

Curriculum Intent Statement

Early Years
at
St Paul's Peel CE Primary School



Statement of Intent

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

At St Paul's Peel C.E Primary School, we have a full time place Nursery and two Reception classes. The rooms are organised into areas of continuous provision, such as Message Centres, maths areas, large and small construction areas, role play areas, creative and also malleable areas.

Intent

We offer a curriculum that offers children a wide range of opportunities and experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. We understand that play is an integral part of learning and this is at the heart of our early years curriculum. Its delivery ensures that all children, from their own individual starting points make good progress.

We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children in our current year groups.

Implementation

We understand the huge impact acquiring a wide and varied vocabulary at an early age, can have on a child's future prospects and so create a 'language rich' environment through songs, nursery rhymes and the use of quality texts. In addition we provide extra support to develop children's communication and language skills through a range of specially designed programmes such as Wellcomm, NELI and SALT (Speech therapist). Through these programmes the children develop their verbal and understanding skills in small nurturing communication groups.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive daily and weekly updates with regards to our curriculum, children's learning and achievements using Class Dojo, our school's communication platform.

Through the staff in depth knowledge of the children, the use of observations, formative and summative assessment, we are able to inform planning, next steps in teaching and learning for all children throughout the year.

Impact

Our curriculum and its delivery ensure that all children, from their own starting points make good progress. Children in our early years, on average, arrive with much lower starting points than national. During their time with us children make good progress towards the national expectation for a good level of development at the end of the Reception year.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding.

The impact of the EYFS curriculum is reflected in having happy, independent and confident children transitioning into Year 1.