



EYFS Policy

Date approved	July 2024
Date of next review	July 2026

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”

(EYFS Framework, 2021)

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021).

The Curriculum (Please see appendix A for the EYFS Curriculum.)

“Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, school values and nature in other parts of the world. It is therefore unique to St John Henry Newman”.

EYFS Curriculum 2022 (Appendix A)

The EYFS curriculum has been written in accordance with the latest version of the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021). The EYFS framework includes seven areas of learning and development that are important and interconnected:

Prime areas of the curriculum:

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

Specific areas of the curriculum:

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

However, the first three areas in the list above, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive:

We have developed the curriculum giving **communication and language** skills a high priority. This is in line with Development Matters 2021: ***"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively."***

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a love of books as soon as they arrive at St John Henry Newman. Books are used to teach topics and to enhance our whole curriculum, inspired by our detailed Literacy Spine and engaging "Talk for Writing" approach. Children are introduced to non-fiction texts during fortnightly visits to our school library to enhance the context of each new book.

We follow a systematic approach to **Phonics** teaching based on RWI Phonics scheme. Please see our School Phonics Policy.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time.

The EYFS Curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception Year ready to start the KS1 curriculum. Each topic does not last a specific amount of time but is based on the children's learning at the time, and so a topic can run from anything between two and six weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

Teaching and Learning

We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These are:

Playing and exploring – children investigate and experience things, and ‘have a go’.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The EYFS curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (*see Appendix A*). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

CPD opportunities are provided for staff including; Local Authority organised events such as ‘Providing Effective EYFS Curriculum’ sessions hosted by Claire Drake (SIA), ‘Positive Interactions and Effective Questioning’ online seminars hosted by The Literacy Hub to promote Early Language development, ‘Identifying and Supporting SLCN’, Effective Curriculum Planning in the Early Years SHMI Jude Simpson Specialist Advisor, Early Education.

Assessment

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline and also through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We record each child’s level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.

Children will be judged at either an emerging level or an expected level in each early learning goal. The exceeding level no longer applies. We make regular assessments of children’s learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

We record each child’s level of development throughout the year in Sonar under summative assessment. At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child’s next teacher who uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year. In addition to this, we hold parents' meetings during Autumn 1 and Spring 1 terms. We offered 1:1 parent meeting for pupils that we identified as target pupils through the year.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the School SENCO.

All EYFS staff have participated in SEN CPD opportunities this year such as Widget training, Stage2 Autism training, Gary Aubyn training, weekly readings are taken from 'Understanding Your Child's Sensory Signals' (Angie Voss) included within Reception weekly briefing sheets to staff members.

Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but they need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. Please see risk assessment for our EYFS outdoor area.

The rest of our safeguarding and welfare procedures are outlined in our suite of safeguarding policies which have been written in accordance with '**Keeping Children Safe in Education 2021**'.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

Fresh water is readily available for all children and we encourage children to bring in water bottles so that they can help themselves to water at any time.

A member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS framework 2021.

Structure and Staffing of the EYFS

Currently, we have two Reception classes, as the school is growing rapidly, the EYFS at St John Henry Newman will consist of three Reception Classes in the future.

EYFS are taught by experience qualified primary school teachers and supported by teaching assistants.

Specialist teachers are brought in for PE and Music lessons.

Children can arrive at the classroom at 8:40 am every morning and children are picked up at 3.15pm.

The children have lunch at 11:45 am until 12:45 pm with the other KS1 children.

During Spring and Summer term, pupils can join in afterschool clubs at 15:15pm until 16:15 pm.

EYFS join the main school for assemblies and other whole school events.

Extra teaching assistants have been employed for children who have an Education Health and Care Plan.

Parental Involvement

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- ✓ Contacting parents/carers before their child starts school.
- ✓ Teachers visit preschool setting before their child starts school.
- ✓ Inviting parents/carers and children to attend a Welcome meeting, providing welcome packs, stay and play session and transition visits for new Reception pupils.
- ✓ Inviting the children for a week of mornings plus lunch time to ease transition into full days at school.
- ✓ Inviting parents to phonic and curriculum workshops to show parents/careers how to support at home with learning.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records and termly newsletters.

✓ Sharing photos, updates and 'wow moments' on Tapestry (our online communication and home learning platform).

✓ Offering two, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.

✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in Reception.

✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.

✓ Parents are invited to a range of activities throughout the school year such as special events, workshops, Welcome Ceremony, Christmas productions and sports day etc.

✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

We have a tried and tested induction programme which includes:

- An induction evening for parents so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- Stay and plays at the summer term so that the children can get to know the teachers and school staff with their parent present.
- A gradual introduction to the school day. Children are part time during the first week on September, pupils come to school only in the mornings for two days and the rest of the week they will finish school after lunch. All pupils are full time on the second week in September. This introduces the children to their new routines gradually and this enables children to be less overwhelmed.

When children transition into Year 1 the teacher has time with the Year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. The Year 1 teacher teaches the Reception children for a whole morning in the last half of the summer term so the children can start to get to know them. This session is done in the Year 1 classroom so that the children see their new classroom before the summer holidays.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head teacher and EYFS lead will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process.

This policy will be reviewed and approved by the Early Years lead teacher every 2 years. At each review, the policy will be shared with the governing body. The Early Years governor will liaise with the EYFS lead teacher annually to discuss the EYFS Action Plan and relevant Strategic School Development Plan (SSDP) sections.

Appendix A – St John Henry Newman EYFS Curriculum

The EYFS Reception Year Curriculum at St John Henry Newman Catholic Primary School

INTRODUCTION / AIMS

“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. We planned an exciting, holistic curriculum where children will be taught skills for life throughout different topics and experiences. We don’t make the children to fit our curriculum, we’ll adapt and revise our planning based on our observations, assessments and next steps”

It's therefore this curriculum is unique to St John Henry Newman Catholic primary school. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the KS1 curriculum. Each topic does not last a specific amount of time but is based on the children’s learning at the time, and so a topic can run from anything between two and six weeks. All the topics have resources and activities ready to use in the enhanced provision. We promote language as a core of everything we do in Reception, we select books carefully and ensure we teach new vocabulary ensuring this new vocabulary is deeper than the language pupils are exposed in daily conversations. High quality storybook or age appropriate non – fiction texts are used as a hook for their learning for at least two weeks. Using books in this way teaches children that books and reading form the basis of all learning. “Talk for writing” is used to promote opportunity to further develop language and vocabulary. Pupils are provided with different opportunities to revisit these stories and apply their new vocabulary thoroughly in our continuous provision. Pupils are given the opportunity to revisit their new vocabulary making these knowledge and skill more permanent.

