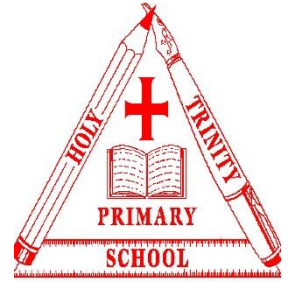


Subject on two
pages



Intent: We aim to...



We work in partnership with parents, carers and previous settings to provide the best possible start at Holy Trinity, ensuring each individual reaches their full potential from their various starting points.

We strive to provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

We aim to deliver a broad and balanced EYFS curriculum so that by the end of the FS2 year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation: How do we achieve our aims?



Our high-quality teaching is underpinned by the EYFS curriculum and using this as the basis for all learning each half term. EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have directed teaching during the day- this is flexible as the year progresses. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.



Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge.

We follow 'Bug Club' programme of synthetic phonics which is taught daily starting with Phase 1 Phonics in FS1. To support children's ability to learn to read and write.



Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the moment children join our school.



Impact: How will we know we have achieved our aims?



The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Assessments are completed three times per year and shared with parents. In Summer 2, the EYFSP is completed where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.'

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey into the NC.

