



From tiny acorns, mighty oaks grow.

St Mary's Catholic Primary School

Bishop Hogarth
Catholic Education Trust

ST MARY'S CATHOLIC PRIMARY SCHOOL
BARNARD CASTLE

EYFS

St Mary's Catholic Primary School



Tiny Acorns, Mighty Oaks

"In every seed, there is the promise of a forest." Susan Jeffers.

I can do all things through Christ who strengthens me – Philippians 4: 13



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Imagine **IF** I had opportunities in school which allowed me to experience and explore...

T = Talking



I = Imagine



N = Nurturing



Y = Yearning to know more



A = Attentive



C = Curiosity



O = Outdoors



R = Reader



N = Numerate



S = Special

RIGHTS & RESPONSIBILITIES

PARTICIPATION

STEWARDSHIP

M = Movement



I = Interested in my local community

G = Geometer

H = Health

T = Technologist

Y = Your own mind

O = Observations

A = Artist

K = Kindness

S = Scribe



TINY ACORNS, MIGHTY OAKS

Our Core Values:

Social value:

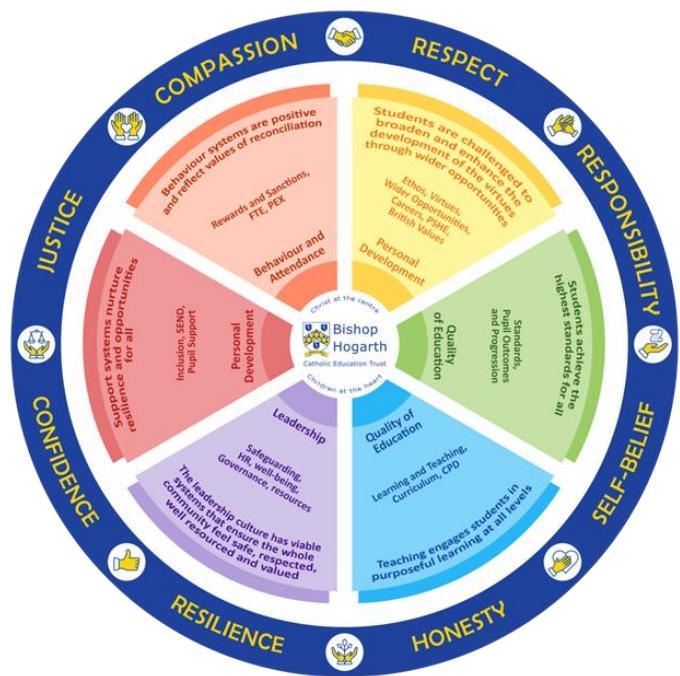
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Play and enrichment:

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Communication and Language

Talking

Imagine IF all children were given opportunities to listen, respond with *honesty* and *compassion* and flourish from their discussions in a creative and expressive form.



Imagine

Imagine IF all children were given opportunities to be *confident*, bringing their ideas to life through play in a rich and creative environment.



Your own mind

Imagine IF all children were given opportunities to grow in *resilience*, to speak their own mind and communicate their thoughts and ideas appropriately with their peers.





