



English Martyrs Catholic Voluntary Academy **EYFS** Curriculum Aims and Values. Intent * Implementation * Impact

Intent:

The breadth of our curriculum is designed around our school mission which ensures that the Gospel Values permeate everything.

“We grow and learn as a family following in the footsteps of Jesus.”

Within our mission we have developed three design principles that shape our curriculum and bring about the aims and values of our school.

- 1) **Head - Knowledge and skills that we impart to the children through our bespoke curriculum.**
- 2) **Heart - Characteristics of effective learning through the 7 areas of learning, Gospel and school values developing a real sense of identity.**
- 3) **Hand - Application of knowledge and skills through problem solving, critical thinking and creative learning .**

Implementation:

A coherently planned academic curriculum:

Underpinned by our school and Gospel values including British values, design principles , learning habits, our curriculum uses the EYFS statutory framework and development matters as the basis for content and expectations.

Areas of learning are implemented through a balance of adult led activities, child initiated learning and through continuous provision.

The curriculum is successfully implemented across all areas of learning to ensure we focus on the unique child, positive relationships and enabling environments.

Impact

The impact of our curriculum is that each child grows and learns through the Head, Heart and Hand curriculum so that they reach their full potential; spiritually, academically and personally ready for their transition into year one.

Curriculum Intentions	Intent	We ensure that every child In EYFS :	grows and learns as a family following in the footsteps of Jesus.							
		Design Principles :	Head	Heart		Hand				
		The aims of the EYFS curriculum at English Martyrs Catholic Voluntary academy.	To embed the Catholic ethos and values in all areas of the curriculum engaging the children to Encounter Jesus, understand and be involved in Discipleship and Missionary Discipleship at an age appropriate level.	To teach relevant knowledge and skills and provide opportunities for our children to apply them. To expose our children to a rich range of vocabulary through the knowledge we teach and the experiences we provide.	To ensure learning is coherent and links are made within and across areas of learning preparing children for the transition into year one. The bespoke curriculum reflects the interests of individual children.	To foster a love of learning through highly engaging teaching, environment and experiences.	To meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.	To encourage our children to share their learning with each other, their families and the wider community. To promote and model positive learning attitudes understanding our Gospel values, school values and British Values .	To create a meaningful and rich dialogue about the world around us preparing our children for their next steps in learning.	
Teaching Intentions	Intent	Our teaching intentions are:	Amongst all adults learning expectations are explicit and the purpose of the learning is shared with the children and parents.	That pupils become explorative, questioning, creative independent learners.	Modelling	Questioning	Challenge for all and support where necessary	Continuous formative assessment through observations.	Moderation of assessments and judgements both internally and externally.	Celebrate and share everyone's learning at whatever ability.
		Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.	Teaching is based on a clear understanding of pedagogy, metacognition and learning.	Teachers have a good understanding of child development and the progression of learning within the early years curriculum.	Practitioners monitor learning through observations and provide feedback to children, parents and each other.	The learning environment created by teachers inspires and promotes learning for all pupils.	Different methods of teaching are evident which include whole class, small adult led group and one to one teaching as well as opportunities for learning through child led and continuous provision.	Developing strong partnership with parents and carers that influence learning at school and home.	Practitioners empower children to develop and progress their own learning.	
Implementation	Intent	Through the Catholic ethos our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.	Personal, Social and Emotional Development		Communication and Language		Physical Development		Prime	
			Maths – Number, Shape and space		Literacy – Reading and Writing		Understanding of the world RE		Expressive Arts	
			Specialist Roles: Rutland school sports partnership, Rutland Music Hub, Educational psychology support, Early help, School nurse, Speech and Language through ELKAN trained TA, PSED support through ELSA trained TA, lead practitioner EYFS (Head)		Physical: Physical literacy, early gym, dance and development of games skills, Balance bikes, use of adjacent play area and town park, trim trail, playground markings.		Outdoor Provision: EYFS designated outdoor area, Trim trail, Prayer Garden, Wildlife Pond, Gardening area, Forest school, Quiet Reading area and the Outside Gazebo.		Before and After school: Breakfast, club, afterschool, snack and chat, playtime friendship finders, lunchtime pupil leaders.	
			Additional planned learning :		Speech and language through ELKAN, physical literacy, phonics, nurture groups to include sparkle circles, play therapy, reading buddies, emotional literacy through ELSA, reading, writing, ,handwriting, transition to year one.					

