



Early Years Foundation Stage Curriculum



Intent

The Early Years Foundation Stage is where foundations are laid for our pupil's future education. We believe that every child deserves the best possible start in life to ensure that they are able to achieve their full potential.

As well as a Good Level of Development, the EYFS allows children to develop a variety of other skills including, social skills, independence, expected levels of behaviour in a school environment, communication and language skills, confidence and self-esteem.

Our school curriculum has three aspirational aims; for children to become **responsible citizens**, have **purposeful lives** and be **happy and healthy**.

Implementation

A Unique Child

At St Bede's Catholic Primary School, we run one Nursery class and one Reception class. We provide pupils with a nurturing 'family' environment, where children can feel safe, secure, valued and develop a lifelong love of learning. Our curriculum is designed to develop the uniqueness of each child by getting to know their needs and interests and catering to this. We believe that early intervention is key to meeting individual needs.

Learning and Development

We follow the Statutory Framework for the Early Years Foundation Stage. The Framework specifies the requirement for learning and development in Early Years and provides 7 areas for learning which we cover as part of our curriculum. The 3 prime areas are: Personal, Social and Emotional Development, Physical Development and Communication and Language. The 4 specific areas are: Literacy, Mathematics, Understanding the World and Expressive Art and Design.

The Characteristics of Effective Learning underpin learning and development across all areas and support children to remain effective and motivated learners. These characteristics are: Active Learning, Creating and Thinking Critically and Playing and Exploring.

Play underpins the delivery of the EYFS. We believe that children learn best through practical, hands-on experiences and interactions within their environment. Activities include a mixture of child initiated play, which is actively supported by adults and adult led activities, where adults guide the learning through playful and experiential activities.

We know that children learn through experience, yet they experience different levels of enrichment outside of school. Our curriculum endeavours to close the experience gap for children from disadvantaged backgrounds. We invite many professionals and interesting people into our Nursery and Reception classrooms, in order to enhance the children's learning. Examples include: scientists, nurses, paramedics, police officers, fire fighters, oral health nurses, story-tellers, sports coaches and people from a range of diverse backgrounds.

Our children's experiences are further enhanced through opportunities to explore the community in which we are a part of and the wider community. We have created strong links with our local library. Pupils attend regular storytelling sessions, inspiring and fostering an early love of reading and communicating.

Enabling Environments

We have developed a range of learning environments both indoors and outdoors, that reflect the interests and needs of our children; all of which continue to adapt and develop over time. We provide lots of resources that are open-ended and flexible.

Positive Relationships

We believe that parents are a child's first educators and we recognise how important parent influence is throughout a child's time in the EYFS. We aim to work closely with parents and carers, to ensure that every child has the best possible start in school and in life. In order to encourage positive home – school partnerships, we **hold regular Stay and Play sessions and parent workshops.**

Impact

We pride ourselves as making a huge impact upon children's learning and progress during their time in our Early Years Foundation Stage. A substantial number of children enter our setting with skills and knowledge that are typically below and even well below what is expected for their age; yet a significant number of our children will reach a Good Level of Development by the end of the Reception year.

Our children show **confidence** and **independence**. They **act responsibly**, demonstrating good levels of **self-control** and **respect for others**. Our children show an **eagerness to learn** and are able to **communicate** their thoughts and feelings well. They demonstrate '**school readiness**' and are well equipped to move on to the next stage of their learning journey.

Most importantly and above all, we strive to ensure that our children are **happy, healthy** and reach their **full potential**.