

St Joseph's Catholic Primary School

At St Joseph's we work, learn and grow together guided by Jesus' teachings



CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full.

It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aims

At St Joseph's Catholic Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their potential.

Legislation

This policy is based on requirements set out in the [2024 Early years Foundation Stage Statutory framework for group and school-based providers](#)

Statutory Framework of EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers;
- **Children develop and learn in different ways and at different rates.**

The four guiding EYFS themes and principles are underpinned in our practice and provision, we ensure a number of commitments and roles that enable them to be put into practice.

Structure of EYFS

Our EYFS classroom is in the main section of our school and is a contained unit with dedicated outdoor learning space. We have our own toileting facilities and use the hall space and school kitchen for lunches. We have two discrete teaching spaces for Nursery and Reception with a large sized classroom for our Continuous Provision learning which we share as both Nursery and Reception.

Nursery is staffed by one teacher and one teaching assistant. Reception is staffed by one teacher and one teaching assistant. Extra support in EYFS can sometimes be provided by students or teaching assistant that require additional support.

All staff working with children in school are subjected to an Enhanced DBS check (see Safeguarding and Child Protection Policy)

EYFS follow the whole school Anti-bullying and Local Behaviour Procedure (see both policies in appendix)

Teaching and Learning Times

Nursery

- Nursery am: 8.30 to 11.30am
- Nursery pm: 12.30 to 3.30pm
- 30 hour places: 8.30am to 2.30pm. Available through DfE Funding and parents submitting a code or paying the top up from 15 hours.
- 35 hour places: 8.30am to 3.30pm: Available through DfE Funding and parents submitting a code and/or paying the top up from 15 or 30 hours
- Snack time happened in the morning and afternoon for the children. Snack is provided in school and no additional snack is required from home.

Reception

- Reception start school at 8.45am
- Break time at 10.45am -11:00am
- Lunch time 12.00pm – 1.00pm
- Snack time happens in the morning the children. Snack is provided in school and no additional snack is required from home.

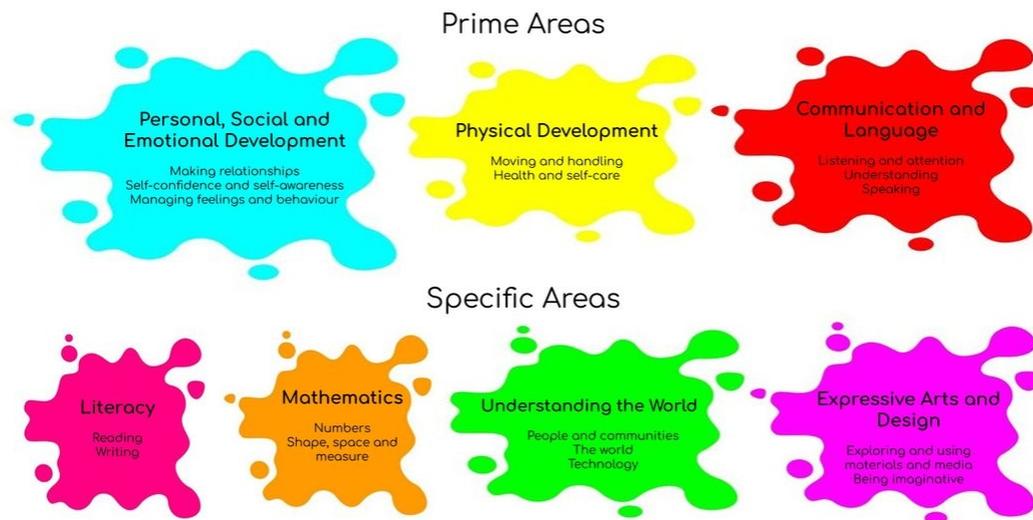
Curriculum Intent

At St Joseph`s Catholic Primary school we believe that each child is unique and made in the likeness and image of God. We provide a broad, balanced and ambitious curriculum to ensure that all children reach their full potential and help them gain the knowledge and skills to become resilient, capable, confident and self-assured learners. We provide opportunities for children to grow and develop personally. Socially, emotionally and spiritually.

