The Early Years Foundation Stage (EYFS) is the stage of Education for children from birth to the end of their Reception year.

**Intent**

At Mount Carmel Primary School, our EYFS curriculum aim is to support all of our children to develop into confident, happy and independent learners. Our curriculum is driven by our five curriculum drivers; Good communication, Healthy lifestyles, Sound Knowledge, Lifelong Aspirations, A deeper faith life.

 Through a nurturing environment, the children are enabled to develop the necessary skills, knowledge and attitudes to achieve fulfilling lives whilst 'learning to love, live and celebrate in the knowledge and love of Christ'.

Through working in partnership with parents, we will:

* promote independence, perseverance and the confidence to ‘have a go’.
* support the development of social skills, friendships and fundamental bonds.
* provide a safe, secure and loving environment for young children to develop, learn and explore.

Our intent is to secure solid foundations for learning and to nurture individual talents by offering a range of opportunities to support children’s holistic development.

**Implementation**

Pupils learn through a balance of child-initiated and adult-directed activities and challenges. The weekly timetables are carefully structured so that children have rigorous directed teaching in English, Mathematics and Phonics every day. We also ensure regular Circle Time/ PSHE sessions to focus on C&L and PSED and Topic sessions to focus UW and EAD. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time enables the teacher to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with a plethora of opportunities to engage in ‘exploration’ throughout a variety of experiences, which are carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and is planned in a cross-curricular way to enable all aspects of the children’s development including UW and EAD as well as to promote sustained thinking and active learning.

 Reading is at the heart of our curriculum. Children follow a new highly engaging synthetic systematic phonics programme called ‘Little Wandle’. Topic themes in the EYFS are based on foundational ideas coming from the EYFS curriculum: from ‘All about me’ as part of PSED, to ‘New Life’ related to UtW. From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum. We incorporate 'A Hook' at the beginning of each new topic and when learning about a new text. This is something that fully engages children in a topic or text that we are about to teach. Children also enjoy reading a variety of books inside and outside of school through quality guided reading sessions and independent reading with adults. Children are sent home with a fully decodable phonics reading book that is tailored and suited to their individual phonics level. A rigorous and sequential approach to the reading curriculum such develops pupils’ fluency, confidence and enjoyment in reading. At all stages throughout the delivery of the programme, children’s reading attainment is assessed and gaps are addressed quickly and effectively through daily keep up sessions.

We follow the abacus ‘active learn’ in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of Mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult directed activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way supports our children to become logical problem solvers that can demonstrate resilience and justification when learning. This approach to teaching Maths ensures children gain progressive mathematical knowledge and skills as they continue their journey through KS1.

Our inclusive approach means that all children learn together, however we also use a range of additional interventions to support, enhance and scaffold children who may not be reaching their potential or to help move on children who are having difficulties making progress. Children achieve additional ‘1-1 intervention’ provision in Maths, Phonics, Communication and Language and Physical Development to promote fine motor skills. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations and assessments of children.

Language development for children is at the forefront of our curriculum and underpins our learning in the EYFS. Key language is planned across the year through our termly topics. Each week focus language is planned throughout our continuous provision creating a language rich environment. Children in nursery who require extra assistance can receive language intervention through WELLCOMM, which focuses on developing children's language skills. When the children enter reception, we continue to develop their language skills through one-on-one and group sessions using the Nuffield Early Language Intervention (NELI), which develops and improves children's language and early literacy skills.

Class teachers record ongoing individual specific observations and photographs of children’s learning and play and interests. These observations are used to support teachers make to informative assessments and inform potential next steps for each child, this includes careful consideration of children with SEND or are who are disadvantaged. Formal assessments are recorded using our Whole school tracking system ‘ITrack’ linking to the Early Learning Goals. These summative assessments are completed termly to judge each child’s progress in the 7 areas of learning. Their progress against the Development Matters age related expectations is monitored. This allows us to assess the impact of our teaching and decide if sufficient intervention measures are needed to help specific children. This is reported to members of the SLT during pupil progress meetings.

**Inpact**

At Mount Carmel Primary School, the children in our Early Years Foundation Stage will demonstrate high levels of engagement in both Child-Led and Adult-Led activities. By developing their speaking and listening skills, we are enabling them to access more areas of learning and communicate with adults and other children. They will develop concentration, persistence, co-operation and most importantly become willing and confident to ‘have a go’.

The children will develop a sense of the wider world around them and will draw on these experiences during interactions with others, linking this to new learning. They will also be able to apply their knowledge to a range of situations, making links by explaining their ideas and understanding. The children will be confident to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing.

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

From their own unique starting points, we expect all children, even those at risk of disadvantage, to achieve age-related expectation and/or make excellent progress academically and socially. All children will be given the best foundations to prepare them for a life-long learning journey.