



SUBJECT CURRICULUM STATEMENT Early Years Foundation Stage (EYFS)

INTENT

At St Johns the Early Years Foundation Stage is a place where children have the time and space to develop independence, problem solving, creativity, build relationships, become emotionally literate, learn how to communicate, play with language, learn to love numbers, pursue their own fascinations, formulate ideas, sing, dance, explore and play. The adults are there to support all of this incredible learning through modelling language, questioning, observing and helping the children take on their next steps and overcome challenges.

IMPLEMENTATION

At St John's we offer a mix of adult led and child-focused learning experiences. The adults are there to make the learning come alive and to support the children in their activities across the entire curriculum. This may take the form of a small group phonics session led by an experienced and qualified adult or it may be where an adult is supporting children in their play with language and questioning. We use the 'In the moment planning' approach to ensure that teachable moments throughout the day are not missed. This information also feeds into the planning of our learning environments and assessments of the children. We use the Reception Baseline Assessment to find out what our children can do in terms of Literacy and Maths when they first start school and we have focus children for each week who we observe in more detail so that we can build a picture of the whole child. We assess the children's acquisition of sounds and number knowledge through the year to plan for their next steps. We use the Read Write Inc phonics scheme to teach phonics and reading. In Maths we plan using the White Rose Maths curriculum. We also teach letter formation explicitly and regularly along with PE, RE and Jigsaw/PSHE. We share the children's achievements with their parents through Tapestry online journal and the parents can contribute to this too by adding events and special occasions from home. Our curriculum is ambitious and planned so that learning is sequential. We have loose topics based around the children's interests, the seasons of the year, special events, festivals and family customs and specific texts from our Reception Reading Spine collection. We include daily opportunities for mark making and writing.

IMPACT

The children are well adjusted to school life and feel part of our school community. They have developed the learning behaviours needed to move into Key Stage 1 and they have flourished in our Reception environment. Using the Read Write Inc phonics scheme this year has meant that most of the children are now reading independently. Many children are able to write short sentences which can be read by others. The new emphasis on composition of number has resulted in a lot more confidence when performing simple calculations. Their language and vocabulary has improved and they are keen to play with and use new words and phrases.

CULTURAL CAPITAL

The children are equipped with a greater knowledge and curiosity for the world around them. They have had opportunities to experience and learn about the arts, music, culture, history and geography of other countries and times which helps them to understand their own place in their own world.