

EYFS

‘Learning should be joyous, meaningful and relevant, young children are active learners and learn best through first hand experience. Free movement, free choice and self activity are within a framework of guidance in which the role of the adult is crucial.’

(Tovey, 2017).

At Sacred Heart EYFS we aim to support children in becoming confident and competent learners who reach their potential and are ready to make a seamless transition into the next stage in their learning. We achieve this through providing a happy, nurturing and safe learning environment where children are encouraged to be active learners, exploring, creating and thinking critically, being curious and developing the resilience to have a go and keep trying while learning effectively through play.

Intent

Our curriculum has been developed based on the Early Years Foundation Stage Profile 2021 to enable children to acquire the knowledge, skills and understanding outlined in the 17 Early Learning Goals (ELGs). The 3 Prime Areas, (Communication and Language, Personal, Social and Emotional development and Physical development) which underpin the learning that takes place in the 4 Specific Areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design). Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

Our curriculum is planned creatively to encourage independence and curiosity and foster the Characteristics of Effective learning in each child (playing and exploring - engagement; active learning- motivation and creating and thinking critically - thinking) to support children in becoming effective and motivated learners.

Implementation

Our curriculum is topic based and offers a broad and balanced provision of pupil- initiated, adult- initiated and teacher- led learning opportunities based on the children’s interests and individual needs. Our curriculum is planned to:

- Broaden children’s minds and their outlook on life
- Provide experiences of awe and wonder
- Develop knowledge and understanding of community and the world
- Reduce disadvantage
- Consider children’s backgrounds and experiences
- Develop life-long active learners
- Develop curiosity

Experienced and skilled practitioners provide interesting, challenging and varied learning opportunities that motivate and engage pupils. Adults model high expectations of behaviour and language. Adults listen, question and observe pupils to promote, scaffold and deepen learning. Enhancements are added that provide interest and spark curiosity. Children are able to free-flow between the indoor and outdoor environments across the EYFS to broaden and deepen their learning.

To ensure that our provision at Sacred Heart is impactful we regularly review our practice and have ongoing assessment using our observations and knowledge of the children to assess continuously and at strategic

points during the term. We use the non-statutory Development Matters 2021 and Birth to Five Matters as guidance to support our planning and moderation of teacher assessments.

We welcome parents as the first educators of the children and encourage their partnership with us, in their child's learning, offering us a valuable insight into those skills and abilities that the children demonstrate outside of school.

In Nursery the curriculum focuses on the 3 Prime Areas of learning (*Communication and Language, Personal, Social and Emotional development and Physical development*) with opportunities for the 4 Specific Areas throughout our provision to provide a secure foundation as pupils progress to Reception. In Reception pupils build on the skills learnt in Nursery and with a greater focus on the Specific Areas through a range of teacher-led, small group and pupil-initiated.

Our expectation is that the majority of children will move through the EYFS at broadly the same pace with learning always starting from a child's prior knowledge, experience and skills and age and stage of development. From this knowledge activities can be personalised to meet the needs of the children.

Pupils learning is further extended with linked trips and visitors.

Impact

All pupils at Sacred Heart achieve highly at the end of EYFS in the 17 Areas of Learning and make a smooth transition to Year 1.

2022 – EYFS – 80% of pupils achieved GLD

EYFS pupils will be confident and make smooth transitions from Nursery to Reception class and then from Reception to Year 1. They will be well prepared for each next step in their learning.

More Information

The following documents outline the statutory guidance for the Early Years Foundation Stage and the non-statutory guidance.

Early Years Foundation Stage Profile 2023

Development Matters (non-statutory guidance for the early years foundation stage) revised edition 2021

Birth to 5 Matters 2021 (non-statutory guidance for the early years foundation stage)

Letters and Sounds (moving to Little Wandle scheme)

White Rose Maths Mastery

If you were to walk into the EYFS you would see:

- A wide range of engaging activities that enable pupils to develop their skills, knowledge and understanding
- An engaging, well-resourced environment that enables children to be independent learners
- Pupils participating in a range of adult-led, adult-initiated child-initiated activities
- Adults modelling the correct language for activities to develop children's vocabulary and understanding
- Adults observing and supporting pupils, listening, questioning and scaffolding them appropriately through their knowledge of each child's individual needs to promote deeper learning and challenge
- Pupils working together becoming effective communicators through speaking, listening, taking turns
- Pupils developing their self-regulation and independence skills

What pupils/parents say about the EYFS at Sacred Heart:

“When my daughter was ill she wanted to come to school so she remained dressed in her uniform all day”.

