**EYFS Curriculum Intent**

At St Cuthbert’s, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning.  We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. With all of this in mind, we begin each new year by looking at the individual needs of our children and – taking into account their different starting points- we then carefully develop our flexible EYFS Curriculum which enables them to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.

Children in our 2 Year Old Provision (2YO), Nursery (F1) and Reception (F2) classes follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:-

* Personal, Social and Emotional Development
* Communication and Language
* Physical Development

The Specific Areas:-

* Literacy
* Mathematics
* Understanding the World
* Expressive Arts

The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”. At St Cuthbert’s we strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year which encompasses a range of topics, which are designed with their interests in mind. A vital part of the Curriculum design and topics is therefore the transition period before the children enter our classrooms and where we get to know more about them and their interests. Home school visits

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through accurate and important observations. Online assessment tools; ***Target Tracker*** and ***2 Simple to Build a Profile*** facilitate us in capturing learning and attainment throughout the year. These provide us with information for future planning, not only for our individual classes but also for individual children’s next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting.

Our EYFS strongly believes that the beginning of our children’s educational journey and igniting the flame for learning is imperative in “transforming lives, transforming communities”.

**Implementation**

The quality of teaching, learning and assessment (formative & summative) is outstanding and central to the outstanding outcomes that children achieve on exit from EYFS. In providing a meaningful and purposeful EYFS curriculum we

* build on children’s learning from home on entry to the 2YO and Nursery provision.
* start quickly, from the first week of the new academic year.
* continue the effective working relationships forged with parents.
* Strong partnership with local children’s centre to enable ease of signposting families to the appropriate initiates on offer e.g. Chatterbox, Webster Stratton Parenting Programme, school readiness sessions.
* Link worker delivers in –house sessions to support prime areas of learning e.g.
* instil a day-to-day routine so that children felt safe, secure and happy.
* develop children’s confidence, concentration and ability to listen and follow instructions.
* using guidance and initiatives from URLEY Language Leadership Programme, continue to reflect and assess practice to develop a richer, more purposeful language rich environment with focus on the more reluctant communicators.
* ensure that the teaching of reading, including systematic synthetic phonics, is one of the core purposes of communication skills in the Reception Year.
* Throughout the year, parents/carers are invited in to join us for informal workshops to encourage home-school links when supporting children on their learning journey e.g. Maths Breakfast, The Big Read, Curriculum focused Stay and Plays.
* attach greater importance to the teaching of numbers in building children’s fluency in counting, recognising small numbers of items, comparing numbers and solving problems.
* ensure that when children are learning to write, resources are suitable for their stage of development and that they are taught correct pencil grip and how to sit correctly at a table.
* devote sufficient time each day to the direct teaching of reading, writing and mathematics, including frequent opportunities for children to practise and consolidate their skills use the EYFSP as a guide to end-of-Reception expectations rather than to define what should be taught.
* secure the essential skills of reading, writing and mathematics, as the gatekeepers for successful learning across all other subjects.
* prepare children for the demands of Year 1, including the increased expectations of the 2019 national curriculum.
* robust collaboration with Year 1 class team enables children’s smooth transition into next Key Stage.
* connect to the wider school community through Foundation children’s participation in whole-school events and celebrations, setting the rules and expectations early on for behaviour in the school as a whole.
* generate a love of learning and an enjoyment of school.

Impact

Children use their knowledge of phonics to read accurately. They read with increasing speed and fluency. After exiting the EYFS, 100% of children who achieved expected in Communication, Language & Literacy (Prime area) and Literacy (Specific area) passed the Year 1 Phonics screening test June 2019.

* Most children achieve the early learning goals, particularly in mathematics and literacy.
* Children develop their vocabulary and understanding of language across the seven areas of learning. They achieve well, particularly those children with lower starting points.
* Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They are beginning to manage their own feelings and behaviour, and understand how these have an impact on others.
* Children have the necessary foundations for the rest of their schooling. Children leave Foundation Stage with the

The curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.

Evidence

* Section 48 Report (November 2018)
* LSIP Phonics project
* Early Years Federated meeting minutes
* Transition meetings
* URLEY Language Leaders Project 2019-2020 audit and observations.
* Supporting other EYFS settings in Liverpool in implementation of effective practice.