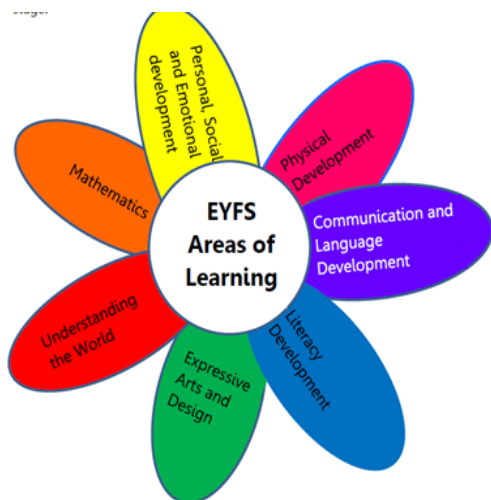


Foundation stage curriculum

Introduction

The Foundation Stage Curriculum, which includes children from birth to the end of Reception year, is organised into three prime and four specific areas of learning and development. This curriculum helps children get ready for school and prepares them for future learning and successes.



Children in the EYFS learn by;

Playing and Exploring

Showing an interest in objects events and people, taking part in role play and being willing to have a go, seeking challenges in new experiences and learning through trial and error.

Active Learning

Showing a high level of motivation, being able to concentrate for sustained period of time without distraction, persisting when they find something difficult and Showing satisfaction in their achievements.

Creating and Thinking Critically

Being able to make predictions, think of their own ideas to solve problems and test out their theories making adjustments where necessary.

Each prime and specific area of learning is split further into a number of strands. Our Foundation Stage Curriculum works towards achieving the Early Learning Goals by the end of the Reception year (age 5).

Prime areas of learning

Personal, Social and Emotional Development

Successful personal, social and emotional development is extremely important for young children in all aspects of their lives. It is necessary for success in all other areas of learning and it enables children to develop a positive sense of themselves.

Communication and Language

This includes speaking and listening in different situations and for different purposes. Children show their understanding of learning by following instructions, answering questions in relation to stories and experiences.

Physical Development

Children need to be active at this stage to develop confidence and control in the way they move and the way they handle tools and equipment.

Specific areas of learning

Literacy

Maryland use the Read Write Inc. literacy scheme from Nursery. The children begin to learn the basic sounds needed for reading, spelling and writing. We aim to give children the confidence, opportunity, encouragement, support and disposition to use these skills.

Mathematics

Your child will learn to counting, sorting, matching, seeking patterns and working with numbers, shapes, spaces and measures. Mathematical development depends on being confident and competent in using these skills.

Understanding of the World

In this area of learning children develop their skills, knowledge and understanding to help them make sense of the world we live in. This forms the foundation for later work in Science, History, Geography, Design and Technology and ICT.

Expressive Arts and Design

Creativity is fundamental to successful learning. The aspects covered in this area of learning include Art, Dance, role play and imaginative play.

Features of good practice in the Foundation Stage

Parents as partners

Parents and staff need to work together to have a positive impact on a child's learning and development. We aim to develop an effective partnership with parents and welcome your suggestions, ideas and input in to profiles.

Purposeful play

Well planned play, both indoors and outdoors (whatever the weather), is a key way in which young children learn with enjoyment and challenge. It is therefore advisable that pupils are prepared with clothes for ALL weathers. These can be left at school.

English as an additional language

Some of the children in our Nursery and Reception classes have a home language other than English. Linguistic diversity is valued and opportunities are given to children to use their home language in their play and learning. English needs to be learnt in context through practical, meaningful experiences.

Planning

We are aware of, and plan for the different experiences, interests, competences and knowledge that children bring to the Nursery and Reception classes. Time is planned and structured to ensure that pupils have enough time to explore what they have learned in teaching time, during their own purposeful play.