This ambitious Early Year's curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Personal Social and Emotional Development

We strive to enable all children to be safe, happy, and confident individuals. Our aim is to encourage self-regulation, introduce rules and boundaries through modelling good behaviour, and provide support for all pupils. The importance of values and expectations of positive behaviour are taught and underpin our entire curriculum and teaching style throughout the Reception year, continuing throughout the school. Each month, during our RE lesson, a new value is introduced across the whole school.

Core Principles

1. **Emotional Literacy:** Encourage understanding and expression of emotions.
2. **Safety and Wellbeing:** Creating a safe and nurturing environment where children feel secure and supported
3. **Self-Regulation and Independence:** Foster skills for managing behaviour and independence.
4. **Resilience and Perseverance:** Build confidence to face challenges.
5. **Positive Relationships:** Promote cooperation, empathy, and positive social interactions.

Curriculum Outline

Self-Regulation

- **Knowledge:**
 - Show an understanding of their own feelings and those of others.
 - Begin to regulate their behaviour accordingly.
 - Set and work towards simple goals, wait for what they want, and control immediate impulses.
- **Skills:**
 - Recognize and verbalise emotions.
 - Develop strategies for self-control
 - Follow instructions involving several ideas or actions.
- **Activities:**

- Emotion recognition games using facial expression cards and storytelling.
- Interactive Self-regulation zones
- Goal-setting activities and reflection sessions.
- Group activities requiring turn-taking and listening skills.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Visual aids, widgets and emotion cards to support understanding of feelings.
 - Small group sessions focusing on self-regulation techniques.
 - Simplified instructions and step-by-step guidance.

Managing Self

- **Knowledge:**
 - Be confident to try new activities and show independence, resilience, and perseverance.
 - Understand the reasons for rules, know right from wrong, and try to behave accordingly.
 - Manage basic hygiene and personal needs, including dressing, going to the toilet, and healthy food choices.
- **Skills:**
 - Exhibit confidence in exploring new activities.
 - Demonstrate independence in daily routines.
 - Understand and follow rules, differentiate between right and wrong.
 - Manage personal hygiene and make healthy choices.
- **Activities:**
 - Introduce new activities and encourage children to participate.
 - Role-playing scenarios to practice following rules and making decisions.
 - Hygiene routines, including hand washing, dressing up games, and healthy eating discussions.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Visual schedules and step-by-step instructions for daily routines.
 - Encouragement and positive reinforcement for trying new activities.
 - Additional support during hygiene routines and role-playing scenarios.

Building Relationships

- **Knowledge:**
 - Work and play cooperatively, take turns with others.
 - Form positive attachments to adults and friendships with peers.
 - Show sensitivity to their own and others' needs.
- **Skills:**
 - Cooperate and take turns during group activities.
 - Build and maintain positive relationships with peers and adults.
 - Demonstrate empathy and understanding towards others.
- **Activities:**
 - Cooperative games and activities that require teamwork.
 - Structured opportunities for children to build friendships.
 - Discussions and role-playing to practice empathy and understanding.

- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Social stories and visual aids to illustrate positive interactions.
 - Small group activities to foster relationship-building.
 - Extra support and guidance during cooperative tasks.

Strategies for Supporting SEN, PP Pupils, and Lowest 20%

- **Individualised Support Plans:** Develop tailored plans outlining specific strategies and goals for each child.
- **Inclusive Teaching Practices:** Differentiate instruction and provide various means of engagement and expression.
- **Collaboration with Parents and Specialists:** Work closely with parents, SEN coordinators, and external specialists to ensure consistent support.
- **Regular Monitoring and Assessment:** Continuously monitor progress and adjust strategies as needed to ensure each child reaches their full potential.

Monitoring and Evaluation

- **Observation and Assessment:** Regular observations and assessments to monitor children's development in PSED.
- **Parent Feedback:** Gather feedback from parents to ensure the effectiveness of strategies and identify areas for improvement.
- **Review Meetings:** Regular review meetings with SEN coordinators and teachers to discuss progress and update support plans.

By implementing this comprehensive curriculum, we aim to provide a supportive and inclusive environment where all children can develop their personal, social, and emotional skills, ensuring they are well-prepared for the next stages of their education and life.

Physical Development

Our engaging and well-resourced outdoor environment provides opportunities to further develop physical skills. We encourage pupils to explore and engage in their outdoor learning, learn how to take measured risks, and have access to our whole playground when possible. We aim to foster a love for nature and environmental care through various topics and visits. Our comprehensive PE curriculum, including Multi-skills, Dance, Gymnastics, and Games, taught by qualified coaches, ensures children learn about the importance of regular exercise and healthy eating. We also encourage participation in whole-school sports initiatives such as intra-school competitions and charity sports events.

Core Principles

1. **Engagement and Exploration:** Encouraging children to actively explore and engage in physical activities.
2. **Risk-Taking:** Teaching children to take measured risks to build confidence and resilience.
3. **Outdoor Learning:** Utilising outdoor environments to enhance physical development and environmental awareness.
4. **Comprehensive PE Curriculum:** Providing a structured and varied PE Get set program to develop diverse physical skills.
5. **Healthy Lifestyle:** Promoting regular exercise and healthy eating habits.
6. **Inclusion:** Ensuring every child, including those with Special Educational Needs (SEN), Pupil Premium (PP) pupils, and the lowest 20%, receives tailored support to thrive.

Curriculum Outline

Developing Gross Motor Skills

- **Knowledge:**
 - Understanding the importance of physical activity for health and well-being.
 - Recognising different types of physical activities and their benefits.
- **Skills:**
 - Running, jumping, climbing, and balancing.
 - Throwing, catching, kicking, and striking.
 - Coordinating movements and developing spatial awareness.
- **Activities:**
 - Outdoor play with climbing frames, slides, and balance beams.
 - Obstacle courses and relay races.
 - Sports games focusing on different skills (e.g., throwing and catching).
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Modified equipment and activities to suit individual needs.
 - Additional adult support during physical activities.
 - One-on-one or small group sessions to build confidence and skills.

