



**West Oaks
Curriculum
Pathway:
Foundations
2022**



Foundations Pathway

Rationale

The Foundations curriculum is designed to meet the needs of our Early Years and Key Stage 1 children. It is based on the principles and practice of play-based learning, taking our lead from the uniquely individual interests and motivations of our children, within a high quality and well-structured environment. This promotes the highest levels of engagement in a structured and supportive learning environment.

The Foundations curriculum is based on 'Development Matters' (2021). 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. The curriculum provides challenge for all and enables smaller steps of progression across;

Communication and language development (Prime area)

Personal social emotional development (Prime area)

Physical development (Prime area)

Literacy

Mathematics

Understanding of the world

Expressive arts and design

Within Foundations there is an increased focus on strengthening the prime areas of learning knowing that these areas form the core of early child 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 these, the underlying principles are embedded into the curriculum:

- ★ *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*

Organisation of learning

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

Our learning environments, both inside and outside, are stimulating, exciting and relevant to the needs and age/stage of our children.

Childrens' learning looks like this:

- Structured, play-based activities in indoor and outdoor provision with high levels of adult support
- Daily opportunities for the development of literacy, numeracy, phonics and physical development
- Areas of provision within each class that allow children to consolidate skills taught and explore their own play opportunities
- A range of early communication strategies in collaboration with Speech and Language Therapists 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
- Access to rebound, an Interactive Zone and larger (hall) spaces for sensory circuits and daily movement play opportunities

Processes in place to ensure these happen:

- An established key worker system to support individual and targeted extension
- Differentiated learning outcomes described for each pupil which are evident within short term lesson plans and within marking and feedback
- Collaboratively developed medium term plans in place which are reviewed regularly

Success indicators

Based on childrens' individual starting points we expect to see the following as a result of our curriculum being taught well;

- ★ Increasing independence and confidence.
- ★ Increasing interactions and subsequent progress in communication.
- ★ Increasing love for learning demonstrated.
- ★ Higher levels of engagement and motivation to engage with the learning opportunities on offer.
- ★ An increase in self -directed learning.
- ★ A consolidation of skills learnt.
- ★ Children who are increasingly comfortable and settled in the setting and who are engaging with familiar staff.



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- ★ Children who are increasingly seeking to challenge themselves and extend their skills in the provision areas.
- ★ Foundations building in core subjects – numeracy, literacy and working scientifically.
- ★ Children who have begun to respond to and demonstrate an understanding of the ethos of respect towards others and the environment.

Last but not at all least, we consider this final point to be a strong indicator of the success of our provision and the curriculum...

- ★ Strong parental links forged to help foster and enhance continuity in learning opportunities between school and home.