

Welcome to EYFS

Curriculum Intent

"Tell me and I forget, teach me and I may remember, involve me and I learn" - Benjamin Franklin

It is our intent that our children develop key physical, verbal, cognitive and emotional skills whilst embedding a positive attitude to school and learning that they will continue to build upon each year. We recognise that all children are unique. We identify and celebrate their strengths whilst supporting them to develop as individuals.

Curriculum implementation

At St Mary's children progress within a language rich environment where there are opportunities to use language, interact, take turns, share and talk and benefit from interacting with Ks1 children in the setting. We provide lots of opportunities to develop children's familiarity with stories, songs and rhymes. Everything we do is designed to promote language development – our learning environments, the structure of our day, the way focus activities and interventions are organised. Our **balanced** approach – we combine motivating **adult-led activities**, **core experiences** (for example, gardening and cooking), and **targeted synthetic phonics approach using the Bug Club scheme**. Children learn through **play, enabling environments, outdoor learning**, following **children's interests** and teaching through **adult-child interactions**. Our provision is developmentally appropriate, and children are taught the **skills** they need throughout to make a smooth transition to Year 1. Expectations are stepped up throughout the foundation year, and we build on previous learning, ensuring progress.

Our **curriculum** is based on the [Early Years Foundation Stage Statutory Framework educational programmes](#) and 'Development Matters' guidance, along with children's interests and developmental needs, and the context of our school. Children learn skills and acquire new knowledge and demonstrate their understanding through 7 areas of learning and development, these are split into Prime and Specific areas.

Children start developing in the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for a child's healthy development and future learning, these weave through our Early Years Curriculum

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Our curriculum is designed to give children the **foundational knowledge** and understanding needed to prepare them for year 1 and beyond. This is taught mainly through our focus texts and continuous provision. Our whole school curriculum is concept driven and we have developed early years progression documents for key subject areas which clearly link our provision to the concepts and knowledge in the national curriculum taught in key stages 1 and 2.

We implement this through a play based approach. Teaching is practical and modelled by all adults in a combination of whole class adult led carpet inputs, small group sessions and working with children in the continuous provision. We aim to support and challenge all learners and closely consider the "Characteristics of Effective Learning" to ensure children actively learn and have opportunities to think critically.

We aim for our learning environments to be stimulating and exciting. Both inside and outside provisions are constantly adapted to reflect the children's interests, as well as to provide opportunities to consolidate and move learning forward. We want to provide an environment that inspires their curious minds, encourages them to explore and discover.

We actively promote independence from all children both in their personal and social skills, but also through accessing and applying their understanding of the curriculum.

Children are assessed continuously through accurate observations both in adult directed time and through their engagement with learning opportunities in the provision. This provides us with information for future planning and enables us to put support and challenge in place as soon as it is identified and required.