Developing Fine Motor Skills

- **Knowledge:**
 - Understanding the importance of fine motor skills for everyday tasks.
 - Recognising different activities that help develop fine motor control.
- **Skills:**
 - Using tools such as scissors, tweezers, and pencils.
 - Building hand-eye coordination through threading, stacking and sorting activities.
 - Developing precision and control in hand movements.
- **Activities:**
 - Craft activities like cutting, sticking, and drawing.
 - Manipulative play with small objects (e.g., beads, buttons).

- Puzzles and construction toys to enhance dexterity.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Adaptive tools and equipment for easier handling.
 - Tailored activities that match the child's developmental level.
 - Close monitoring and regular feedback to track progress.

Encouraging Outdoor Learning and Environmental Care

- **Knowledge:**
 - Understanding the natural environment and its importance.
 - Learning about different plants, animals, and ecological systems.
- **Skills:**
 - Engaging in outdoor exploration and nature-based activities.
 - Developing observation and inquiry skills.
 - Practicing environmental stewardship and care.
- **Activities:**
 - Nature walks
 - Growing seeds and planting projects.
 - Environmental education through stories, songs, and visits.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Sensory-friendly outdoor areas for exploration.
 - Guided activities with clear instructions and support.
 - Opportunities for hands-on learning tailored to individual needs.

Comprehensive PE Curriculum

- **Knowledge:**
 - Understanding the rules and techniques of different physical activities and sports.
 - Recognising the importance of teamwork.
- **Skills:**
 - Developing skills in multi-skills, dance, gymnastics, and games.
 - Enhancing coordination, balance, flexibility, and strength.
 - Learning to work cooperatively with peers.
- **Activities:**
 - Structured PE lessons with qualified coaches.
 - Dance and movement sessions focusing on rhythm and expression.
 - Gymnastics activities to build strength and flexibility.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Differentiated instruction and modified activities to meet diverse needs.
 - Extra practice sessions and targeted support.

- Positive reinforcement and encouragement to build confidence.

Promoting Healthy Lifestyles

- **Knowledge:**
 - Understanding the benefits of regular exercise and healthy eating.
 - Recognising different types of healthy foods and their impact on the body.
- **Skills:**
 - Making healthy food choices and understanding portion sizes.
 - Participating in regular physical activities.
- **Activities:**
 - Discussions and activities about nutrition and healthy habits.
 - Cooking and tasting sessions with healthy recipes.
 - Encouraging participation in whole-school sports initiatives.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Tailored health education sessions.
 - Support with making healthy food choices during snack times.
 - Encouraging participation in physical activities through personalized approaches.

Strategies for Supporting SEN, PP Pupils, and Lowest 20%

- **Individualised Support Plans:** Developing tailored plans that outline specific strategies and goals for each child.
- **Inclusive Teaching Practices:** Differentiating instruction and providing various means of engagement and expression.
- **Collaboration with Parents and Specialists:** Working closely with parents, SEN coordinators, and external specialists to ensure consistent support.
- **Regular Monitoring and Assessment:** Continuously monitoring progress and adjusting strategies as needed to ensure each child reaches their full potential.

Monitoring and Evaluation

- **Observation and Assessment:** Regular observations and assessments to monitor children's development in physical skills.
- **Parent Feedback:** Gathering feedback from parents to ensure the effectiveness of strategies and identify areas for improvement.
- **Review Meetings:** Regular review meetings with SEN coordinators and teachers to discuss progress and update support plans.
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By implementing this comprehensive curriculum, we aim to provide a strong foundation for physical development, ensuring all children, regardless of their starting point, can thrive and succeed.

Communication and Language:

Intention: Our intention is to create an inclusive, nurturing, and stimulating environment that fosters the development of communication and language skills in all EYF pupils, including those with Special Educational Needs (SEN). We aim to:

- Encourage all children to listen and communicate appropriately.
- Enhance the learning environment, both indoors and outdoors, to reflect the current topics and engage children in meaningful language use.
- Introduce new vocabulary through topic-related enhancements, including role-play areas, small-world play, and story-making tables.
- Support children in asking questions and contributing to discussions, building their confidence and expressive abilities.
- Provide tailored support for children struggling with communication, ensuring they have the resources and adult interaction necessary for their development.
- Ensure SEN pupils receive specific interventions and support to meet their unique communication and language needs.

Implementation:

To achieve our intentions, we implement the following strategies:

- **Enhanced Learning Environments:** Both the classroom and outdoor garden are enriched with topic-related enhancements such as role-play areas, small-world play setups, and story-making tables. These areas encourage children to act out scenarios and discuss concepts, facilitating the use of new vocabulary and language structures.
- **Active Encouragement:** Children are actively encouraged to ask questions and participate in whole-class and group discussions. This interactive approach helps them practice listening and speaking in a supportive setting.
- **Targeted Support for All:** Children who struggle with communication receive tailored support. All staff have participated in CPD opportunities focused on EYFS positive interactions. As a result, adults model appropriate language and engage children with effective questioning during learning and exploring times.
- **Specialised Support for SEN Pupils:** SEN pupils receive additional support through individualized learning plans that include specific interventions and activities designed to build their communication skills. This may involve one-on-one support, speech and language therapy, and the use of assistive communication devices if needed.
- **Tailored Learning Plans:** Individual learning plans are created for children needing language and communication support. These plans include specific interventions and activities designed to build confidence and age-appropriate communication skills.

Core Principles

Inclusive and Supportive Environment: Every child deserves a supportive and language-rich environment that nurtures their communication skills. The curriculum is designed to be accessible to all children, including those with Special Educational Needs (SEN), Pupil Premium (PP) pupils, and the lowest 20%, ensuring that everyone can progress at their own pace.

Children interest of Learning: The curriculum focuses on each child's interests, strengths, and developmental stage. Activities are designed to engage children in meaningful communication experiences that foster listening, attention, understanding, and speaking skills.