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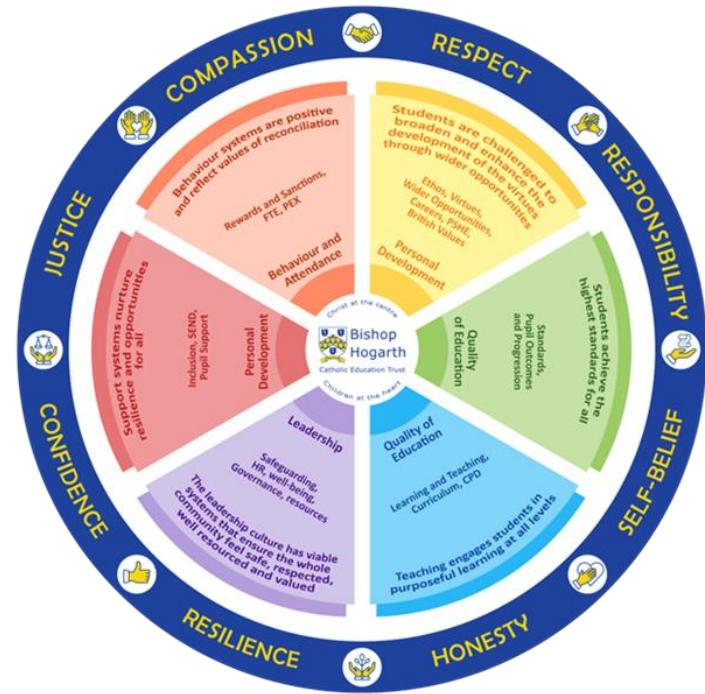
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Personal, Social and Emotional Development

Nurturing

Imagine IF all children were given the skills and opportunities to support their own emotional wellbeing which allowed them to be a *compassionate* friend.



Special

Imagine IF all children were given opportunities to shine with *self-belief* and recognise, they shine in their own unique way within their school community.



Kindness

Imagine IF all children were given opportunities to develop friendships, *respecting* one another's beliefs, views and opinions in becoming a kind friend within their school community.





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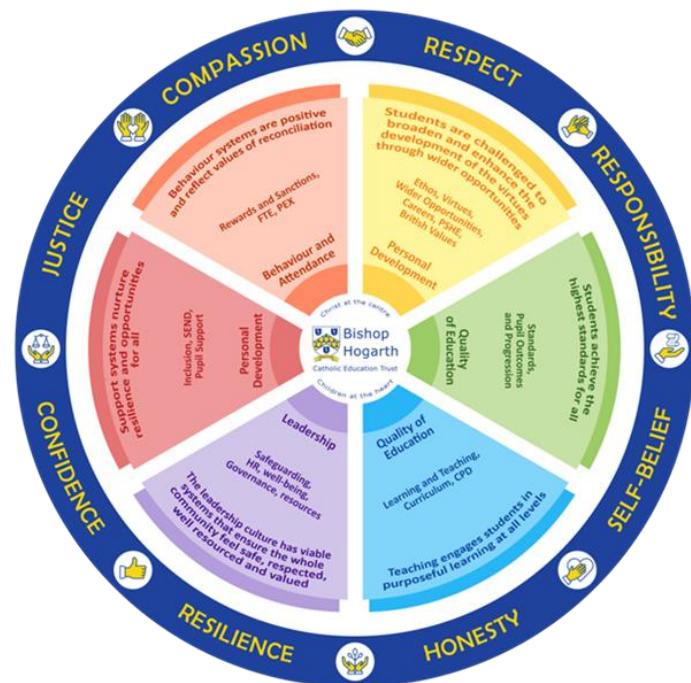
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Physical Development

Movement

Imagine IF all children were given opportunities to move freely and creatively, strengthening their muscles on both large and smaller scales, developing and challenging their *resilience*, fine and gross motor skills.



Healthy

Imagine IF all children were given opportunities to develop *respect* around their own bodies, developing their understanding of a healthy body, and becoming a *responsible* nutritionist.





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Expressive Arts and Design

Observant

Imagine IF all children were given time where they could develop their observation skills to look, wonder, connect and test *responsibly* where they could rediscover and enhance their theories and ideas.



Attentive

Imagine IF all children were given the opportunities to be creative in their observation skills, *respecting* our world and appreciating its natural beauty.



Artist

Imagine IF all children were given opportunities to explore and practice art using high quality tools so that they feel *confident* and skilled to create designs using inspiration from their own, personal interests.





