

St Thomas More Catholic Primary School Curriculum Statement EYFS

A community working through prayer, celebration and learning, to achieve excellence.

Intent	Implementation	Impact
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> Ensure the children have an education rich in wonder and memorable experiences that allow children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. 	<p>We offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points. We follow the Early Years curriculum using topic themes and enrichment opportunities. The aim of our curriculum is to develop a 'thirst and love for learning' and 'Awe and Wonder' memories by:</p> <ul style="list-style-type: none"> Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's Characteristics of Effective Learning. Providing child-initiated activities in line with children's starting points which enhance their learning and impacts on progress. Developing an effective and engaging environment that is rich in language whilst taking into consideration the need for the children to be able to access all areas of learning, both inside and outside at any one time. Providing high quality interactions with adults that demonstrate and impact on the progress of all children. <ul style="list-style-type: none"> Ensuring that 'The Unique Child' is at the forefront of adult's interactions and adopting a nurturing approach for those pupils who might need some reassurance to enable them to succeed. Using high quality questioning and interactions to check understanding and address misconceptions. Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills. Carefully assessing, through observations, which are recorded on Tapestry and shared with parents. Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning but providing enough challenge to develop resilience. Providing home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home. 	<p>Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals.</p> <ul style="list-style-type: none"> Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. During each assessment window, three times a year, teachers update the progress children have made onto a spreadsheet which allows us to assess the impact of teaching and evaluate whether it has been enough. <p>Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper 'learning journals' which children use to reflect on their progress through pupil voice. Our curriculum and its delivery ensure that children make good progress. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make rapid progress. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet</p>
<p>The EYFS leader will:</p> <ul style="list-style-type: none"> Co-ordinate and plan a curriculum that gives children the best chance to become well-rounded individuals, ready to succeed in an every-changing world. Ensure the children who come into our setting with varied experiences have learning opportunities provided which widen their knowledge and understanding of the world, setting ambitious expectations for all children. Ensure a curriculum which celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful. 		
<p>The class teacher, and other staff responsible for delivery of the EYFS</p>		

<p>curriculum, will, with support from the EYFS leader:</p> <ul style="list-style-type: none"> • Develop children that have a positive, confident attitude to learning. They are both physically and emotionally ready to learn. • Support children to show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn. • Provide an environment where children are curious, able and willing to learn from their mistakes and can describe their progress • Encourage children to be prepared to persevere and stay involved in their learning, even when the process is challenging. • Support children to be prepared to help each other. • Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points <p>The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.</p>	<p>The Early Years uses high quality texts as a basis for topic planning and usually start with an exciting hook to engage children in both the topic and the book.</p> <p>Reading is at the heart of our curriculum. Phonics is taught daily using Read Write Inc. through differentiated phonic groups. Phonic sounds are introduced in a systematic manner and progress is monitored with children moving on to read books from the scheme. The sessions are delivered in an engaging way and activities are revisited to embed over the year and supported in a range of ways including Hold a Sentence, Fred Talk and rhymes associated with each sound.</p> <p>The Maths curriculum is taught through daily dedicated sessions. There is an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration.</p> <p>Pupils have opportunities to share their learning with their parents and carers through Tapestry.</p> <p>Every term parents and carers have the opportunity to attend a Parent Consultation, this allows parents to see the children's progress and set targets for their child to work on at home.</p> <p>Extra- curricular opportunities include:</p> <ul style="list-style-type: none"> • Visitors to enhance children's learning – Priest, Fire Service, Police, visit from the museum, zoolab etc. • Visits in the local community – Autumn walks to in the local area, walk to the post office to post a letter, • <p>Educational visits into the wider area – Ferry Meadows, Sacrewell Farm</p> <p>The team in Year R work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.</p>	<p>of balanced learning experiences is undoubtedly the best way to develop happy, curious children.</p> <p>Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics everyday with regular circle time sessions to focus on PSED.</p> <p>Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.</p> <p>Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, Talk Boost or NELL; our nurture group with some of our vulnerable children or additional 'catch-up' provision in Maths. Staff also use 'pinny time' which is a quick, on the spot intervention focused on sight words, blending and number retention with target individuals. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.</p>
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