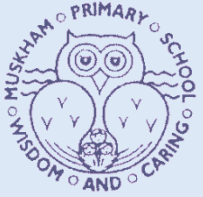


The Muskham Primary School Foundation Stage Curriculum

A village school with a world view



[Click to enter](#)



Key Policy Principles

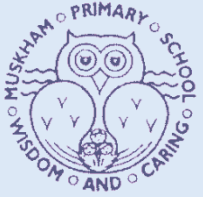
The aim of this policy document is to ensure that the ethos of the school is translated into the curriculum delivered.

The ethos of Muskham Primary School is centred upon the motto “**Wisdom and Caring**”. This motto epitomises the entire staffs’ commitment to coupling high **academic expectation** and achievement with a dedication to the **children’s social, moral, spiritual and cultural** development.

Our curriculum tag-line is “A village school with a world view”. Our curriculum celebrates our children’s own context as members of a **rural English community** whilst preparing them for the experiences and challenges of a much **wider world** which they will step into as **highly successful adults**.

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils for the next stages in their lives.

[**Contents**](#)

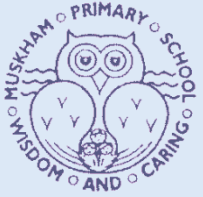


The Characteristics of Effective Learning

In Foundation, we want to instil and develop skills that allow children to reach their full potential.

Through developing these characteristics, we can give every child the opportunity to learn effectively.

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things



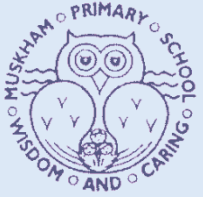
The Enablers

In addition to developing the Effective Characteristics of Learning, we also introduce children to 'The Enablers'.

The Enablers encompass the key skills we aim to foster throughout their years at Muskham Primary. We believe that Independence, Empathy, Perseverance, Creativity, Optimism and Questioning are important attributes which will support a child, not only during their time in school, but throughout their lives.



[Contents](#)



The EYFS Curriculum

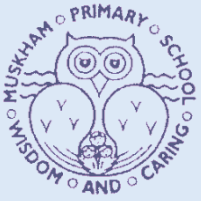
Whilst in Foundation, children will be working within the EYFS Framework.

There are 7 areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At the end of the EYFS, there are 17 Early Learning Goals that children are expected to achieve.

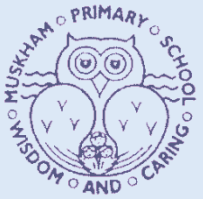
[Contents](#)



Curriculum Intent

At Muskham Primary, we believe every child has the right to a high-quality education which gives them a secure and confident start to their school life. We are committed to developing and fostering an authentic love of learning. We strive for the highest of standards and nurture each child so that they can achieve their full potential. Our curriculum puts each child at the centre, with a focus on developing the learning characteristics, and the knowledge and skills to enable future success.

Our Foundation Stage curriculum provides children with rich and varied experiences which allow them to create and develop meaningful connections in their learning.



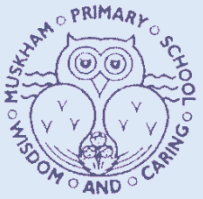
Curriculum Implementation

Teaching and Learning:

We plan and provide quality-first teaching across all areas of the curriculum to ensure children are receiving the highest quality of education.

Phonics

- Phonics is taught with rigor through a validated scheme: ELS. Children engage in an adult-led input and then apply their learning to an appropriately matched activity. Phonemes taught are displayed within the classroom to support children's recognition and independent application.
- Children have access to a reading book and an E-book which is matched to the phonemes taught that week. Books are rotated weekly to ensure they have access to a variety of texts with progressive content.
- Children read with an adult in school 1:1 at least once a week. Children who need additional support read more frequently with an adult.
- Our adult-led learning is reinforced within the learning environment, with displays which reflect the current learning and sound mats which reflect the scheme's images and rhymes.



