

EYFS Curriculum Intent

Driving the curriculum

Our Vision

Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Mission

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.

Our school values underpin our day to day lives:

• **Fairness**: We act without bias and provide equal opportunities for everyone.
'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)

• **Honesty**: We always tell the truth, whilst showing respect for the feelings of others.
''For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)

• **Teamwork**: We work together to achieve shared goals.
'For the body is not one member, but many' (Corinthians 12:14)

• **Ambition:** We work hard to achieve our aspirations and never give up.
'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)

• **Care**: We look after each other, ourselves and our environment.
'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)

• **Respect**: We are thoughtful and considerate to ourselves, others and the environment. 'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.' (Matthew 7:12)

Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values, but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's CE Primary and Nursery school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during

their time at school and in their life ahead.
We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.

In order to achieve our vision, we aim to ensure that our children understand the importance of being:

• **Respectful**: Each child is thoughtful and considerate to themselves, others and the environment.
• **Ready to learn**: Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
• **Resourceful**: Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.
• **Reflective**: Each child is curious, able and willing to learn from their mistakes and can describe their progress
• **Able to Reason**: Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.
• **Resilient**: Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

<u>The prime areas of learning are:</u>

Communication and language

Physical development

Personal, social and emotional development

<u>The specific areas of learning are:</u>

Literacy

Mathematics

Understanding the world

Expressive arts and design

The Early Years Framework sets out the seven areas of learning and what children should be able to do by the end of the Early Years Foundation Stage (the early learning goals).

A child's individual learning characteristics determine the way they respond to both the teaching and learning taking place within the provision. The three characteristics of effective teaching and learning 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 achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Intent

At St Peter's, we implement a curriculum that is ambitious; it is embedded securely and consistently across the provision. It is designed to give all children the knowledge, experiences, and opportunities available to develop the cultural capital they need to succeed in life.

The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards securing sufficient knowledge and skills for their future learning. The curriculum supports the development of the characteristics of learning to ensure they become resilient, capable, confident and self-assured.

At St Peter's we have high aspirations for all our pupils. For SEND children the curriculum is ambitious and meets their unique individual needs through high quality teaching.

Implementation

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential. This includes, for example, NELI; our social skills group with some or additional 'catch-up' provision in Maths. Staff also use 'pinny time' which is a quick, on the spot phonics intervention which is focused on speed sound sessions and blending.

Children benefit from meaningful learning across the EYFS curriculum at St Peter's. Through a balance of child-initiated and adult-led learning, children make progress across the seven areas of learning.

The Curriculum is based on the new EYFS Framework. Development Matters supports practitioners in the delivery of the curriculum.

- In Nursery all pupils are assigned a named key person, who ensures that pupils' learning and care is tailored to meet their individual needs.
- The curriculum ensures that our pupils develop their characteristics of effective learning (6R's), alongside the seven areas of learning to ensure pupils receive the right support and encouragement during the EYFS years to enable them to become creative, happy and curious life- long learners.
- All teaching staff have secure curriculum knowledge and have a deep understanding of how children learn. Support, through continuous professional development, ensures high-quality first teaching is delivered across the provision.
- All teaching staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. All staff engage in meaningful interactions and conversations with pupils to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. Focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.
- All teaching staff ensure that their own speaking, listening, and reading in Literacy enables children to hear and develop their own language and vocabulary. They read to children in a way that excites and engages them, introducing new ideas, concepts, and vocabulary.
- Across the EYFS provision, teaching is designed to ensure children have the opportunity to embed their learning so information sticks in their long-term memory. Children are able to know and remember more by regularly reflecting on their learning in the floor books, using the learning questions, looking for learning slides and completing daily review time.
- All staff use assessment well to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs.
- All staff create an environment that supports the intent of an ambitious, coherently planned, and sequenced curriculum. The available resources meet the children's needs and promote their focus on learning.
- All staff share information with parents about their child's progress via the online platform Tapestry and home school link books. This help parents to support and extend their child's learning and interests at home. We have an 'open door' policy ensuring parents and staff and able to communicate effectively.

Impact

Children develop detailed knowledge and skills across the 7 areas of learning and use these in an age-appropriate way.

- A language-rich environment ensures children develop their vocabulary and understanding of language across the EYFS curriculum.
- Children are ready for the next stage of education in Key Stage One. They have the knowledge, skills, and characteristics of learning that they need to benefit from what school has to offer.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes, and songs that are appropriate to their age and stage of development.
- Children understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of their learning.
- Children articulate what they know, understand, and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends.
- The children are physically active in their play, developing their gross and fine motor skills. They show good control and coordination in both large and small movements.
- Children have secure knowledge and understanding of the importance of oral health.

- Close links between Nursery and Reception lead to efficient transition and no loss of learning. · Early identification of specific needs by staff and SENCO led to early interventions – keep up, not catch up.

At St Peter's children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to set backs and take pride in their achievements. Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong. Children play and learn co-operatively, taking into account the Golden Rules.