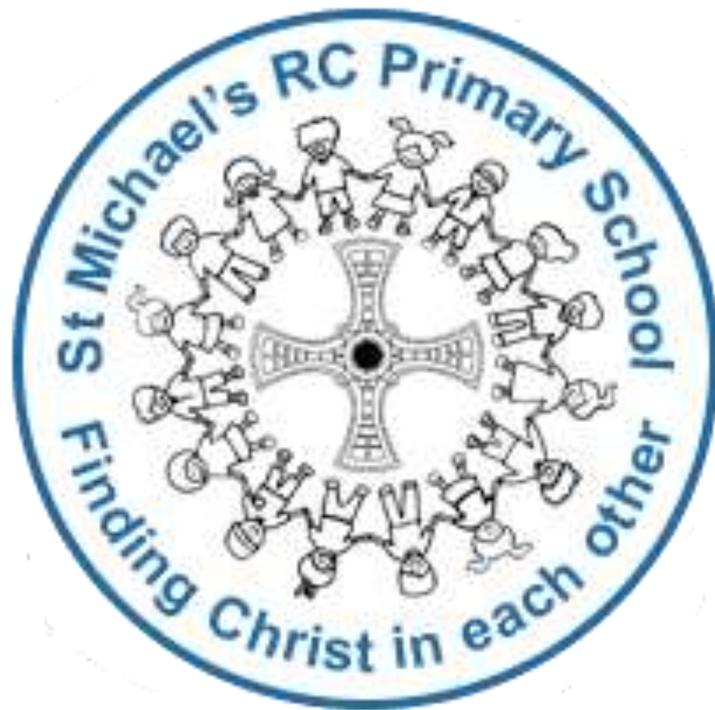


St Michael's RC VA Primary School



EYFS Intent Statement

EYFS Curriculum Intent

At St Michael's we believe all children deserve the best start in life and should have a warm, inviting and friendly environment to step into each day. We believe that each child should be respected and valued as unique individuals. We feel that all children should have access to a rich learning environment, which utilises their interests to enhance their learning and development.

At St. Michael's RC Primary School, the EYFS curriculum is designed to give children a solid start to their school journey. We aim to provide a curriculum, which is varied and flexible, allowing learning to move with young children's development and interests.

We understand that children learn best through play and experiences, which build upon their interests. We aim to provide a balance of child initiated, adult led and enabling environments to ensure children meet their full potential in all areas. We encourage independence in everyday tasks and learning, at each child's own pace. We intend to provide a curriculum, which offers a broad range of experiences for all pupils.

In the EYFS we want our children to be confident, independent and resilient. We aim to provide experiences within our curriculum, which allow children to flourish and build on these core values.

Our curriculum aims to:

- Give children a range of knowledge and skills, which are built upon from nursery and prepare children for Year 1 and beyond.
- Provide quality systematic synthetic phonics teaching to provide children with a good foundation to reading and writing
- Develop a love of reading through shared stories, books, nursery rhymes, poetry and non-fiction books.
- Provide quality early maths teaching, which include practical activities to master number skills and problem solving.
- Develop children's confidence and independence through enabling environments, child-led experiences and responsibilities in the classroom.
- Give children a good understanding of their own and others emotions through PSHE and RSE sessions
- Allow children to take ownership of their learning in continuous provision through Plan Do Review sessions
- Expand children's use and understanding of vocabulary through playful interactions, small groups and through reading and listening to a range of books.

EYFS Curriculum Implementation

At St. Michael's the EYFS curriculum is based on the Early Learning Goals and Characteristics of Effective Learning, outlined in the Early Years Statutory Framework and supported using the Development Matters document. Alongside these documents adults use their knowledge of the individual child to implement a range of planned adult directed activities,

child initiated learning, purposeful continuous provision and planned enhancements to the EYFS environment.

Most of the EYFS curriculum is taught through playful learning in continuous provision, where adults are able to interact with children and move their learning forward through their interests. We ensure children have time to plan and review their play, giving them time to prepare and then consolidate their playful learning – Plan Do Review.

During planning time we introduce any new enhancements and explore ideas through discussion and questioning. Any enhancements are planned from children's interests and to ensure any gaps in the curriculum are covered. We also plan enhancements and circle times around books, events and celebrations throughout the year. We provide open-ended and specific learning resources to encourage children's imagination, curiosity, exploration and independence. Our indoor and outdoor classroom are set up into different spaces, which are resourced to encourage learning in all areas. As staff observe and interact with each child's play, judgements are made as to how staff can move learning forward in play. This development of learning will look different for each interaction and could be achieved through questioning, simplifying, introducing or extending vocabulary, making enhanced additions to provision or modelling. Every week Early Years staff have a planning meeting where we plan next steps, area enhancements and discuss children's needs for the week ahead. Although most of our curriculum is delivered through adult interactions during play, enhancements to continuous provision and child-initiated activities; we also deliver small group and whole class sessions for phonics, maths and RE.

Phonics

We teach phonics everyday in small groups, which have been split to ensure children are focusing on a phase that is suitable to their stage in development. We follow the Letters and Sounds scheme, which ensures children are receiving consistent teaching in phonics throughout EYFS and KS1. Our phonics gradually introduces children to reading and writing captions and sentences, as they are introduced to new sounds and tricky words. We apply our learning in phonics through guided reading, home reading and individual reading each week and writing tasks over two weeks. We also have daily story times where we look at planned books, for developing questioning, discussion, prediction, enjoyment and vocabulary.

Maths

Our maths curriculum is also taught in small groups as well as through natural mathematical opportunities within the environment. Through small group time, we introduce, consolidate and explore number recognition, counting, simple addition and subtraction and problem solving. We use the mathematical statements in development matters and follow the White Rose scheme of work to ensure consistency in EYFS and through to KS1.

RE

Our RE curriculum is delivered over 2 hours each week. We follow the Come and See scheme of work, which covers key stories and beliefs of Christianity and 2 other faith topics. Alongside our RE curriculum we take part in daily collective worships and PSHE sessions.

EYFS Curriculum Impact

- Children will make progress in all areas of learning, from their individual starting points.
- Children will be able to know more, remember more and do more.
- Children have a positive start to their school life become confident and independent learners.
- On leaving the Early Years Foundation Stage, children are able to readily access the Year 1 curriculum.
- Children will be happy, confident and resilient readers, writers and mathematicians.
- Teachers complete assessments regularly to ensure children's learning and development is moving forward. Teachers address any misconceptions or struggles in learning promptly and appropriately for each child.
- Children will show our Catholic values through their actions and show tolerance and understanding towards each other and other faiths and cultures.
- Children will show resilience and determination to solve tasks and when learning new skills.
- Children will know about the village of Esh and the city of Durham.