



St. Joseph's Catholic Primary School



Early Years Foundation Stage Curriculum Information



St. Joseph's Curriculum Intent: EYFS

Our Early Years Foundation Stage (EYFS) curriculum at St. Joseph's Catholic Primary School provides a nurturing, secure, and stimulating environment firmly rooted in Gospel values. We support every child—including those with SEND and those with low starting points—to develop a love of learning and to build strong foundations in knowledge and skills. Our curriculum is carefully designed around each child's interests, needs, cultural background, and stage of development, offering enrichment and inspiring opportunities so that all children can achieve, feel a sense of belonging, and thrive. Through this approach, we prepare our children for future success throughout their academic journey and beyond.

We recognise that the early years are crucial in shaping a child's attitudes, foundational knowledge and skills, and future learning. Therefore, our curriculum is designed to:

- ✔ Ensure that all children feel safe and valued: Gaining confidence in themselves and the resilience needed to face and overcome challenge.
- ✔ Foster Independence & Confidence: Encouraging all children, including those with SEND and low starting points, to explore, make choices, and develop self-care skills.
- ✔ Cultivate Curiosity: Providing varied and rich learning opportunities that spark curiosity and enquiry, in line with our commitment to pursuing truth and knowledge.
- ✔ Promote Communication & Language: Enhancing children's vocabulary and communication skills through rich interaction, storytelling and discussion.
- ✔ Encourage Socialisation & Relationships: Facilitating positive interactions among peers to develop social skills and emotional literacy, inspired by the gospel values of kindness, ensuring inclusivity for all children.
- ✔ Instil an appreciation for diversity: Developing an understanding of different cultures and backgrounds, promoting inclusivity and respect in accordance with gospel teachings.

St. Joseph's Curriculum Implementation: EYFS

We implement our EYFS curriculum through a combination of adult-led and child-initiated learning experiences, ensuring a balanced approach that meets the diverse needs of all learners.

Core concepts in the Early Years Foundation Stage Curriculum

Personal, Social & Emotional Development



Positive relationships, managing emotions, and developing self-confidence in a group setting.

Physical Development



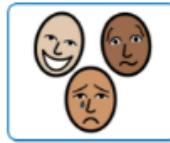
Building strength, coordination, and awareness of health and self-care.

Communication & Language



Fostering listening, speaking, and understanding through conversations, stories, and role-play.

Expressive Art & Design



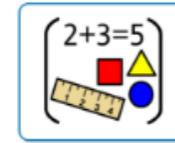
Exploring creativity through art, music, movement, and imaginative play.

Literacy



Developing early reading and writing skills by engaging with books, stories, and mark-making.

Maths



Introducing numbers, patterns, shapes, and measurements through playful exploration and problem-solving.

Understanding of the World



Investigating people, places, technology, and nature to make sense of their surroundings.

The curriculum is mapped using these core concepts. We plan for progression in all areas of learning beginning with all children's individual starting points. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Substantive knowledge is acquired through each unit of study to ensure that pupils develop a broad and balanced understanding in each area. This is supported by the use of vocabulary prompts and adult support.

Prime Areas

The prime areas of learning—Communication & Language, Physical Development, and Personal, Social & Emotional Development—are prioritised to ensure children are ready to achieve their full academic and personal potential. By focusing on these foundational areas, children develop the essential skills and confidence needed to access the wider curriculum successfully.



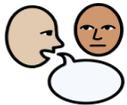
PSED

Personal, social, and emotional development is at the heart of the EYFS curriculum. Activities and routines are designed to build confidence, self-regulation, independence, and social skills, enabling children to thrive both socially and emotionally. Staff provide consistent, nurturing relationships, modelling empathy and collaborative behaviours so that children feel a strong sense of belonging. Observation and assessment inform targeted support to help children achieve emotional and social milestones. Safe, stimulating environments promote positive relationships and well-being, supporting children to flourish.



Physical Development

Physical development is a key component of the EYFS curriculum, focusing on both moving and handling and health and self-care. Children are supported to develop gross and fine motor skills through active play, structured activities, and practical tasks that enhance coordination, balance, and spatial awareness. Opportunities to practice self-care routines, healthy habits, and personal hygiene help children build independence and confidence in managing their own well-being. By promoting physical skills alongside health awareness, children are equipped to participate fully in daily life and are prepared for the physical demands of school and beyond.



