



St John Henry Newman Catholic Primary School Early Years Curriculum Statement



Intent

At St John Henry Newman Catholic Primary School, we believe in providing a secure foundation for future learning and development for our children. Our EYFS curriculum allows children to develop independence, self-motivation, resilience, and the ability to embrace challenge in all pupils in an environment that is stimulating, challenging and fun. We aim to provide a fun, secure, challenging, and rich educational environment that enables everyone to thrive.

'To think, to feel, to do' - Pope Francis

At St John Henry Newman Catholic Primary School, we believe that children's early learning experiences deeply affect their future physical, cognitive, emotional, and social development. We understand that building secure relationships with children and their families at the early stage is key to understanding how we can maximise learning opportunities for every child in our setting.

We are fully committed to taking the time to understand and follow children's interests and provide a rich curriculum that supports learning, consolidates, and deepens knowledge and ensures that children achieve their next steps. Both our indoor and outdoor provision is carefully planned and demonstrates a thorough knowledge and understanding of the way in which our children learn.

We aim to prepare our children to achieve the Early Learning Goals at the end of Reception and ensure that all children have made good or better progress from their individual starting points. Our goal is to prepare our children with the knowledge and skills needed for the next stage of their learning journey in Key Stage One.

We understand that what our children learn in these vital first years of life will stay with them forever and that optimising children's early education is the best investment we can make in ensuring their future success.

Implementation

As a team we follow the EYFS curriculum and ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts) areas of learning.

We begin each year by looking at the individual needs of our children and their different starting points and with this information in mind, we are then able to plan a range of broad and balanced learning experiences. Our timetable is structured to enable adult 'teaching times' for Phonics, Literacy, Mathematics and Religious Education. Children are given plenty of time to engage in exploration and gain experiences throughout the day using the indoor and outdoor environment. The knowledge and skills the children learn interlink into different areas of the curriculum. As the children practice their learning in different ways each day it transfers into their long-term memory.

We prioritise having a 'language rich' environment in EYFS where stories, rhymes, poems and songs provide our children with experiences. Through quality interactions with adults our children gain confidence to be confident communicators.

The St John Henry Newman Catholic Primary School, EYFS Curriculum engages all children and ensures that all children make good progress from their starting points. Several key resources are used to support the development of the curriculum including Development Matters, White Rose Maths, Read Write Inc. WTL (The way the true and the life) and Come and See RE planning.

At St John Henry Newman, we recognise the importance of giving our children the best possible start to their education and place great value on the development of our children as individuals. We have developed three curriculum drivers which shape our EYFS curriculum and reflect the unique needs of our children.

Our drivers are identified as:

- **Faith and Spirituality-** As our children begin their journey at St John Henry Newman our emphasis is placed on their religious, spiritual, moral, social, and cultural development. Each child is recognised as a unique individual and we aim to teach our children values of love, honesty, kindness, forgiveness, and respect for others. We welcome the differences within our school community and follow our vision statement 'Inspiring lives'.
- **Possibilities-** We work extremely hard to provide an enabling environment and continuous provision. This provides our children with exciting opportunities, promotes challenge and exploration. They will experience the world around them to make positive decisions which may impact on their future lives.
- **Initiative-** We actively use 'The Characteristics of Effective Learning' to support our observations and teaching. We recognise that we want to create independent and inquisitive learners who use their own initiative to problem solve and find creative solutions to complex problems.

From the beginning of EYFS we believe in creating strong relationships with parents, warm and positive relationships between staff and children and consistent routines. We recognise the crucial role that early year's education must play in providing firm foundations upon which the rest of a child's education is successfully based.

Staff use their knowledge of the Characteristics of Effective Learning to ensure that they plan appropriate activities and organise their provision in a way that demonstrates a clear understanding of the way in which our children are motivated to learn.

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

Active learning – children keep on trying if they encounter difficulties and enjoy their achievements.

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

We know that all children are unique, with their own individual fascinations and it is for this reason that we believe a balance of child and teacher led activities is crucial for our children to become fully engaged and excited by their learning. We feel that effective provision both indoors and out is based on a clear understanding of what we want our children to learn and how we plan to achieve this. We want our children to be independent in accessing quality play-based experiences that encourage them to notice, question and wonder. Effective interactions between staff and children and regular home/school communication ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to develop and grow.

We use Tapestry to celebrate children's achievements and wow moments. We record children's work in Literacy and Maths books to support their learning journal, track children's progress and to identify their

next steps. We use a floor book for RE learning so children can be reflective in their own learning. Assessments of children learning are based on quality of interaction and observations. Regular parent's meetings, stay and play sessions and workshops ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school.

Impact

Whilst 'Learning and loving on our journey with Jesus' our children will:

- Develop their 'Characteristics of effective learning' to apply their knowledge to a range of situations, make links and explain their ideas and understanding.
- Be confident to take risks and be able to discuss their successes and failures with adults and children.
- Use their experiences to be able to improve or adjust what they are doing.
- Be actively engaged in learning throughout the Foundation Stage.
- Experience exciting and enriching learning experiences and opportunities to learn through hands on experiences and educational visits.
- Develop a love of reading, writing and mathematics which has been created through meaningful opportunities throughout their time in EYFS.
- Make good progress from their starting point to the end of EYFS to meet the national expectation for a good level of development.