

## **St Mary's RC Primary Early Years' Curriculum Statement**

At St Mary's RC Primary School, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

Our Early Years Foundation Stage at St Mary's RC Primary School consists of FS1/ Nursery and FS2/ Reception age children who learn in both an indoor and outdoor environment specifically created to deliver the Early Years curriculum.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

### ***The learning and development requirements***

The learning and development requirements defines what providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

### ***The areas of learning and development***

There are seven areas of learning and development that shape educational programmes in early years settings. We recognise that all areas of learning and development are important and inter-connected.

When children are in FS1, we focus strongly on the three prime areas which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. They are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Where possible all topics cover a number of areas of learning. For example, a lesson on growing, may cover Communication and Language, Literacy, Religion and Understanding the World.

Throughout the year we ensure that all areas of learning and all Early Years Outcomes are covered. Some topics have become literacy heavy due to the introduction of RWI. This is an area for focus this year.

Differentiation is met through outcome, resources provided, support provided and task adaptation.

The three prime areas of learning are:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Educational programmes must involve activities and experiences for children, as follows.

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

