

The Foundation Stage Curriculum

At St. Chad's in the Foundation Stage the children are encouraged to demonstrate their critical thinking ability and creativity, an effective characteristic of their learning. Through consultation through the use of the talking and thinking floor books, a thinking tree, 2D and 3D mind maps the children are listened to and gain ownership of their curriculum and their learning experiences. By using the opportunity to involve the children in the process of their learning we are able to assess their existing frameworks of understanding in any aspects of the curriculum. We believe that the children have a great deal to share and should be consulted through planning together, focussed discussion and using the methods already outlined.

We use mind maps to encourage the children to see links across learning, talking and thinking floor books to record the children's thinking through their speech, diagrams, 3D mind maps, photographs, emergent writing and pictures. The whole emphasis is on enabling the children to find a way of sharing their knowledge.

We observe the children carefully to see what they are doing, listen to what they are saying in order to deepen the picture and to question to challenge their thinking, reflect and review and then offer more challenges to stretch and consolidate their learning. We ensure there are connected play experiences, so that children see the larger picture and then test their ideas over a block of time. We understand that play needs time so that ideas can develop and deepen. We therefore create flexibility for interests to develop over a period of days. We believe everyone has a motivational button that will start to inspire, enthuse, encourage them to persevere with challenges. Therefore the freedom to play to experiment and explore is a powerful tool.

Following the children's interests creates an interesting and engaging curriculum which encompasses the statutory requirements of the EYFS Framework.

The EYFS areas of learning and their associated Early Learning Goals are as follows :

Characteristics of effective learning:

Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Prime Areas:

Personal, Social and Emotional Development

- Making relationships
- Self- confidence and self-awareness
- Managing feelings and behaviour

Physical Development

- Moving and handling
- Health and self-care

Communication and language

- Listening and attention
- Understanding
- Speaking

Specific Areas

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, space and measure

Understanding of the World

- People and communities
- The world
- Technology

Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative