

Our vision: Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship.

We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all.

"Aspire not to have more, but to be more." (Oscar Romero)

The EYFS Curriculum at St Faith's

Intent

At St Faith's, our EYFS curriculum is inspiring and creative, allowing all children to reach their full potential whilst developing life-long love of learning. Our consistent high expectations aim to make a difference for all children as we build the foundations for future learning.

We seek for all children to know more, remember more and be able to do more, applying knowledge and skills to all aspects of the curriculum. It incorporates a range of quality first hand experiences provided to challenge, motivate and encourage all children.

Our EYFS curriculum is designed to be exciting and engaging, whilst remaining flexible to meet the needs, next steps and interests of our children. It focuses around purposeful play that is supported by highly skilled adults who model, explain and encourage all children to achieve highly.

Our curriculum builds upon our school vision, incorporating our ethos, our environment, our daily routines and timetables, our interactions and engagement with our children in addition to our written curriculum.

We have a focus on the development of communication, vocabulary and language, building on the starting points of groups and individuals. Our curriculum is carefully planned based on the needs of all of our children and their interests, thinking carefully about their background and experiences and is designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. The development of vocabulary and language is supported by high quality planned rhyme times, story times and phonic teaching allowing children to develop a love of reading whilst developing effective strategies allowing them to read independently.

As a team we considered our children's cultural capital and the desired key outcomes for our children at the end of EYFS. These are reflected in our planning and resources, as we strive for all children to reach their full potential.

We aim:

- To make sure our children are happy in their play, confident in their learning and successful in their life.

Why? Health and wellbeing of all members of our St Faith's Family is very important to us. We recognise that happy and confident children who want to come to school, learn more effectively.

- For all children to develop a love of learning as we build the foundations for future learning.

Why? We understand that the EYFS is a vital and crucial building block to all future learning. We plan carefully for all areas of the curriculum, ensuring that key skills are explicitly taught followed by numerous first hand experiences for the children to apply and practise these independently in their play. We know that young children learn best through play.

- To equip all children with the social skills needed to effectively interact, share and take turns and to manage their own feelings, interwoven with the understanding of our school rules of being Ready, Respectful and Safe.

Why? These key skills are a vital aspect of community living. The unusual times over the past few years has highlighted the need for this focus. Many of our children have had limited social experiences which has impacted on the development of social skills and interactions.

- For all children to develop an understanding of each other, incorporating their place in the world, the understanding of different cultures and a firm understanding of our values (friendship, respect, compassion, service, trust and justice)

Why? This is what our school ethos is built upon as the children develop an understanding of tolerance and respect in a multicultural world.

- To ensure all children can communicate effectively and have a rich and broad vocabulary enabling them to speak confidently in full sentences, making up

their own stories and using language to make their wants and needs known to others.

Why? All areas of the curriculum facilitated through good communication skills and a broad use of language. This is vital for enabling all children to reach their full potential. Our current assessments highlight that many children entering our school have reduced vocabulary and it was paramount that our curriculum closes the language gap.

- To encourage a love of reading alongside developing effective strategies to enable all children to read independently.

Why? Research shows reading unlocks every child's potential. It builds vocabulary, increases general knowledge, builds a better understanding of other cultures.

'The more you read, the more things you will know. The more that you learn, the more places you will go.' Dr Seuss

Our curriculum is based on the 7 statements written in the EYFS Statutory Framework 2021

Communication and Language

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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

We aim for all of our children, no matter what their background, needs or challenges, to develop, aspire and deepen their knowledge in all 7 areas of the EYFS curriculum and are ambitious for all of our learners.

Implementation

Our curriculum is designed to support our children's learning with a key strand being the opportunity for children to learn through their play and to experience learning in a hands on, practical way. We ensure the environment and provision is inspiring, interactive and engaging for our learners. Our continuous provision is planned carefully across Nursery and Reception to ensure progression of skills. We plan for enhanced provision both indoors and outdoors, to reflect the current areas of need for our children.

Child Initiated play (Learning through Play) is high priority and fundamental in our approach to learning. We dedicate extended time for children to be able to have opportunities for sustained learning in their play in order that they reach a deeper level of engagement.

We ensure a level of challenge for all learners through our levelled common play behaviours and resources aligned with these, which are focused on the key skills to develop in each area, appropriate to the children's identified needs, and through our interactions and engagements.

We ensure there are a range of trips and visitors to bring the curriculum alive for our children and give them experiences they might not otherwise have (linked to cultural capital). We also plan for first hand experiences such as cooking, baking and gardening to also do this.

We recognise that books have a high impact on our children's learning experiences and as such our curriculum dedicates time for this. We choose books which are from Pie Corbett's Reading Spine, those which are recognised as high quality texts, as well as books which represent other cultures and address stereotypes and stigmas. We also use books which our children have shown an interest in or that we recognise as teachers and TAs, are engaging and exciting books and we link these experiences to Talk for Writing.

We use Little Wandle to teach our children phonics, starting as soon as children start school in Reception. In Nursery, the children focus on pre-reading skills such as tuning into sounds and oral blending.

For Maths in Reception we use the Mastering Number program which enables children to develop a real depth of understanding of numbers to ten. In Nursery we have

developed a scheme of work which focuses on early counting skills and an early understanding of shape, space and measure.

Impact

Our curriculum has been designed to meet the needs and interests for all of our children. We hope it will ensure our children become enthusiastic life long learners.

The impact of this carefully planned, continually developing curriculum will be

- *Children that are happy in their play, confident in their learning and successful in their life.*
- *Children that love learning as we build the foundations for future learning.*
- *Children with well-developed social skills to interact, share and take turns and to manage their own feelings.*
- *Children who understand each other, respect different cultures and thrive on learning about the lives and experiences of others.*
- *Children who can communicate effectively and have a rich and broad vocabulary enabling them to speak confidently in full sentences, making up their own stories and using language to make their wants and needs known to others.*
- *Children who love to read and can effectively apply strategies to enable them to read independently.*
- *Children who are year 1 ready, being independent and motivated learners with a good understanding of core skills in reading, writing and maths.*
- *The number of children achieving GLD at the end of their Reception year will be at least in line with national and better.*