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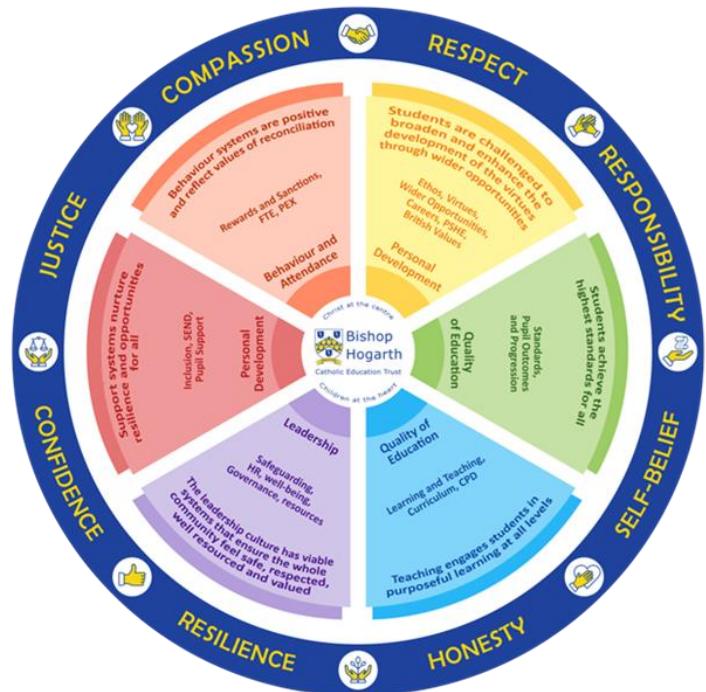
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Understanding of the world

Technologist

Imagine IF all children were given opportunities to explore their world using advanced technology to develop their *confidence* and knowledge of their wider world.



CONFIDENCE

Outdoors

Imagine IF all children were given opportunities to embrace learning through outdoor exploration and risk taking. Appreciating and *respecting* our ever-changing world such as seasonal changes, climate changes.



RESPECT

Curiosity

Imagine IF all children were given opportunities to explore, talk about and become involved in their local community, experiencing a rich sense of belonging and *responsibility*.



RESPONSIBILITY

Interested in my Local Community

Imagine IF all children were given opportunities to become an integral part of their local community, connecting with inspirational people and developing an understanding of a *just* world.



JUSTICE



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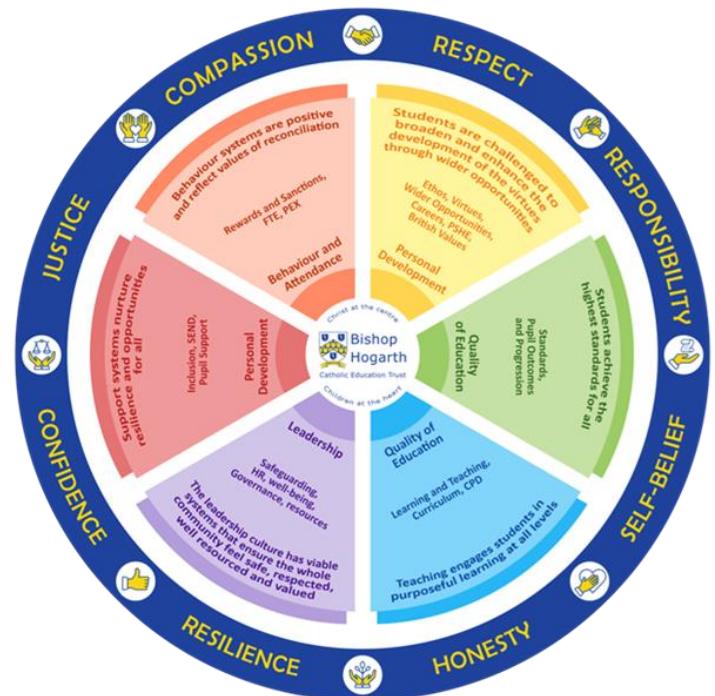
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Literacy

Reader

Imagine IF all children were given opportunities to develop a love of reading, being exposed to a wealth of stories, poems, literacy resources and rhymes allowing them flourish in *self-belief* as a *confident* reader and storyteller.



