

Foundation Department Curriculum

“Learning to play ..., playing to learn, ... learning to learn”

Our mission statement is “Learning to play ..., playing to learn, ... learning to learn”, as we believe providing a happy, creative and secure environment inspires our pupils to explore, engage and learn. The Foundation Department recognises that by facilitating a safe, caring, happy community, where every child matters and feels nurtured, we can ‘Remove Obstacles and Enable Access to Learning’.

The Foundation department recognises and values the importance of the Early Years Foundation Stage approach, which is used to deliver an appropriate curriculum to pupils in our Nursery and Reception classes. Its developmental approach and ethos is embedded throughout our Department. The prime areas of learning cannot be taught in isolation and overlap with each other; they are equally important and depend on each other. The specific areas also interlink and are taught alongside the prime areas also in an overlapping way. All children need opportunities to play, learn and explore. A variety of approaches are used and vary according to each child’s learning needs and abilities; some will be supported by an adult, whereas others may be more child initiated and child led. There will come a time in the child’s development, where a more structured approach and an introduction to more ‘formal’ teaching will take place, in order to prepare them for the next step of their learning.

Early Years Foundation Stage

Three PRIME areas of learning	Four SPECIFIC areas of learning
<ul style="list-style-type: none">• Personal, Social and Emotional development• Communication and Language• Physical Development	<ul style="list-style-type: none">• Mathematics• Understanding of the World• Literacy• Expressive Arts and Design

Pupils in Year 1 and above follow the school’s ‘Informal’, ‘Semi-formal’ or ‘Formal’ curriculum. These curricula enable our pupils to learn through experiences and activities, relevant to their individual needs and abilities. Each curriculum has five core areas, which include ‘Communication, Language and Interaction’, ‘Cognition and Learning’, ‘Self-Help and Independence’, ‘Sensory and/or Physical Needs’, ‘Social, Emotional & Mental Health’. Teachers plan under these specific areas and deliver relevant programmes, interventions and activities to support the curriculum and the pupils’ individual EHCP learning outcomes. For example, pupils access sensory and physical programmes, communication, language & interaction schemes, follow math pathways and personal, social & emotional activities, which are delivered within the class/individual pupil timetables.

Our pupils have their individual developmental journey to make and we believe that each curriculum facilitates them with opportunities to make their own way. Through a variety of approaches, we provide enriching activities designed to foster the desire to engage with learning. Each child is unique and we recognise that they develop in their own individual way and in their own time. The children have varying, and some complex educational and medical needs, which may impact on their learning and progress.

The pupils are at the heart of the Foundation Department Curriculum and we recognise that all children need opportunities to play, learn and explore. Outdoor learning (OPAL) is implemented throughout the Department and we believe that children’s learning can be enhanced by maximising the potential of the outdoors.

Assessment, recording and planning

Ongoing assessment and observations contribute to teachers’ planning and records of pupil progress. Many teachers use photographic learning journals (hard copy or electronic versions), MAPP or Learning Ladders as a way of recording and evidencing progress over time. Following the school’s Assessment Policy, class teachers update the

School's Assessment Framework, SOLAR, for each pupil and this is completed in collaboration with the School's Assessment Policy, at least every term. In addition, teachers record the children's progress towards personalised EHCP learning outcomes.

The Foundation Department uses topics as a method of curriculum delivery which inspire and excite pupils to engage in learning activities. Teachers plan using a topic web under the five core areas, to offer a broad and balanced curriculum and to focus on individual pupils' EHCP outcomes. Medium term planning encompasses the term's approach to the topic, informing weekly planning and learning outcomes.

Foundation Department's Four Year Topic Rolling Programme

	Autumn term	Spring Term	Summer Term
Year 1 (2018-2019)	Long, Long Ago	Where the Wild Things Are	Overground Underground
Year 2 (2019-2020)	Ourselves	Fantastic Beasts and Monsters	Blue Planet
Year 3 (2020-2021)	Out of this world	People Who Help Us	See How They Grow
Year 4 (2021-2022)	Let's Move	Up Up & Away	All Creatures Great & Small