



Curriculum Overview – Foundation Stage

Coverage of the curriculum in Reception class is a balance of both child-led planning and adult led teaching. Through the year we cover all of the curriculum objectives through a month banding skills based approach. We spend the first part of the autumn term getting a baseline of children's skills across all subjects in the Foundation Stage Curriculum. This means, we assess the children according to their developmental stage and seek to move their learning through month bandings until they reach the Early Learning Goal in each area. We also seek to provide opportunities that provide children with a balance of all areas of the curriculum and encourage children to reach their full potential across the board.

In regard to adult led teaching, we plan daily phonics using a scheme from the Oxford Reading Tree called Floppy's phonics. We use a challenging approach and work flexibly to continually assess the children's progress in phonics and reading and then teach in groups to keep meeting the children's needs in their reading. The scheme broadly follows an approach of Revisit, Review, Teach and Apply. We plan daily to teach a new sound to build recognition, teach letter form and build in blending and segmenting skills as their letter/sound correspondences improve.

In addition, we also plan a daily maths session, which again follows a systematic approach based on early baselining of children's skills and covers a range of number, shape and problem solving sessions. We use our daily assessments to inform weekly planning and aim to keep our activities linked to our topic.

Topics are chosen on a termly basis according to the children's interests. Last year, topics ranged from ourselves, autumn, Books of Julia Donaldson, Christmas, Dinosaurs, Living Things and Seaside's. This autumn term we will start with ourselves to help the children settle and then work on a topic of Traditional Tales.

In Nursery, our curriculum is also taught through a child-led approach. The focus of Nursery is in Prime Areas of learning and we aim to provide an environment that ensures a holistic, safe environment for children to develop according to their individual needs. The teachers use their knowledge of the children to plan a range of topics which are changed frequently. These have ranged from Hedgehogs (when the children found a hedgehog in our grounds) to The Nutcracker (when lots of the children began ballet) and books based on their interest, such as Pete the Cat.

Adult led teaching is conducted on a weekly basis and ensure that the children cover all areas of the curriculum through daily assessment according to the month bandings in the curriculum. We aim to help the children progress holistically through the month bandings across all areas.

Challenge and stretch for able children is provided in both child-led and adult led planning, according to the next steps of the children. We use our curriculum objectives for each area of learning and differentiate it individually to ensure that challenge is always provided. Challenge also comes in the form of adult-led activities which can be changed flexibly through the year as they progress. If a child is particularly able in one area of learning, eg. Reading, we aim to provide guided reading for individuals and also ensure that they are reaching their development expectations across all areas of the curriculum.

For those who are at a development stage below that of their age range, we ensure that we provide activities in our continuous provision that are meeting their needs. We may also find other ways to meet needs, such as providing opportunities to develop gross and fine motor skills.