

Planning Framework for the Foundation Stage Policy

This Policy was drafted through consultation with Foundation Stage practitioners.

What is the Foundation Stage?

The Foundation Stage is the platform upon which all children build the rest of their lives and is an education that encompasses all learning. We provide our children with opportunities to be an Unique Child, developing Positive Relationships, ensuring Enabling Environments where they can Learn and Develop to their full potential.

At Cranwell Primary School, the Foundation Stage covers children in the Reception class.

Aims

Our aims for the Foundation Stage are:

- To lay foundations upon which all future learning is based.
- To provide for the children's social, emotional, physical, and aesthetic, as well as their intellectual development.
- To take account of children's previous experiences.
- For children to develop as individuals.
- To encourage children to realise their potential.
- To lead children towards independence.
- To celebrate children's achievements, building upon what they can do.
- To give time for children to produce work of quality.
- To provide structured play situations where learning outcomes have been predetermined and planned for taking into consideration the above.

Foundation Stage Children Need:

Love and security:

- To develop positive self images.
- In a safe and caring environment, so self-esteem is developed and enhanced.
- In order to feel valued at all times.
- So that they feel a sense of belonging.

Quality Relationships with Understanding People:

- In order to develop socially and emotionally.
- With whom to form stable worthwhile relationships.
- To provide them with a real reason for exercising self-control and for showing consideration to others.
- In order to become more confident and independent.

Praise and Recognition:

- To have the confidence to try new things with enthusiasm.
- So that they experience a sense of achievement.
- In order that they can appreciate their mistakes and failures as being part of the learning process.

New Experiences:

- To develop their intellect.
- To extend and enhance their natural curiosity.
- To ensure there are real reasons for interacting with peers and adults.
- To help them enjoy the challenges of learning.

Sense of Responsibility:

- Developed and directed at not only themselves, but also towards others.
- In order to know what is allowed and also try to work within given restraints.

Learning and Teaching:

Effective learning involves:

- Children feeling secure, which helps them to become confident learners.
- Children being able to choose activities that promote learning and allows them to learn from one another.
- Children being given the opportunity to work in different ways and at different speeds.
- Children having time to explore ideas and interests in depth.
- Children learning through movement and/or their senses.
- Creative and imaginative play activities that promote the development and use of language.
- Children making links in their learning.

Effective teaching involves:

- Developing good working relationships with parents, as we understand that parents have a vital teaching role with young children.
- Offering a wide range of experiences which are challenging yet achievable, leading to the acquisition of knowledge, skills and concepts.
- Practitioners being role models for children to promote a range of positive behaviour.
- Practitioners using language that is rich, varied and grammatically correct to encourage the development of new vocabulary and linguistic skills.
- Conversation and effective questioning as a key factor in promoting children's knowledge and understanding.
- Practitioners working alongside and supporting children in a way that promotes positive attitudes to learning.
- Direct teaching of skills and knowledge.
- Planning the indoor and outdoor environment carefully to provide a positive context for learning and teaching.
- Skilful and well planned observation of children.
- Using assessment to inform effective planning for children at all levels of development.

Foundation Stage Curriculum

Personal, Social and Emotional Development:

- Encourages the development of a positive self image, leading to a feeling of being valued and showing that they are comfortable with themselves.
- Enables participation as a member of a group.
- Helps them appreciate and respond to the needs of others.
- Provides the opportunity for the sharing of time, feelings and experiences with friends, peers and adults.
- Encourages behaviour that is acceptable, not only to others, but also to themselves.
- Leads to an appreciation of the contribution that each child makes.
- Helps and supports the transition from being a member of a small family community to being a member of the larger School community.
- Encourages the persistence for extended periods of time at an activity of their choice.
- Encourages attitudes which help the children to become caring individuals.
- Leads increasingly towards independence.
- Offers opportunities for the development of a sense of responsibility, for themselves, for others, for living things and for the environment.
- Provides acceptable situations where a range of emotions can be experienced and explored.
- Promotes a feeling of calmness, security and a sense of belonging.
- Demonstrates flexibility and adapting behaviour to different events, social situations and changes in routine.
- Encourages a real interest in learning with high expectations.
- Promotes and encourages the asking of questions and the finding out of answers.
- Offers a wide range of first hand experiences, leading to the acquisition of knowledge, skills and concepts.
- Encourages positive attitudes, concentration, confidence and perseverance.

