

EYFS Statement of Intent



Intent

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. It is our aim that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning.

Practice in EYFS is led by the four guiding principles that shape our approach in our Early Years setting, these are:

- Every child is a **unique child**, who is constantly learning and is resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

Children in both our Nursery and Reception classes follow the EYFS Guidance, which has seven main areas of learning.

The Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

Through the seven areas of learning we aim to provide themes that excite and engage children, building on their own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

The curriculum 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.

Implementation

At Holy Rosary, 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.

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The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Having a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities, when adults scaffold learning through skilful interactions and questioning.
- Staff act 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. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time, and that is adapted regularly to meet the different and developing needs of all children.
- Providing activity starting points for child initiated activities that are accessible to and challenge all children, regardless of where they are on their developmental journey.
- Suggesting home learning opportunities that link to our current class themes and build upon children's previous learning.

We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics.

The Early Years uses core texts as a basis for planning themes and we usually start with an exciting hook to engage children in both the theme and the book. Our high-quality texts are chosen with a view to promote reading for pleasure.

Phonics is taught daily through a systematic, synthetic programme called Read, Write, Inc. Phonics sounds are introduced to children each day in a fast-paced and engaging way. Phonics activities are revisited in class to embed knowledge, and supported in a range of ways during continuous provision.

The maths curriculum is taught through daily dedicated sessions, following the White Rose Maths scheme of learning. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

Pupils have opportunities to share their learning with their parents through Tapestry. Termly 'Stay and Play' sessions, allow parents to join in learning activities alongside their children and share the school experience. Parents are invited in for workshops that relate to Phonics and Maths, this gives them the opportunity to gain knowledge and skills of how they can support their child at home.

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Impact

By the end of the Early Years Foundation Stage the majority will have reached their personal best and have achieved good progress. Aiming for a good level of development measure (GLD). They will have achieved at least the expected level in the ELGs across the **Prime Areas** of Communication and Language, Physical Development, Personal, Social and Emotional Development and in the Specific **Areas** of Literacy and Mathematics. All children will have made significant personal progress across all areas of learning and will be fully prepared for their next stage of education, as they transition from Foundation Stage to Year One. Children at Holy Rosary will be well-rounded, happy, inquisitive and successful learners, and their enjoyment of learning will be apparent to all.

SEND/Disadvantaged

Our ambition is for all of our pupils to access the full EYFS Curriculum. These pupils will be supported to provide them with full accessibility to all aspects of the EYFS provision.