

Curriculum Intent statement for the teaching and learning in EYFS 2021/2022



At St Martin De Porres Catholic Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs. The three I's, Intent, Implementation and Impact, work hand in hand with the three core aspects of a successful early learning based on teachers planning, observations and assessment.

Intent	<p>The focus of the EYFS classes is on the development of the three prime areas of learning. Establishing key relationships with our children is the first stepping stone on their educational journey. The key teacher-child relationships will allow us to learn what interests the children and fascinates them, so we can use this interest and fascination to motivate them and support their learning.</p> <p>We want our pupils to develop a sense of belonging in the unit and develop their confidence in working with other children and teaching staff.</p> <p>The EYFS is based on these principles:</p> <ul style="list-style-type: none">• A unique child – developing resilient, capable, confident and self-assured individuals.• Positive relationships – supporting the children in becoming strong and independent.• Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.• Learning and development – An acknowledgement that children learn in different ways and at different rates. <p>Overall, there are seven areas of learning. These are broken down into the Prime Areas and the Specific Areas. The reason for this is that each of these is more pertinent for different age groups. For instance, the Prime Areas are more relevant for the younger age group, while the Specific Areas are more relevant for the older age group. The three Prime Areas of learning are:</p> <p>Communication and Language Physical Development Personal, Social and Emotional Development</p> <p>Solid foundations in these enable us to instill the acquisition and development of key skills in the Specific Areas of</p> <p>Literacy Mathematics Understanding of the World Expressive Arts</p> <p>We have high aspirations for our children and we share this with our parents and carers through our curriculum workshops, school website and Class Dojo, where we share:</p> <p>the intent, so our learning intentions for the children are supported by the themes that we choose; our implementation and teaching strategies that we use in the classroom to support the building of the different skills; and finally the impact that we can demonstrate in the development of our children through early learning projects and activities.</p>
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Underpinned by	High expectations	Modelling	Fluency
	We implement our curriculum through a range of book based topics, schemes such as White Rose, Talk for Writing, Letters and Sounds, which bring together the best elements of different teaching methodologies in order to maximise children's learning potential and to 'scaffold' their learning. Our classroom is specifically designed according to the needs of the children and the skills we want them to develop.	Every aspect of the seven areas of learning is modelled, behaviour, actions, language, mark making, writing, drawing, mathematical thinking and applying. Teachers teach the skills needed to succeed in Phonics, Talk for Writing, White Rose, providing examples of good practice and having high expectations of all our pupils.	We offer a balance of child-initiated and adult-led learning using continuous play and small group activities. By offering consistent weekly learning opportunities, children can explore and build on what they already know and apply all of the Characteristics of Learning in their learning play. Here they have the opportunity to make good progress across the seven areas of learning.

Implementation	<p>It is crucially important that an early learning curriculum is responsive to the changing needs of children so that opportunities for growth and development are not missed.</p> <p>We provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning. We promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support. We work in partnership with parents and carers. We plan challenging learning experiences, based on the individual child, informed by observation and assessment. We provide opportunities for children to engage in activities that are child initiated and adult-led. We provide a secure and safe learning environment indoors and outdoors.</p> <p>We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. You will find, effective learning that builds and extends upon prior learning and following children’s interest. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective planning is informed by observations and informal ongoing assessments to ensure we follow the current interests and build on their experiences. Significant moments and achievements are recorded using the Target Tracker app and in the children’s individual workbooks. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.</p> <p>We plan an exciting and challenging curriculum based on the children’s needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. A long term, medium term, weekly lesson plans, classroom environment plans are carefully devised to promote the ‘Statutory Framework for the Early Years Foundation Stage, Setting the standards for learning, development and care for children from birth to five, 2021’. These plans promote all the seven areas of learning to enable the children to achieve and exceed the early learning goals. Planning for this curriculum is designed to be flexible so that the child’s unique needs and interests are supported.</p> <p>A well-organised and carefully thought out environment acts as a “third teacher”. Displays invite children to participate in learning activities and enquire about patterns and structures, often exploring by themselves. Natural materials provide sensorial stimulation and prompts for learning about the world.</p> <p>We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly. Through books, rhymes, songs, Let’s think in English sessions, Nuffield Early Language Intervention (Neli), Phonics Play, Weekly reading books, whole school Reading Challenge and a whole school themed World Book Day and Talk for Writing lessons, we work with children to develop their vocabulary, sentence structure and listening skills. In Talk for Writing lessons, pupils have many opportunities to become the different characters in our stories and to act them out. In Physical Education, children have play dough disco sessions, weekly planned PE lessons and access to outdoor play; all give our children many opportunities to develop their physical skills experiment with different ways of moving, learning how to negotiate space and developing their control and coordination.</p>
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Impact	<p>There is currently no official guidance on how settings should carry out observations, assessment and planning. However, these processes are essential to ensuring the individual needs of our children are met.</p> <p>During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they have not yet reached the expected levels. This information is shared with the Year 1 teacher as part of the transition process. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.</p> <p>St Martins de Porres' EYFS pedagogy is that teaching should enable each child to demonstrate their learning and development fully. Effective assessment takes place when children are taught well and can talk about what they know, demonstrating their learning and development in a range of contexts. The Early Learning Goals (ELGs) represents a measure of what is assessed at the end of reception year and is not restrict by the breadth of what is taught in EYFS. Our aim is to ensure that every child has the chance to fulfil their potential by reducing levels of educational failure, being healthy by enjoying good physical and mental health and living a healthy lifestyle , staying safe and enjoying and achieving by developing skills that they will need for their school life and adulthood.</p>
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