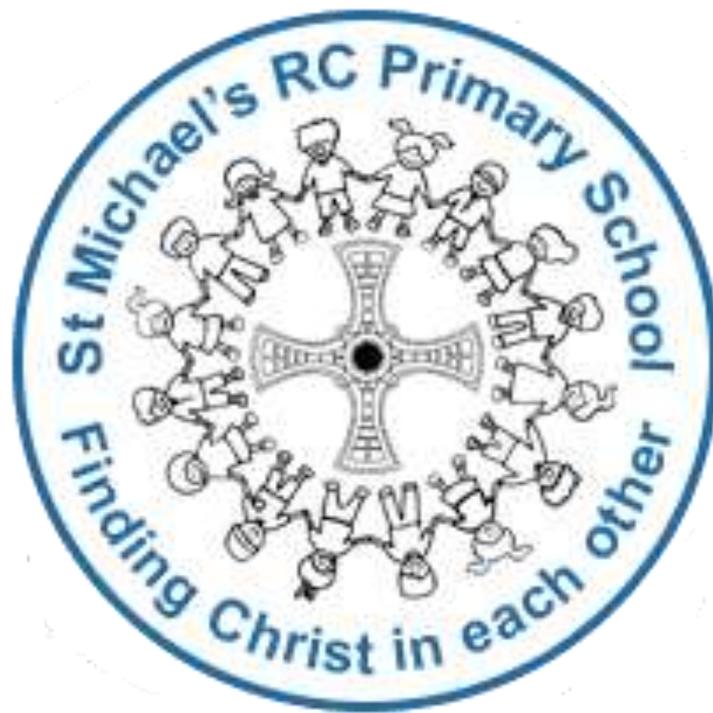


# St Michael's Catholic Primary School



## 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 Catholic 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 prepares children for Year 1.

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 emotions and are respectful of others 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 our EYFS curriculum is based on the goals outlined in the Early Years Statutory Framework and has been created with the support of the Development Matters and Birth to 5 documents. Alongside our curriculum and supporting documents we provide a range of learning opportunities through playful interactions, planned learning tasks and enhancements to provision.

Much of our 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. Our curriculum is delivered through a mixture of adult directed learning and child-initiated learning. We plan our adult directed tasks using our curriculum document to ensure all children meet the Early Learning Goals in all areas of learning. In child-initiated time, 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.

### Plan Do Review

Plan Do Review is completed every day and is the time given to child-initiated play. During this time adults work with children to explore, challenge and support their interests and chosen tasks within the provision. During planning time we introduce enhancements to provision and explore children's ideas through discussion and questioning, modelling language and communication. We also use our Learning Through Play floor book to reflect on previous learning. Enhancements to provision are planned to support progress in all areas of the curriculum, particularly for Expressive Arts and Design and Understanding of the World. When appropriate we will add enhancements related to child specific needs and interests to support individualised learning. 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 children's play, judgements are made as to how staff can move learning forward. 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. Each week the foundation stage team have a planning meeting to plan next steps, enhancements to provision and discuss children's needs for the week ahead. On top of accessing the curriculum through Plan Do Review, we have teacher led learning for phonics, mathematics, topic, music, computing, RE, PHSE and RSE.

### 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 Read Write Inc scheme, which ensures children are receiving consistent teaching in phonics throughout EYFS and KS1. Our phonics sessions introduce 3 new sounds each week and the children practise blending/segmenting with familiar sounds. Through Read Write Inc, children are exposed to learning common exception words to read and write. Once children have completed all the lessons for set 1 speed sounds and their assessments show they are confident with these sounds, we introduce reading lessons each week. This is where children will read phonics books to develop confidence and fluency. Children will also take reading

materials home. We send home sounds/books children are confident with to promote fluency and enjoyment in reading. Writing skills are developed through our Read Write Inc scheme as well as encouraging mark making in provision and planned adult directed tasks for writing twice a half term. In the summer term, we introduce the use of Jane Considine's scheme for writing along with the rest of the school.

### Maths

Our maths curriculum is taught in whole class and small group sessions. We use the White Rose Maths scheme of work to ensure consistency and a deeper understanding of number to prepare children for Year 1. When children begin school, maths will often consist of a circle time lesson with an adult followed by supported learning through play within the areas of provision. Here adults will challenge, support or consolidate children's mathematical thinking through questioning, modelling and some direct challenges. As children settle into a school routine our mathematics sessions will become more directed. Consisting of a short group input, followed by a directed task with an adult or a consolidation task to complete independently.

### Topic

Our topics have been mapped out on our long-term overview to ensure our curriculum is covered. Our topics ensure that the specific areas of learning – expressive arts and design and understanding of the world are covered throughout the year. Topic time is completed each week in whole class or small group sessions. Children will have time to explore and use new language through play and topic-based enhancements to provision. Our floor book documents the topics covered in the year and is used to reflect on learning with the children each half term.

### Music

We use the Kapow music scheme to give children a good start to their musical learning. We complete a music session once a week and in Autumn 2 we perform a Christmas Nativity play, incorporating singing and performing in a real-life context.

### Computing

We use the Kapow computing scheme from Autumn Term 2. Although computing has been removed from the statutory framework as an Early Learning Goal, we recognise the importance of teaching children how to use technology correctly and safely.

### PHSE

The PHSE curriculum in early years is given a lot of importance and much of it is delivered through modelling, supporting and questioning during children's Plan Do Review time to support the prime area of learning – Personal Social and Emotional Development. We also have weekly PHSE lessons which focus on a key area of the mapped our PHSE curriculum to ensure children have a good knowledge and understanding, which can be demonstrated in their play.

### RSE

Our RSE curriculum follows the Ten Ten resources and ensures children have a good foundation in relationship education. RSE is completed weekly with the PHSE curriculum.

### RE

Our RE curriculum is delivered every 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 prayer.

### 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/difficulties 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.
- Children will be able to use and understand a wide range of vocabulary