Play-Based and Experiential Learning: Play is central to learning in the early years. Through structured and free play, children naturally develop their communication skills. Experiential learning, including hands-on activities and real-life experiences, is emphasised to deepen understanding and language use.

Continuous Teacher's Assessment and Adaptation: Regular observation and assessment ensure that the curriculum meets each child's needs. Adjustments are made to provide additional support or challenge as required, ensuring consistent progress.

Curriculum Outline

Listening, Attention, and Understanding

Progression of Knowledge and Skills:

- **Early Development:**
 - **Listening:** Children begin to identify and respond to familiar sounds in their environment. They start to listen attentively during short, engaging activities, such as storytime or songs.
 - **Attention:** Children develop the ability to focus on a specific task or activity for increasing periods, starting with brief moments and gradually extending.
 - **Understanding:** Children start to follow simple, one-step instructions and respond to basic questions about familiar topics or stories.
- **Developing Skills:**
 - **Listening:** Children are able to sustain attention during longer group activities or more complex stories. They begin to recognise and respond to a wider variety of sounds and voices.
 - **Attention:** Children can maintain focus on activities that interest them, even in the presence of minor distractions. They begin to listen and respond to peers in group settings.

- **Understanding:** Children can follow two-step instructions and begin to understand more complex language, including “why” and “how” questions.
- **Advanced Development:**
 - **Listening:** Children demonstrate the ability to listen attentively in a range of settings, including whole-class and small-group activities. They can differentiate between different sounds and voices with greater accuracy.
 - **Attention:** Children maintain sustained attention during extended activities, such as storytelling sessions or collaborative projects. They can participate actively in group discussions.
 - **Understanding:** Children can follow three-step instructions and demonstrate comprehension of stories with more complex plots. They can use meaning from context and predict outcomes in familiar narratives.

Speaking

Progression of Knowledge and Skills:

All Reception pupils will have a speech and language screening during the Autumn term, and they will take part of Talk Boost activities.

- **Early Development:**
 - **Speaking:** Children begin to use simple sentences to express their needs, describe familiar objects, and ask basic questions. They start to imitate the language patterns they hear in their environment.
 - **Vocabulary:** Early vocabulary development focuses on naming common objects, people, and actions. Children begin to use a limited range of adjectives to describe their experiences.
 - **Conversation:** Children start to engage in simple back-and-forth conversations with adults and peers.
- **Developing Skills:**
 - **Speaking:** Children begin to construct longer sentences and use conjunctions (e.g., "and," "because") to connect ideas. They become more confident in initiating conversations and sharing their thoughts.
 - **Vocabulary:** Vocabulary expands to include more descriptive language, including colours, sizes, and emotions. Children begin to use subject-specific vocabulary introduced in the classroom (e.g., words related to nature, animals, or seasons).
 - **Conversation:** Children engage in more extended conversations, responding to the ideas of others and taking turns in group discussions. They begin to use language to negotiate and solve problems during play.
- **Advanced Development:**
 - **Speaking:** Children use complex sentences to express ideas, ask questions, and share experiences. They can describe events in detail and use language creatively in storytelling.
 - **Vocabulary:** Vocabulary continues to grow, including the use of more abstract terms and a wider range of vocabulary such a more complex adjective.

- **Conversation:** Children participate confidently in group discussions, expressing opinions and asking questions to clarify understanding. They use language to lead group activities and collaborate with peers.

Activities Supporting Communication and Language Development

- **Listening and Attention Activities:**
 - **Sound Discrimination Games:** Activities like "Sound Bingo" or "Guess That Sound" help children develop the ability to listen carefully and differentiate between sounds.
 - **Storytime with Questions:** Regular story time sessions where children are asked to predict outcomes, recall details, and answer comprehension questions.
 - **Interactive Songs and Rhymes:** Use of action songs and nursery rhymes to engage children in listening and following instructions.
- **Understanding Activities:**
 - **Role-Play:** Structured role-play scenarios where children follow instructions and use language in context (e.g., a doctor's office or a restaurant).
 - **Instructional Games:** Games that require following multi-step instructions.
 - **Books with Complex Plots:** Use of books with more complex storylines to encourage children to understand cause and effect and sequence of events.
- **Speaking Activities:**
 - **Show and Tell:** Regular "Show and Tell" sessions where children bring an object from home and talk about it, practicing descriptive language and storytelling.
 - **Peer Conversations:** Facilitated peer discussions during playtime, encouraging children to ask and answer questions, share ideas, and use language to negotiate roles and actions.
 - **Story Retelling:** Encourage children to retell familiar stories using props, puppets, or pictures, focusing on sequencing and expressive language

Support for SEN, PP Pupils, and the Lowest 20%

SEN Support:

- **Individualised Learning Plans :** Tailored plans with specific communication and language goals for each child, with regular reviews and adjustments.
 - **Multi-Sensory Learning:** Incorporate visual, auditory, and kinaesthetic activities to support diverse learning styles and needs. Use visual supports like picture cards or signing to aid understanding.
 - **Small Group Interventions:** Provide targeted small group or one-on-one sessions focusing on specific communication skills, such as following instructions, expanding vocabulary, or building confidence in speaking.
- 6. Pupil Premium (PP) Pupils:**
- **Language-Rich Experiences:** Ensure PP pupils have access to enriching language experiences and provide further support in speech and language.

- **Parental Engagement:** Offer workshops or home-learning resources to parents of PP pupils, equipping them with strategies to support their child's language development at home.
- **Targeted Support:** Provide additional adult support during language-based activities, ensuring PP pupils receive extra guidance and encouragement.

7. Lowest 20%:

- **Frequent Assessment:** Conduct regular assessments to monitor progress and identify areas where additional support is needed. Use this data to inform personalised teaching strategies.
- **Differentiated Instruction:** Adapt activities to match the learning level of the lowest 20%, ensuring they are challenged appropriately but not overwhelmed. This may include simplifying instructions, providing additional visual aids, or using repetition.
- **Language-Rich Environment:** Surround these children with opportunities for language development, such as interactive displays, accessible literacy spine books.

