week, one book will be a phonics reading book, the other will be a reading for pleasure book of their choice. Reception will change their books on a Wednesday. The phonic book which will be sent home with your child will be specific to their level of phonics and they will be fully decodable. Children are free to choose their own books, therefore they may choose the same book more than once this is ok, repetition builds fluency.
- Books will not be sent home until children have been taught an appropriate amount of phonics for the children to be able to recognise some sounds. We will update you on this within the next few weeks.
- If books are not changed on the given day due to absence/bank holiday, they will be changed at the next best available time.
- You are welcome to log on to Oxford Owl online to access more reading material.
- Oxford Owl –
- Username stmfs
- Password Thomas 22



Reading Books

- What are decodable books?
- Decodable books are books a child can read independently once they have been taught the phonics at that level.
- Why should my child read decodable books?
- Decodable books consolidate the phonics taught in your child's classroom.
 With step-by-step progression, the child succeeds at each level while learning
 the phonics needed to become a fluent reader. This approach develops
 confident readers with reliable reading strategies. Your child should know
 around 80% of the sounds within the phonic reading books which are sent
 home.



Why only 1 or 2 books a week?

• The more a child reads, the larger their vocabulary becomes. When a child reads or hears the same book multiple times, they become familiar and comfortable with a greater number of words. Hearing favourite stories read aloud helps children become aware of the pattern and rhythm of text. Language is more than just words — it's how words sound and connect to each other. Parents can model the rhythms of reading for children who are just learning how language works. Fluency is the ability to read text "accurately, quickly, and with expression." Repetitive reading allows a child to read without stumbling or stopping, and reading time becomes more pleasant for everyone. Once a child masters one book, it makes moving on to another more appealing. Reading comprehension is the ability to understand all the components of a story — from plot to character development to symbolism. Comprehension is "the essence" of reading. Each time your child reads or hears a book read to them, they learn more about the story itself. Each pass through the text or illustrations allows them to dive deeper into the story's meaning, preparing them for more complex narratives later on. With fluency and comprehension comes greater reading confidence. Children who can follow a story and don't stumble over words are more self-assured about their abilities and more likely to enjoy reading.

Class Dojo

- You will be able to see your child's learning through teacher observations and you can comment on this. This year we will be uploading mainly phonics and maths updates on Dojo. All other areas of learning will be presented in a floor book which you can see at various points throughout the year.
- We also encourage you to post your child's home learning/wow moments that they do with you for us to comment on
- Please check your Class Dojo account for whole school updates and key messages
- If you need any support using the app, please come and see a member of the team
- If you have not yet activated your account, please do so as soon as possible

Barnaby Bear

- We have a special teddy called Barnaby Bear that will be sent home with one child a week on Friday as a special treat, this will be alongside the merit award. It would be lovely for you or your child to write in the book what they did that weekend, rather like a diary. You could scribe a picture that that they have drawn, they could try to write their name, or you could simply make a note that Barnaby came to your house. Please write and draw in pencil
- Barnaby will not start going home until the children are in full time



Forest School

- In term 4, children will begin Forest School, this will be in place of our PE slot for 2 terms.
- Children go out as a whole year group into our Forest School near the pavilion.
 The children follow very strict Forest School rules, and this allows them to take part in the activities and explore the wooded area safely, until they become more familiar with the rules.
- Please bring in wellies, hats and gloves for your children to ensure they are wearing appropriate clothing as we go out in all weather (unless it is extreme e.g. weather warnings).

Outdoor Learning



OPAL

At St Thomas More, we have adopted the OPAL Primary Programme (Outside Play and Learning) to promote freedom for children to explore play in their own imaginative ways, using found and gathered resources in the natural outdoor environment during lunch times. Our grounds are fantastic but have been significantly underused during the winter /spring months due to the wet field area. As a result, we have decided to open up specific areas of the grounds during the winter months as long as children have the correct outdoor wear.

Please ensure that your child has a pair of wellington boots in school, which can be kept here permanently. Suitable coats/ rainsuits are also recommended as the weather changes.

If you have any old wellies you would be willing to donate, we would be grateful for them too.

Mrs Baxter and the Play Team are looking forward to:

- Children accessing more areas of the school grounds during the winter/spring months
- Children exploring, building dens, running, hiding, having fun and getting dirty
- Children involved in activities other than those with a sports focus
- Children taking responsibility for themselves, their games, each other, the environment and their resources

If you would like more information on OPAL, please visit their website at

Muddy Puddles

We also follow The Muddy Puddle Approach, which is a type of outdoor learning that allows the children to be outside whilst still embedding and learning academic curriculum linked subjects. So, rather than only doing number work in books we will also take the learning outside.

For example, we could make number ladders from sticks and jump up the ladders counting in 10's!

The Muddy Puddle Teacher ideas are all really fun and make the children feel as if they are playing whilst learning at the same time.

You can find out more and get free resources for home at:





Discover and Explore

- Throughout the day, your children will have plenty of opportunities to 'discover and explore' the environment around them
- During this time, we will carefully plan activities to meet the children's interests and needs in order for their learning to progress a copy of development matters alongside the ELG's are on a table at the back of the room.
- Discover and Explore time will also allow the children to access other curriculum areas, for example geography and history, in the EYFS curriculum, these come under the heading Understanding the World
- There are 7 areas of learning in the EYFS Development Matters curriculum which we follow, these are:
- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy (we have some examples of end of year expectations on the tables, please take a look at the end of the session)
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Your children will be assessed on all of these areas at the end of the year.

Dates for your diary

26th September Reading & Phonics Workshop in hall EYFS, Y1 & Y2 parents 9.45-10.15am

9th October Individual School Photographs for children

15th October Parent Evening 4-7pm NO CHILDREN

16th October Parent Evening 5-8pm **NO CHILDREN**

Thank you for your continued support

