

Our Early Years Foundation Stage Curriculum



St. Peter's CE Primary Academy, Hednesford

Reach for the Sky!



Resilient in the face of challenge

Happy, helpful and ready to contribute

Reach for the Sky

Excellence in all they do

Captivated by a love of learning

Ambition for their future selves



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EYFS Intent

Aims and Ambition for Pupils

“Do good, be rich in good deeds and be generous and willing to share. In this way they will lay up treasure for themselves as a firm foundation for the coming age, so that they may take hold of the life that is truly life.” 1 Timothy 6:18-19

Our Early Years Foundations Stage (EYFS) curriculum seeks to inspire, engage and motivate children to be effective learners and to understand the world around them through inquisitiveness and practical experiences. The EYFS applies to all children from birth to the end of the Reception year and is based upon 4 principles: A Unique Child, Positive Relationships, Enabling Environments, and Learning and Development. Our academy endeavours to ensure that these key principles shape the practice and learning environment from which our community of young children can flourish.

The curriculum design is based on our knowledge of early child development and reflects the cultural capital that our children need to prepare them for lifelong learning. As an inclusive school, we are ambitious for the outcomes and futures of all our children and seek to ensure that all learners are given opportunity to build the knowledge, skills and personal attributes needed to be successful members of society, through their educational journey and into employment. This aspiration is the focus of our whole school motto, Reach for the Sky.

Our Academy gives primary importance to the prime areas of learning: Personal, Social and Emotional development, Communication and Language, and Physical Development. We recognise that these three key areas underpin children’s future success in learning and that quality sustained shared thinking and interactions with highly trained staff can have a huge upon a child’s academic success. For learning to take place within the specific areas of learning of Literacy development, Mathematical development, Understanding the World, and Expressive Arts and Design, appropriate success in the prime areas of learning must have taken place. We endeavour to identify early educational needs quickly to ensure that support and interventions can be planned with a sense of urgency.

Through a thoughtful balance of daily planned teaching, planned purposeful play opportunities and in the moment planning to support next steps in learning, our children become successful, independent learners who learn to challenge themselves. Key skills in Phonics, Reading, Writing and Maths are taught daily and development is supported through appropriate adult support, resourcing, and independent challenges within daily continuous provision. This balance of teacher and child-led learning enable all children to acquire the fundamental skills required to achieve their potential. The



focus on core skills and understanding ensures that all children can Reach for the Sky and seek excellence in their learning outcomes, ready for the next stage of their education.

Learning is linked by an underpinning theme and real-life experience wherever possible to provide children with a meaningful context for their learning. Links are developed within, and across, subjects to deepen pupils' understanding of the topics and concepts studied. Teaching is planned to be investigative, based in practical contexts and, wherever possible, utilising opportunities beyond the classroom to engage, motivate and inspire our pupils so that they are captivated by a love of learning. Learning at St. Peter's builds upon, expands and deepens pupils' knowledge and skills over time to enable them to be reflective, resilient and independent learners, across all areas of the early years foundation stage curriculum, as well as to prepare them to make a real contribution to the world and our society, both now and in the future.



EYFS Implementation

The pupil learning experience at St. Peter's

"Whatever you do, work at it with all your heart" Colossians 3:23-24



Our curriculum is closely linked to the Statutory Framework for the Early Years Foundation Stage. The content and organisation of our curriculum has been designed by our staff, specifically for the children that we teach, reflecting our locality, the experiences of our pupils, our school's individual identity and with the aim of broadening the horizons and cultural capital of children we teach. Teachers plan learning and themes based on curriculum aspects and use the pathways within the Development Matters to observe and formatively assess to ensure that children's learning is deepened throughout their learning journey.



Great emphasis is placed upon the key subjects of Phonics and Maths, with daily teaching for all pupils in these subjects. There is a high prevalence of the teaching of phonics, reading skills and Maths as skills in these areas unlock the wider curriculum. A secure understanding of these subjects, and the ability to independently apply the skills developed in these subjects, is critical to enabling success in education and in employment. The Academy also places high focus on promoting and developing positive personal, social and emotional skills, physical development and communication and language skills as they are central to a learning community. We place a great emphasis on the importance of parents as partners in learning and we endeavour to promote and seek opportunities to work closely with our families.

A secure knowledge of child development is central to formative assessment in early years. It is this professional knowledge that enables our staff to observe and notice what a child can do and what



they know, to identify their next steps in learning and respond ‘in the moment’ where possible to support their further development of skills and knowledge. Assessments are carried out by our highly experienced and knowledgeable early years staff, through observations of children during play.

Termly assessments are made against age bands within the development matters which give a detailed picture of pupil performance, areas of strength and areas for development. Where children are identified as at risk of falling behind in their learning, additional support, intervention or diagnostic assessments are implemented to secure future improvement. This regular, robust and accurate teacher assessment ensures good teacher knowledge of pupil expectations and clear progression for all pupils from their

starting points. At the end of the reception year an Early Years Foundation Stage Profile is completed for each child against the 17 Early Learning Goals. This profile is shared with parents and year 1 staff to aid a smooth transition into more formal learning in Key Stage 1.

