



Early Years Foundation Stage

I have come that they may have life and have it to the full (John10:10)

Policy Overview Info	
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Signed on behalf of governors	

CURRICULUM AIMS

At Christ the King, we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to inspire our learners to feel empowered and able to become responsible citizens in the community and the wider world, whilst motivating them to aspire and achieve the highest standard.

We aim to

- provide a Christian education based on the life and teaching of Jesus Christ, in which the Gospel values underpin all aspects of school life
- embed our core Christian values at the heart of our curriculum
- provide a nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth
- provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.



INTENT

At Christ the King, our aims are to fulfil the requirements of the Statutory Framework for Early Years Foundation Stage Curriculum and shape our practice around the four main principles:

- Every child is a unique child
- Children learn through strong and positive relationships
- Learn and develop in an enabling environment with teaching and support from adults
- Understand the importance of learning and development.

CHRIST THE KING EARLY YEARS FOUNDATION STAGE INTENT

In our Early Years Foundation Stage, we believe that every child is **unique**. In collaboration with parents, we enable our pupils to be resilient, confident and self-assured learners by sparking their curiosity. We provide a nurturing, creative and inclusive Early Years learning environment which enables our pupils to flourish spiritually, emotionally, academically and socially.

At Christ the King, we provide quality and consistency in our Early Years setting so that every child makes good progress. By building a secure foundation through planning and development of each

individual child, we ensure that we assess and review their learning regularly. Working in partnership with practitioners and parents we ensure that children learn and develop well and are kept healthy and safe. We ensure that every child is supported and included through an equality of opportunity.

The aim of our Early Years Foundation stage at Christ the King is to:
Activate their own natural desire to learn and build strong foundations for good future progress through school and later life.

IMPLEMENTATION

There are 7 areas of learning and development which we focus on the Early Years Foundation Stage curriculum. These seven areas are:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts

Communication and Language, physical development and personal, social and emotional development are the three prime areas. These are crucial in our Early Years environment for igniting children's curiosity, building their capacity to learn and form relationships and thrive. All the seven areas will be interconnected and will involve activities and experiences that are accessible for every pupil.

At Christ the King, our Early Years Curriculum is tailored to individual needs and builds on the children's interests in order to achieve their learning outcomes. Our on-going assessment allows us to plan a curriculum which will inspire and provide engagement for all our learners. Through carefully selected stories which are based on the children's interests, we provide the characteristics of effective learning which are engagement, motivation and creating and thinking critically. These characteristics underpin learning and development across our curriculum and support our children to be an effective and motivated learner. Our curriculum is carefully planned through stories which incorporate our half termly topics. Activities are planned weekly by the class teacher for our Reception children which include activities focussing on the seven strands of learning in a cross curricular way.

Our indoor and outdoor learning environment is designed to encourage children to extend, challenge and deepen their understanding of the Early Years Curriculum. These environments allow for independence, curiosity and hands on play-based learning. Through carefully selected resources and enhancements, we allow children to explore recent learning, practise their skills and follow their own interests. Challenges are provided in each area to extend their learning. Adult engagement in these areas allow us to enhance our provision through knowing when to stand back and observe,

question the children to extend and develop their learning, model and intervene to support teaching and learning.

In our Early Years, we provide a mixture of child led and adult led experiences, activities and exploration through play.

Systematic Phonics is taught daily in a structured way using Read Write Inc to the Reception children with 1:1 interventions taking place in an afternoon. Our aim in Reception is that every child becomes a fluent and confident reader who has a love of reading. The teaching of reading starts from the moment our pupils join us in Reception. We provide many opportunities for all our pupils to develop a 'love of reading' from an early age. We have a daily 'Drawing Club' lesson where children become immersed into the world of story, joy and imagination. The stories are chosen carefully and will range from fiction, traditional tales to short animations. They will learn new vocabulary whilst developing their own creativity and imagination.

There will be many other opportunities throughout the day for the children to read or listen to a story indoors and outdoors. We have a calm reading area in class and a reading nook outside too.

Once the Reception children are beginning to blend they will be sent home with a blending book which will include the sounds they have been learning in class.