Curriculum Implementation

Teaching and Learning:

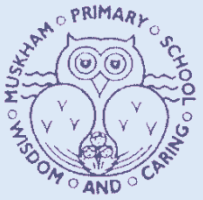
Talk for Writing - T4W

- T4W is introduced in Foundation. This method of teaching ensures children become increasingly familiar with selected stories and texts. A wide selection of authors, themes and genres are used to ensure children experience a breadth of language.
- T4W supports children's language development as they explore new, ambitious and unfamiliar language. They learn to use story language whilst orally rehearsing and performing stories to others.
- Children apply their phonics to a variety of reading and writing activities linked to the current story.

Maths

- Children are taught Mathematics in Foundation using a variety of physical manipulatives and resources.
- Number awareness and knowledge is developed using Numicon.
- Key facts are taught and practised regularly in order to ensure rapid recall; games and rhymes are used to reinforce these.
- Children are given a context for their learning; this allows them to understand the importance of Mathematics in the wider world.

[Contents](#)

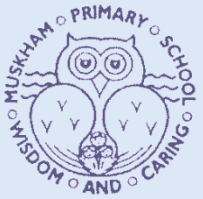


Curriculum Implementation

Teaching and Learning:

Maths

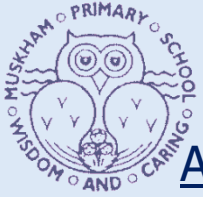
- Children are encouraged to explain their thinking out loud when solving problems; this is modelled by the adults in the provision in order to equip children with the appropriate language and process.



Curriculum Implementation

Learning Environment and Continuous Provision

- We provide an engaging and stimulating learning environment which consists of 2 indoor learning areas and access to a purpose-designed outdoor learning area.
- Displays within the environment reflect and celebrate the learning that is taking place.
- We offer carefully considered and organised continuous provision which allows children to independently practise and apply their learning in a variety of contexts.
- We offer open ended enquiry opportunities so that children can create meaningful links in their learning.
- We provide a careful balance of adult-led learning and child-initiated learning to ensure children get the opportunity to follow their interests.
- When a learning opportunity arises, we plan in the moment to ensure we can foster and follow children's individual interests.
- Adults aim to develop children's spoken language by offering ambitious vocabulary choices, modelling correct spoken English and by engaging in regular back and forth conversations.



Curriculum Implementation

Assessment:

- Prior to children starting school, nursery visits take place to ensure we have an opportunity to discuss each child with their previous teacher. This ensures that we are able to meet their individual needs, support their next steps and their transition effectively.
- The RBA assessments are carried out within the first six weeks.
- Further baseline assessments are carried out at the beginning of the year. These assessments allow the practitioner to gain an understanding of the whole child across the 17 areas of development. The baseline assessments allow the practitioner to target support for each child's next steps.
- Practitioners continually make formative assessments in order to make an informed assessment of each child's strengths and next steps. Observing each child allows the practitioners to target support or provide opportunities to extend a child's learning.
- AfL is a crucial element of the assessment process in EYFS. Questioning is used regularly to not only assess a child's understanding, but to also develop their thinking further.
- Learning that is recorded in a workbook is assessed and marked according to the schools marking policy.
- Verbal feedback is given regularly throughout the day.
- Progress is formally assessed and recorded at 3 points during the year; Autumn 2, Spring 2 and Summer 2 against our curriculum statements.
- The EYFS Profile is submitted during the term of Summer 2.

[Contents](#)



Curriculum Impact

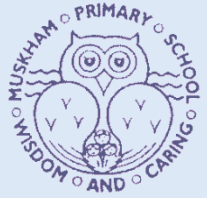
Our curriculum and its delivery ensure that children make good progress against their varied starting points. We strive for children to achieve a Good Level of Development. The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children who will grow to be competent lifelong learners and good citizens. The children transition into Year 1 with key knowledge and overarching concepts to enable them to access the requirements of the National Curriculum.

