



SJF 'The Big Picture Curriculum'

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>						
	Strong individual values	<b>Love</b>		<b>Learn</b>		<b>Achieve</b>		
What are we trying to achieve?	Focus for learning	<b>Attitudes and Attributes</b> (independence, resilience, creativity, risk-taking)		<b>Skills</b> (reading for learning, transferrable English, mathematical and scientific skills)		<b>Knowledge and Understanding</b> (subject knowledge, embedded understanding, make links and		
	Components	Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers	
How are we going to organise learning to achieve our aims?		Trips and residential	PTA Events	Outdoor Learning	Community Events	Sports Events	Church and Parish	
		Highly effective teaching & learning is dependent on...						
	Pedagogical approaches	<ul style="list-style-type: none"> <li>Reviewing Material</li> <li>Questioning</li> </ul>		<ul style="list-style-type: none"> <li>Sequencing Concepts &amp; Modelling</li> <li>Planning Stage of Practice</li> </ul>		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'
		Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington						
		Depth is embedded by...						
		...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and	
		...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning		
SJF areas of learning	National Curriculum	<b>Enrichment</b>						
		Spiritual and Catholic life of the school	Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative, performing)	Home/school partnerships		
Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback			
					Verbal feedback (regular and relevant)		Written feedback (meaningful / motivating)	
Accountability measures	Attainment and Progress		Behaviour		Attitudes to learning		Mental Wellbeing	
	Responsible and respectful global citizens		Attendance		Confidence and Independence		Physical Wellbeing	



## Early Years Foundation Stage INTENT

### **Intent of curriculum:**

At St John Fisher our school motto, **'Together we grow in God's love, learning to be the best we can be'** reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

Through the inspiration to **'Love, Learn, Achieve'** our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'* (Statutory Framework for the Early Years Foundation Stage, 2021)

In the Foundation Stage classes (Nursery and Reception) it is our intention to provide experiences that stimulate, challenge and support learning appropriate to the abilities and needs of each child. We value child initiated play as an important part of how children learn. We as educators help and encourage children to develop as independent learners. We ensure that learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise, and also consolidate their developing knowledge, skills, understanding and attitudes. During the Early Years Foundation stage many of these aspects of learning are brought together through playing and talking.

Our aim is to see happy, independent children who love to learn. We recognise that every child has a variety of needs that are met over their time in the Early Years Foundation Stage.

### **Overarching Principles:**

At St John Fisher we aim to support each child's welfare, learning and developmental needs. We follow the 'Statutory Framework for the Early Years Foundation Stage - 2021' which has four themes and principles:

#### **The Unique Child**

We recognise that each child is constantly learning and can be resilient, capable, confident and self-assured. We aim to foster and nurture children's self-confidence and self-esteem through their developing awareness of their own identity and role within a community.

#### **Positive Relationships**

Social interaction is key to children's development. We help children learn to become strong and independent learners through positive social interaction.

#### **Enabling Environments**

We provide a safe, secure and stimulating base for children with teaching and support from adults who



respond to their individual interests and needs and help them to build on their learning over time.

Children benefit from a strong partnership between practitioners and parents and/or carers

## Learning and Development

We understand that children develop and learn at different rates – physically, cognitively, linguistically, socially and emotionally. The Early Years Framework covers the education and care of all children in the Early Years provision, including children with special educational needs and disabilities (SEND).

## Characteristics of Effective Learning

We understand that the characteristics of effective learning describe behaviours children use in order to learn. We encourage children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes will support children to learn well and make good progress in all the areas of learning and development.

# Characteristics of Effective Learning

## Engagement

### Playing and Exploring

#### Finding out and exploring

- Show curiosity about objects, events and people
- Using senses to explore the world around them
- Engage in open-ended activity
- Showing particular interests

#### Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

#### Be willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences and learning by trial and error

## Motivation

### Active Learning

#### Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

#### Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

#### Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

## Thinking

### Creative and Critical thinking

#### Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

#### Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

#### Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked



## Areas of Learning and Development

Children learn skills, acquire new knowledge and demonstrate their understanding through seven areas of learning and development. All areas are important and interconnected and comprise of three Prime Areas and four Specific Areas.

### **Prime Areas**

These areas are particularly important in building a foundation for learning, developing children's curiosity, enthusiasm and the formation of positive relationships with others:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### **Specific Areas**

As children grow, the Prime Areas will help them to develop skills in the four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## End of Early Years Foundation Stage Early Learning Goals:

### Personal, Social and Emotional Development

#### **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.

#### **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.



## **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 others' needs.

## **Communication and Language**

### **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 conversations when engaged in back-and-forth exchanges with their teacher and peers.

### **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, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **Physical Development**

### **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.

### **Fine Motor Skills:**

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## **Literacy**

### **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, non-fiction, rhymes and poems and during role play.



## **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.

## **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**

### **Number:**

- Have a deep understanding of numbers 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 to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **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**

### **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.

### **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 religions 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.



## **The Natural World:**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.

## **Expressive Arts and Design**

### **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.

### **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.

## **Implementation of curriculum:**

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning.

In the Early Years at St John Fisher we plan an exciting and challenging curriculum through topics and themes based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to 'learn' and 'achieve' to reach their full potential.

Through a safe and stimulating indoor and outdoor learning environment, we provide a balance between:

- **Child Initiated Activities** - where children are free to make choices from within the learning environment
- **Adult Initiated Activities** - where practitioners provide the resources to stimulate and consolidate learning
- **Adult Led Activities** - where children engage in planned activities to meet specific learning outcomes



## St John Fisher RC Primary School

At St John Fisher School we recognise that young children learn best when they are actively engaged. We believe that Early Years education should be as practical as possible and we recognise the importance of children's play. Play is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator. It encourages children to engage, be creative and to develop their ideas, understanding and language. It also develops their confidence, communication and social skills.

At St John Fisher we strongly believe that cultural capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond, by providing an enriching curriculum.

### **Monitoring Impact:**

At the start of Nursery and Reception we carry out our own initial baseline assessments to inform our planning and learning. Additionally, Reception classes carry out the 'Reception Baseline Assessment'.

The main assessment method in the EYFS is through observations of children in different teaching and learning contexts, including both adult led activities and child initiated play. We make observations of individuals and groups of children regularly. From these observations, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

At the end of the EYFS, we make a holistic, best-fit judgement about a child's development. The level of development that children should be expected to have attained by the end of the EYFS is defined by the early learning goals, as referenced earlier.

This effective monitoring of the EYFS feeds into the overall whole School Development Plan. The EYFS Lead updates and informs school governors regarding the teaching and learning and subject development.