



**ST. ANNE'S C.E.(VC) PRIMARY SCHOOL**  
**Early Years Curriculum Statement**  
**'Together with God, Making Learning a Life Long Friend'**

At St Anne's C.E. Primary School we believe that all children deserve an education rich in wonder and memorable experiences that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We believe that an education that does all of this gives children the best chance to become well - rounded, happy individuals, ready to success in an ever - changing world.

In Reception, we recognise children's interests and prior learning before planning learning opportunities. We endeavour to provide first - hand experiences which make our curriculum purposeful and relevant. Every child is recognised as a unique individual. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Children are encouraged to be independent in their learning, with adults facilitating as required.

Throughout Reception, children will have opportunities to develop their social skills and form positive relationships with peers and adults alike. They develop skills in turn - taking and sharing and are given opportunities to practise these skills in a safe and nurturing environment.

One key feature of our school is that the children enter the Early Years with a wide - range of experiences as half of the cohort come from out of catchment area. Some of the children come with no pre - school experience and some come from different pre - schools. Before the children start at St Anne's we visit families and nurseries to find out about our children before they join us because we know that good parental links are instrumental to success in the Early Years. We maintain good channels of communication with parents using the online tool "Evidence Me" and "Class Dojo" and operate a friendly and welcoming open - door policy.

Our curriculum is rich in cultural capital and a carefully planned and playful learning experience which intertwines all seven areas of learning, both indoors and outdoors. The experiences we provide our children are exciting, ambitious, broaden their experiences of the world around them and are designed in a sequential way to ensure progress towards the end of Reception goals (ELG's) with the aim of preparing our children to seamlessly progress into KS1. We understand that children's early learning is the root of their future success and have considered carefully how to best prepare them for when they leave the Foundation Stage.

Our children's physical and mental wellbeing is important to us and we teach them important self - regulation techniques and how to make and build positive relationships right. We hold a weekly

PSHE circle time following the Kapow curriculum which we develop our children's emotional Literacy, encourage mindfulness and provide a quiet time to talk. We want our children to be tolerant of others and understand the need for kindness, empathy and respect. This is threaded throughout our daily teaching linking to St Anne's values alongside this our children learn about different religions, cultures and places of worship.

We have a weekly PE session and practise fundamental gross motor skills of movement, co - ordination and balance which feeds into our fine motor skills. We also undertake daily gross motor activities through the use of Squiggle whilst you wiggle.

Imagination and creativity are plentiful in our Early Years and alongside their own masterpieces we teach the children about famous artists like Kadinsky and Andy Goldsworthy. We foster a love of music and have a once the week music session following Music Express and we focus on the children being able to say traditional Nursery Rhymes.

We focus on the past and present through learning about our life stories and talk about significant events from history like Remembrance Day and significant historical figures like Guy Fawkes. We observe and talk about things from the past like modes of transport and seaside holidays. Our children develop early geographical skills like learning to follow a map and drawing their own, alongside investigating the natural world around us. Our curriculum develops scientific skills of enquiry and provides exciting opportunities for scientific investigation.

Technology is interwoven throughout curriculum as we teach our children how to use and understand devices like Ipad, cameras and computers. This equips them for modern world in which we live.

Our curriculum is language rich with stories, non - fiction, poetry and Nursery Rhymes at its heart. We use Time to Talk programmes as an intervention to support any children that we feel may need a boost in their communication and language skills.

We enable our children to revisit knowledge and build upon experiences; assisting them to learn and remember more. We believe repetition is the key to development. Our approach at St Anne's is influenced by knowledge of child development, how young children learn and how adults can support their learning. We follow the New EYFS Framework (2021). Within this framework there are four guiding principles which shape our practice.

There are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self - assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learning and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build learning over timer. Children benefit from a strong partnership between practitioners and parents and/or carers.

4. Children develop and learn at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities (SEND).

At St Anne's, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2021 by the DFE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At St Anne's we have our own Early Years Curriculum which enhances the National Early Years Framework. We undertake the Standards and Testing Agency Baseline and we also undertake our own in-house baseline then builds upon prior knowledge and the development matters provides a highly effective progression map for the skills and knowledge and understanding in the Early Years.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily/ weekly basis. We constantly provide enhancement opportunities to engage learners and link to our topics. We encourage children to be independent in the continuous provision through the use of "challenges". We support children to be intrinsically motivated to complete the challenges and therefore take ownership of their own learning. Observation and responding to children's thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of children's interests to ensure high levels of engagement. All adults record "Wow!" moments - when a child does or says something that demonstrates progress or skill in a particular area. Wow moments are also welcomed and celebrated from home through the use of the online learning journal Evidence Me. As well as learning through continuous provision, children also access Adult Directed activities which adults teach children particular skills, with objectives taken from Development matters.

Reading is an integral part of our Early Years at St Anne's. We place great importance on the daily teaching of phonics, alongside fostering a lifelong love of reading. Lessons are planned to enrich vocabulary, evoke responses and deepen knowledge through stories, non-fiction and poetry, incidental opportunities are exploited and vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the context of a text.

Children are encouraged to read at home every day. All children in our Early Years visit the library once a week and choose books to take home and share with their family. We follow a systematic phonic scheme called Read Write Inc. Whole class or small group teaching takes place daily. Each phonics session is 20 - 25 minutes in duration and follows a teaching sequence which is implemented throughout the school ensuring transition to Key Stage 1 is seamless. In the Spring term short group reading sessions takes place 3 times a week in Reception. The texts link to the Read Write Inc groups and develop important reading skills of decoding, fluency, comprehension and reading for pleasure. All children have their own individual reading books which are phonetically decodable. All children in Reception are heard read individually during the week and we change books as often as possible. At the end of the school day we have a shared story time and this is something the children really look forward to. The children choose which carefully chosen book they would like to read at the end of the day.

In our mathematic sessions we also use the White Rose Scheme as a core but we adapt this to fit the needs of the topic as much as possible. For example: our focus for the week was Addition and *Gingerbread men* we wrote addition number sentences using the *Gingerbread men* as a stimulus. We have a daily maths session whether this is carpet maths or an adult led maths session in which we teach key concepts in a practical and hands on way and then provide opportunities for skills to be applied during our continuous provision. Sustained shared thinking allows children to be support to use their mathematical skills and knowledge to solve problems, take different approached and discuss various strategies in their play both indoors and outdoors.

We plan a broad and balanced curriculum which provides children with a range of first - hand experiences and opportunities to get out in the local community. For example: observe a caterpillar turning into a butterfly and going to Stanley Head for Superhero Training and off to an outdoor farm to learn about animals and minibeasts.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving a "Good Level of Development" (GLD) by the end of the Reception Year. The "Good Level of Development" in the last academic year 2023-2024 at St Anne's is 73% compared to Staffordshire data of 68.7% In Literacy 85.7% of the cohort reached the expected level compared to Staffordshire of 72% and in Mathematics 85.7% of the cohort reached the expected level of development compared to Staffordshire of 78.5%.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills, and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to have all six of our school's core values embedded by the time they leave Reception. These are: *kindness, respect, perseverance, honesty, faith and community*. When children leave Reception, not only are they Year One ready, but well - rounded individuals with positive attitudes towards learning.