EYFS Outcomes in 2023

Good level of Development: School 72% National 67.3%
Expected level across all ELGs: School 72% National 65.7%

EYFS Outcomes in 2024

Good level of Development: School 78.3% National 67.8%
Expected level across all ELGs: School 73.9% National 66%



Contents

The Seven Areas of Learning

Communication and Language

Personal, Social and Emotional Development

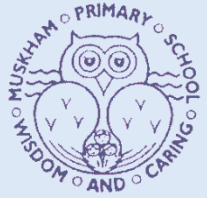
Physical Development

Literacy

Mathematics

Understanding the World

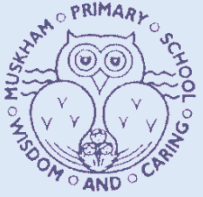
Expressive Arts and Design



Communication and Language – Listening, Attention and Understanding

Children in F1

- Enjoy listening to longer stories and can remember much of what happens
- Pay attention to more than one thing at a time, which can be difficult
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"



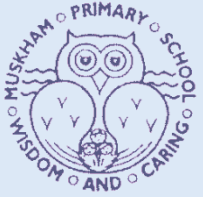
Communication and Language – Listening, Attention and Understanding

Children in F2

- Understand how to listen carefully and why listening is important
- Ask questions to find out more and to check they understand what has been said to them
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Listen carefully to rhymes and songs, paying attention to how they sound
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Learn rhymes, poems and songs
- Engage in non-fiction books

ELG

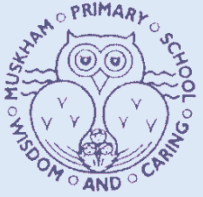
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



Communication and Language – Speaking

Children in F1

- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Develop their communication but may continue to have problems with irregular tenses and plurals
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words



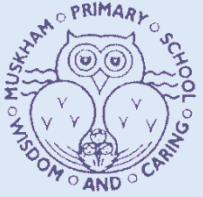
Communication and Language – Speaking

Children in F2

- Learn new vocabulary.
- Use new vocabulary through the day
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases
- Use new vocabulary in different contexts

ELG

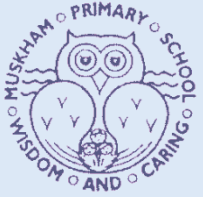
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Personal, Social and Emotional Development – Self Regulation

Children in F1

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community



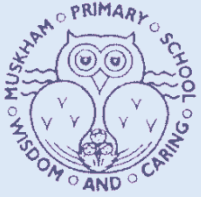
Personal, Social and Emotional Development – Self Regulation

Children in F2

- See themselves as a valuable individual
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally

ELG

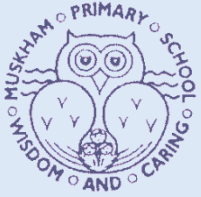
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions



Personal, Social and Emotional Development – Managing Self

Children in F1

- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them .
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly
- Make healthy choices about food, drink, activity and toothbrushing



Personal, Social and Emotional Development – Managing Self

Children in F2

- Express their feelings and consider the feelings of others
- Manage their own needs, including their personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - Regular physical activity
 - Healthy eating
 - Teeth brushing
 - Sensible amounts of 'screen time'
 - Having a good sleep routine
 - Being a safe pedestrian

ELG

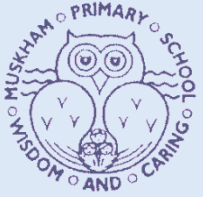
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Personal, Social and Emotional Development – Building Relationships

Children in F1

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Understand gradually how others might be feeling



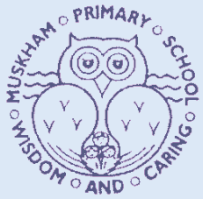
Personal, Social and Emotional Development – Building Relationships

Children in Reception

- Build constructive and respectful relationships
- Think about the perspectives of others

ELG

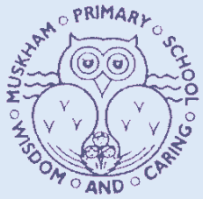
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs



Physical Development – Gross Motor

Children in F1

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl walk or run across a plank, depending on its length and width
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks



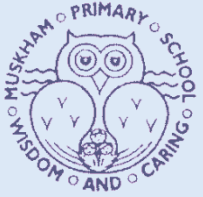
Physical Development – Gross Motor

Children in F2

- Revise and refine the fundamental movement skills they have already acquired: running, crawling, walking, jumping, running, hopping, skipping and climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Further develop the skills they need to manage the school day successfully:
 - Lining up and queuing
 - Mealtimes

ELG

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing



Physical Development – Fine Motor

Children in F1

- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips



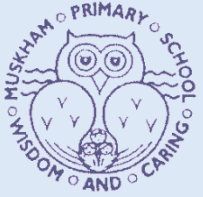
Physical Development – Fine Motor

Children in F2

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing.



