



St Edmund's and St Thomas' Catholic Primary School EYFS



Curriculum Intent:

At St Edmund's and St Thomas' EYFS Catholic Primary School we offer an exciting child centred curriculum rich in awe and wonder which is accessible by all and delivers cultural capital to ensure all children are equipped to learn and reach their full potential.

We work hard to provide a stimulating environment that embraces the children's wide range of interests, provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in a language rich environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations and produce lifelong learners with the necessary skills to succeed in future key stages and to lead a safe, fulfilling and healthy life.

Curriculum Implementation:

At St Edmund's and St Thomas' Catholic Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories, role play and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Read, Write Inc. programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit, water play and have an active role in the planning and care of our garden and pond. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's empathy, speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We have devised our own Literature Spine which we believe will immerse our children in the best literature available and will provide a solid foundation for their future learning and success. We want our children to be passionate, engaged, life-long readers and we believe our text selections will promote this. Differentiated books/sheets matched to the children's ability containing the same focus 'sounds' taken from daily RWinc sessions are sent home so the children can practise the skills with their families. This serves the dual purpose of reinforcing learning at home as well as informing parents/carers about what the children are learning in school.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive a newsletter each half term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home. We have an open-door policy and have weekly parent and child reading mornings. Each term we have a parent workshop with a different focus that responds to parents' feedback.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations, talking to the children, adult knowledge of child development, regular moderation meetings, liaising with parents and in-depth knowledge of the children acquired throughout the year. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year and transition into year one.

Curriculum Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress as each child is unique, have different learning styles and learn at different rates. We baseline children when they join us, gathering information about what they know and can do, considering their interests, barriers to learning, SEND, dispositions and attitudes to leaning. We complete Welcomm screening, when necessary, as well as the statutory reception baseline assessment. During their time with us children make progress towards the national expectation for a Good Level of Development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves so that they are well prepared for their transition into Year One.

In addition to this, we also make summative judgements throughout the year to get a summary of where the children are up to. We share this with parents through parent carer meetings and reports home.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences and making links to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched progressive play-based curriculum, quality first teaching and the rigour of assessment.