

St Thomas More RC Primary School

Early Years Foundation Stage



Curriculum and Progression Document

St Thomas More Catholic Primary School

Early Years Foundation Stage Curriculum Intent

The Early Years setting at St Thomas More RC Primary school aims to give children an excellent start to their education through nurture and challenge which helps children to reach their full potential. Children in our setting are supported to feel safe, happy and valued by staff who are dedicated and highly experienced in early years' education and know the school community well. The children in our setting have lived through major disruption to normal family routines in the first few years and months of their lives and this has inspired us to ensure that we provide them with rich opportunities to talk and play with other children. Our children are caring of each other and caring of their environment. Many of our children need support to manage their emotions and have had extended periods of time at home. We want to foster their enthusiasm and love of the outdoors through activities that are physically challenging, build resilience and independence and encourage children to be flexible, adaptable, curious and confident learners.

Our local community has a changing and diverse demographic which offers opportunities for children and adults to celebrate and discover the rich cultural backgrounds of our families. We want to foster an environment where all are deeply valued, supported and respected within the framework of the Gospel values.

We know that high quality experiences of spoken language, development of oracy and access to books has a defining impact on children's future success. Our curriculum is shaped around carefully chosen age appropriate texts that puts language development as a high priority for teaching and learning. We are well supported in delivering this with an in-house Speech and Language Therapist who works with the most vulnerable children to develop their speaking and understanding of language.

The Nursery and Reception classes follow a curriculum that is outlined in the Early Years Foundation Stage Curriculum Progression document. This curriculum progression document clearly identifies what we teach and at what stage of a child's journey through their time in EYFS. The milestones describe the expected standard for children to reach by the end of each term and reflect progress in the seven areas of learning to reach the Early Learning Goals at

the end of Reception. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a range of areas.

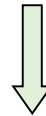
We aim to support and nurture all children to learn and develop in an environment where Gospel values are central and celebrated; where each child is loved, appreciated and affirmed. It is through this process that we fulfil our mission to bring children to:

'Learn and grow as God's Holy People'

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help children achieve these outcomes.

Learning Model

Our children learn through



Playing and exploring		Active Learning		Creating and thinking critically	
Overarching Principles					
Every child is unique		Building Positive Relationships		Environments and Adult support that enable high quality learning experiences	
Focus on Learning and Development					
Prime Areas	<u>Communication and Language</u> <i>Listening Attention and Understanding</i> <i>Speaking</i>		<u>Physical Development</u> <i>Gross Motor</i> <i>Fine Motor</i>		<u>Personal, Social and Emotional Development</u> <i>Self-Regulation</i> <i>Managing Self</i> <i>Building Relationships</i>
	<u>Literacy</u> <i>Word Reading</i> <i>Comprehension</i> <i>Writing</i>		<u>Mathematics</u> <i>Number</i> <i>Number Patterns</i>		<u>Expressive Arts and Design</u> <i>Creating with Materials</i> <i>Being Imaginative and Expressive</i>
Specific Areas					<u>Understanding the World</u> <i>Past and Present</i> <i>People Culture and Communities</i> <i>The Natural World</i>