Our topic themes, which have been developed over a period of time, are based on our experiences and knowledge of the cultural capital which many of our children start school with and what they need to know and learn to be successful in future learning. We foster an enquiry-based learning style where all aspects of the learning sequence contribute to a greater understanding and knowledge, which enables pupils to make their own viewpoints and justify them. Each aspect of development has a clear skills progression outlined for the independent abilities of pupils expected at each stage in order for them to demonstrate a good ability in each area. This curriculum requires our early years teachers to be facilitators of learning and guide children through expert knowledge, questioning and resourcing to become resilient, independent and excellent learners. Each sequence of learning starts with an inspirational start – something practical or inspiring to capture the imagination or to raise a



dilemma – which prompts learning for the coming weeks. These are supported by a mid-way milestone and an extraordinary end which give focus and wow moments along the way, with a chance for children to use their learning so far to help them or to focus on an end point to demonstrate their learning. Our curriculum enables children and teachers to be innovative in learning and in the delivery of lessons; we want every lesson to play its part, to make the most of every opportunity to deepen understanding and to make learning memorable for all those who engage in it.



At the heart of our curriculum is a philosophy that practical, experiential and investigative learning aids understanding and retention. Our curriculum provision has been enhanced further by the development of our Outdoor Classroom enabling pupils to take learning beyond the classroom, into our school grounds and onto the Hednesford Hills. This helps broaden our understanding of our locality, conservation of the unique habitat of the Hednesford Hills and to inspire interaction with our community to relate learning to real life. To deepen learning experiences, our curriculum is enhanced through the use of educational visits and visitors to bring learning to life and to enhance personal development, resilience and cultural experiences. Ultimately, learning can take place anywhere, anytime and in many different ways in the right context.

St. Peter's early years curriculum captivates pupils into a love of life-long learning, giving them the tools for life-long success.

EYFS Impact

Outcomes for pupils and their futures

"Be strong and do not give up, for your work will be rewarded." 2 Chronicles 15:7

As a learner:

Our early years curriculum, with its focus on real-life experiences, knowledge content, skills progression and enquiry-based learning, will enable all children to make progress from their relative starting point, across the whole curriculum. Children will demonstrate the attitudes and approach of Reach for the Sky, and their effective learning behaviour will ensure that high expectations and aspirations of learning outcomes are at the core of what the school offers for its pupils. We seek to



nurture confident, independent, resourceful and resilient learners who are well equipped to use and apply the knowledge and skills taught at school in their future learning and to make a positive contribution in society. Our Academy will ensure that pupils in early years are well-prepared for the next stage of their education, and where pupils are behind, they are systematically supported to secure their progress in learning. All learners will seek to do their best in all their learning and it is the role of all adults in school to enable pupils to enable and fulfil their true potential.

As a member of Society:

The importance of the holistic development of each child is central to the Academy's outcomes and evidencing the impact of its performance. In addition to the attitudes, progress and academic outcomes for each child, the school will enable children of all ages to participate in events, groups and learning activities which enhance the experience children get at school, broaden their experience in society and model good participation in society through work with: St. Peter's Church, The Friends of Hednesford Park, Hednesford Town Council, Hednesford Football Club, Forest of Mercia Outreach team, the Hednesford Hills Rangers, The Fireworks Charity, partner schools in Future Generation Trust, other local and international schools, Outdoor and Adventurous providers and others beyond our immediate area. These experiences will broaden pupil experiences, their knowledge of the world around them and help to raise their aspiration for what they can achieve in their own lives. By working collaboratively, children will develop effective communication skills, learn to take responsibility for their own actions and understand the positive difference they can make in our world. The formative experiences we offer will help shape the society of the future.

As a School:

Our Academy has the privilege of educating the next generation of pupils in Hednesford and for our increasingly globalised, technological society. The pupils that journey through our school should be given the knowledge and skills to prepare them for their futures with the vast majority of pupils leaving us well-placed to have success as a result of the secure learning foundations given to them during their time here. All children can succeed in their education and this is, in itself, our moral imperative to offer the best education possible to all our pupils. Our staff will constantly be looking to innovate their practice, to adapt to new ways of delivering learning and offering opportunities for children to grow both academically and holistically. All members of our school community demonstrate the 'Reach for the Sky' ethos, founded in a love of deep learning and a thirst for excellence in order to lead to ambitious, fulfilled futures for all our pupils.



Early Years Curriculum Themes

Nursery

Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me: Me and my family Being unique	Christmas Seasons: Autumn	Traditional Tales Seasons: Winter	Easter People who help us Seasons: Spring	Growth: seeds Lifecycles of butterflies & frogs	Minibeasts The seaside Seasons: Summer

Reception

Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me: Me and my family Being unique	Cultural celebrations Seasons: Autumn	Our environment Comparing climates around the world Seasons: Winter	Staying healthy Lifecycles and growth Seasons: Spring	Growth: Plants Minibeasts Our locality	Our world Seasons: Summer

Alongside our broader themes Nursery and Reception follow child-initiated learning paths, linked to the children's own experiences and fascinations.

Learning and development for PSHE and RE follow Jigsaw and Discovery RE progressions