Literacy – Word Reading

Children in F1

- Understand the five key concepts about print:
 - Print has meaning
 - Print can have different purposes
 - We read English text from left to right and from top to bottom
 - The names of the different parts of a book
 - Page sequencing
- Develop their phonological awareness, so that they can:
 - Spot and suggest rhymes
 - Count or clap syllables in a word
 - Recognise words with the same initial sound, such as money and mother



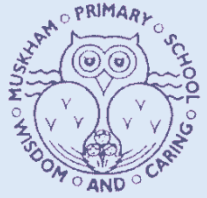
Literacy – Word Reading

Children in F2

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school’s phonic programme
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Literacy – Comprehension

Children in F1

- Engage in extended conversations about stories, learning new vocabulary



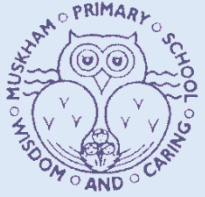
Literacy – Comprehension

Children in F2

- Sequence events in a simple story
- Suggest what might happen next in a story

ELG

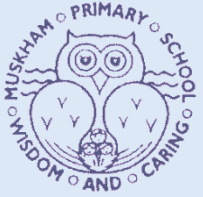
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play



Literacy – Writing

Children in F1

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy
- Write some or all of their name



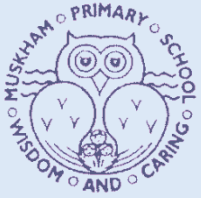
Literacy – Writing

Children in F2

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences
- Re-read what they have written to check that it makes sense

ELG

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others



Maths – Number

Children in F1

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'



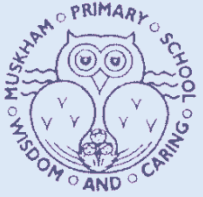
Maths – Number

Children in F2

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive number
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0–5 and some to 10

ELG

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts



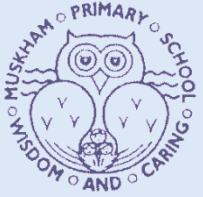
Maths – Numerical Patterns/Shape Space and Measure

[Contents](#)

[Reading
Home](#)

Children in F1

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:
 - 'sides', 'corners'; 'straight', 'flat', 'round'
- Understand position through words alone – for example, "The bag is under the table," – with no pointing
- Describe a familiar route
- Discuss routes and locations, using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper
- Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Maths – Numerical Patterns/Shape Space and Measure

[Contents](#)

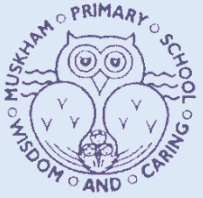
[Reading
Home](#)

Children in F2

- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

ELG

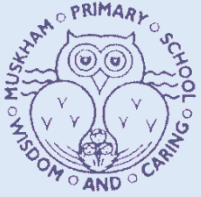
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally



Understanding the World – Past and Present

Children in F1

- Begin to make sense of their own life-story and family's history



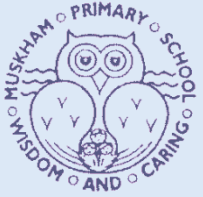
Understanding the World – Past and Present

Children in F2

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

ELG

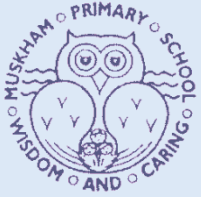
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling



Understanding the World – People, Culture and Communities

Children in F1

- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Show interest in different occupations



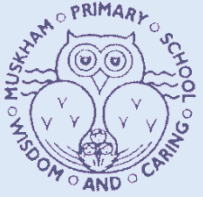
Understanding the World – People, Culture and Communities

Children in F2

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

ELG

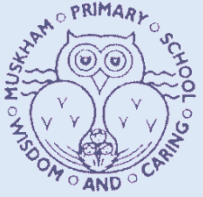
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.



