



EYFS Curriculum Statement of Intent

St Peter's R.C. Primary School



At St Peter's, we aim to create a happy and secure environment, where children want to come to school in the knowledge that they feel unique and valued as members of God's family. We have consistently created, planned and delivered an ambitious curriculum that will support our children in achieving the aims of our Mission Statement:

Mission Statement

We, the family of St Peter's, united in faith by God, strive to learn and grow together, to be the best we possibly can every day.

Intent

In EYFS at St Peter's, 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 this early stage, is key to understanding how we can get the most out of learning opportunities for each and 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.

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Through the seven areas of learning we provide topics that excite and engage children, building on their own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

In EYFS at St Peter's, we would like our children to be:

- Independent – Children develop a positive self-image, finding their own feet and learning to do things for themselves.

- Resilient - Children are prepared to persevere and stay involved in their learning, even when the process is challenging. They are curious, able and willing to learn from their mistakes.
- Ready to learn - Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
- Resourceful - Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn.
- Proud - Children recognise their own strengths and achievements through experiencing success and developing confidence

Implementation

At St Peter's, we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points. We follow the Early Years curriculum using topic themes and enrichment opportunities.

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations and interactions with the children. These are recorded in the children's Learning Journey's, which are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

We know that all children are unique, with their own individual interests and it is for this reason that we believe a balance of child and teacher led activities is vital in order 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 Learning Journey's to celebrate children's achievements, record observations, assess and track children's progress and to identify their next steps. Regular parent's meetings and an open door policy 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

At St Peter's, we make every effort to ensure that all of our children make excellent progress during their time in the Early Years. Children who achieve the expected standard within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made into Key Stage 1 and beyond.

From their own starting points, children will progress academically and socially, developing a sense of themselves so that they are well prepared for their future learning. The children demonstrate high levels of engagement in activities and make good development with their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. The children will develop skills across all areas of the curriculum including literacy, mathematics and physical development and use them in different ways to support their own learning. They develop a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning.

Through developing their characteristics of learning, the children are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. The children are confident to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing.

We understand that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but may be working at differing levels within this range. Effective communication between Early Years and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey.