



## Curriculum Intent Statement for EYFS

### Our School Vision

*"Our school is a church school with strong Christian foundations. We aim to provide the very best for every child in our school and to help them to reach their potential within a safe and secure Christian environment. Our current Vision is based on the school needs at the current aim and is based on:*

*"Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you." Ephesians 4:32*

*St George's Church of England Primary School - supporting each other to courageously flourish, within our community, armed with our shield of Christian values. Be Kind. Be Compassionate. Be Forgiving."*

At St George's Primary School, we believe that the curriculum should:

- deliver a depth and breadth of learning
- excite and engage children
- be relevant to the school's improvement journey
- allow children to embrace challenges with resilience
- develop children who show compassion to all

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

The whole curriculum should also contribute to children's moral, social, cultural and spiritual development in support of our vision for the St George's School community.

### **Curriculum Intent**

#### **Rationale:**

In the Early Years at St George's Primary School, we believe that every pupil is unique. We ensure all children have the opportunity to develop and learn in a safe and nurturing environment where play and learning is combined. Through practical learning experiences, we strive to equip children with a love of learning and a natural curiosity. We are committed to giving our pupils the best possible start to their school life, teaching those skills that ensure their well-being now and success in the future.

## **Ambition:**

Our intent is to:

- Establish an environment that is nurturing, bright and exciting and one that is full of interesting and challenging activities in which learning can take place
- Respond to children's interests and use these to inform planning
- Deliver a curriculum based on entitlement for all, that considers each child's existing knowledge and experiences, and where the children can engage in first hand experiences
- Give children opportunities to practise, revise and extend knowledge and skills in a consistent and stable environment
- Enable children to develop characteristics of effective learning, which will enable them to become independent, resourceful and resilient learners now and throughout their education.

## **Concepts:**

Our curriculum is designed to develop the characteristics of effective learning:

**Creating and thinking critically** – pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things

**Active learning** – pupils keep on trying if they encounter difficulties, and enjoy their achievements

**Playing and exploring** – pupils investigate and experience things, and 'have a go'.

## **Implementation**

In order to implement our intent, we have:

- A curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all pupils, from individual starting points
- An Early Years curriculum that uses a combination of 'in the moment' planning, topic themes and enrichment opportunities
- Meaningful learning experiences, developing each pupil's characteristics of learning
- High quality interactions with adults that demonstrate and impact on the progress of all pupils
- Careful assessment opportunities through observations, which are recorded on tapestry and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Developed an effective and engaging environment that is set up so that pupils can access all areas of learning both inside and outside at any one time
- Home learning opportunities that allow children to build on their school experiences at home
- Daily differentiated phonics lessons, continuous provision where phonics activities are available for children to consolidate and extend phonic skills and knowledge
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum
- An Early Years lead who monitors teaching and learning to improve standards and outcomes
- A link governor who liaises with the lead in order to monitor and improve standards
- A curriculum that meets the needs of all pupils (including SEND and PPG)

## **Impact**

Through implementing the above

- Children's progress is at least good from their varied starting points
- Children reach or exceed the Early Learning Goals at the end of Reception
- Evidence of children's achievements are recorded in Online Learning Journeys
- Class teachers make formative assessments which inform in the moment or future planning and ensure that all pupils build on their current knowledge and skills at a good pace
- Judgements are moderated both in school and externally with local schools
- Children are ready to transition from the Early Years curriculum to the National Curriculum in Year 1
- Children demonstrate curiosity, independence, resilience and other characteristics of effective learning.