Scriber

Imagine IF all children were given opportunities and resources to become a storyteller by developing their love and wonder of writing, using their phonics knowledge to become a *confident* writer applying it to wider areas of their play and learning.





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Mathematics

Numerate

Imagine IF all children were given opportunities to develop and explore meanings of new mathematical concepts and language ensuring they develop *resilience* while extending their mathematical fluency and reasoning skills.



Geometer

Imagine IF all children were given opportunities to explore, understand and apply geometrical terms through play, exploring shapes, patterns, space, size angles and dimensions becoming a *confident* mathematician.





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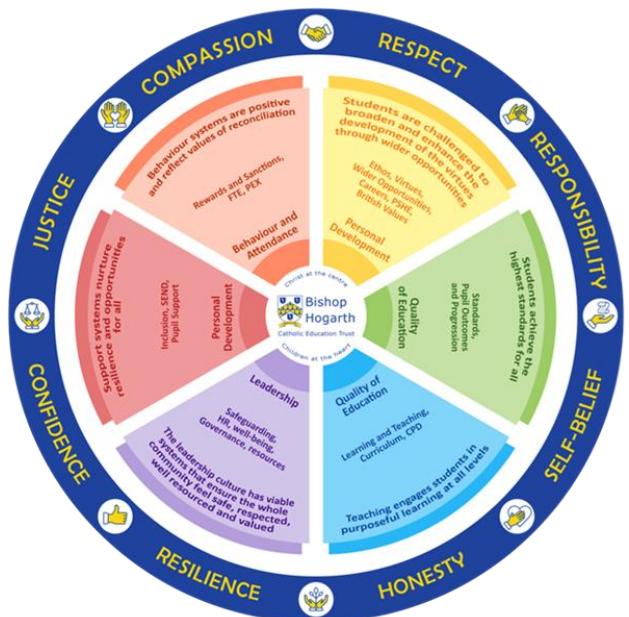
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SEND

Strengths and Barriers

Ensuring termly time to reflect, review and plan with staff the additional support and adaptations needed to allow all children in our school make good and consistent progress.

Personal Learning Support Plans

Ensuring our staff work in partnership with parents, internal and external professionals so that all plans made are effective to deliver appropriate support within the provision. This will allow all children to be supported taking great consideration to their wellbeing, developmental growth and academic progression.

Visuals

Ensuring visuals are adapted by all staff when appropriate to support progression with the children's communication and language development.

Nurture Sessions

When appropriate, ensure nurture sessions and activities are effectively planned and delivered by staff, including our school nurture lead to ensure all children make good progress, particularly with focus on their wellbeing. Where there is an identified need, ensure activities are predictable with repetitive routines to support social communication and language skills. Use of the Zones of Regulation alongside nurture and wellbeing



activities will ensure children make good progress recognising their emotions and the correct tools for themselves to communicate and regulate how they are feeling.

Sensory Spaces

Ensuring planned specific areas and spaces in class to meet children's additional needs. Ensuring children are emotionally supported effectively so that they continue to make good progress while accessing the same curriculum as their peers.

Communication and Language support

Ensuring staff are trained effectively in a number of communicational approaches to meet the needs of all pupils. Recognising the core importance of language ensures staff are trained with a high level of different communication approaches such as Makaton which is used alongside spoken language. Working in partnership with speech and language specialists to develop understanding, practices and activities to support the progression of the children's speech and language development whilst also supporting their communication needs. Ensuring staff give children appropriate time to respond when engaging in conversation will support their ability to process and embed language into their daily activities involving their speech, language and communication. Ensure areas are carefully and thoughtfully adapted so that all children can access their core books, developing exposure to rich vocabulary and new communication skills.