For Mathematics, we use the Mastery Number by NCETM. Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics. Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections. The Mastery number Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time. We then use White Rose Maths for our Shape, space and measure units.

At Christ the King, we know that children's spoken language underpins all seven areas of language and development. Our language rich environment and interaction is crucial for laying the foundations for language and cognitive development.

Our Gospel values underpin all we do and we aim to support children to develop their understanding of the wider world. In particular, we aim to embed our core values of Reverence and Respect, Hope, Creativity, Wisdom, Perseverance and Forgiveness in our teaching in Early Years. is essential to everyday life and to show an appreciation of the beauty and power of maths in God's creation and to create a sense of enjoyment and curiosity about the wonders of our world.

ASSESSMENT

Assessment is also especially important in Early Years and is an integral part of the learning and development process. We will observe each child in Early Years to understand their level of achievement, interests and learning styles. We will ensure that we shape learning experiences for each child reflecting these observations. All the observations gathered throughout the year will allow us to track the child's progress and ensure they are on their way to meeting their end of year Early Learning Goal.

For every child starting in Early Years, we provide a baseline assessment within the first six weeks of starting school. This will be a mix of observations and 'pre arranged' learning activities which allow us to have clear understanding of their entry starting points in all seven of the areas of the

curriculum. Development Matters 2020 is used to help assist us in understanding if the child is working at 0-3 years, 3- 4 years of Reception. We track their progress using the statements 'emerging' and secure.' Dedicated assessment weeks occur in December, March and June. Long observations will be completed on each child during these assessment weeks by practitioners, as well as daily observations that occur in the continuous provision, to assess their progress. At the end of Reception we use the Early Learning Goals to support the teachers knowledge to make a holistic and best fit judgement about a child's development.

ENGAGEMENT WITH PARENTS

At Christ the King, we are committed to engaging with parents and carers with their child's learning. We believe that they should be actively involved in their child's learning and strive to provide opportunities where they too feel confident to participate.

At Christ the King, we use Class Dojo to keep in contact with parents. We will inform parents about our topics and learning each week. They will receive regular updates and photographs about their child's learning.

A half termly homework menu is sent home to our Reception families which includes a variety of simple tasks which will cover all the areas of development in different ways. This provides opportunities for parents/carers to help support and encourage their child's love of learning. We know that parents are the first educators of their child and have a wealth of knowledge and we believe that it is very important that this is a shared learning journey in Early Years.

Parents are invited to 'stay and play' sessions in our Early Years throughout the year to see how their children flourish in our Early Years setting.

INCLUSION

All children receive Quality First Teaching. Any children identified with SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, interesting and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

Our Inclusive approach allows all children to learn together. We use additional interventions and support to enhance and scaffold children who may need help to achieve their full potential. We use Wellcomm intervention to support communication and language, 1:1 Rwi interventions, 'pinny time' to deliver on the spot intervention with reading words, sounds and blending. Daily dough disco occurs to help strengthen their muscles to prepare them for writing.

IMPACT

Our curriculum meets the needs of our children. We ensure that this happens by observing and evaluating how our children learn. We engage with the children, celebrate their achievements, observe their learning in the environment and analyse their progress using the Development Matters 2020 and Early Learning goals at the end of the Reception year.

We measure the impact of our Early Years Curriculum in the following ways:

- Daily observations
- Interaction and feedback from practitioners on the progress of their key children
- Baseline assessment
- Three assessment windows throughout the year to assess the impact of the teaching and learning
- Tracking their progress on DCPRO
- Evidence of their progress in our class floor books. These include; English, Drawing Club, PSED, Understanding the World and Religious Education.

The Early Years Leader will continually monitor the impact the teaching and learning in EYFS through termly pupil progress meetings with Senior Leadership team.

Continuing Professional Development

CPD for staff is always ongoing through staff meetings, online courses and Team meetings delivered by a variety of outside agencies which include speech and language, Early Excellence, Early Network Reform group etc. All staff are regularly updated with any changes.

There is a vibrant professional dialogue about the teaching and learning in Early Years and all staff are keen to develop and enhance their knowledge and teaching. This might be through formally planned Professional Development Meetings, professional conversations, shared planning sessions or email exchanges.