Communication and Language

- Being put into a situation that requires talk or action in order to give information, gain information, develop relationships with peers and adults, tell stories, recall and describe.
- Being given an interesting and stimulating environment, which demands the use of rich and varied spoken language.
- Having different audiences responding to and appreciating their spoken word in a number of different settings.

- Speaking clearly and audibly with confidence and control.
- Showing an awareness of the listener by their use of conventions; greetings, please and thank you.
- Developing the ability to share activities with others, both peers and adults, communicating experiences and discoveries.
- Being given an opportunity to listen attentively in a range of different situations, to provide them with the opportunity to respond with relevant comments, questions or actions.
- Developing their ability to follow instructions and enrich their knowledge and understanding with them replying 'how' or 'why' in response to events or stories.

Physical Development:

- Having the opportunity to practice their fine motor skills in a progressive way.
- Having the opportunity to practice their gross motor skills in a progressive way, both indoors and out.
- Having confidence in their physical ability.
- Having the opportunity to work with a wide range of materials, which require the use of many and varied manipulative skills.
- Developing physical competence.
- Using a range of small and large equipment and apparatus, including mark marking equipment.
- Developing control, coordination and physical mobility by being given the opportunity to run, hop, jump, skip, climb, and balance.
- Developing hand to eye coordination through games and physical activities which involve throwing, rolling, catching and aiming.
- Developing strength and stamina.
- Experiencing movement timing and rhythm.
- Expressing themselves and their emotions through movement.
- Developing awareness of space, of themselves and of others.
- Recognising the changes that happen to their bodies when they are active.
- Being aware of health and hygiene so that they can care for and maintain their bodies.
- Developing awareness of the safety aspects of PE.
- Experiencing success and having fun.

Literacy

- Enjoying quality literature which stimulates interest and imagination; encourages discussion and comment and leads to them wanting to read for themselves.
- Having real purposes for reading and for communicating through the written word.
- Understanding that reading is not only about books, but also about all the everyday print and symbols around them.
- Seeing the connection between the written and the spoken word.
- Having all their attempts at writing valued and encouraged, and having a wide range of equipment and materials appropriate for the task.
- Listening and responding to what they hear and using words for fun and enjoyment.
- Appreciating that spoken and written language are different.
- Extending their vocabulary, exploring the meaning and sounds of new words. Producing inventive writing in simple sentences to represent what they want to say.
- Becoming aware of letters, learning their name, sounds and how to write them.
- Recognise aware of High Frequency Words and recognising them in and out of context.
- Read common irregular words

Mathematics:

- Using the language of Mathematics to talk about their activities.
- Having an investigative approach to Mathematics, working in a practical way, solving problems and making simple predictions.
- Developing an understanding of number and numerals through a wide variety of practical activities, which gives the opportunity to count, talk about numbers, to experience numerical order and which involves them in simple addition and subtraction.
- Pattern making in a variety of contexts, sorting and classifying.
- Developing and understanding of the properties of 2D and 3D shapes.
- Comparing and ordering objects according to size, weight, capacity and position.
- Making estimations of weight, size, and quantity, and identifying coinage.
- Beginning to understand time through being encouraged to become aware of various times during their day, e.g. playtime, lunch and home time.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Understanding the World:

- Making sense of and developing their comprehension of the world around them.
- Observing the environment; looking closely at similarities, differences, patterns and change.
- Using their senses and making discoveries so they are finding out for themselves through their own actions and questions.
- Making sense of their findings through thinking for themselves.
- Satisfying their natural curiosity about living things, especially themselves.
- Handling a variety of natural and manmade materials.
- Acquiring knowledge appropriate to the experience, through direct input from the adults with whom they are involved.
- Selecting own materials, designing, making, building and constructing.
- Shaping, manipulating, assembling and joining construction and malleable materials using their own skills and talking about what they are doing and why.
- Becoming aware of how things work through observation and handling.
- Using tools in a safe way appropriate to the task.
- Being aware of the technology in the home and in the school; television, DVD players, telephones, interactive whiteboards, computers, notebooks and remote controlled toys.
- Using computers with a variety of software and internet.
- Realising their place in the immediate environment.
- Being aware of local landmarks in relation to home and School.
- Having confidence in finding their way and becoming aware of direction.
- Realising that some places are not within walking distances, and that some form of transport is necessary to get them there.
- Being aware of their place in the world.
- Being aware of themselves in their own immediate lifetime.
- Having a sense of place within their own family and the wider community.
- Being aware of events that are relevant to their immediate past.
- Having a sense of the passing of time and realising that there has been a past.
- Observing the changing Seasons and being aware of the weather.
- Realising that other children do not always enjoy the same things and are increasingly sensitive to this.
- Being aware of similarities and differences between themselves and others, among families, communities and traditions.