Communication and Language

A strong focus on communication underpins all learning and aligns with the whole-school emphasis on Oracy. Our EYFS curriculum provides frequent opportunities for children to develop speaking and listening skills through storytelling, songs, nursery rhymes, role play, modelling language, and sustained shared thinking. High-quality adult-child interactions are prioritised to extend vocabulary, understanding, and confidence, particularly for children with Speech, Language, and Communication Needs (SLCN) or those with low starting points.

Developing Executive Function

Carefully planned experiences encourage children to think, plan, and regulate their own learning. Children are supported to follow multi-step instructions, solve problems, and make independent choices, building working memory and cognitive flexibility.

Structured routines, turn-taking, and collaborative activities foster self-regulation and adaptability.

Play-based learning, sustained shared thinking, and open-ended challenges provide opportunities to practise decision-making, focus attention, and reflect on actions.

High-quality adult interactions, modelling, and scaffolding help children gradually develop the skills to manage behaviour, organise themselves, and engage confidently in learning across all areas of the curriculum.



Structured Play

Children engage in purposeful play activities that allow them to explore concepts, develop skills, and make connections in a hands-on, meaningful way. Our environment is intentionally designed with carefully planned, themed areas that reflect children's interests and curiosity, encouraging independent exploration, problem-solving, and creativity. Through play, children develop key cognitive, social, and emotional skills, such as collaboration, communication, resilience, and critical thinking.

Engaging and Enabling Learning Environment

We make full use of both our indoor and outdoor environments to create rich, engaging learning experiences. Our outdoor spaces including a wonderful forest school enhance physical development and provide opportunities for exploratory play, science investigations, and safe risk-taking, while fostering a sense of stewardship of creation. Both indoor and outdoor areas are intentionally designed to support independent learning, enabling children to explore, experiment, and solve problems without constant adult direction.

We invest in high-quality, age-appropriate resources that reflect the diverse backgrounds and experiences of our children.

These carefully selected materials encourage curiosity, creativity, and sustained engagement, while also honouring the dignity and individuality of each child. By combining thoughtfully planned environments with rich resources, children are empowered to take ownership of their learning, develop confidence, and engage deeply with the curriculum.



High Quality Interactions

High-quality adult-child interactions are central to supporting all areas of development. Adults model language, extend vocabulary, demonstrate collaborative behaviours, and promote positive learning habits, enabling children to feel a sense of belonging, engage confidently, and thrive in their learning. Responsive approaches and positive behaviour strategies ensure that every child feels safe, secure, and valued, creating the foundation for strong social, emotional, and cognitive growth.

Foundational Knowledge and Skills

Planned progression in vocabulary teaching, text selections, nursery rhymes, and systematic phonics (**Read, Write, Inc.**) supports children in developing early literacy skills, reaching age-appropriate milestones, and building a solid foundation for confident reading, writing, and communication. Regular assessment, timely interventions, weekly monitoring, and on-the-spot coaching enable children to thrive in phonics and communication. Continuous professional development ensures staff are skilled in extending vocabulary, modelling language, and embedding communication across all areas.

Early maths skills are developed through the **NCETM Mastering Number Program**, ensuring children gain a deep, secure understanding of number concepts. Practical, hands-on activities and problem-solving tasks enable children to explore patterns, quantities, and relationships, building confidence and fluency. By providing opportunities to reason, apply knowledge, and solve challenges, children develop the strong mathematical foundations needed for future learning.

Personalised Learning

Staff carefully consider children's starting points when designing the curriculum and planning teaching approaches. Gaps in knowledge are quickly identified and addressed through timely, targeted interventions, ensuring all children can achieve their potential. Inclusive practice underpins all provision, with particular consideration given to children with SEND and those facing additional barriers to learning. Staff work closely with families and external agencies to provide tailored support where needed. Observation, assessment, and ongoing tracking ensure that assessment informs next steps without placing ceilings on learning, enabling every child to make sustained progress.

Parent Partnership

We recognise that parents and carers are the most important people in a child's development. Strong, positive relationships between home and school are central to supporting children's learning, well-being, and progress. Our EYFS curriculum fosters open and ongoing communication, ensuring parents are fully informed, involved, and able to share insights about their child's interests, needs, and achievements. By working collaboratively, we can provide consistent support, celebrate successes, and respond effectively to each child's individual development, creating a true partnership that benefits children's learning and growth.

