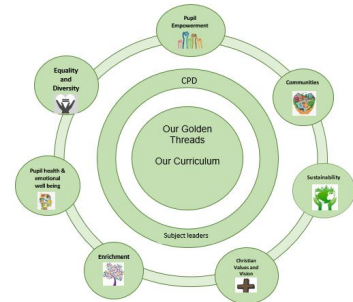


Kenn C of E Primary

Curriculum Design for Foundation



The Early Years Foundation Stage is the period of education from birth to 5 Years. At Kenn C of E Primary School we have a mixed reception and year 1 class (which depending on cohort size may only have reception children).



Intent – What do we teach our children?

At Kenn we aim to create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, carers and others to meet their needs and help every child reach their full potential. We believe that the foundation stage play is a crucial role to prepare children in securing the foundations to prepare children not only for later school, but early preparation for life. From the outset we prioritise personal, social and emotional development as this underpins our belief that children are best able to succeed when they are happy, secure and safe. Alongside this we prioritise communication and language and put a great emphasis on developing children's communication skills as this enables them to fully access everything else.

Our practice is underpinned by our school vision and Christian values (*Kindness, Courage and Faith*), we encourage children to live by the Christian parable of the Sower. All staff within our EYFS environment work hard to provide a nurturing, caring environment. We teach the children to work together, develop resilience and treat each other with kindness. An example of this could be helping and encouraging each other to do each other's coats up.

'Sowing the seeds of Kindness, Courage and Faith in God's Good Ground'.

As part of our practice we aim to:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and carers, and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.

- Provide opportunities for children to engage in activities that are adult led and child-initiated, supported by the adult and promoting independence.
- Have a key person approach, in the nursery setting, to develop positive and meaningful relationships with individual children.
- Provide a secure, safe and enabling learning environment indoors and outside.
- Celebrate the unique child by working with their own interests

Implement – How do we teach our children?

Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage 2021 curriculum. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependent on the nature and needs of the class of individuals.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

We provide effective and focused intervention for disadvantaged children and those who are finding learning challenging, by doing so we aim to narrow the gap and not leave any child behind. This will be provided in an inclusive way and target specific needs. Support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

By the end of the year we provide opportunities for children to increase their independence and stamina in recording their own work, to ensure they are well prepared for the move to Year 1. They are taught to use different media throughout the year, such as voice recording, video and photo content and writing.

Throughout the Reception year as part of the learning and teaching process, children will be assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. We use Seesaw and Target Tracker to record observations and monitor children's progress. End of year assessments are finalised during the Summer term, summarising each child's development at that point against the Early Learning Goals and Development Matters.

All of our EYFS staff engage in appropriate CPD throughout the year to ensure our practice is current and relevant. For instance, we identified the need to address poor handwriting skills, purchased the *pegs to paper programme*, undertook training and we have now rolled this out as part of our daily practice.

In EYFS we recognise the importance of working closely with our parents/carers is key to a child's progress and development. Therefore, throughout the year we provide opportunities for parents/carers to understand and engage in their child's learning, classroom activities and school events. For example, stay and play sessions, how we teach reading and christmas art open

afternoons. During the year we provide regular opportunities for meetings and reports, whereby parents can discuss their child's needs and progress. Alongside our formal reporting procedures, we pride ourselves on communicating directly with parents about their child's individual needs, whether that be a conversation at the school gates, over email or by phone.

The children engage with our communities and surrounding areas by enabling them to experience these on school trips, seasonal community events and visitors into school.

Impact – How do we know what we teach is effective?

The impact of their time in reception is reflected in having well rounded, happy and confident children transitioning into Year 1. Our curriculum and its delivery ensure that children, from their own starting points, make good progress. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations, making links and explaining their ideas and understanding. We believe every child can succeed and this is enabled through promoting a growth mindset. Children are confident to take risks and discuss their successes and failures with peers and adults, drawing on their experiences to improve or adjust what they are doing. To ensure this, we regularly monitor, moderate and measure against the Development Matters document. We know our children make great progress, by the end of the year, because they move on to their next stage of their learning as independent, resilient and motivated learners.

And are able to sum up and demonstrate our School vision and our Christian values..

'Sowing the seeds of Kindness, Courage and Faith in God's Good Ground'.

Values being Kindness, Courage and Faith.