Understanding the World – The Natural World

Children in F1

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary
- Explore how things work
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant and an animal
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore and talk about different forces they can feel
- Talk about the differences between materials and changes they notice



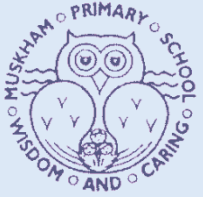
Understanding the World – The Natural World

Children in F2

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live

ELG

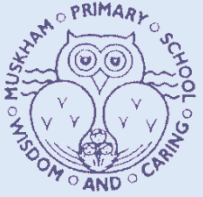
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



Expressive Arts and Design – Creating with materials

Children in F1

- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures



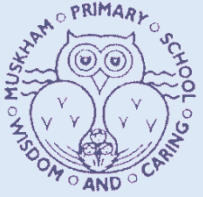
Expressive Arts and Design – Creating with materials

Children in F2

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills

ELG

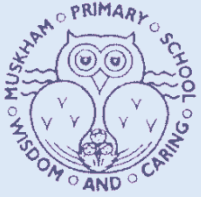
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories



Expressive Arts and Design – Being imaginative and expressive

Children in F1

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park



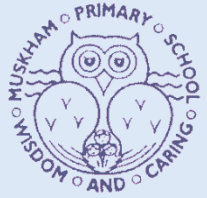
Expressive Arts and Design – Being imaginative and expressive

Children in F2

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play

ELG

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music



Topics and Timetables

The academic year is arranged into 6 half-termly topics that motivated the children and provide them with a context for their learning.

The daily timetable structure is:

0845 Arrive at school and begin morning activities
0900 Register
09.10 Phonics
10:10 Snack and Circle Time
1040 Break
1100 Maths input and activities
11.55 Lunch
1300 Register
1305 English input and activities
1405 Break
1420 Topic
1510 Class Story and Rhyme Time
1520 End of school day

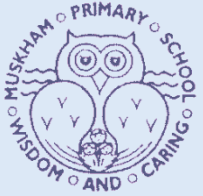
The FS2 weekly timetable of Adult Led time consists of:

Phonics (40 minutes daily)
Literacy (20 minutes daily)
1:1 Reading (15 minutes weekly per child)
Mathematics (20 minutes daily)
Topic 5 hours weekly

Topic time includes: Understanding the World, Expressive Art and Design, PSED and PE.

In order to apply their learning and develop independence, the children engage in activities within the continuous provision.

Children have the opportunity to access the continuous provision throughout the day. The continuous provision is adapted and enhanced according to the topic, theme, children's interests and the current learning taking place.



Homework

We set homework in order that parents and children can develop a shared positivity towards learning and school.

In Foundation Stage:

Tasks are set which encourage children:

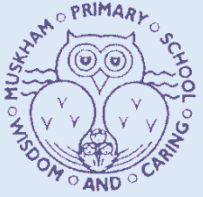
- to share in reading;
- to learn to spell;
- to count and calculate;
- to be inquisitive;
- to find out;
- to play;
- to concentrate;
- to choose;
- to make links;
- to be creative.

Homework is set weekly and reflects the learning of the week. This gives the children and parents an opportunity to practise key spelling and math concepts.

Reading books are sent home weekly; these are aligned to the schools' ELS phonics scheme. It is strongly recommended that an adult reads daily for at least 5 minutes with their child at home.

Feedback

All submitted homework is marked by the class teacher.



Assessment

In Foundation Stage:

Children are assessed whilst engaging in their everyday activities, play and through more focussed adult-led interactions and sessions. Evidence of Phonics, Literacy and Maths progress can be seen in each children's workbooks.

The new EYFS Framework and Development document outlines the expected outcomes for each age and stage. We use this to inform our planning, enhance our provision, set appropriate targets and share children's progress with parents.

Foundation levels of attainment:

Baseline: 3-4 Secure

End of Autumn 2 – Rec Entering

End of Spring 2 – Rec Developing

End of Summer 2 – Rec Secure (ELG)