

St Oswald's Catholic Primary School

CURRICULUM OVERVIEW



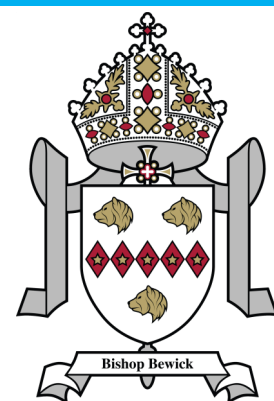
Early Years/Foundation Stage



'Living, Learning and Loving Together with Christ'

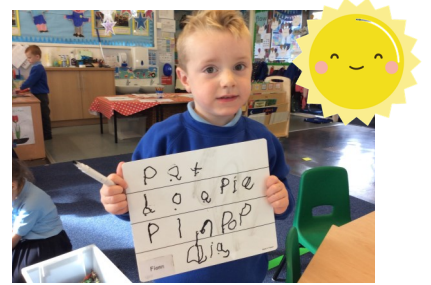
Subject Lead: Rebecca Wills

Deputy Lead: Katie Morris



Overview

At St Oswald's we aim to provide motivating, first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We strive to build on the wealth of knowledge and skills children already have when they arrive at school and are actively developing relationships with the children, their families and offering continuous supporting during their crucial first year at school.



Intent



We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests, fascinations and enjoyments shown by the children, this can be instances in the moment whilst accessing our areas or through the children seeking out adults or peers to share experiences with. We are passionate about children leading and engrossing themselves in their learning and supplement it with planned adult-led focus activities and investigations. We ensure that we embed a strong language of learning based on the characteristics of effective learning with opportunities for children to play and explore, create and think critically and approach their choices in an active and stimulating way. We aim to provide time and space within our classroom which enables children to understand and talk about their learning experiences, this is based on our whole school approach of 'Am I a Learner'.

'Enabling environments "mobilise the energy, attention, curiosity and focus of children."'

-Howard Gardner

We plan to:

- Provide a curriculum that offers children a wide range of opportunities. We will work on broadening their experiences by providing opportunities for them to try new things and encouraging them to undertake new challenges.
- Provide high expectations, encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected.



'Living, Learning and Loving Together with Christ'



Intent



- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident within our community and are equipped with all the tools they need to transition to Year 1 effectively.
- Develop the skills and expertise of staff working in Reception Class through regular and comprehensive professional development either run within school or attending courses run by other providers.

The Reception Class and Year 1 teachers also have a strong working relationship and continue to support one another and work together to ensure a clear and seamless transition is made between ending the Early Years Foundation Stage Framework and beginning the National Curriculum.

Implementation

Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage. This document specifies the requirements for learning and development in the EYFS

and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments we, as a Reception Class team, plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme or focus where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning.

This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child, this is usually captured through individual recorded observations. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals.



'Living, Learning and Loving Together with Christ'



Implementation



By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate, to ensure they are well prepared for their transition into Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Reception Class working together as teams to develop expertise and confidence in all teaching staff. We do this through catch up meetings and working together to make sure the appropriate decisions towards reflections on practice are made, evaluated and ideas are shared about the best way to move forward to enhance the children's learning.

The team in Reception Class work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1.

We measure progress and children's learning across the year through formative and summative assessments which are based on the teacher's knowledge of the child, observations, photographs and videos on recorded Tapestry and evidence collected in their Learning Journals. Our EYFS data indicates that we ensure children reach GLD (Good Level of Development) targets and make strong progress from their development points at entry using appropriate next steps of learning.



We measure progress and children's learning across the year through formative and summative assessments which are based on the teacher's knowledge of the child, observations, photographs and videos on recorded Tapestry and evidence collected in their Learning Journals.

'Children learn as they play. Most importantly, in play children learn how to learn.'

-O. Fred Donaldson



'Living, Learning and Loving Together with Christ'

