



# St Joseph's Roman Catholic Primary School EYFS Policy

## Jesus is the centre of our lives

### Mission statement

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God;

We encourage and develop love and respect for each other and for our world;

We strive to promote and deepen our Catholic faith through prayer, work and play;

We aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential.



# Our EYFS Curriculum

## INTENT

At St. Joseph's RC Primary we will be following the new EYFS Statutory guidance and Framework from July 2025. Within this framework there are guiding principles which shape our practice. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our curriculum encompasses the seven areas of learning and development. All areas of learning and development are important and are inter-woven into the EYFS curriculum

The areas of learning are split up into prime areas and specific areas.

The prime areas are:

- communication and language
- physical development
- personal, social, and emotional development.

As well as the prime areas there are some specific areas to help children to strengthen and apply the prime areas. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Weaving throughout the EYFS curriculum St. Joseph's are three Characteristics of Effective Learning:

- 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 These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

## IMPLEMENTATION

In the mixed class of nursery and reception and year one pupils, we have an exciting curriculum planned that has a two year cycle of topics and themes. In our curriculum, we ensure children have lots of opportunities to learn through play, adult modelling, quality interactions and observations.

We also encourage pupils to be curious and promote lots of open ended resources in the setting.

Our topics are outlined on the class webpage.



St Joseph's RC Primary School  
EYFS Policy  
*God wants me to be the best me I can be*

We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At St. Joseph's we believe in nothing but the best and our school Vision is "God wants me to be the best me I can be".

EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating the children in our care. The staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim at St. Joseph's is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners.

Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Areas in provision are evaluated by staff and pupils and a "Pupil Learning conference" is held with pupils to discuss the areas that they enjoy visiting in the areas and which ones they may not like. Staff will act upon pupil voice and amend and adapt provision accordingly.

### **IMPACT**

Assessment in the Early Years is ongoing. Each child is allocated a key worker in the class and staff are responsible for observing children through continuous provision, adult led activities and child led play. Observations are recorded in a variety of ways and significant learning moments will be recorded. There will be a big emphasis on quality interactions with pupils.

Pupils in their Reception Year will be expected to take part in the new DFE baseline in the first six weeks when they start in September. At the end of the year when pupils have turned 5, they will be assessed against the Early Learning Goals and recorded on the Foundation Stage profile.

St Joseph's RC Primary School  
EYFS Policy  
*God wants me to be the best me I can be*



### **PARENTS/CARERS AS PARTNERS**

We value the involvement of parents in school. Parental involvement with school begins even before children start Nursery and Reception with an invitation to visit the school and meet their child's teacher. Regular drop in meetings are held throughout the school year to discuss their child's progress. Fun events and stay and play sessions are planned throughout the year. A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. This reports on their child's attainment and progress throughout the year as well as their next steps for Year 1.

We encourage parents who are concerned about anything to telephone or call into the school to make an appointment to discuss their concerns with the class teacher or a senior member of staff. Parents are kept informed of all happenings in the school by regular newsletters. The parents are informed via notices on the windows, a designated parent's board and by regular newsletters. Parents are invited to our Friday celebration assemblies and functions throughout the year. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish. This is on our school website under policies.

### **SAFEGUARDING CHILDREN**

The school takes its child protection responsibilities very seriously. If you have any concerns about a child, you can inform a Safeguarding lead at St. Joseph's.

We have Five Designated Safeguarding Leads in school. They are listed below:

Mrs M Scott -Designated Safeguarding Lead

Mrs G Howarth -Deputy Headteacher-Deputy Safeguarding Lead

Miss C Barry- Deputy Safeguarding Lead

Mrs V Sanderson- Deputy Safeguarding Lead

**The Class Teacher is Mrs K Pitchford**

**The EYFS Lead is Mrs G Howarth**



## The Early Learning Goal Descriptors are set out below:

### 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



*God wants me to be the best me I can be*

**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, nonfiction, 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.

**ELG: The Natural World** - Explore the natural world around them, making observations and drawing pictures of animals & plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences

St Joseph's RC Primary School  
EYFS Policy  
*God wants me to be the best me I can be*



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.

**Reviewed by EYFS Lead: Mrs Howarth**

**Review date: Autumn 2026**