Assessment and Progress Monitoring

- **Baseline Assessment:** Conduct initial assessments to establish each child's starting point in listening, attention, understanding, and speaking skills.
- **Ongoing Observations:** Daily observations recorded in individual learning journals, focusing on the progression of communication skills across different contexts.
- **Termly Reviews:** Formal assessments at the end of each term to review progress against the Early Learning Goals (ELGs). These reviews inform planning for targeted interventions or enrichment activities.
- This curriculum is designed to provide all children with the tools and support they need to develop strong communication and language skills, laying the foundation for their future learning and social interactions.

Impact:

The impact of our communication and language strategy is evident in several key areas:

- **Improved Language Skills:** Children demonstrate an increased use of new vocabulary and more complex language structures introduced through topic-related activities and discussions.
- **Enhanced Confidence:** Children show greater confidence in asking questions and participating in discussions, both in whole-class settings and smaller group interactions.
- **Effective Communication:** Children who received tailored support exhibit notable improvements in their ability to communicate effectively, both verbally and non-verbally.

- **Positive Adult Interactions:** The CPD opportunities for staff result in more effective adult-child interactions, where adults model language and use questioning techniques that promote deeper understanding and expressive communication.
- **Inclusive Learning Environment:** The tailored learning plans ensure that all children, including SEN pupils, could develop their communication and language skills, contributing to an inclusive and supportive learning environment.
- **Progress in SEN Pupils:** SEN pupils show measurable progress in their communication abilities, benefiting from specialised support and interventions tailored to their individual needs.

Through these intentions, implementations, and the resulting impacts, our EYF provision effectively supports the communication and language development of all pupils, including those with SEN, preparing them for future learning and success.

Literacy:

Reading and Phonics

We aim to teach children to read and develop a love of books as soon as they arrive at St John Henry Newman School. Books are used to teach topics, enhance our whole curriculum, and are central to our "Talk for Writing" approach. We follow a systematic approach to Phonics teaching based on the Read Write Inc. (RWI) scheme, supported by Oxford Owl Phonics scheme books. Phonics lessons are taught daily for 45 minutes. In addition to daily Phonics and reading, children participate in one-to-one reading once a week, read two reading books per week based on their Phonics phase, and take home a short Phonics task and reading books weekly. They are also encouraged to take home age-appropriate "Reading for Pleasure" books from the class library, selected from the Literacy Spine by Pie Corbett and other books that change each half-term. Teachers read stories to children from high-quality age-appropriate texts at every available opportunity to enhance the learning environment and reading area.

Core Principles

1. **Systematic Phonics Instruction:** Following a structured, daily Phonics teaching approach.
2. **Love of Reading:** Encouraging a love of books and reading for pleasure.
3. **Integration with Curriculum:** Using books to teach topics and enhance the overall curriculum.
4. **Individual Support:** Providing targeted support for children who need extra help, including SEN, PP pupils, and the lowest 20% of attainment.
5. **Parental Involvement:** Involving parents in the reading journey through home reading tasks and books.

Curriculum Outline

Phonics Development

- **Knowledge:**
 - Understanding the relationship between letters and sounds (Phonics).
 - Recognising phonemes and graphemes.
 - Blending and segmenting sounds for reading and spelling.
- **Skills:**
 - Identifying and articulating phonemes.
 - Blending sounds to read words.
 - Segmenting words to spell.
 - Developing fluency in reading decodable texts.
- **Activities:**
 - Daily 45-minute Phonics lessons using the RWI scheme.
 - Interactive Phonics games and activities.
 - One-to-one Phonics sessions for personalised support.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Targeted intervention groups with key staff members.
 - "Pinny time" for additional Phonics practice.
 - Tailored learning plans with specific targets.

Reading Development

- **Knowledge:**
 - Understanding the structure and features of books (title, author, illustrator).
 - Recognising high-frequency words and common exception words.
 - Developing comprehension skills (e.g., predicting, summarising, questioning).
- **Skills:**
 - Developing fluency and accuracy in reading.
 - Enhancing vocabulary through exposure to a variety of texts.
 - Improving comprehension and critical thinking skills.
- **Activities:**
 - One-to-one reading sessions once a week.
 - Reading two books per week based on the Phonics phase.
 - Taking home a short Phonics task and reading books weekly.
 - Choosing "Reading for Pleasure" books from the class library.
 - Listening to teachers read high-quality texts regularly.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Individualised reading sessions focusing on specific needs.
 - Use of visual aids and multi-sensory approaches to support reading.
 - Regular assessment and adjustment of reading materials to match ability levels.

Encouraging a Love of Reading

- **Knowledge:**
 - Developing an appreciation for different genres and authors.
 - Understanding the joy and benefits of reading for pleasure.

- **Skills:**
 - Selecting books based on interest and reading ability.
 - Engaging in discussions about books and stories.
 - Demonstrating enthusiasm and curiosity about reading.
- **Activities:**
 - Visiting the class library to choose "Reading for Pleasure" books.
 - Participating in story time sessions with teachers.
 - Engaging in book-themed activities and projects.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Providing a range of book choices that cater to different interests and abilities.
 - Creating a welcoming and inclusive reading environment.
 - Encouraging parental involvement in reading activities at home.

Strategies for Supporting SEN, PP Pupils, and Lowest 20%

- **Individualised Support Plans:** Developing tailored plans that outline specific strategies and goals for each child.
- **Inclusive Teaching Practices:** Differentiating instruction and providing various means of engagement and expression.
- **Collaboration with Parents and Specialists:** Working closely with parents, SEN coordinators, and external specialists to ensure consistent support.
- **Regular Monitoring and Assessment:** Continuously monitoring progress and adjusting strategies as needed to ensure each child reaches their full potential.

Monitoring and Evaluation

- **Observation and Assessment:** Regular observations and assessments to monitor children's development in reading and Phonics.
- **Parent Feedback:** Gathering feedback from parents to ensure the effectiveness of strategies and identify areas for improvement.
- **Review Meetings:** Regular review meetings with SEN coordinators and teachers to discuss progress and update support plans.

By implementing this comprehensive curriculum, we aim to provide a solid foundation for reading and Phonics development, ensuring all children, regardless of their starting point, can thrive and develop a lifelong love of reading.

Writing

At St John Henry Newman School, we introduce writing from the outset, integrating handwriting with our Phonics lessons. Each child has a Phonics/handwriting book for learning accurate letter formation.

