



St Paul's Catholic Primary School and Nursery

'Do Everything with love.'

Early Years Statement

Nursery and Reception

INTENT

At St Paul's Early Years our mission statement is to do everything with love and we embrace each child as a uniquely created individual.

Our Intent:

Learners:

- Children to build on what they know and can do giving them sufficient knowledge and skills for future learning.
- Children to read with increasing speed and fluency by the end of Reception year.
- Increased percentage of children achieving the ELG for the specific areas with a focus on reading and writing particularly those with lower starting points.

Staff

- To teach a coherently planned and progressive curriculum from Nursery to Reception and beyond so that children can build on what they know and can do to succeed in life for future learning.
- To place a sharp focus on vocabulary, communication and securing a knowledge on synthetic phonics implemented. (Read Write Inc & SALT programmes)
- To improve communication and language skills across the EYFS, with a particular focus on early language, vocabulary development, early reading, synthetic phonics through a systematic approach so that all children become confident and fluent readers.

Curriculum

- To deliver and plan a coherently planned and ambitious curriculum that sequences from Nursery to Reception and beyond.
- A curriculum that ensures children are ready for the next stage of their education Nursery to Reception to year 1.

The Prime Areas: -

Personal, Social and Emotional Development

Communication and Language

Physical Development

The Specific Areas: -

Literacy

Mathematics

Understanding the World

Expressive Arts

IMPLEMENTATION

Implementation throughout the year:

Learners

Practice in EYFS is led by the four guiding principles that shape our approach in early years' settings

- Every child is a unique child, who is constantly learning and is 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 and/or carers.
- Children develop and learn in different ways and at different rates.

The new framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Children in both our Nursery and Reception classes follow the new EYFS Framework supported by Development Matters.

Background:

Many of our pupils arrive below national expectations for their age and a high proportion come from disadvantaged backgrounds and with complex needs. We have to teach them how to listen, speak and meet the high expectations of behaviour by working together and being kind. As such, we prioritise personal, social and emotional development and communication and language in both Nursery and Reception curriculum.

- Enabling, purposeful environment: The Continuous Provision area is shaped based on weekly planning with special focus on enhanced provision. This area is being resourced by a carefully balanced budget the Head Teacher and the EY Lead decides at the beginning of the academic year. The EY Teachers are responsible to manage this budget and keep the area well stocked and inviting. In the academic year 2020/21 a considerable amount of money has been spent on a huge face-lift for Early Years and these resources are going to be managed with care so they last for many years to come.
- Planning and provision is adapted to individual needs.
- Child-led learning approach
- Reading books will match the children's current reading knowledge.

Staff

- Rigorously planning curriculum maps ensuring coverage in all 7 areas of learning. EY Lead and Teachers to work closely with subject leaders.
- Curriculum linked to the Catholic Social Teaching by six overarching theme: God's creations, We are one, We all matter, Fairness, Rights and Responsibilities, Justice and Power.
- Curriculum Linked across Nursery and Year R and beyond.
- The timetable is carefully structured so that children have rigorous directed teaching in Phonics, Maths and English everyday with regular circle time sessions and in Reception, two RE lessons to focus on PSED. Class teachers and nursery practitioners to plan rigorously on a weekly bases providing clear guidance for staff about teaching, learning and environment.

- Inclusive approach so all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. Etc: our ELSA group with some of our vulnerable children, Talk Time, Bucket Time, Reception Narrative and implementation of RWI.
- Language rich learning environment
- Labels/pictures and phonics on show to reinforce learning.
- EY Lead and Teachers to Lead workshop to parents.
- Training provided for EYFS staff
- Resources purchased to enable successful delivery of all programs
- Regular monitoring of teaching and learning includes coaching and feedback from the phase leader. Regular moderation and PD sessions with our on-site Nursery and the SLT Team ensure that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. Work closely with the Portsmouth Early Years' Advisory Team and the EY Lead to have strong working relationships with other EY settings in the area.
- Subject leaders to be familiar with the EY curriculum and understand its progression to the National Curriculum.
- Subject leaders to have an active impact on the EYFS curriculum and support the team with practical ideas and skill progression maps.
- "WOW" moments and next steps to be evidenced when progress has been made.
- Staff to enable parental involvement via to "Show and Tell" sessions so each day we can focus on a child's special interests from home, Stay and Play sessions, Phonics and Maths workshops, Book Buddies sessions and Assemblies.

