



# Loreto Convent School, Gibraltar

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## FOUNDATION STAGE 1 GUIDELINES

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## GENERAL INFORMATION

- The gate opens at 8.15 am for those parents wishing to use an early drop off.
- The school gate closes at 9 am. Please ensure your child comes to school on time. It is important that they become familiar with the Foundation Stage One routine and arriving at school on time will help your child settle more easily.
- Please inform us of any change of arrangements in writing to the teacher and the office (email [admin@loreto.gi](mailto:admin@loreto.gi) if wished)
- Please ensure that every item of clothing, school bag and lunch bags are clearly and permanently labelled.
- Should the pupils require a school jacket, they are available from Cosmopolitan Kids, our school uniform suppliers.

## STRUCTURE OF THE DAY

Our morning activities include arts/crafts, role-play and teacher-led activities. Art activities encourage the development of their fine motor skills, in preparation for Pre-writing skills taught later in the year. A **role play** area is a fun and a 'playful' activity but also a key component in pupil's learning. It is a social space that develops speaking and listening skills, as well as giving pupils the opportunity to reflect on and develop their knowledge of a topic, whilst sparking and enhancing creativity and imagination. Teacher led activities range from number games to story sequencing cards.

Before breaktime we all say the Nursery prayer together. Once a week our timetable also includes PE, Music and Spanish lessons. During the 3<sup>rd</sup> term (Summer term) ICT – Awareness is introduced in the Computer room. Our weekly timetable also includes a trip to the school Library for a story read by the Librarian. Towards the end of the morning we take the pupils outside for play time where they develop their gross motor skills using tricycles, cars, and scooters. Upon returning to class, we read a story and sing traditional nursery rhymes before leaving at 12 to go home or to have lunch in the lunchtime class, in preparation for the afternoon session.



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- Soft play area until 8.55.
- Register/weather/leader.
- Arts/crafts.
- Role Play/free play.
- Teacher-led activities.
- Music lessons -weekly in small groups.
- Toilet time.
- Prayer - Nursery prayer before break every morning.
- Break – please provide a healthy snack, fruit on Fridays.
- Circle time.
- Chapel – weekly with FS2 for prayers and songs.
- Spanish – weekly.
- ICT - (summer term).
- Library – weekly.
- PE – twice weekly.
- Story/rhyme time.
- Home time/lunch time.

*The pupils in FS1 are aged between 3-4 years depending on their date of birth. During the academic year they will all celebrate their 4<sup>th</sup> birthday. All pupils are unique and will learn, mature, and develop at a different pace.*

## COMMUNICATION AND LANGUAGE

- Pupils are given opportunities to experience a rich language environment.
- To develop confidence and skills when expressing themselves.
- To speak and listen in a range of situations.
- Pupils visit the school Library weekly for story reading.
- Start to follow simple instructions.
- Begin to understand prepositions under, over, behind, on top.
- Begin to question why and how.
- Pupils begin to build up their vocabulary reflecting on their experiences.



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## LITERACY

- To learn the sounds of the alphabet using the Letterland characters.
- Encourage pupils to link some sounds to letters.
- Develop an interest in print and that it is used to convey meaning, using stories.
- Encourage them to order a series of 4-5 pictures in the correct sequence to tell a story.
- Recognise their own name.
- Attempt to write their name.
- Begin to use the correct pencil grip when writing and mark making.

## MATHEMATICS

- Say and use the number names in order when counting.
- Count reliably up to 5 everyday objects.
- Recognise numerals 1 – 5.
- Understanding simple addition and subtraction problems using counting rhymes.
- Become familiar with the 4 basic shapes (circle, square, triangle and rectangle)
- To recreate and make up patterns.
- To sort objects to a given criteria.
- Begin to match objects through games, playing snap, domino games.
- Begin to understand numbers have value.

### **Personal, social and emotional development**

- To help pupils develop a positive sense of self.
- To encourage them to form positive relationships and respect for others.
- To develop social skills and learn to manage their feelings.
- To become confident in their own abilities.
- To develop independence and manage simple tasks, such as putting bags on pegs, taking snacks out of the bag and clearing away after breaktime.



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## **Understanding the world**

- To give pupils opportunities to explore and observe the world around them.
- To find out about people and places and compare them to their own.
- Pupils attend chapel once a week, they say bidding prayers and learn songs and prayers.
- Recognise and describe special events or times for family and friends.
- Talks and understands about growth, plants and animals.

## **Expressive arts and design**

- To explore, play and use different media and materials.
- To develop their imagination and represent their own ideas, playing cooperatively as part of a group to develop and act out a narrative.
- To express themselves through music, movement, role-play and art.
- Explores and learns sounds can be changed.
- Starts to build stories around toys.

## **TOPICS COVERED**

The following topics are covered within more than one of the Areas of Learning:

- Myself/Emotions and Feelings.
- Letterland.
- Numbers 0 - 10.
- Colours & Shapes.
- Christmas.
- Spring, Growing and animals.
- People who help us.
- Seasons.



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## PHYSICAL EDUCATION

### Physical development

- Pupils will be given opportunities to be active and interactive.
- To develop their coordination, control and movement.
- To develop fine motor skills, i.e. pencil control and scissor skills.
- It is very important to gain strength in fingers and hands in preparation for writing activities later in FS2.
- At home fine motors skills can be encouraged by playing with 'play doh' and plasticine, peg boards and pegs, tearing paper, placing straws in holes (such as a colander), threading and lacing cards.
- Pupils begin to show a preference for a dominant hand and start to use correct tripod pencil grip.
- To develop gross motor skills, i.e. running, jumping, skipping, hopping, balance etc.
- Gain the ability to mount stairs/steps using alternate feet.
- Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- To become actively involved in team sports.

**Correct pencil grip is very important for writing activities**

