Statement of Intent

Our Early Years Curriculum aims to lay a secure foundation for future learning. We engage children in learning from the very start and expect our children to leave us as happy, confident and skilful communicators who are curious about the world around them.

We promote the development of language and communication skills and ensure that we have a language rich environment in which the children can develop all aspects of listing and speaking skills. All staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure yet are challenged to achieve their best. The emphasis is very much on helping individual children to achieve their full potential. We are fully inclusive, and all children are expected to think about the needs of others.

We respect all families and aim to develop a positive two-way relationship with each one. We provide for and support every child. We recognise that children do their best when all their physical and emotional needs are being met. We embrace the individual and all staff understand that each child is different, and their learning requirements and styles are unique too.

Implementation

During our induction process we find out about and recognise children’s previous learning and the experiences they’ve had at home and in nursery/preschool settings. Information is shared to ensure that new learning builds upon and strengthens their previous understanding.

Our daily routines support children to settle into school life quickly and smoothly. Our ongoing assessment allows us to respond quickly to the children’s learning by enhancing ideas and modelling vocabulary that is relevant to the children.

Our environment is set up to develop appropriate skills. Our resources are considered carefully and are used to provide challenge, curiosity and to match the children’s interests. Staff observe, listen to and work with children to support learning. Positive relationships and good communication play a vital part when planning for individual needs.

All children access a broad, balanced, well-resourced curriculum, which offers opportunities for enjoyment and success through active learning. Planned activities aim to foster good social relationships, promote equal opportunities and support special educational needs. Children learn to co-operate and listen to others. They do this in pairs, small groups and whole class groups. We use short teacher inputs and access to a cross curricular indoor/outdoor provision. Staff plan for and ensure that both the inside and outside spaces are fun, safe, engaging and offer challenge. Staff understand that the prime areas of learning begin to develop quickly in response to relationships and experiences and support learning in all other areas. Furthermore, these prime areas continue to be essential throughout the whole of the EYFS. All 7 areas of learning (see below) are used to plan children’s learning and activities.

Prime Areas

• Personal, Social and Emotional Development (PSED)

• Communication and Language (CL)

• Physical Development (PD) S

Specific Areas

• Literacy (L)

• Mathematics (M)

• Understanding the World (UW)

• Expressive Arts and Design (EAD)

At St Mary’s we encourage children to develop their imaginations, to get actively involved in learning and to make decisions.

Through their play our children will:

• Explore, develop and represent learning experiences that help them to make sense of the world. • Practise and build up ideas, concepts and skills

• Learn how to understand the need for rules

• Take risks and make mistakes

• Think creatively and imaginatively

• Communicate with others as they investigate and solve problems

To plan appropriate activities staff, carry out assessments.

Our assessments start with careful observation. These observations inform planning and in turn are used to support the children’s wellbeing, development and learning.

Impact

Children’s progress is monitored closely from the moment they start, and their journey is tracked throughout the year allowing appropriate support and challenge to be put in place. Our assessments are integral to effective learning and teaching. Through our curriculum our children learn about risks and safety, how to make good choices and gain an understanding of boundaries. They develop into independent, confident and successful learners. Our curriculum provides the foundations for our children to develop the confidence and love of learning to become successful learners.