Curriculum

- EY Lead and Nursery lead planned curriculum from 2yrs till end of EYFS.
- Curriculum arch over the six themes of CST.
- Medium Term or Topic Maps to use to inform staff and parents of teaching and learning
- Mixed of Adult-led and child-initiated teaching
- Focus on oral health, healthy eating and healthy life style.
- Transition time is used to support planning
- Planning from Nursery to Reception ensure smooth transition
- Interest-led and adult-led activities progressively from Nursery to Reception.
- Awareness of entry starting points
- Transition plan in place by Summer Term.
- EY Lead to work closely with Nursery for smooth transition
- EYFS Gov baseline and own baseline used to establish accurate starting points for planning
- The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.
- Our creative subjects are supported by specialist teachers (music and art) and they work closely with the EY Lead to ensure interest -based and topic-led learning and progression.
- In Maths we follow the White Rose approach 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. These early 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.

- RWI to be taught from Nursery till Reception and beyond. Books to be sent home to match reading levels.

Autumn term

Nursery	Reception
<ul style="list-style-type: none"> • Settling in • Gaining parents view • Baseline all areas of learning • Establish behaviour and routines • Establish use of Continuous Provision • Keyworker groups • Communication and Language: talk time, story time, quality small group and 1:1 interactions • Self -help skills • Phase 1- All Aspects Letters and Sounds • Daily planned input • Weekly updated Provision • In the moment/child led Discovery Time • End of term assessment 	<ul style="list-style-type: none"> • Transition • Home visits • Gaining parent view to support assessment- Home visits, questionnaires • Familiar stories from Nursery- Story Language • Baseline all areas of learning • Communication and language -Talk time, PSED, Reception Narrative • Establish behaviour and routines • Establish use of Continuous Provision • Self-help skills • Establish early reading and writing skills • Read Write Inc- Speed Sounds, Word time • Daily Phonics, daily reading, writing and maths CP opportunities • Daily Reading groups or individual reading • Wow days for first hands experiences • End of term assessment

Spring term

Nursery	Reception
<ul style="list-style-type: none"> • Continuous Review of the whole learning environment based on assessment • Keyworker groups • Communication and Language: talk time, story time, quality small group and 1:1 interactions • Self -help skills • Daily story and rhyme times • Daily planned input • Weekly updated Provision • In the moment/child led Discovery Time • End of term assessment • 2 year checks 	<ul style="list-style-type: none"> • Continuous Review of the whole learning environment based assessment • NELI 20 weeks delivery • Read Write Inc-Set 1,2,3 words and Ditty Groups • Weekly Maths and English Group work/Objective Led Learning • Daily independent writing and Maths opportunities • Talk for writing skills, Pie Corbet Stories • Big write opportunities • Daily reading groups for individual reading, Spring 2 • Interest based topics- related to Catholic Social Teaching • Enhancements- Library visit, Farm visit, Incredible eggs-hatching kit, WOW days for first hand experiences • End of term assessment

Summer term

Nursery	Reception
<ul style="list-style-type: none"> • Continuous Review of the whole learning environment based on assessment • Keyworker groups • Communication and Language: talk time, story time, quality small group and 1:1 interactions • Self -help skills • Daily story and rhyme times • Daily planned input • Weekly updated Provision • In the moment/child led Discovery Time • Read Write Inc for pre-school children • Read Challenge 10 familiar books for pre-school children • Establish School readiness and transition <p>End of term assessment / transfer records</p>	<ul style="list-style-type: none"> • Continuous review of the whole learning environment based on assessment • Read Write Inc Green books • Language Screening Assessment • Weekly Maths and English groups • Daily independent writing and maths opportunities • Big write opportunity- Pie Corbet • Wow days, first hand experiences • GLD Assessment

IMPACT

At St Pauls' Early Years, we pride ourselves that Children are happy and confident in their environment and they are able to take responsibility for their learning. They are showing clear characteristics of effective learning and they are using the provision purposefully. Our learning environment enhancements give the "awe and wonder" to each child to deepen their understanding and spark curiosity. On the EY Team adults are confident and purposeful in their role and are able to facilitate every day teaching and learning. The IMPACT therefore:

Learners

- Children will access learning environment and resources purposefully and showing characters of effective learning.
- A greater proportion of children will achieve the Good Level of Development Above National proportion.
- A greater proportion of children are able to read with more speed and fluency (RWI Green level)

Staff

- Staff will successfully follow a well-structured curriculum.
- The learning environment demonstrates a high priority of language.
- Staff will be experts in teaching systematic and synthetic phonics Read Write Inc program including Speed Sound lessons, word time and intervention groups.

