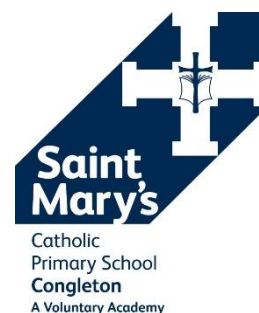


Saint Mary's Catholic Primary School

Early Years Foundation Stage Curriculum Statement



At Saint Mary's Catholic Primary School, our children are at the centre of everything we do. We believe each child is unique and made in the image and likeness of God. Therefore, our intent is to develop each child individually, focusing on their own self-worth, their love of the environment around them, and their relationships with others to feel safe, valued, and loved.

At Saint Mary's, our Early Years curriculum is designed to be creative, inspiring, challenging, memorable, and fun. It provides opportunities for children to participate in a range of experiences that develop their knowledge and understanding and equip them with the skills needed to become successful, confident, lifelong learners who reach their full potential.

Threaded throughout the EYFS curriculum at Saint Mary's are the Characteristics of Effective Learning. These elements underpin how we reflect on each child's development and adjust our practice accordingly.

- **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
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We work in partnership with parents and carers to ensure we nurture independent, eager learners. We strive to prepare children to reach the Early Learning Goals at the end of the EYFS through high-quality teaching and learning opportunities, ensuring that pupils make good progress from their starting points and are ready for the next step on their learning journey.

Each child has the right to have their individual needs met and we aim to achieve this by providing an enabling environment which promotes the learning and development of every child. Our school curriculum is centred on the sustainable development goals to ensure that the school accomplishes its mission and promotes well-informed students for the future.

Our EYFS curriculum incorporates the statutory requirements of the EYFS framework (2021) with a strong emphasis on learning through play. Learning opportunities are challenging and fun and encompass the seven main areas of learning;

- Personal, Social and Emotional
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These seven areas are used to plan children's learning and activities. Each week, children engage in a combination of adult led and child-initiated activities which will promote independence, creativity, inquiry and problem solving. Children learn through activities linked to their interests and ideas, as well as through teacher directed tasks.

Children's learning is supported through a balance of discrete, adult-led sessions and carefully planned continuous provision, where they have the opportunity to explore and apply their learning using our stimulating indoor and outdoor environments. They are given the freedom to explore their interests and make sense of the world around them.

Pupils work towards the Early Learning Goals of the EYFS curriculum, and the majority of children move on to the National Curriculum programmes of study at the beginning of Year 1. Transition into Key Stage 1 is supported through visits to their new class, and the children are encouraged to become increasingly independent.

We ensure children are prepared for Year 1 by developing their independence, listening and attention skills, and behaviours for learning. Our curriculum dovetails into the Key Stage 1 curriculum, ensuring a smooth and confident transition. This is further supported by our phonics scheme, DC Pro assessments, collaboration with the Year 1 teacher, and a robust transition plan.

Children develop their phonic knowledge through Monster Phonics and develop their fluency in reading through the school's approach to the daily teaching of reading. We take pride in providing a highly inclusive environment where learners of all abilities demonstrate high levels of enjoyment in their education and most make good progress in most areas of learning and children at all levels are helped and encouraged to achieve their potential.

At Saint Mary's our outdoor environment is an extension of the indoors, complimenting each area of learning. Children have real and meaningful experiences, for example, noticing nature, experiencing the weather and discovering the outdoors. We believe outdoor learning is a place to learn and experience everything that cannot be experienced inside, giving the children the opportunity to do everything larger, louder and messier. Outdoors, our children play with greater intensity, energy, imagination, co-operation and collaboration, assessing possibilities and risk, and taking control of their own learning.

We aim for children to reach their Early Learning Goals at the end of Reception and to be in line with national expectations. Evidence in children's electronic learning journeys (EvidenceMe) support all areas of the EYFS curriculum as well as the characteristics of effective learning. EYFS staff observations form formative assessments, which are used to inform future planning and ensure that children build on their knowledge, skills and understanding at a good pace. Progress is carefully tracked using the Early Years Foundation Stage profile and regular pupil progress meetings take place with senior leaders. Saint Mary's is also part of the regular cluster group meetings with the Congleton Partnership, Cheshire East, and the schools in our MAT.

We have a sharp focus on ensuring that pupils are ready for Key Stage One and to have our school values embedded by the time they leave the EYFS, preparing them for the future.