



St. Peter's CE Primary School

Early Years Curriculum Intention Statement



OUR VISION: INTENTION

We want our children to have firm foundations so that they can be fluent in key skills and have an in-depth knowledge of a variety of subjects

We want to encourage happy, independent and curious learners. Our Early Years Curriculum is child-centred and based on topics and experiences which are meaningful and cross-curricular which engage the children and provide a strong foundation for future learning. We aim to provide children with the knowledge, skills and attitudes they need to succeed as they transition from Early Years to Key Stage 1.

OUR VISION: IMPLEMENTATION

Curriculum content

The content of our curriculum is drawn from:

- The statutory framework for the Early Years Foundation stage and Development Matters Guidance
- The Bury Agreed Syllabus for Religious Education
- The 'Heartsmart' programme for PSHE and RSE

The importance of achieving fluency

Where we are trying to achieve fluency, we give the children regular opportunities for practice and application in a variety of ways. Examples in EYFS include:

Subject	Practice	Aim	Application
Reading/ Literacy in EYFS	Phonics lessons Book of the Week (taken from a range of high quality texts) Words of the Week The Message Centre/Adventure Island	To develop a love of reading and books. To develop phonic skills for reading and writing. To develop a broad vocabulary. To be motivated and have a purpose to write.	Enjoyment of books in our setting and at home. To use the Message Centre to write both indoors and outside for a range of purposes.
Mark-making/ Writing in EYFS	Dough Disco Squiggle While you Wiggle Finger gym/messy tray The Message Centre Phonics/handwriting	To strengthen core and gross motor skills. To develop strength in fingers. To have a comfortable pencil grip.	Independent mark-making and drawing. Writing in both adult-led and child-initiated activities.
Maths	Counting Subitising Problem-solving Adventure Island	To be able to count objects with increasing accuracy. To have a growing understanding of number. To use mathematical concepts to solve problems.	When playing a problem-solving within provision and in adult-led maths activities.

How we build children's knowledge

1. Revision

Our teaching is a balance of adult-led sessions where new skills and knowledge are taught and modelled, along with extended periods of child-initiated play within a warm, enabling environment where children can practice these skills and further embed their learning and develop their knowledge and understanding. We follow children's interests as well as providing new and exciting opportunities which foster the children's fascinations, curiosity and love of learning.

We make sure that our children learn most effectively by ensuring the Characteristics of Effective Learning are supported within our setting both indoors and outside. These are:

Playing and Exploring – children investigate and experience things, and have a go;

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We also have well established routines, for example: counting how many children are present, days of the week song etc., allowing the children to revisit previous learning on a daily basis which helps them to commit this knowledge to long-term memory.

2. Sequencing

Our Long Term Curriculum Map is made up of a broad range of topics that offer exciting opportunities to the children. In each year, our starting topics are very heavily based around the children and getting to know them. By starting from where the children are we are able to find out about the unique child, their interests, their families, their viewpoints.

We also follow the natural sequence of the year by exploring each season as they occur. Our curriculum map also shows some links to topics that the children will revisit as they continue their journey through Key Stage 1, building firm foundations in knowledge that can be embedded as they move through school.

3. Learning in small steps

Ongoing observations are used to inform weekly planning, in the moment planning and to identify children's next steps. All staff work very closely with the children, co-playing with them and providing skilful adult interactions which move children on in their learning. Practitioners draw on their knowledge of the child and their own expert professional judgements to ensure the provision in all areas is effective for allowing all children to make progress.

OUR VISION: IMPACT

The most common barriers to success for children entering our school are: -

- Underdeveloped spoken language skills, including a restricted vocabulary
- A lack of experience of children's literature
- A lack of knowledge of the wider world

By achieving our vision, we will address these barriers. Our children will develop a wide vocabulary and enjoy a wide variety of high-quality literature. Through access to a broad and engaging curriculum, our children will develop an excellent foundation of knowledge of the wider world which means they leave the EYFS with the skills, knowledge and confidence to continue their journey as scientists, historians, geographers and artists as they move into Key Stage 1.