Curriculum:

With a progressive and ambitious curriculum from Nursery to Reception our children will have an "awe and wonder" about the world and will be confident to ask questions and share their ideas. We will see the characteristics of effective teaching and learning on every child with the love of reading at the centre.

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Pre-Schoolers to have a strong foundation from their time in Nursery:

- Increased percentage of "On Track" children especially in Communication and Language.
- Children to have a wide variety of hands on experience extending their Cultural Capital and Understanding on the World. Children start their skill progression in ALL areas of the curriculum
- Children are school -ready with strong independence and self-help skills.
- Children are familiar with a wide variety of core text including diversity stories from other religion and communities.
- Children to secure the foundation of Read Write Inc. Phonics.
- Parents to be on board with their education and supporting positive relationships, behaviour and life choices.

With a progressive and ambitious curriculum children in Reception will:

- Build on their skills from Nursery.
- Transition positively to Ks1.
- Have a strong skill set in ALL areas of the curriculum to enable them to access the National Curriculum with success with the support of Subject Leaders.
- Increased Good Level of Development Measures.
- Increased Good Level of Development Measures of FSM and PP children.
- Increased "On Track" children at the end of the Foundation Stage achieving Early Learning Goals:

The Early Learning Goal Descriptors

Communication and Language

- **ELG: Listening, Attention and Understanding**
- - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- - Make comments about what they have heard and ask questions to clarify their understanding.
- - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- **ELG: Speaking**
- - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.

- -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

- ELG: Self-Regulation
 - - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
 - - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
 - - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- ELG: Managing Self
 - - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
 - - Explain the reasons for rules, know right from wrong and try to behave accordingly.
 - - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
- ELG: Building Relationships
 - - Work and play cooperatively and take turns with others.
 - - Form positive attachments to adults and friendships with peers.
 - - Show sensitivity to their own and to others' needs.

Physical Development

- ELG: Gross Motor Skills
 - - Negotiate space and obstacles safely, with consideration for themselves and others.
 - - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.
- ELG: Fine Motor Skills
 - Children at the expected level of development will:
 - - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
 - - Use a range of small tools, including scissors, paint brushes and cutlery.
 - - Begin to show accuracy and care when drawing.

Literacy

- ELG: Comprehension
 - - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
 - - Anticipate - where appropriate - key events in stories.
 - - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.
- ELG: Word Reading
 - - Say a sound for each letter in the alphabet and at least 10 digraphs.
 - - Read words consistent with their phonic knowledge by sound-blending.

- - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- ELG: Writing
- - Write recognisable letters, most of which are correctly formed.
- - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- - Write simple phrases and sentences that can be read by others.

Mathematics

- ELG: Number
- - Have a deep understanding of number to 10, including the composition of each number.
- - Subitise (recognise quantities without counting) up to 5.
- - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- ELG: Numerical Patterns
- - Verbally count beyond 20, recognising the pattern of the counting system.
- - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- ELG: Past and Present
- - Talk about the lives of the people around them and their roles in society.
- - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- - Understand the past through settings, characters and events encountered in books read in class and storytelling.
- ELG: People, Culture and Communities
- - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate - maps.
- Religious Education is taught in Reception. The Diocesan scheme 'God Matters' is used.
- ELG: The Natural World
- - Explore the natural world around them, making observations and drawing pictures of animals and plants.
- - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

- ELG: Creating with Materials
- - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- - Share their creations, explaining the process they have used.
- - Make use of props and materials when role playing characters in narratives and stories.
- ELG: Being Imaginative and Expressive
- - Invent, adapt, and recount narratives and stories with peers and their teacher.
- - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in time with music.