



<h2 style="text-align: center;">Curriculum statement for EYFS</h2>	
<h3 style="writing-mode: vertical-rl; transform: rotate(180deg);">Intent</h3>	<p><i>“Play gives children the chance to practice what they are learning. It’s the things we play with and the people who help us play that make a great difference in our lives.” – Fred Rogers.</i></p> <p><i>“Children learn as they play. Most importantly, in play children learn how to learn.” – O. Fred Donaldson.</i></p> <p>At St John’s, our EYFS curriculum has been designed to build upon children’s prior learning from nursery and home, through familiar topics and themes. We provide a unique, creative and immersive classroom environment to inspire and excite our children and to create a love for learning. Our curriculum is designed to be aspirational, challenging and nurturing so that our children leave EYFS having built strong foundations and feeling confident and prepared for their journey ahead.</p> <p>We recognise that every child is unique and that children come from a range of backgrounds and cultures and this is something which we embrace and celebrate. Our curriculum allows children to develop respect, tolerance and empathy towards others and is inclusive for all so that all children can achieve, are happy and thrive. Our environment is inviting and is a safe space for children to develop confidence in being themselves, be inquisitive and curious and explore learning in a fun and creative way.</p> <p>We intend to work in partnership with our parents and carers to encourage independent, happy learners who thrive and reach their full potential, regardless of their starting points.</p> <p>We intend for our children to:</p> <ul style="list-style-type: none"> <li>• Be aspirational and develop a love for learning within a creative, inspiring and immersive classroom environment,</li> <li>• Feel confident in themselves and all that they do,</li> <li>• Find joy in their faith and teaching of our Catholic education,</li> <li>• Demonstrate care, love and respect towards others.</li> </ul>
<h3 style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation</h3>	<p>Throughout EYFS at St John’s, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.</p> <p>We have a curriculum that is child-centred and that is based upon wow experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children’s interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:</p>



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	<ul style="list-style-type: none"><li>• Personal, Social and Emotional Development</li><li>• Physical Development,</li><li>• Communication and Language,</li><li>• Literacy,</li><li>• Mathematics,</li><li>• Understanding the World,</li><li>• Expressive Arts and Design</li></ul> <p>These 7 areas are used to plan children’s learning and activities. Each half term, a new theme/topic is introduced to provide inspiration for learning, whilst allowing flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities with the environment set up for continuous provision and enhanced provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.</p> <p>Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place.</p> <p>These are:</p> <ul style="list-style-type: none"><li>• Playing and Exploring – children investigate and experience things, and have a go;</li><li>• Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;</li><li>• Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.</li></ul> <p>Our curriculum is planned in a cross-curricular way to enable all aspects of the children’s development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. Supporting documents including Development Matters and Birth to 5 Matters have been used to help shape our curriculum.</p> <p>The timetable is carefully structured to ensure that children have a balance of teacher led carpet times and free-flow to allow children to explore the provision and apply their knowledge and skills. Our timetable consists of 2 Literacy and 2 Maths carpet lessons a week (although mini sessions happen daily), daily phonics carpet lessons and supervised phonics enhanced provision, 2 RE carpet lessons a week, 1 UTW carpet lesson a week, 1 EAD carpet lesson a week, 1 RESPECT carpet lesson a week (RSHE, PSHE), 1 PE lesson a week and opportunities for PSED circle time sessions. Adult directed activities mean that children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.</p>
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Reading is at the heart of our curriculum. Each topic has a range of quality texts to excite and inspire the children. Our enhanced provision is then planned around the core, quality texts. A story is read to the children at the end of each day and new vocabulary from books is discussed and added to our class vocabulary wall. Children read daily in phonics sessions and have access to our reading area during their learning challenge time (free-flow). Children are also given many opportunities throughout the day to read in different contexts. At St John's, we follow the 'Bug Club Phonics' scheme and children are given appropriate reading books to match their phonic abilities. Our phonics lessons begin with a 25 minute carpet lesson and children then explore the enhanced phonics provision (phonics learning challenges). These are supervised and allow the children time to explore and embed their knowledge and skills. During the enhanced provision phonics learning challenge time, the children write the new sound in their phonics handwriting books and are given ability appropriate extensions to challenge and aid progression. Children then gather back on the carpet at the end of the session to recap the new sound and finish the phonics lesson. Phonics Tracker is used to assess, monitor and track children's progression within phonics. This is done half termly and is used to inform future teaching and potential interventions.

At St John's, we follow the White Rose Maths scheme and we use the foundation stage curriculum plan for EYFS. Children have 2 carpet lessons a week with other opportunities for maths throughout the week, including watching Numberblocks and having access to the maths area as part of continuous provision as well as activities for enhanced provision.

Our PE curriculum is planned through the scheme 'Get Set 4 PE' and the RSHE part of our RESPECT curriculum is planned for using the scheme 'Ten:Ten - Life to the Full'. We also use Charanga for music across the school.

In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online learning journal. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous and enhanced provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example; our School Start Language intervention, School Start Listening and Sound Awareness intervention, Jump Ahead programme, PE booster and additional 'catch-up' provision in Maths and Phonics. Staff also carry out same day interventions for Phonics and Maths as and when needed. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.



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	<p>We also value the important and vital role that parents play in child development and communicate regularly with our parents through the school app and class tile, weekly EYFS newsletters and the use of the Evidence Me online learning journal platform. Parents also attend a welcome evening and presentation to introduce the Reception year, a 1-1 parent teacher meeting within the first week of school (transition/settling in week), a Reception 6 weeks in meeting and presentation and parents evenings in the Autumn and Spring term. Parents receive a copy of their child’s next steps plan at parents evenings and a formal school report in the Summer term.</p> <p>We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child’s new learning environment. They also complete ‘moving up’ activities with their child throughout the summer term. These aim to support the transition for all.</p>
<b>Impact</b>	<p>During their time in our EYFS, children make rapid progress, regardless of their starting points so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards and outcomes are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years.</p> <p>We measure the percentage of pupils achieving age related expectations and that are on track for GLD throughout the academic year, and put supportive interventions in place if and when needed. Our assessment judgements have been moderated both in school and externally with schools in the West Horsham Schools Network and within the locality.</p> <p>Children at St John’s transition into Year 1 with key knowledge and overarching concepts to enable them to access the requirements of the National Curriculum. Our children reach our endpoints identified through our carefully planned curriculum offer for all seven areas of learning.</p> <p>Our children make strong progress academically, emotionally, spiritually, socially and physically. Knowledge, understanding and skills are secured and embedded so that children attain highly and are fully prepared for their new year group. Our EYFS provision gives children the broad range of knowledge and skills that provide the right foundation for future progress through school and life.</p>