“When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow. We also set them up with every chance of success tomorrow” (Development Matters 2020)

Our curriculum is designed with a strong focus on the 7 areas of learning and development. All areas are equally important and inter-connected. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive. The specific areas help strengthen and apply knowledge and skills.

Areas of Learning and Development



At St Joseph’s we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to progress to be the best they can be. Our curriculum enables as many children as possible to achieve a Good Level of Development by the end of their time in the Early Years Foundation Stage (EYFS) and set strong foundations for KS1.

Implementation

In EYFS, we have EYFS yearly overview/long term plan which is split into different topics. We have chosen that link to these topics and are covered on a weekly basis.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts and Themes Year 1	<u>About Ourselves</u> Topsy and Tim start school – Jean Adamson Super Duper You – Sophie Henn What Colour is Love – Linda Strachan Its ok to be different – Todd Parr Heads, Shoulders, Knees and Toes – Skye Silver Only one you – Linda Kranz Ten little fingers and ten little toes – Mem Fox	<u>Let there be light!</u> Dipali Diwali – Twinkl The Fox in the dark – Alison Green Laura's Star – Klaus Baumgart Whatever Next? – Jill Murphy How to Catch a Star – Oliver Jeffers Look up – Nathan Byron	<u>Superheroes</u> Supertato – Sue Hendra Max the Brave – Ed Vere Ten Little Superhero's – Mike Brownlow Superhero Gran – Timothy Knapman A Superpower like mine – Dr Ranj Singh Red Rockets and Rainbow Jelly – Nick Sharrott Superbat – Matt Carr	<u>On the Move</u> This Bus is for us – Michael Rosen The Jolly Postman – Allan Ahlberg Emma Jane's Aeroplane – Katie Haworth Things that go – Amy Pixton Rosie's Walk – Pat Hutchins Big Blue Train – Julia Jarman	<u>In the Garden</u> Jack and the Beanstalk Superworm – Julia Donaldson The Tiny Seed – Eric Carle Grandpa's Garden – Stella Fry Eddie's Garden- How to make things grow – Sarah Garland Oliver's Vegetables – Vivian French Sunflower House – Eve Bunting	<u>Under the Water</u> Sharing a Shell – Julia Donaldson Commotion in the Ocean – Giles Andreae Bright Stanley – Matt Buckingham The Fish who could Wish – John Bush Mister Seahorse – Eric Carle Little Turtle and the Sea – Becky Davies
Key Texts and Themes Year 2	<u>All About Me</u> Harry and the Dinosaurs at School – Ian Whybrow Don't hog the hedge – Twinkl story Funnybones- Janet and Allan Ahlberg Owl Babies – Martin Waddell The Worrysaurus – Rachel Bright Who are you – Smriti Halls and Ali Pye	<u>Let's Celebrate</u> Rama and Sita (alongside other Diwali story books) Kipper's Birthday – Mick Inkpen It's my Birthday – Helen Oxbury The Scarecrows Wedding – Julia Donaldson Stick Man – Julia Donaldson Dragons in the City – Twinkl story	<u>Once Upon A Time</u> The Gingerbread Man The Three Little Pigs Goldilocks and Three Bears Little Red Riding Hood The Ugly Duckling The Elves and the Shoemaker The Enormous Turnip	<u>On the Farm</u> The Three Billy Goats Farmyard Hullabaloo – Giles Andreae A Squash and Squeeze – Julia Donaldson Noisy Farm – Rod Campbell What the Ladybird Heard – Julia Donaldson The Little Red Hen	<u>Minibeasts Madness</u> The Very Hungry Caterpillar – Eric Carle Spiderella – Julia Donaldson Mad About Minibeasts – Giles Andreae Twist and Hop Minibeast Bop – Tony Mitton Slug needs a hug – Jeanne Willis It's Hard to Hurry When You're a Snail – Dorothy M Stewart	<u>At the Zoo</u> Supermarket Zoo – Caryl Hart One night in the Zoo – Judith Kerr A Tiger who came to tea – Judith Kerr Class Two at the Zoo – Julia Jarman Hole in the Zoo – Chloe and Mick Inkpen Peep inside the zoo – Anna Milbourne We're going on a Lion Hunt – David Axtell