Guided writing activities are lead in our English lesson through whole-class, teacher-modelled sessions, focusing on writing topic words, lists, captions, and short narratives.

These activities often link to the class book and topic being taught, utilising the "Talk for Writing" approach. Pupils are encouraged to draw story maps and apply Phonics skills in their writing, focusing on correct letter formation, finger spaces, and sentence writing. Writing opportunities are integrated throughout the provision, including continuous provision, role-play areas, and outdoor spaces. Various writing tools are provided to inspire children to write independently.

Core Principles

1. **Early Introduction to Writing:** Starting writing instruction from the beginning to build foundational skills.
2. **Integrated Handwriting and Phonics:** Teaching handwriting alongside Phonics for cohesive learning.
3. **Guided Writing Activities:** Using teacher-modelled sessions to guide writing practice.
4. **Contextual Writing:** Connecting writing activities to class books and topics.
5. **Independent Writing Opportunities:** Providing many opportunities for children to write independently throughout the day.
6. **Inclusion:** Ensuring every child, including SEN, PP pupils, and the lowest 20%, receives tailored support to thrive.

Curriculum Outline

Developing Handwriting Skills

- **Knowledge:**
 - Understanding the correct formation of letters.
 - Recognising the importance of neat and legible handwriting.
- **Skills:**
 - Forming each letter accurately using the correct sequence of movements.
 - Developing fine motor skills to improve writing control.
- **Activities:**
 - Daily Phonics/handwriting book practice.
 - Multi-sensory activities such as tracing letters, using playdough, or on whiteboards to further develop fine motor skills.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Additional fine motor skills activities and interventions (e.g. Teodorescu).
 - Use of adaptive tools (e.g., pencil grips) to aid writing.
 - One-on-one support for letter formation practice.

Guided Writing Activities

- **Knowledge:**
 - Understanding the structure and components of different types of writing (e.g., lists, captions, narratives, speech bubbles, instructions).
 - Recognising the connection between spoken and written language.
- **Skills:**

- Writing topic words, lists, captions, and short narratives.
- Using Phonics knowledge to spell words.
- Applying punctuation such as finger spaces.

- **Activities:**
 - Whole-class teacher-modelled writing sessions (utilising skills from the Mighty Writer approach to writing).
 - Guided writing activities linked to the class book and topic.
 - Story mapping as part of the "Talk for Writing" approach.

- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Differentiated writing tasks based on individual ability levels.
 - Extra guided writing sessions with key staff members.
 - Visual aids and writing frames to support structure and content.
 -

Encouraging Independent Writing

- **Knowledge:**
 - Understanding the purpose and audience of different types of writing.
 - Recognising opportunities for writing in various contexts.
- **Skills:**
 - Holding a sentence and writing independently.
 - Using a range of writing tools (pencils, pens, markers) effectively.
- **Activities:**
 - Providing writing opportunities in continuous provision areas.
 - Setting up role-play areas with writing materials.
 - Outdoor writing activities to inspire creativity.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Scaffolded writing opportunities with clear prompts.
 - Encouragement and positive reinforcement for independent attempts.
 - Access to assistive technology or tools if needed.

Strategies for Supporting SEN, PP Pupils, and Lowest 20%

- **Individualised Support Plans:** Developing tailored plans that outline specific strategies and goals for each child.
- **Inclusive Teaching Practices:** Differentiating instruction and providing various means of engagement and expression.

- **Collaboration with Parents and Specialists:** Working closely with parents, SEN coordinators, and external specialists to ensure consistent support.
- **Regular Monitoring and Assessment:** Continuously monitoring progress and adjusting strategies as needed to ensure each child reaches their full potential.

Monitoring and Evaluation

- **Observation and Assessment:** Regular observations and assessments to monitor children's development in writing skills.
- **Parent Feedback:** Gathering feedback from parents to ensure the effectiveness of strategies and identify areas for improvement.
- **Review Meetings:** Regular review meetings with SEN coordinators and teachers to discuss progress and update support plans.

By implementing this comprehensive curriculum, we aim to provide a solid foundation for writing development, ensuring all children, regardless of their starting point, can thrive and develop a lifelong love for writing.

Mathematics

St John Henry Newman School, our aim is to instil a deep understanding of mathematical concepts in our youngest learners through the White Rose Maths Scheme of Work. We use practical and visual resources to ensure all children, including those with Special Educational Needs (SEN), Pupil Premium (PP) pupils, and the lowest 20% of attainment, can access and enjoy learning mathematics. Our curriculum is designed to make mathematics meaningful, engaging, and integrated into everyday learning experiences.

Core Principles

1. **Concrete, Pictorial, Abstract (CPA) Approach:** Utilizing a progression from concrete resources to pictorial representations, and finally abstract concepts.
2. **Practical Learning:** Emphasising hands-on activities and real-world contexts.
3. **Visual Supports:** Providing visual aids and resources to enhance understanding.
4. **Inclusion and Support:** Ensuring tailored support for SEN, PP pupils, and the lowest 20% to achieve mathematical understanding.
5. **Problem-Solving and Reasoning:** Encouraging critical thinking and the application of mathematical skills in various contexts.

Curriculum Outline

Number

- **Knowledge:**
 - Develop a deep understanding of numbers up to 10, including the composition of each number.
 - Recognise quantities without counting (subitising) up to 5.
 - Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- **Skills:**
 - Subitise quantities up to 5.
 - Recall number bonds up to 5 and some to 10.
 - Understand the composition of numbers up to 10.
- **Activities:**
 - Daily counting activities using objects, fingers, and number lines.
 - Subitising games and exercises using dice, dominoes, and flashcards.
 - Practical activities involving number bonds, such as using counters, blocks, and number frames.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Use of concrete resources like counters and number frames to support number recognition and composition.
 - Visual aids such as number lines and charts.
 - Small group or one-on-one interventions to reinforce number bonds and subitising skills.