Expressive arts and design:

- Using imaginative role play and small world play to express and communicate their ideas thoughts, feelings and experiences.

- Responding in a variety of ways to what they see, hear, smell, touch and feel.
- Taking pleasure in the 'doing', whatever the end product.
- Making pictures and patterns with a variety of media.
- Valuing their own paintings and drawings, with Teachers recognising that this versatile medium is the main vehicle through which feelings, thoughts, emotions and ideas can be expressed.
- Using a range of suitable equipment so they can make marks in different ways on different surfaces.
- Appreciating and reproducing the diversity of colour around them.
- Using natural and manmade materials to produce 2D and 3D work.
- Learning the appropriate skills and techniques to allow the effective use of a wide variety of media.
- Being able to choose the most appropriate tools and media for the task, with resources readily available and easily accessible.
- Understanding the way in which different materials can be used and being given access to a wide range of materials; playing with them, handling them and so beginning to understand and identify their unique properties.
- Making and performing music and sounds by singing and playing instruments.
- Listening to a variety of music and sounds.
- Moving and creating images in response to music, rhythmically and with timing.
- Learning traditional rhymes and songs of their own and different cultures.

Home – School Partnership:

Home visits

- Home visits are an excellent way to start building relationships with parents and children; both Teacher and Teaching Assistant visit, giving both parents and child equal attention.
- Parents are 'in control' by inviting the team into their home. They are more relaxed and more likely to discuss concerns, ask questions and explain their child's foibles.
- The Teacher discusses School procedure, policies and dates, leaving booklets and information sheets.
- The Teaching Assistant talks with the child and plays with them, or observes as the Teacher spends time with the child.
- Each visit lasts approximately 30 minutes.

Partnership with Parents

This will be fostered and maintained by:

- Accessibility of Staff to parents.
- Communication/Reading records.
- Encouraging parents to help, either in the classroom or at home.
- Creating a parent friendly environment.

Reporting to Parents:

This is done via:

- Twice yearly parent interviews.
- Annual report to parents.
- Individual children's targets.
- Weekly information letters regarding the week ahead.
- Access to their children learning journal including assessment levels via 'Tapestry' online

PE – Risk Awareness

Safety issues are discussed with Foundation Stage children on entry to School. The Hall is a place for calm, controlled exploration, either with large apparatus, small apparatus, or movement. All children are aware of the reasoning behind the need for quiet calm self, being control during all PE activities in the Hall.

All Foundation Stage children are aware of the need for safety on the outside adventure playground and whilst using the outdoor play equipment.

Assessment and Recording:

- Numeracy and Literacy Formative Assessment sheets.
- Pupil Profile is on-going and recorded throughout the year, through observations and child initiated and Teacher directed activities. They are carried out by Teaching and Learning Support Staff, parent helpers and MSAs.

The Role of the Foundation Stage Lead Practitioner:

- Take the lead in Policy development, designed to ensure progression and continuity through to the beginning of Key Stage 1.
- Support transition from Foundation Stage to KS1 with Transition Co-ordinator.
- Support colleagues in their development of detailed work plans, assessment and record keeping.
- Monitor progress and standards throughout the Foundation Stage and advise the Head Teacher on action needed.
- Support transition from Pre-School setting into the Foundation Stage.
- Take responsibility for the acquisition and organisation of any central resources for the Foundation Stage.
- Keep up-to-date with developments in the Foundation Stage and disseminate information to fellow practitioners as appropriate.
- Liaise with both the Pre-School group and the Playgroup, keeping them up-to-date with developments, if and when appropriate.
- Act as Line Manager for FS TAs.