Our curriculum themes are designed to allow for children's individual needs and interests and this is reflected in the EYFS environments and planning. We have a clear focus on communication and language, vocabulary, stories, rhymes and poems, which is threaded across all learning areas.

We have a sequenced medium-term planning for each half term in both Nursery and Reception. Each area is meticulously planned in order to support and further children's in all prime and specific areas. Each objective builds upon previous in order for children to know more and remember more. This half termly planning helps create planning sessions for adult led input and their own learning through play (continuous provision).

Children have access to an enabling learning environment organised and structured into specific learning areas that are carefully and skilfully planned for by members of staff to ensure children have access to meaningful learning experiences and opportunities across the seven areas of the EYFS curriculum. Our setting is structured to allow children to access a range of learning areas in order to learn through play, both indoor and outdoor. Much of the learning planned both in Nursery and Reception is through playing and exploring indoors and outdoors. By the end of Reception, teaching and learning is more adult led than child led to help ensure a smooth transition to Year 1.

Early Reading and Maths

We follow Read Write Inc (RWI) Phonics. Children in Nursery have daily access to pre-phonics sessions to develop their listening skills, and the RWI program begins, for most children, in their final term of Nursery and progresses through Reception. Children in Reception have daily RWI sessions. They provided a book which is in line with reading ability (see Phonics Policy)

In both Nursery and Reception Maths delivered daily through either adult led lessons, songs/rhymes or continuous provision. In Reception, we implement Number Sense to develop children's fluency in number and maths learning experiences are well planned daily and threaded through all activities in the learning environment.

For RE, we follow the Diocesan Strategy "Learning and Growing as the People of God" and adhere to Canon's Law – 10% RE work per week (2 sessions in both Nursery and Reception)

Impact

We aim that all children will leave the EYFS curriculum with strong foundations to support their knowledge and learning in KS1 and beyond. They will have a language rich vocabulary, deep knowledge of rhymes, stories and poems and strong understanding of fluency in number.

We aim to develop readers and writers who are phonetically able and are developing their independence with writing and reading.

We aim to create happy, nurtured and loved children who have developed good skills in all areas of the EYFS curriculum.

Assessment

The EYFS profile is a statutory assessment of children's development at the end of their Reception year. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'.

During the first six weeks of the Autumn Term, Reception carry out the statutory Reception baseline, on entry assessment, this is not intended to provide ongoing formative assessment for practitioners but on entry assessment of the child's attainment as a starting point from which a cohort level progress measure can be created at the end of KS2. RE on entry baseline is also carried out for Reception and data is internally analysed.

In the first term both Nursery and Reception teachers carry out teacher baseline assessment to create a picture of the child developmental stage.

At St Joseph's, we use a platform called Evidence Me, in which we take digital images of the children to create their own learning journey. These observations are taken weekly and link to the Development Matters and Early Learning Goal documents. We provide a next step for each child linked to our medium-term planning document for that half term. Each observation is linked to the 7 areas of curriculum whilst the children are at play or during an adult led session (see Mobile and Online Safety policy)

Assessment inform our planning for our teaching and learning.

Nursery have a class floor book for Maths and Phonics and individual books for RE.

Reception have individual Maths, Literacy, Phonics and RE books alongside a class floor book for Number Sense sessions.

