



Loreto Convent School, Gibraltar

FOUNDATION STAGE 2 GUIDELINES

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GENERAL INFORMATION

- The gate opens at 8.15 am for those parents wishing to use an early drop off.
- Please ensure your child comes to school on time so they can line up with the rest of the class at 8.50 and we can start lessons as soon as we get to the classroom. This is very important as this is when the main part of teaching is done.
- Please inform us of any change of arrangements in writing to the teacher and the office (email admin@loreto.gi)
- Please ensure that every item of clothing, school bag and lunch bags are clearly and permanently labelled.
- The pupils will need a school jacket which is available for purchase from Cosmopolitan Kids, our school uniform suppliers – please ensure they are labelled.
- Please make sure your child has a large enough school satchel to fit in all their break and have space for their reading folders.
- If having a packed lunch please bring it in a lunch bag.

STRUCTURE OF THE DAY

- Register time and daily calendar.
- Literacy.
- Break time – please provide a healthy snack and fruit on Fridays.
- Numeracy.
- ICT – 1 session a week.
- Lunch – hot lunches are available. If providing a packed lunch, please send it in a separate labelled bag with a drink.
- Afternoon sessions
 - Music
 - Spanish (after Christmas)
 - Religion
 - Topic
 - Arts and crafts
- Chapel time on Fridays – prayers are said daily in class.
- Library on Thursdays.
- PE on Mondays and Tuesdays.
- Afternoon break time – extra drink and small snack.



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LITERACY

- Recognise all initial consonants, short vowel sounds and digraphs, phase 2 and begin to explore phase 3 sounds, in speech and writing.
- Identify and write correct initial and final sounds in consonant-vowel-consonant words, eg man, pan etc.
- Link sound and spelling patterns using rhyme, eg hop, mop, top.
- Build up a sight vocab.

Grammatical Awareness

- Expect text to make sense and check.
- Use capital letters in own name.
- Know words are ordered from left to right.
- Know that sentences start with a capital letter and end with a full stop.

Reading

- Recognise printed and handwritten words in different settings.
- Read words consistent with their phonic knowledge by sound blending.
- Use a variety of cues when reading eg context, pictures, sounds etc.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Re-tell / re-enact stories in correct sequence.

Writing

- Write own names.
- Write labels or captions for pictures.
- Write simple sentences to match pictures.
- Use a comfortable and efficient pencil grip
- Produce a controlled line which supports letter formation.
- Write letters using the correct sequence of movements.



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NUMERACY/MATHEMATICS

Numbers

- Say and use the number names in order in familiar contexts.
- Have a deep understanding of numbers to 10 and begin to recognise quantities without counting.
- Count reliably with numbers from 1 to 20 and recognise the numerals. Place them in order and say which number is 1 more or 1 less than a given number.
- Verbally count beyond 20.
- Use developing mathematical ideas and methods to solve practical problems.
- To begin to count on in 2's to 20 and 10's to 100.
- Use language such as more or less and greater or smaller to compare two numbers.
- In practical exercises and discussions, begin to use the vocabulary involved in adding and subtracting.
- Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'.
- Explore and represent patterns with numbers up to 10, including evens, odds, double facts and how objects can be distributed equally.

Shape, space and measures

- Talk about, recognise and recreate simple patterns.
- Use language such as smaller or bigger to describe the shape and size of solids and flat shapes.
- Use everyday language to talk about, size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.



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TOPICS COVERED

The following topics are covered within other Specific Areas of Learning:

- Myself.
- People who help us.
- Autumn.
- Winter.
- Spring.
- Summer.
- Weather.
- Animals.
- Festivals.
- Transport.
- Dinosaurs.
- Pirates.
- Space.
- Under the sea.
- The seaside.

Understanding the world

- To talk about the past and present events in their own lives and in the lives of family members.
- To know about similarities and differences in relation to places, objects, materials and living things.
- To compare different environments with their own.
- To make observations of animals and plants and explain why some things occur and talk about changes.

Expressive arts and design

- To explore and use different media and materials.
- To develop their imagination and represent their own ideas.



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PHYSICAL EDUCATION

Physical development

Our high-quality physical education curriculum inspires **all** pupils to succeed. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in activities which help build character and embed values such as fairness and respect.

Pupils in Foundation Stage 2 will cover the following skills and principles:

Fundamental movement skills

- Pupils will be taught how to master basic movements including running, jumping, hopping, skipping, throwing and catching across a range of activities.
- Pupils will be given a broad range of opportunities to help develop their strength, balance and co-ordination, across a range of activities.

Modified games

- Pupils will be participating in a range of modified team games which help to develop their spatial awareness with consideration for themselves and others.

Teamwork skills

- Pupils will be taught how to communicate, collaborate and compete with and against each other.

Communication and Language

- To listen attentively in a range of situations.
- To follow instructions involving several ideas or actions.
- To express themselves effectively, showing awareness of the listeners' needs.

Personal, Social and Emotional development

- To play cooperatively, taking turns with others.
- To show sensitivity to others' needs and feelings, and form positive relationships with adults and other pupils.
- To speak confidently, in a familiar group, about their ideas.
- To work as part of a group or class and understand and follow the rules.



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Correct pencil grip is very important for writing activities

