

In addition we will offer

- Home visits and stay and play sessions to pupils prior to them starting school
- Inspire workshops
- Reading sessions and parent drop in sessions
- Whole school themed days and weeks such as World Book Day
- Opportunities for children to meet members of our local community
- Educational visits
- Build on the skills they have developed in Nursery so that they are meeting Early learning Goals
- Comprehensive learning journeys to share with parents
- Homework

If you require any further information please contact school on the numbers below.

Further information about the National Curriculum is also available on the Department of Education website.

Tel: 0121 464 2356

Fax: 0121 464 2990

Turves Green

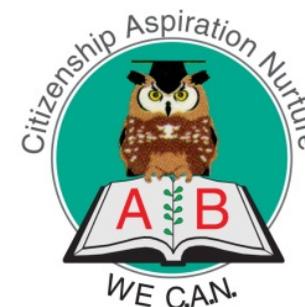
Longbridge

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Albert Bradbeer Primary School



Parent's guide to
expectations in
Reception

The National Curriculum

The Foundation Stage is the first part of the National Curriculum focussing on the distinct needs of children aged 3 to the end of the reception year in primary school. The philosophy underpinning the Foundation Stage curriculum is that learning should be carefully planned and structured, with an emphasis on activities that are fun, relevant and motivating for each child.

Most of the learning in this stage happens through play and fun group activities not sitting at a table with pencils and paper. There are a series of Early Learning Goals for each study area which set out what most children are expected to achieve by the end of the Foundation Stage.

Assessments are continuous and informal through the teachers observations and completed in the Foundation Stage Profile.

Mathematics

Most Pupils in Year R should be able to do these by the end of school year:

- Say and use the number names in order in familiar contexts
- Count reliably up to 20 everyday objects.
- Recognise numerals 1 to 9.
- Use language such as more or less, greater or smaller, heavier or lighter, to compare two numbers or quantities.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting
- Find one more or less than a number from one to ten
- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'
- Talk about, recognise and recreate simple patterns
- Use language such as circle or bigger to describe the shape and size of solids and flat shapes.
- Use everyday words to describe position.
- Use developing mathematical ideas and methods to solve practical problems

Literacy

Most Pupils in Year R should be able to do these by the end of school year:

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Consistently develop a simple story, explanation or line of questioning.
- Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning .
- Retell narratives in the correct sequence, drawing on language patterns of stories .
- Read a range of familiar and common words and simple sentences independently .
- Explore and experiment with sounds, words and texts .
- Know that print carries meaning and, in English, is read from left to right and top to bottom .
- Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Begin to form recognisable letters