“When my daughter wakes up in the morning the first thing she asks is, ‘Is it Nursery today?’”.

“He has been using words like ‘similar’ at home and he wasn’t before”.

An example of skill progression in the EYFS at Sacred Heart:

Art and Design	
Learning Objectives	Key Skills
<p>Nursery 1- EYFS – Development Matters Statements</p> <ul style="list-style-type: none"> • To begin to notice and is interested in the effects of making movements which leave marks. • To experiment with blocks, colours and marks 	<p>Drawing:</p> <ul style="list-style-type: none"> • Beginning to handle mark making materials • Beginning to experiment with these materials <p>Colour:</p> <ul style="list-style-type: none"> • Beginning to experiment with colour when mark making e.g. using different coloured pencils <p>Form:</p> <ul style="list-style-type: none"> • Experiments with construction blocks <p>Texture:</p> <ul style="list-style-type: none"> • Begins to show an interest in different materials and the sensory experience of handling them <p>Printing:</p> <ul style="list-style-type: none"> • Begins to print using provided materials e.g. sponges. <ul style="list-style-type: none"> • Prints using body parts e.g. fingers in paint.
<p>Nursery 2- EYFS – Development Matters Statements</p> <ul style="list-style-type: none"> • To begin to explore colour and how colours can be changed. 	<p>Drawing:</p> <ul style="list-style-type: none"> • Begins to complete drawings that represent objects. • Can talk about their drawings and the purpose of them. <p>Colour:</p> <ul style="list-style-type: none"> • Mix colours and notices changes that occur.
<ul style="list-style-type: none"> • To begin to understand that they can use lines to enclose a space, and then begin to use these shapes • to represent objects. • To beginning to be interested in and describe the texture of things. • To begin to realise tools can be used for a purpose. 	<ul style="list-style-type: none"> • Begins to use tools to support the mixing of colour. <p>Form:</p> <ul style="list-style-type: none"> • Beginning to use tools to create different effects although these <ul style="list-style-type: none"> • may lack purpose. • Manipulates soft crafting materials to create different shapes. Models soft crafting materials using cutters, stencils etc. <p>Texture:</p> <ul style="list-style-type: none"> • Can begin to create collages/multi-media pieces of art. • Describes the textures of what has been used e.g. leaves <p>Printing:</p> <ul style="list-style-type: none"> • Prints confidently with a purpose in mind. • Can begin to decide on shapes/objects to be used for printing <p>Pattern:</p> <ul style="list-style-type: none"> • Can create pictures using different colours that may start to indicate patterns

Reception

Learning Objectives	Key Skills
<p>EYFS – Development Matters Statements</p> <ul style="list-style-type: none">• To explore what happens when they mix colours.• To experiment to create different textures• To understand that different media can be combined to create new effects.• To manipulate materials to achieve a planned effect.• To construct with a purpose in mind, using a variety of resources.• To use simple tools and techniques competently and appropriately.• To select appropriate resources and adapts work where necessary.• To select tools and techniques needed to shape, assemble and join materials they are using <p>The pupils safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Drawing:</p> <ul style="list-style-type: none">• Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.• Use drawings to tell a story from retelling or from imagination.• Explore different textures and experiment with mark making to illustrate these.• Ensure sensitivity and visual awareness.• Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers) <p>Colour:</p> <ul style="list-style-type: none">• Experiencing and using primary colours predominantly – to ensure they know their names.• Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.• Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.• Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers. <p>Form:</p> <ul style="list-style-type: none">• Handling, feeling, manipulating materials• Constructing and building from simple objects<ul style="list-style-type: none">• Pulls apart and reconstructs

- Able to shape and model from observation and imagination.
 - Impress and apply simple decoration.
 - Simple language created through discussion of feel, size, look, smell etc.
- Texture:**
- Handling, manipulating and enjoying using materials
 - Simple collages, using paper, pasta, beans and larger tactile things.
 - Selects, sorts, tears and glues items down
- Printing:**
- Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc
 - Make rubbings showing a range of textures and patterns.
 - Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.
 - Produce simple pictures by printing objects.
 - Able to work from imagination and observation.
 - Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.
 - Print with block colours.
- Pattern:**
- Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns
 - Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah
 - Simple symmetry – folding painted butterflies.