



Intent

We want children to leave the Foundation Stage well prepared for the next stage in their education, by being:

- Good communicators, who listen, ask questions and share ideas.
- Active independent learners, able to make choices for themselves.
- Happy, interested and enthusiastic about learning.
- Confident learners not afraid of challenge
- Sociable and caring and able to take turns
- Curious and inquisitive and happy to explore.

We also recognise the importance of having the skills, knowledge and understanding within each curriculum area in order to enable children to thrive in KS1.

We build upon the foundations and skills of each individual child on entry to foundation stage and strive to ensure that all children make good progress regardless of starting points and needs. We want our children to become competent, happy learners and to move to school/KS1 with the skills, knowledge and understanding that will enable them to thrive. All staff have high expectations and the enhancement of skills for learning is achieved through a well-resourced, stimulating environment that allows children to repeat and consolidate their own learning. We believe that every opportunity is a learning opportunity.

We plan to deliver a broad and balanced curriculum, based on the seven areas of learnings and taking in to account the statutory guiding principles of the EYFS framework. Within FS1, we place a particular focus on the prime areas of learning. These are the areas in which children often arrive to us with gaps in their skills and knowledge. We place a particular focus on developing children's ability to communicate effectively through improving their understanding and use of language, developing social skills to allow them to interact positively, building independence and developing physical and self-care skills. We believe that once these foundations of learning are embedded then other areas can be further developed on.

Early reading is a priority within EYFS. We foster a love of books and place an importance on reading through all aspects of our teaching. We use a systematic approach to teaching phonics and early reading skills to ensure that children learn to read accurately and are ready for the next phase of school life.



Implementation

The Keresforth EYFS curriculum is designed around four key principles: curriculum goals, core books, songs and rhymes and a language rich environment amongst a range of experiences. Our curriculum is wide, flexible and continually developing. The way in which the curriculum is delivered and what children are being taught can change throughout a day, responding to children's fascinations and needs. The curriculum provides a play-based and experiential learning environment, combined with focussed teaching, to ensure children make good progress before moving into KS1. Children in both FS1 and FS2 are provided

with learning opportunities accessible in both indoor and outdoor provision. They engage in planned, focussed activities (whole-class, small group and 1:1) as well as self-initiated and free-flow activities within a high-quality environment. All children's basic needs are met through the provision of a safe, stimulating and secure environment and adults regularly reinforce messages about how to stay safe and healthy and to ensure that their friends do too.

Curriculum goals:

Our goals are where we want our children to be by the end of FS1 and FS2. Checkpoints have been developed to support staff in making accurate judgements as to whether children are on track to meet curriculum goals. Subject leaders though school have worked closely with EYFS staff to ensure that there is progression and readiness for KS1.

Staff are skilled in the teaching of phonics and reading and generate an enthusiasm for reading and a love of books whilst effectively teaching new ideas, concepts and vocabulary. We take a systematic approach to phonics starting with Phase 1 in FS1 and working through Phases 2 to early Phase 5 in FS2. Parents are involved in supporting their child to learn to read through home reading books matched to phonic knowledge, sound charts and high-frequency words and through borrowing story/poetry books/sacks to share together.

A comprehensive mathematics curriculum is taught and embedded within provision providing sufficient practice to ensure fluency in using and understanding numbers and to build a strong basis for future learning.

Regular opportunities are planned throughout provision to reinforce new learning and for staff to check skills, knowledge and understanding. Opportunities for assessment are relevant and purposeful, leading to improved outcomes for children.

A language rich environment: Communication and language is an integral part of all learning. Adults use a wide-ranging vocabulary to deepen and develop learning and to improve the vocabulary that our children use. They ask questions that encourage children to think deeply about their learning, extend their use of vocabulary across the curriculum and to make connections in order to embed new learning.

Focussed teaching material is presented clearly, using visuals where appropriate, in order to provide clear explanations, promote discussion, check understanding and identify and address any misconceptions.



Keresforth Primary School



Core books, songs and rhymes: We have chosen core books, songs and rhymes for FS1 and FS2 which we want our children to be able to re-tell/recite/perform confidently by the end of their time within EYFS.

Transition: We have an effective transition programme. Transition into FS1 begins with an initial visit to Nursery followed by a build-up of time in setting appropriate to the needs of the individual and cohort. For those who have previously attended another setting, the FS1 teacher contacts the setting for transition information. Transition from FS1 to FS2 begins with regular visits to school, some sharing singing with FS2 and culminates in a week of transition mornings. We aim for the FS2 teacher to see all children who are new to school in their current setting during the summer term.

Impact

By the end of Foundation Stage, the majority of children are developing confidence in reading and are starting to develop some fluency. Their vocabulary and understanding of language are developed from individual starting points and most children achieve the early learning goals, particularly in the prime areas, mathematics and literacy, representing positive progress from generally low starting points. Children enjoy their learning and the majority participate eagerly and concentrate well. They are beginning to manage their own feelings and behaviour, and understand how these have an impact on others. The majority of children transition through and out of EYFS smoothly as confident members of the school community with the necessary foundations for the rest of their schooling.