

FS2 Curriculum Rationale



The years from birth to the end of Key stage 1 are the most formative years of a child's life, in which the greatest amount of learning takes place. Initially the parent is the educator, the practitioners assuming more influence as the child enters and moves through school.

Children start school with a wide range of knowledge, skills, experience, aptitude and attitude. It is, therefore, the responsibility of practitioners to support and develop each pupil's potential ability. This is critical for children in the Foundation Stage.

Children at Abbey Lane will be in the last year of the Foundation Stage. The Foundation Stage concludes at the end of the Reception year when the children begin the Y1 year of the National Curriculum.

INTENT	IMPLEMENTATION	IMPACT
<p>Alignment to the National Curriculum</p> <p>We follow the 'Statutory Framework for the Early Years Foundation Stage'. It sets the standards for the learning, care and development for children from birth to 5.</p>	<p>Pedagogical Approaches</p> <p>When delivering learning opportunities (based on the principles set out in 'The Characteristics of Effective Teaching and Learning') we:</p> <ul style="list-style-type: none"> • Encourage children to independently plan and think about what they want to do, make choices and follow their own interests and fascinations. • Encourage children to respond to things that have previously been taught or that have been brought to their attention, in a well-organised and stimulating environment. • Give children opportunities to be active learners, taking pride in their achievements and developing their resilience if they encounter difficulties. • Inspire children to create and think critically, showing them how to develop strategies and ideas and to make links and solve problems. • Will ensure that children have direct teaching during each day, followed by small adult-led group work. • Provide children with plenty of time to engage in 'exploration' in provision. • Implement a curriculum in both the inside and outside areas, with equal importance given to each. • Will share a wide range of stories, non-fiction books, rhymes, poems and songs together every day, to develop children's oracy, vocabulary and comprehension. 	<p>Approach to assessment</p> <p>In EYFS we believe that assessment is about noticing what children can do and what they know. It does not take staff away for long periods of time. We observe children everyday to understand their level of achievement, interests and learning styles. These observations are used to inform and shape future learning and development. Our assessments are effective because we have a secure understanding of child development. At the end of the year children are assessed in relation to 7 Early Learning Goals. These are the levels of progress that children are expected to have achieved on completion of the Foundation Stage.</p>
<p>End points</p> <p>We plan a curriculum that ensures children make progress across the 7 Areas of Learning in order to achieve the 'Early Learning Goals'. It will:</p> <ul style="list-style-type: none"> • Be driven by children's interests. • Put the child's experience at the heart of everything, recognising that all pupils are unique. • Build on children's previous learning. • Be fully inclusive. • Be based on effective pedagogy, embracing strategies that include learning by play, by adults modelling, by observing each other and through guided learning and direct teaching. 		<p>Performance Data</p> <p>Children will be given an 'Emerging' or 'Expected' judgement at the end of the EYFS in each of the following areas:</p> <ul style="list-style-type: none"> • Communication and Language • Physical Development • Personal, Social and Emotional Development • Literacy • Mathematics • Understanding the World • Creative Development <p>A 'Good Level of Development' is measured by an 'Expected' judgement in the first 5 of these areas.</p>

Sequencing

- Promote an enabling environment, where warm and skilful adult interactions are key.
- Place a strong emphasis on the 'Prime Areas of Learning'; Personal, Social and Emotional Development, Physical Development and Communication and Language including oracy.
- Regard parents as partners.
- Effectively use assessment to check what children have learned and to move this learning forward.

Our curriculum is ambitious and carefully sequenced. It helps children to build on their learning over time. We recognise that young children's learning is often driven by their interests. As such, our planning is not rigid. It can be adapted. Practitioners must be flexible. Language development is key. We use the non-statutory guidance 'Development Matters'.

Addressing Social Disadvantage

We recognise the fact that we have children with differing ability, learning styles, needs and previous experiences in our classes. As teachers we will differentiate the lessons as necessary to ensure that each child can access, engage with and achieve their full potential. Children are praised for their effort and creativity and everyone is valued.

Teachers' Expert Knowledge

- Follow the 'Little Wandle Letters and Sounds Revised' SSP to ensure children develop GPC knowledge and segmenting and blending skills to decode words.
- Listen regularly to children reading in school, giving them decodable books that match their phonic knowledge in order for them to apply their learning and become successful, confident and fluent readers.
- Send home high quality 'free' choice story books for children to share with adults to help foster a life-long love of reading.
- Develop mathematical thinking and discussion by providing high quality learning environments and meaningful interactions with adults, supporting children with their development.
- Deliver interesting, purposeful and contextual activities to build on children's innate curiosity.
- Have a range of additional intervention groups for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and maths.

All staff in EYFS have a comprehensive understanding of how young children learn and develop. They recognise that children learn through play, by adults modelling, by observing each other, and through guided learning and correct teaching.

Promoting Discussion and Understanding

Throughout every session, teachers assess learning before moving on and adapt planning according to the cohort's needs. Misconceptions can then be addressed with individuals or groups of children. On-going observations and assessments inform planning.

Pupils' Work

The Foundation team and senior leaders review data on a termly basis to ensure children are on track to meet these targets.

In EYFS pupil's work takes many forms. It can be written down, photographic evidence, observations, pictures and models. It should demonstrate that:

- Children are actively engaged in their learning, their enjoyment being apparent.
- Children have experienced a range of exciting and enriching experiences and opportunities which they talk about with confidence.
- Children have more appreciation for the world around them.
- Children ask questions, solve problems and do not fear making mistakes.

Local Context

For a proportion of our lower attaining pupils and pupils with SEND, carefully structured support and purposeful guidance is provided promptly and where necessary, to increase their confidence and independence. Language development is a key focus.

Knowing More and Remembering More

In order to avoid cognitive overload, we focus on depth of learning rather than quantity of activities. Children's experiences are always central to our thinking.

Teacher Assessment

Assessment plays an important part in helping to recognise progress, understand needs and plan activities and support. Assessment is based on practitioner knowledge and professional judgement. Progress is reported formally to parents 3 times a year, including in a written report at the end of each school year. In the final term of the year the EYFS Profile is completed for each child. Development will be assessed against the ELGs. The results must be shared with parents/ carers and Year 1 teachers.

Talking to Pupils

- Children apply their skills and make links across the curriculum, demonstrating independence and resilience.
- Children are able to demonstrate compassion and empathy for others.
- Children have reached their full potential, achieving their ELGs.
- Children are successful learners and are ready for Y1 having left the EYFS stage with the skills, knowledge and confidence they need to be happy, inquisitive and successful.

The development of children's spoken language provides the foundation on which all 7 areas of learning and development are built.

Staff recognise and prioritise meaningful interactions in a language-rich environment with all pupils. We build on their interests.