Numerical Patterns

- **Knowledge:**
 - Verbally count beyond 20, recognizing the pattern of the counting system.
 - Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than, or the same as another.
 - Explore and represent patterns within numbers up to 10, including evens and odds, double facts, and equal distribution of quantities.
- **Skills:**
 - Verbally count beyond 20.
 - Compare and order quantities up to 10.
 - Identify and create numerical patterns, including even and odd numbers and double facts.
- **Activities:**
 - Counting songs and rhymes that go beyond 20.
 - Comparing quantities using practical resources like blocks, counters, and everyday objects.
 - Pattern recognition activities using objects, shapes, and numbers.
- **Support for SEN, PP Pupils, and Lowest 20%:**

- Use of visual and tactile resources to support counting and comparison.
- Structured activities that break down counting and comparison into manageable steps.
- Additional guided practice with patterns and numerical concepts.

Strategies for Supporting SEN, PP Pupils, and Lowest 20%

- **Individualised Support Plans:** Developing tailored plans that outline specific strategies and goals for each child.
- **Inclusive Teaching Practices:** Differentiating instruction and providing various means of engagement and expression.
- **Collaboration with Parents and Specialists:** Working closely with parents, SEN coordinators, and external specialists to ensure consistent support.
- **Regular Monitoring and Assessment:** Continuously monitoring progress and adjusting strategies as needed to ensure each child reaches their full potential.

Monitoring and Evaluation

- **Observation and Assessment:** Regular observations and assessments to monitor children's development in mathematical skills.
- **Parent Feedback:** Gathering feedback from parents to ensure the effectiveness of strategies and identify areas for improvement.
- **Review Meetings:** Regular review meetings with SEN coordinators and teachers to discuss progress and update support plans.

By implementing this comprehensive curriculum, we aim to provide a solid foundation in mathematics, ensuring all children, regardless of their starting point, can develop a deep understanding and love for the subject.

Knowledge and Understanding of the World

At St John Henry Newman School, our curriculum for Understanding the World aims to ignite curiosity and foster a deep appreciation for the world. Through our RED Catholic curriculum, Whiterose Science and Kapow scheme of work, we offer hands-on experiences, stories, and exploration, we aim to provide all children, including those with Special Educational Needs (SEN), Pupil Premium (PP) pupils, and the lowest 20% of attainment, with

the knowledge and skills to understand their past, their community, and the natural world around them.

Core Principles

1. **Exploratory Learning:** Encourage curiosity and hands-on exploration.
2. **Storytelling and Discussion:** Utilise stories and discussions to connect children with diverse cultures and histories.
3. **Inclusion and Differentiation:** Provide tailored support to ensure all children can access and engage with the curriculum.
4. **Observation and Reflection:** Promote observation skills and reflection to deepen understanding of the world.

Curriculum Outline

Past and Present

- **Knowledge:**
 - Talk about the lives of the people around them and their roles in society.
 - Identify some similarities and differences between things in the past and now.
 - Understand the past through settings, characters, and events encountered in books read in class and storytelling.
- **Skills:**
 - Describe the roles and lives of familiar people.
 - Compare and contrast past and present experiences.
 - Relate stories and events in books to historical contexts.
- **Activities:**
 - Invite community members (e.g., parents, local workers) to talk about their roles.
 - Use timelines and historical artifacts to compare past and present.
 - Storytime sessions focusing on historical tales and characters (Black History Month and St John Henry Newman's day – considering the context of our school)
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Use visual aids and simplified timelines to support understanding of historical changes.
 - One-on-one or small group discussions to reinforce learning.
 - Incorporate role-play and sensory activities to bring historical concepts to life.

People, Culture, and Communities

- **Knowledge:**
 - Describe their immediate environment using observation, discussion, stories, non-fiction texts, and maps.
 - Identify similarities and differences between various religious and cultural communities in the country. See RED our RE plans.
 - Explain similarities and differences between life in this country and life in other countries.
- **Skills:**
 - Describe and discuss features of their immediate environment.
 - Recognise and respect different religious and cultural practices.
 - Compare local and international lifestyles using stories and maps.
- **Activities:**
 - Create maps and models of the local environment.
 - Celebrate cultural and religious festivals from around the world.
 - Use stories and non-fiction texts to explore different countries and cultures.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Visual supports and real objects (artifacts) to illustrate cultural practices.
 - Extra support during discussions and activities to ensure comprehension.
 - Use of multimedia resources to provide diverse representations.

The Natural World

- **Knowledge:**
 - Explore and make observations about the natural world.
 - Identify similarities and differences between local and contrasting environments.
 - Understand processes and changes in the natural world, including seasons and states of matter.
- **Skills:**
 - Observe and draw plants and animals.
 - Compare natural environments and discuss their features.
 - Explain natural processes like seasonal changes and material transformations.
- **Activities:**
 - Nature walks and outdoor exploration to observe plants and animals.
 - Drawing and painting activities to represent observations.
 - Experiments to demonstrate changes in states of matter (e.g., freezing and melting).
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Hands-on activities and sensory experiences to engage learners.
 - Visual aids and step-by-step instructions for experiments.

- One-on-one support during observation and discussion activities.

Strategies for Supporting SEN, PP Pupils, and Lowest 20%

- **Individualised Support Plans:** Develop tailored plans outlining specific strategies and goals for each child.
- **Inclusive Teaching Practices:** Differentiate instruction and provide various means of engagement and expression.
- **Collaboration with Parents and Specialists:** Work closely with parents, SEN coordinators, and external specialists to ensure consistent support.
- **Regular Monitoring and Assessment:** Continuously monitor progress and adjust strategies as needed to ensure each child reaches their full potential.

Monitoring and Evaluation

- **Observation and Assessment:** Regular observations and assessments to monitor children's development in understanding the world.
- **Parent Feedback:** Gather feedback from parents to ensure the effectiveness of strategies and identify areas for improvement.
- **Review Meetings:** Regular review meetings with SEN coordinators and teachers to discuss progress and update support plans.

By implementing this comprehensive curriculum, we aim to foster a deep understanding and appreciation of the world, ensuring all children, regardless of their starting point, can engage with and enjoy learning about their past, their community, and the natural world.

Expressive Arts and Design

At St John Henry Newman School, we believe that expressive arts and design are crucial for children's development, we provide a rich well-planned curriculum by following Kapow Art, DT and Music scheme of work. Our curriculum provides opportunities for all children, including those with Special Educational Needs (SEN), Pupil Premium (PP) pupils, and the lowest 20% of attainment, to explore their creativity and develop their artistic skills through practical and visual resources. We aim to foster imagination, creativity, and self-expression in a supportive and inclusive environment.

