

## **Early Years Intent Statement**

### **Rationale**

*At St Anthony's Catholic Primary School, our Early Years curriculum forms the foundation of every child's educational and spiritual journey. Guided by our mission to live, love and learn joyfully following Jesus Christ and rooted in the belief that actions speak louder than words, we create an environment where all children feel safe, valued and loved. We recognise that children enter our setting with a wide range of experiences and starting points and believe each child is a unique individual, created in the image and likeness of God, with their own gifts and potential.*

*Rooted in Gospel values and Catholic Social Teaching, our curriculum fosters a sense of belonging, wonder and responsibility for God's world. Through play, exploration and meaningful experiences and across all seven areas of learning and the Characteristics of Effective Learning, we develop confident, curious and independent learners who are well prepared for the next stage of their education and able to flourish both academically and spiritually.*

### **Intent**

*Our EYFS curriculum is designed to build on each child's prior learning and experiences, ensuring all pupils make a strong start in their education. We place a high priority on communication and language, recognising that talk underpins thinking, learning and relationships. Through a broad and balanced curriculum across all seven areas of learning, we develop strong foundations for future success.*

*Our intent is to:*

- *Nurture the whole child – spiritually, socially, emotionally and academically.*
- *Develop confident communicators through a strong focus on language, communication and early reading.*
- *Promote independence, curiosity and creativity through play, exploration and high-quality interactions.*
- *Provide an inclusive curriculum that meets the needs of all learners and supports every child to make progress from their starting points.*
- *Embed Gospel values and Catholic Social Teaching, enabling children to act with kindness, empathy and respect.*

*By the end of Reception, children will have made good progress from their starting points and will be confident, happy and resilient learners, ready for Year 1.*

### **Implementation**

- *Our curriculum is informed by the Early Years Foundation Stage Framework and is coherently planned and sequenced to ensure progression across Tiny Ants, Nursery and Reception.*
- *Learning is delivered through a balance of child-initiated play, guided exploration and adult-led teaching.*
- *Our curriculum is designed to meet the individual needs of our children and is adapted to reflect the interests and needs of each cohort.*
- *The curriculum is structured around high-quality texts, purposeful themes and meaningful learning opportunities to ensure learning is meaningful and relevant.*
- *Skilled adults model language, scaffold learning and extend children's thinking through high-quality interactions.*
- *Continuous provision, both indoors and outdoors, is carefully planned and enhanced through provocations to promote curiosity, problem-solving and independence through free-flow learning opportunities.*
- *Teaching and provision are designed to support the Characteristics of Effective Learning, encouraging children to play and explore, actively learn and create and think critically.*
- *Oracy, early reading and number sense are prioritised through daily teaching of RWI phonics, storytelling and mathematics.*
- *Religious Education is central to our daily life, helping children to recognise God's love, care for creation and develop prayerful reflection.*
- *Strong partnerships with parents and carers are fostered through open communication, workshops and shared learning experiences.*

### **Impact**

*Children leave the Early Years as confident, enthusiastic and independent learners, equipped with the knowledge, skills and values to succeed in the next stage of their education.*

*By the end of Reception, children will:*

- *Demonstrate curiosity, creativity, perseverance and engagement in their learning.*
- *Communicate clearly, listen attentively and engage positively with adults and peers.*
- *Have a love of reading and storytelling and apply early phonics skills with confidence.*
- *Develop secure mathematical understanding through play and practical exploration.*
- *Show care, kindness and respect towards others, reflecting Gospel values in their words and actions.*
- *Apply their knowledge to new situations, explain their ideas with confidence and adapt their thinking when faced with challenge.*

- *Be ready for the transition into Year 1, having made good progress from their starting points towards the Early Learning Goals (ELGs).*

### **Assessment**

- *Assessment in the Early Years is ongoing, formative and purposeful.*
- *Practitioners observe children's play, language and interactions to identify learning needs and next steps.*
- *Baseline assessments and ongoing observations inform planning and ensure teaching builds on prior knowledge and experiences.*
- *Professional judgement is used alongside assessment opportunities to monitor progress and identify areas for development.*
- *Regular discussions with parents and carers provide a shared understanding of each child's development.*
- *Termly summative assessments are completed to monitor attainment and progress over time.*
- *Assessment is used to celebrate achievements and to identify where targeted support or enrichment is needed.*

### **SEND Support Statement**

*We are committed to ensuring that every child, including those with SEND, thrives within our Early Years setting. Quality-first teaching underpins all practice, with carefully adapted provision to meet individual needs. Visual prompts, structured routines, sensory resources and small-group support are used to enable full participation. Needs are identified early through ongoing assessment and observation to ensure timely intervention and support. Close collaboration with parents, the SENCO and external professionals ensures tailored strategies and early intervention. All children are held to high expectations and supported to achieve their personal best, fostering dignity, independence and success.*