Professional Development

Leaders ensure staff are trained and supported in delivering the EYFS curriculum, PSED strategies, safeguarding, and wellbeing practices, enabling children to develop confidence, emotional security, and a love of learning. Staff engage in regular professional development—through formal training and on-the-spot coaching—to stay up-to-date with evidence-based practices, particularly for supporting children with SEND or low starting points. Regular monitoring, learning walks, and targeted CPD ensure teaching is consistently high-quality, with a focus on extending vocabulary, embedding communication, enhancing learning experiences, and providing support across all areas of the curriculum so that every child can thrive.

Smooth Transitions

We place great importance on helping children feel happy, confident, and secure as they move into new stages of school life. Transitions from Nursery/Pre-School are carefully supported, with children given many opportunities to become familiar with school routines throughout the year. These include shared lunchtimes and playtimes, joint activities, and visits to children in their nursery settings, helping to build familiar relationships and ensuring a positive and smooth start to school.

As children move from Reception into Year 1, transitions continue to be thoughtfully planned. EYFS staff work closely with Year 1 teachers to share information about each child's learning, strengths, and next steps, ensuring continuity and support. Children are given opportunities to visit their new classroom, meet new adults, and experience familiar, play-based learning approaches, helping to reduce any worries and build confidence. Extra support is provided for children who need it, ensuring every child feels supported to settle in, continue learning, and thrive both academically and emotionally.

Lesson Timetabling

In addition to the learning that is provided through continuous provision which covers all areas of the EYFS curriculum, children receive formal lessons as follows:

Daily Phonics, English and Maths

x3 per week: Religious Education/Understanding of the World – Topic Science/History/Geography/Art/DT

Weekly: Physical Education, PSHE, Music & Forest School

Adaptation, Extension and Enrichment: EYFS

We recognise that children in the Foundation Stage may not yet have had their needs identified. We therefore collaborate with parents through regular meetings to discuss children's progress and work closely with specialists such as educational psychologists, speech and language therapists to implement recommended strategies.

Some of the **adaptations** we might make to learning in EYFS for children are as follows:

- Provision of quiet space
- Visual timers to denote periods for focused tasks
- Structured routines and visual timetables
- Small step instructions coupled with Makaton or symbols
- Provision of word mats and knowledge organisers with images, diagrams & widgets
- Differentiation of task to reduce cognitive load but not learning
- Opportunities for paired talk/work
- Allow extra time where needed
- Adjust text size, contrast or background colour where needed
- Flexible seating arrangements
- Additional Movement opportunities

We **extend** learning in EYFS by:

- By setting challenges and open ended projects
- Encouraging pupils to make wider connections within and beyond the curriculum area
- Encouraging pupils to problem solve for themselves and others
- Promoting collaborative learning that builds communication and social skills

The EYFS curriculum is **enriched** for all pupils through:

- The offer of trips and visits to build children's cultural capital
- After school clubs

- Roles and responsibilities such as daily Gospel Guardians

St. Joseph's Statement of Impact: EYFS

The impact of our comprehensive EYFS provision is evident in the progress and development of all the children in our care. Outcomes are measured through ongoing assessments and tracking of each child's development from their starting points and against the Early Learning Goals.

By the time pupils leave the Foundation Stage, they will:

- ✓ Have developed a strong sense of belonging to St. Joseph's School having experienced a highly inclusive and supportive environment and positive and caring relationships with adults and peers rooted in the principles of kindness and empathy.
- ✓ Exhibit high levels of emotional resilience and self-regulation, and be able to navigate social situations and challenges effectively.
- ✓ Be well-prepared for Year 1, demonstrating a good foundation in literacy and numeracy, and a foundational understanding of the world around them.

Parental Engagement: High levels of parental involvement and satisfaction indicate a strong partnership between home and school, enhancing children's learning experiences and reflecting our commitment to community, especially for families of children with additional needs.

Continuous Improvement: We actively seek feedback from staff, parents, and children to inform our practice. We adapt our strategies to better meet the evolving needs of the children, particularly those with SEND and low starting points, ensuring continuous improvement while remaining aligned with our gospel values.

In conclusion, at St. Joseph's, our EYFS is designed to provide a high-quality education that not only meets but exceeds the expectations set out in Ofsted's inspection framework, ensuring that every child flourishes in their early years, grounded in the principles of compassion, respect, and love for one another,