			Enrichment:	Collective Worship, Chaplaincy and Little Lights, Harvest Festival, CAFOD, Safer Internet and E-safety, themed days and weeks, a variety of author days, Book Week, National Poetry day, other religious festival awareness days, Patron Saint's Days, healthy living day, charity support, British Values Day, sports day, Resilience Nominations, Head teachers Awards, school trips, use of local area as a resource for enrichment eg Oakham castle, museum and library.				
		Content of the EYFS curriculum firmly focused on early reading and number skills as well as an acquisition of a range of rich vocabulary.		Knowledge - Knowledge is driven through the 7 areas of learning and the children's interests. Religious knowledge	Vocabulary - Exposure to a rich, varied and challenging range of vocabulary through the teaching, environments and enrichment e.g. Chatty Bags, Circle time, use of story and enhanced continuous provision.	Reading – Development of early reading skills are prioritised in EYFS through : A clear, structured approach to the teaching of phonics. Progressive development of texts appropriate to the developmental stage of that child. Exposure to challenging, high quality texts through class stories. Adults fostering a love of reading through engaging story times, sharing favourite books and regular visits to the school and town library. Inspiring reading environment provides further opportunities for development of reading skills and acquisition of vocabulary.	Specific skills - Specific skills to the 7 areas of learning are taught. Skills which are threaded through these areas and the characteristics of effective learning include: Investigation Evaluation Enquiry Questioning Thinking Listening Communication Reasoning Problem solving Teamwork	Fluency - Handwriting. Number facts. Phonics as part of decoding for reading and spelling. Communication and Language skills. Personal, social and emotional skills. Physical skills.

Impact	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:	IMPACT 1: Head Children are confident and successful learners, they make good progress and attain in line with or better than national expectations. They are given opportunities to achieve exceeding at the end of EYFS. Assessment shows that knowledge and skills are embedded throughout the curriculum.	IMPACT 2: Heart Children understand and demonstrate our values; they want to learn, achieve and make the right choices for their learning. The children are able to select characteristics for effective learning and have a developing awareness of the qualities needed to be a respectful and responsible citizen.	IMPACT 3: Hand Children are able to use their knowledge and skills to solve problems and engage in critical thinking and creative learning across the curriculum. They are well prepared for their transition into year one.			
Evaluation	Impact	We regularly review how well our curriculum goals enable achievement.	High Quality Outcomes <ul style="list-style-type: none"> Has the learning journey led to progression in knowledge and skills? Are teaching expectations high enough? Are there clear assessment criteria? Are pupils challenged to think and to evaluate their learning? Is assessment purposeful, efficient and used to shape future learning? 	Curriculum Content is Responsive and Relevant <ul style="list-style-type: none"> Are pupils able to connect areas of learning and their own personal experiences? Do children experience high levels of well being and involvement? Do they enjoy their learning? Do teachers respond to educational research? Are the rich resources within the local community and environment being maximised? Do areas of the environment enable high quality learning experiences? Are we responding to the unique child and developing positive relationships? Is assessment for learning and Quality First Teaching responsive and effective? 	Mastery for all Challenges for all <ul style="list-style-type: none"> At point of learning, is the curriculum sufficiently challenging and appropriate for each child? Are there opportunities to develop a deeper understanding of the characteristics of effective learning? Are there high expectations for all? Do observations of the children show that there are opportunities to develop a rich dialogue with children? 	Embedding Knowledge and Skills <ul style="list-style-type: none"> Do children have opportunities to solve problems and undertake learning at a deeper level? Do children have the opportunity to build on their knowledge and skills throughout the EYFS curriculum? Are knowledge and skills (K&S) carefully planned in the curriculum topics? Are there coherent links within topics that increasingly challenge and embed K&S and provide a pathway into the year one curriculum and beyond? 	Being part of a Family and a Community <ul style="list-style-type: none"> Does the curriculum engage pupils to be part of a family of learners? Are we providing opportunities to share learning with parents? Do children share their learning with others? Do children learn from others? Are our school learning values explicitly taught in our topics and prepare them for their future lives. Are the Gospel values embedded in our approach to learning? Do pupils engage with the local community and are beginning to be aware of national and global issues?
		How we evaluate our success.	Cross School and external moderation	Feedback from parents / carers	Observations of children	Observations of children	Observations of children
			Observations of children / Learning walks / pupil voice age appropriate	Observations of children	Learning walks / Book Scrutiny	Evidence of coverage and progression through the characteristics of effective learning and 7 areas of learning.	Learning Walks
			Peer review programme	Evidence of coverage of 7 areas of learning	Discussions – Staff/Pupils/Parents	Discussions – Staff/Pupils/Parents	Governor Monitoring Visits and reports
			Comparison to local and national data.	Progress data on tapestry	Pupil, staff and Governor voice	Lesson study evidence	Pupil voice / parents forum feedback
			Tracking data using tapestry	Examples of planning / self evaluation by staff	Peer review	Learning walks Governor Monitoring Visits and reports	Self evaluation /staff meetings
	Governor Monitoring Visits and reports	Governor Monitoring Visits and reports	Governor Monitoring Visits and reports	Peer review	Lesson study evidence		