Reception and Nursery have 3 parents evening each term in order to discuss progress and attainment of their child. N.B Nursery parents attend if their child has been at school for 5 terms or due to start school the next academic year.

Reception are assessed against the prime areas and 2 specific areas at the end of the academic year in order to achieve GLD (good learning development) and these results are sent to the MAC and LA for internal and external analysis.

Parental Relationships

We aim to develop a good and strong relationships with parents, as parents are the first educators of their children. Before children start our school in September, we provide new children to our school whether in Nursery or Reception with a home visit with EYFS staff. This provides parents with an opportunity to discuss their child's development, create a picture of their child and talk through the statutory forms required. This gives both staff and parents time to fully discuss the child and talk about any concerns or worries they may.

We provide children with a staggered start to their Nursery or Reception experience. This information is provided to parents before their child begins school.

New/existing parents are invited into school in the Summer term with Reception class teacher/ EYFS lead, Principal and EYFS staff. Information packs and home visit times are provided at this initial meeting. We also provide an opportunity for parents and their child to attend a stay and play session in order to visit the environment and see the classroom in action.

Parents/ carers of both Nursery and Reception children are encouraged to bring them into school every morning to help support the transition into our setting. Activities will be available to carry out with the children to help settle them into the school day. To support transition into Year 1, Reception parents from Easter are asked to drop their child at the EYFS door and from May half term, they will begin to drop their child at the KS1 entrance.

We have termly parent workshops for Nursery and Reception which parents are invited to in advance. Reception have Maths, Reading and RE workshops and Nursery related to prime learning areas.

Safeguarding and Welfare

Our safeguarding and welfare procedures are outlined in our school's Safeguarding and Child Protection policy.

Outdoor Arrangements

Our outdoor space is a continuation of the learning environment inside and allows children develop their knowledge and skills on a larger scale.

- A risk assessment will be carried out daily before the school day and at the end of the day

- Outside area should be assessed before lunch time
- Site manager is to check the site daily (information is logged on Every for the sit manager)
- Sheds and outdoor classroom to be shut every evening by staff
- Activities are planned outside in relation to the medium-term planning document. Continuous Provision outdoor plan is visible for staff to support children's learning through questioning and engagement.
- Children will be to use the outside area during Continuous Provision times as per timetable.
- Outside space needs at least 2 members of EYFS staff – if staff are inside and more children are outside staff must go to where the majority of children are.
- At lunchtimes, all day Nursery children are supervised by a teacher (in line with welfare requirements) Reception are supervised by a teaching assistant and lunchtime supervisor. There is one first aider on the playground during the lunchtime.

Learning through play

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems (Statutory Framework for EYFS 2021)

At St Joseph's we aim to:

- Plan positive learning experiences for children through both a balance of adult led and child-initiated activities.
- Stimulate children's interests and respond to children's needs and guide their development through warm and positive interactions.
- Encourage enjoyment and enthusiasm to enable children with a safe and stimulating environment to challenge their own learning.

All areas of learning are catered for during Continuous Provision which is planned weekly by EYFS staff.

Activities will often be planned in relation to the topic or story for this week/half term.

Staff will be involved in children's play and move on children's learning through modelling and shared thinking. This will be done through strong questioning.

Equal Opportunities

Activities in all aspects of EYFS link to the Equality Policy of the school

SEN

Any children who may identify with special educational needs are quickly identified and are promptly given extra support if they require eg reduced timetables, learning plans or external agency involvement or personal evacuation plans. Parents are informed about any concerns the staff may have and advice is taken by the SENCO (See SEN Policy)

Appendix (see school website for related policies)

[Anti-Bullying Policy](#)

[Local Behaviour Procedures](#)

[Equality Policy](#)

[Health and Safety Policy](#)

[Intimate Care Policy](#)

[Nursery Admissions Policy](#)

[Mobile Phones Policy](#)

[Online Safety Policy](#)

[Phonics Policy](#)

[Safeguarding and Child Protection Policy](#)