



**West Oaks  
Curriculum  
Pathway:  
Foundations**

## Foundations Pathway

### Rationale

The Foundations curriculum is founded on the principles and practice of play-based learning, utilising the specific interests and intrinsic motivators of our pupils. This ensures the highest levels of engagement from our pupils in a structured and supportive learning environment.

The Foundations curriculum is based on 'Development Matters'. It is delivered mainly through topic-based planning which aims to offer a wide variety of themes to provoke interest throughout the year.

Children accessing the Foundations pathway are aged from 2-7 and developmentally range between 8-60 months (on exit). The curriculum provides challenge for all and enables smaller steps of progression and for development to be focused within the prime areas of learning; personal social emotional development, physical development and communication and language development.

The "Characteristics of Effective Learning" from the Early Years Curriculum are at the heart of our Foundations Curriculum and explore the different ways in which children learn. These characteristics highlight the importance of;

- playing and exploring - where children investigate and experience new things.
- active learning - where children concentrate and keep on trying when they encounter difficulties
- creating and thinking critically - where children develop their own ideas make links between them and develop strategies.

In Foundations, Religious Education is represented and taught in such a way as to ensure that the underlying principles are embedded into the curriculum, those being :

- ★ Promoting positive relationships, kindness and friendships,
- ★ Valuing and celebrating cultural diversity
- ★ Providing opportunities for pupils to celebrate and share their own home and faith-related experiences.

All the learning experiences we plan for our children allow them to utilise and develop these skills. Our learning environments, both inside and outside, are stimulating, exciting and relevant to the needs and age/stage of our children.

### Organisation of learning

In Foundations we teach children individually, in small groups, in class bases and in whole cohorts. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge.

Within the classroom pupils learning looks like this:

- Structured, play-based activities in indoor and outdoor provisions with high levels of adult support
- Opportunities for the development of literacy, numeracy, phonics and physical development daily
- Areas of provision within each class that allow pupils to consolidate skills taught and explore their own play opportunities
- A range of early communication strategies in collaboration with SaLT (Talking House), including Intensive Interaction, Attention Autism, Makaton, Communication aids, such as PECS, iPads, PODD books and aided language displays
- Highly individualised teaching and learning environments in each class to allow opportunities for progression and extension throughout their time in Foundations
- An established key worker system to allow for individual and targeted progression opportunities and extensions daily
- Access to rebound, interactive zone and the hall for sensory circuits daily
- Differentiated learning objectives. These will be evident within short term lesson plans and within marking and feedback
- Medium term plans created collaboratively and reviewed/reflected upon regularly

### **Success indicators**

Expected rate of progress (3 points progression) from pupils' relevant starting point, each year. This will be evidenced through the following:

- Increasing independence
- Increasing communication
- Love for learning
- High levels of engagement
- Children who are comfortable in the setting and engage with familiar staff
- Strong parental links forged to ensure a continuity in learning opportunities between school and home
- Children seeking to challenge themselves and extend their skills in the provision areas
- Foundations building in core subjects – numeracy, literacy and scientific investigation and enquiry skills