**Foundation Stage 2**

**Intent**

At Barnston Primary, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children can continue to build upon through their school life. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing our children to achieve their full, unique potential. At the beginning of each year we begin by looking at the individual needs of our children and taking into account their different starting points. We then carefully develop our EYFS Curriculum which enables our children to follow the path of their learning journey that is suitable for their unique needs and stage of development.

At Barnston Primary School we believe that our Early Years Foundation Stage is crucial to developing firm foundations to be built upon throughout our school journey and beyond.

The ability to learn is underpinned by the planning and teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our children’s first experiences of school should be happy and positive, enabling them to develop a lifelong love of learning.

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It allows them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them as they progress from their individual starting points and preparing our children for the next stage of their education.

Daily activities involve [**child-initiated**](http://www.ndna.org.uk/NDNA/Shop/Item_Detail.aspx?iProductCode=FACT2&Category=FACT)and adult-led learning using continuous provision and small group activities. An indoor and outdoor environment supports learning and enables a wide range of learning opportunities for all children.

Our curriculum celebrates diversity and supports our children’s’ spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

It is essential to create a partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. We prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points supporting transition into KS1.

**Implementation**

We aim to achieve our curriculum intent by providing outstanding teaching and dedicated support staff ensuring high quality teaching and learning experiences for all children, learning in an environment where everyone is cared for, valued and respected.

Foundation Stage 2 follow the EYFS curriculum and develops their knowledge, skills and understanding through a combination of both play-based learning and focussed teacher led sessions. Pupils learn to share, work independently and play with others.

The curriculum is delivered by following the Statutory EYFS Framework Sept 2021 and supported by the Curriculum Guidance 2020 for planning and delivering activities across the seven areas of learning.

The Prime Areas:

* Communication and Language
* Personal, Social and Emotional Development
* Physical Development

The Specific Areas:

* Literacy
* Mathematics
* Understanding the World
* Expressive Arts and Design

We believe that continuous provision within the learning environment encourages independence and consolidation of skills and knowledge previously learned

Through enhanced provision the children are encouraged to make choices and initiate their own play, which develops their characteristics of effective learning in order to give the children the skills that they will continue to draw upon throughout their development.

The principles that guide the work in the EYFS are grouped into 4 themes:

* A unique child
* Positive relationships
* Enabling Environments
* Learning and Development

Our learning environments, both inside and outside, are adapted regularly to meet the different and developing needs of the children in our care. We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics.

We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to encourage challenge and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through accurate and effective observations. These provide us with information for future planning, not only for our individual classes, but also for individual children’s next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make good to outstanding progress within EYFS.

Phonics is taught daily, following the Letters and Sounds progression, through discrete differentiated groups. Through stories and activities associated with these, phonic sounds are introduced to children each day in an engaging way. The phonics activities are embedded by revisiting over the year, and supported in a range of ways including associating Jolly Phonics actions with each phoneme taught. Pre-reading activities involve Phase 1 listening games where children are encouraged to tune into sounds and practice the skills of oral blending and segmenting. They develop their sequencing and comprehension skills through picture books with no words prior to experiencing Phonics bug reading books, where they apply their phonic knowledge in blending to read.

Writing is encouraged through mark making opportunities, leading on to developing handwriting with support from parents at home as children practice in a home-school handwriting book. Children explore writing for different purposes and are encouraged to use their phonic knowledge and key word acquisition to develop writing independently.

Mathematics is taught through small group activities and areas of the classroom are enhanced with carefully planned resources to enable them to practice and apply their skills. Practical problem solving is encouraged to enable children to apply their knowledge in Mathematics. Children exceeding in Mathematics are also able to access the Key Stage 1 curriculum to extend their learning.

Social, Moral, Spiritual and Cultural development, including the promotion of British Values are at the heart of our curriculum and children are introduced to and follow our behaviour policy.

Children requiring additional support to meet their needs have personalised interventions, such as, Occupational Therapy, Speech and Language and Physiotherapy programmes are delivered to individuals when needed.

**Impact**

Our children demonstrate high levels of engagement in well planned activities. They develop their speaking and listening skills, which enable them to access more areas of the curriculum and learning, which they then communicate to both adults and children. They develop knowledge and skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways and applying them to different areas of learning. Our small ‘Phonics’ groups support children and demonstrate good progression with all children accessing Phase 3 sounds. Many children exceed in some areas of the curriculum, which is illustrated in our tracking of children.

Developing a wider sense of the world around them through their activities, our children can then draw on these experiences when interacting with others and link this to new learning to enable further progression. They will talk enthusiastically about their interests and learning with adults and other children.

Our children develop their characteristics of learning and are able to apply their knowledge to a range of situations, making links, explaining their ideas and demonstrating their understanding. Because of this our children have the confidence to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing. From their own starting points, our children make good to excellent progress academically and socially, developing a sense of themselves which prepares and supports them in the transition to Key Stage 1. The children achieve higher than the National average for their GLD at the end of F2.

Our partnership with parents is successful in EYFS, with ‘Next steps’ shared termly and parents informed of their child’s learning outcomes via Tapestry and also demonstrated in the feedback we receive via workshops and Tapestry. Our workshops are very well attended and important guidance is shared with parents to further their child’s learning and progress.