# **Early Years at St Hilary School**

**Intent, Implementation and Impact**

*“The first five years have so much to do with how the next 80 turn out.” Bill Gates*

*“Play acts a forward feed mechanism into courageous, creative, rigorous thinking in adulthood.” Tina Bruce*

*“The goal of early childhood education should be to activate the child’s own natural desire to learn.” Maria Montessori*

# EYFS Intent:

At St. Hilary our aim is to provide a secure, happy and stimulating learning environment in which all children are able to develop their full potential. Establishing key relationships with our reception children is the first steppingstone to their educational journey and a vital starting point is observing and talking to the children about what they can and like to do.

Supporting and nurturing the whole child is a priority. Through a range of planned, purposeful classroom activities the social, physical, intellectual, moral and spiritual aspects of education will develop and evolve.

Our learning environment is centered around a play-based curriculum with high aspirations for our children. We believe that young children learn best when they have opportunities for exploration, talk and collaborative play.

**At St. Hilary we will:**

* Build positive relationships between adults and children where high expectations encourage them to fulfill their potential socially, emotionally, physically and intellectually **(be confident, kind, considerate and respectful)**
* Value, support and develop each child’s unique learning potential **(equipped with the unique, personal qualities they require to succeed)**
* Nurture each child’s self-esteem and independence within a safe, secure atmosphere where positive risk taking is encouraged **(be thoughtful risk-takers)**
* Promote self-discipline and respect for self and others using our JIGSAW PSHE scheme **(be confident, kind, considerate and respectful)**
* Involve children in making choices and decisions, promoting independent learning and British Values **(enjoy being resilient, independent problem-solvers and apply this to real situations).**
* Ensure that all children are taught the early skills of reading through a synthetic, systematic Unlocking Letters & Sounds phonics scheme which promotes a love of reading **(love learning and challenge).**
* Work collaboratively with parents and carers to build a positive partnership between home and school to support our young learners and their families.

# EYFS Implementation:

Our curriculum provides a play-based, experiential learning environment which centres around the Characteristics of Effective Learning. Children will play and explore, be active in their learning and create and think critically.

Through planned, focused adult led sessions as well as self- initiated and free flow activities , we focus on the development of the prime areas as vital building blocks for future learning.

*Communication and Language:* Our enabling environment ensures that children are immersed in a rich language environment. Through sharing books, rhymes, stories and song we work with children to develop their vocabulary, oracy and comprehension skills.

*Physical Development:* Every child is a unique child and at St. Hilary we promote the importance of being an active, fit and healthy child, both in body and mind. Our indoor and outdoor provision supports children with their gross and fine motor skills and actively promotes physicality, mobility, agility and co-ordination. We teach the children about the importance of a healthy, balanced diet and basic hygiene such as washing hands and cleaning our teeth.

*Personal, Social and Emotional Development:* Positive relationships between adults and children help children to develop a positive sense of themselves and respect for others. We model and scaffold vital social skills, help children to articulate and manage their feelings through emotional literacy and understand what positive behaviour for learning looks like. Our whole school Jigsaw scheme outlines weekly sessions for the Foundation Stage, to learn and celebrate our uniqueness in a diverse world.

As children grow and make progress in the prime areas, our curriculum ensures that the key skills within the specific areas of Literacy, Mathematics, Understanding The World and Expressive Arts and Design are instilled from an early age.

The Learning and Development principle of the Early Years Foundation Stage Framework covers the education and care of all children in early year’s provision, including children with SEND. At St. Hilary we make our EYFS curriculum accessible to all with adult support assisting in early reading and number skills and targeted intervention where necessary.

Daily systematic phonics sessions are implemented, using the Unlocking Letters & Sounds scheme. Children enjoy listening and responding to a wide range of texts, stories and poems and a love of reading is fostered. Nursery rhymes are shared and mark making in all areas of provision is planned.

In mathematics we use the White Rose EYFS units. Through books, counting songs, games and a CPA approach we help children to acquire counting and number skills, work out mathematical calculations, describe shape, space and measures, articulate their reasoning and use key mathematical vocabulary.

Our rich, real project based curriculum sets out purposeful, meaningful opportunities for Understanding the World. We organize trips, experiences, visitors and first hand experiences which develop a sense of awe and wonder. We want our children to appreciate the local environment, be aware of the physical and human world nationally and celebrate the diversity of the world, in order to become global citizens.

Due to our unique location in the south west of England, our cultural capital offer ensures that our children find out about the diversity of people, places and environments beyond our locality as well as learning about the ever evolving technological world. We follow the Cornwall RE syllabus which teaches children about different cultures and beliefs. Equity, Evolution and Excellence form our 3 core values at St. Hilary and therefore teaching about equality and celebrating differences is very much part of our EYFS curriculum.

Our timetable also allows children to express themselves through art, music, song and dance. Through a balance of child-initiated and adult directed activities the children experiment with a wide range of materials and media, develop scissor skills and joining techniques in DT, express themselves creatively when singing, dancing and playing instruments and share their ideas through imaginative role-play.

# EYFS Impact:

When our children transition to Year 1 they are equipped with the key skills from the specific areas of the EYFS curriculum and are ready for the next stage of their education with secure foundations in the prime areas of learning. Through formative assessments on Seesaw ( Our online learning platform) which share children’s progress in their work and play, through to summative assessments on I track we can evidence progress and attainment over the year. Our end of year judgements of The EYFS profile aim for each child to achieve a Good Level of Development and exceed National averages.

Phonics progress is tracked half termly with a one to one assessment format. Our ‘At a glance phonics sheet’ clearly indicate the individual levels of our cohort. If children fall below the expected phonic level they will receive intervention to ensure they make accelerated progress.

Our children leave their reception year as happy, well rounded, confident individuals who have acquired a life long love of learning. They are resilient, resourceful, respectful and responsible and aim to ‘Be the best that they can be.’