



Our Lady & St Thomas Catholic Primary School, Wellington

Early Years Foundation Stage

Introduction

At Our Lady & St Thomas RC Primary School, Wellington we believe that every child is unique, talented and loved by God. We establish from the start how special and cared for each child is and we celebrate their uniqueness. In line with the Department for Education Statutory Framework for the Early Years Foundation Stage (2021) we follow the educational programmes which shape all that we do in relation to our environment, our planning and our curriculum and providing the children with experiences.

In the EYFS we prepare the children for KS1 by ensuring they have the skills, knowledge and understanding they need for the future. We ensure that every child is included, supported and cared for equally. Our children feel safe and confident to learn in their environment.

Intent in EYFS at Our Lady and St Thomas:

- Our **induction process** will prepare the children to begin their school life already settled and happy.
- Our rich and exciting **EYFS curriculum** will inspire our children to deepen their knowledge in all areas of learning through the opportunities provided.
- Our love of **reading in EYFS** will support the children to read in line with EYFS expectations by the end of Reception.
- Our children will participate in planned **maths activities** every day which follows a mastery approach. This ensures deep understanding of number and numerical patterns.
- Our stimulating **learning environment, continuous provision** and **enhancements** will support our EYFS curriculum. It will inspire and promote learning and retention of learning.
- Our **partnerships and good relationships with our families** will support each child's learning.
- Our **school and class ethos** of caring for and respecting each other will support the children to excel in the Personal, Social and Emotional area of the EYFS.
- Our children will be **assessed** continuously in a range of ways of which the children will not be aware and will not take too much adult time.

Implementation in EYFS at Our Lady and St Thomas:

Induction

The children in EYFS come to Our Lady & St Thomas from many different pre-school settings - school nursery, private nursery, child minders and some with no nursery experience at all. Our induction involves family stay and play visits, children visiting on their own, family meetings, one to one meetings with new parents and the class teacher visiting all the children in their nursery/home settings.

EYFS Curriculum

Through our broad curriculum the children's vocabulary and use of language will be expanded. As a result of becoming geographers, historians and scientists they will deepen their understanding of the World around us by being taught, exploring independently within our continuous provision and by asking and answering questions. The children's interests and ideas will also be developed to support their own personal learning journey.

Reading

The children will be inspired to read books, tell stories, describe characters, use story language, handle books correctly and even write their own stories. The book journey we follow will teach children about specific authors. Planned guided reading sessions in Reception will provide varied reading experiences which will serve to widen vocabulary and support comprehension.

We will teach children to read in line with EYFS expectations by teaching phonics daily using the Read Write Inc scheme, by hearing children read several times per week, through the children participating in Guided Reading sessions and through our expectation that they read four times per week at home where they will have decodable books linking to our scheme, sharer books to read with an adult and library books to promote reading for pleasure. Our language rich environment will also support reading.

Maths

Maths will be taught every day. We follow a mastery approach at Our Lady & St Thomas, therefore ensuring a deep understanding of number and numerical patterns. Our curriculum is drawn from White Rose, Nrich and NCETM resources and provides challenge, fun and opportunity to develop a deep understanding. Maths opportunities are plentiful across our continuous provision.

Learning Environment/Continuous Provision

We will develop all areas of learning through our learning environment and continuous provision, both indoors and outdoors. Children will have the independence, confidence and curiosity to explore their ideas, deepen their thinking and enhance their knowledge.

In every area of our classroom and the outdoors there are reading, writing and maths opportunities as well as opportunities to learn about and understand the World. Enhancements within continuous provision will reflect topics being taught but every aspect of the 'Educational Programmes' will be supported and developed through the continuous provision.

Providing the children with experiences in and out of the classroom will also support progress. This could be learning to look after our stick insects, going on trips, welcoming visitors to the classroom and weekly forest school experiences.

Partnerships with families

Our families will support the children's learning by being involved, both in school and at home. We will work in partnership to ensure each child achieves their potential and that the child and their family are happy

and confident in their school life. Through this each child, regardless of their background and starting point, will be happy and feel safe at school and therefore become confident learners, caring friends and independent explorers.

School and Class ethos

Our ethos of caring for and respecting each other will support the children to excel in the Personal, Social and Emotional area of the EYFS. This ethos is supported through the teaching of our RSE and RE curriculums. Good and long lasting relationships with adults and peers will be developed, children will learn to show respect towards each other and they will be happy and feel safe at school.

Assessment

Assessment in class will be ongoing and progress is constantly measured through a range of methods. Methods we will use include discussion in team meetings, observing children play, brief observations of special moments in learning journeys, recording in books, RWInc phonics assessment, staff's professional knowledge of each child. We use our progression model to inform us if a child is not meeting expectations in any area and then address any area of concern promptly.

Through these methods and our knowledge of each child we can demonstrate the good progress that the children make. We strive for every child to meet the Early Learning Goals at the end of Reception and to be Year 1 ready.

Impact in EYFS at Our Lady and St Thomas:

- Our **induction** process ensures a very smooth transition into Nursery and Reception. The children enter school on their first day ready to learn and already familiar with the environment and the staff. Parents are confident to leave their children as they too have already spent time in the environment and with the staff.
- Through our **EYFS Curriculum** our children become resilient, capable and confident learners. By the end of Reception their speaking and listening skills, use of language, breadth of vocabulary and reading and writing skills are vastly broadened. Through opportunities provided they understand so much more about the World. Maths skills and knowledge are embedded and the children have a deep knowledge of number due to our mastery approach.
- Our children can **read**, in line with the Early Learning Goals, by the end of Reception. They have a rich knowledge of a wide range of books and authors and can talk about and retell stories they have read. They all leave Reception with a love of reading and all have their favourite story characters. In phonics, by the end of Reception, the children know and can apply the Read Write Inc Set 1 sounds and will be able to read the Set 2 sounds. They will be able to read and spell a range of 'red' words.
- By the end of Reception the children will have a deep understanding of numbers to 10. They will be able to order, count, say 1 what is 1 more and 1 less, solve problems, represent number, subitise. They will know the names of simple 2D and 3D shapes and be able to describe their properties. They will be able to compare size and talk about capacity. Their problem solving skills will be developed through the use of Nrich activities.

- Our ***school and class ethos*** of caring for and respecting each other ensures smooth transition of respectful, caring and confident children into Year 1.
- Good ***partnerships with families*** continue to support children to be Year 1 ready.
- Use of a wide range of ***assessment*** methods ensure that progress takes place. This is evident in our data. We can demonstrate and talk about the progress that has been made and what the child is learning. Our children are Y1 ready by the end of Reception.