Core Principles

1. **Exploratory and Hands-On Learning:** Encourage experimentation with various materials and techniques.

2. **Inclusivity and Differentiation:** Ensure all children can access and engage with the curriculum through tailored support.
3. **Expression and Communication:** Foster opportunities for children to express their ideas and emotions creatively.
4. **Collaboration and Sharing:** Promote collaborative projects and the sharing of creative processes and outcomes.

Curriculum Outline

Creating with Materials

- **Knowledge:**
 - Safely use and explore a variety of materials, tools, and techniques.
 - Experiment with colour, design, texture, form, and function.
 - Understand the properties and uses of different materials.
- **Skills:**
 - Use materials and tools safely and effectively.
 - Create artworks experimenting with different artistic elements.
 - Explain the processes and techniques used in their creations.
- **Activities:**
 - Art and craft sessions using a variety of materials such as paint, clay, fabric, and recycled materials.
 - Guided projects focusing on specific techniques like painting, sculpting, and collage.
 - Role-playing activities using props and costumes created by the children.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Use of visual aids and step-by-step guides to support understanding and execution.
 - One-on-one or small group sessions to provide individualized attention.
 - Adaptation of materials and tools to ensure accessibility for all children.

Being Imaginative and Expressive

- **Knowledge:**
 - Invent, adapt, and recount narratives and stories.
 - Understand and perform a range of well-known nursery rhymes, songs, poems, and stories.
 - Recognise the elements of performance, including movement and expression.
- **Skills:**
 - Create and adapt stories and narratives with peers and teachers.
 - Sing and perform songs, rhymes, and poems with others.
 - Move in time with music and express emotions through movement.
- **Activities:**
 - Storytelling sessions where children create and share their own stories.

- Singing sessions with a variety of nursery rhymes, songs, and poems.
- Drama and dance activities encouraging expressive movement and role-playing.
- **Support for SEN, PP Pupils, and Lowest 20%:**
 - Visual prompts and cues to support storytelling and performance.
 - Use of repetitive and familiar songs to build confidence in singing and performing.
 - Tailored movement activities to accommodate different physical abilities.

Strategies for Supporting SEN, PP Pupils, and Lowest 20%

- **Individualised Support Plans:** Develop tailored plans outlining specific strategies and goals for each child.
- **Inclusive Teaching Practices:** Differentiate instruction and provide various means of engagement and expression.
- **Collaboration with Parents and Specialists:** Work closely with parents, SEN coordinators, and external specialists to ensure consistent support.
- **Regular Monitoring and Assessment:** Continuously monitor progress and adjust strategies as needed to ensure each child reaches their full potential.

Monitoring and Evaluation

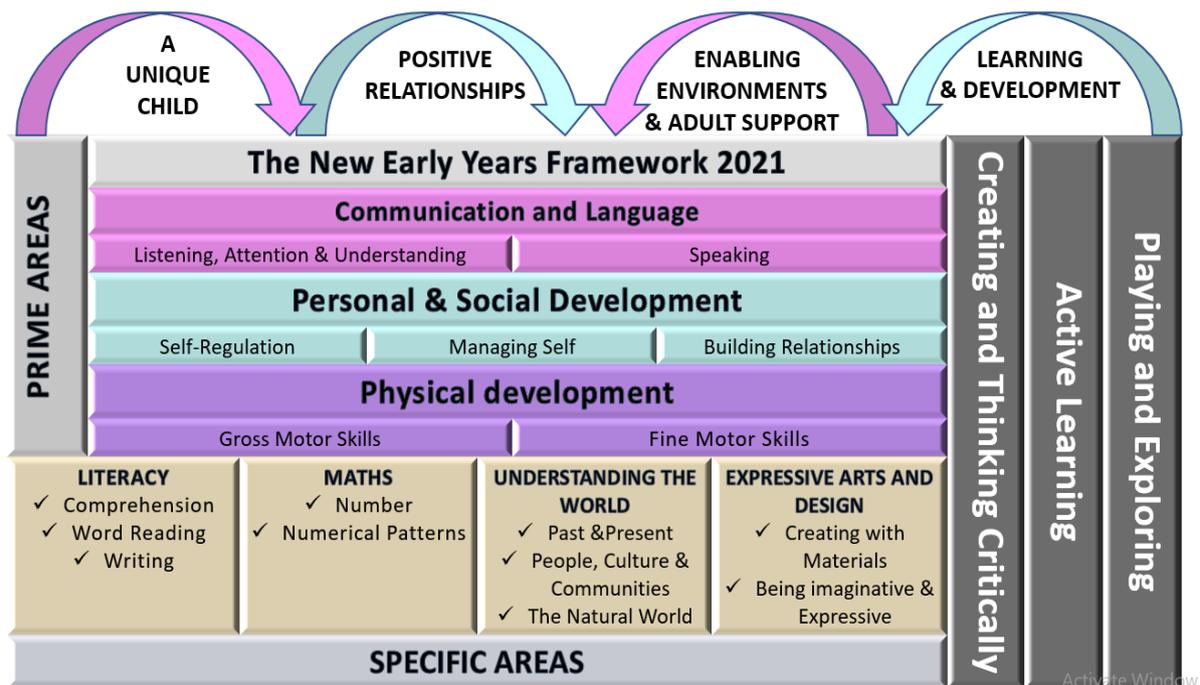
- **Observation and Assessment:** Regular observations and assessments to monitor children's development in expressive arts and design.
- **Parent Feedback:** Gather feedback from parents to ensure the effectiveness of strategies and identify areas for improvement.
- **Review Meetings:** Regular review meetings with SEN coordinators and teachers to discuss progress and update support plans.

By implementing this policy, we aim to provide a rich and inclusive environment for all children to explore and develop their creative skills, ensuring that they can express themselves and enjoy the process of creating and performing.

As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."

St JHN EYFS Team. *“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St John Henry Newman, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date.*

“Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.” At St JHN EYFS Team.



The Early Learning Goal Descriptors

Communication and Language

ELG 1: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG 2: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG 3: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG 4: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG 5: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG 6: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.

- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG 7: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG 8: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG 9: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG 10: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG 11: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG 12: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World

ELG 13: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG 14: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG 15: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG 16: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG 17: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.