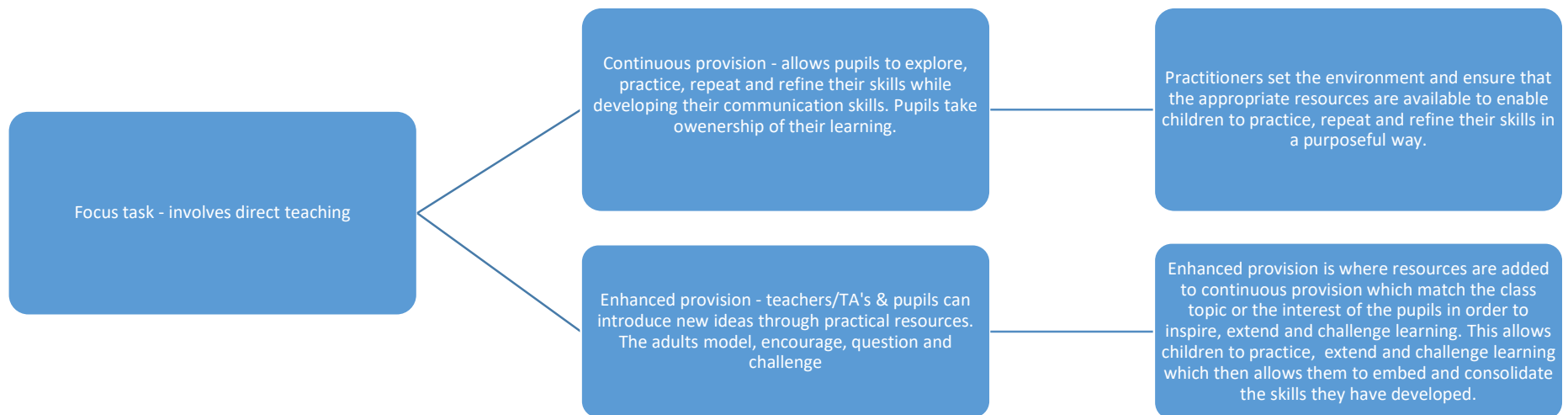


Developing Foundation Phase Pedagogy into Key Stage 2

Children need a broad, balanced and differentiated curriculum. Through appropriate planning and structured experiences in the Areas of Learning.

Teaching staff understand, inspire and challenge children's potential for learning. Their involvement in children's learning is of vital importance particularly when interactions involve open questioning, shared and sustained thinking. There must be a balance between structured learning through child-initiated activities and those directed by practitioners. A well-planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do, their interests and what they understand.

Within the foundation phase there are 3 elements: *Focus Tasks – Continuous Provision – Enhanced Provision*. The adult role is to support by playing/working along-side them, responding and suggesting ideas, using open questions, observing and identifying skills and the interests of each child and planning for the next steps in learning.



Therefore in the Foundation Phase there needs to be a balance between child-initiated and adult-led activities, children planning, developing and reviewing their work, regular use of the outdoor learning and play-based learning.

It was recognised in Key Stage 2 that the learners who now transition from the foundation phase are increasingly independent, creative and imaginative; they are used to a curriculum approach to teaching and learning that builds on what they know, what they want to know and what their interests are. As a result we have introduced the use of Missions into the Key Stage 2 pedagogy by making the curriculum planning more flexible and adaptable in order to suit the needs and interests of the pupils.

Missions are set tasks which cover a variety of cross curricular areas e.g. writing, reading, numeracy, welsh, creative, research/exploring and ICT. The missions are linked to the class topic and promote independent learning. The skills covered in each mission are those which have been explicitly taught and then reinforced in a different context. This enables the children to revise skills and apply them in a new way thus reinforcing their learning. The pupils are given opportunities to work at different levels and they are encouraged to challenge themselves. The mission tasks also allow them to develop their attitudes to learning, encourage them to collaborate, persevere and question. All the relevant resources are accessible in order for the pupils to complete the missions independently. If they complete all their missions for the week they can be given opportunities to develop their own mission tasks which complement the topic.

Whilst the pupils are working on their mission tasks the teaching staff have an opportunity to complete focus tasks with groups of pupils. Focus tasks again can be cross curricular and linked to the topic but specific skills will be taught which the pupils can then reinforce in their mission tasks.

Key Stage 2 staff are also increasing the use of the outdoor learning areas to support teaching and learning either through focus or mission tasks.

