Our Mission:

We live, love and learn together joyfully in Jesus’ name.

WELCOME TO ST JUDE’S CATHOLIC PRIMARY SCHOOL

We appreciate that starting school is a big step for both you and your child and at St Jude’s School we aim to make this a happy and positive event. We hope this booklet will explain all you need to know about the Early Years Foundation Stage Curriculum your child will be following.

The Reception Practitioners who will be supporting your child are:

Miss L Ryan – Class Teacher
Mrs E Clay – Teaching Assistant

PARENTS AS PARTNERS

Parents are children’s first and most enduring educators. Therefore, we see parents as important partners in children’s learning. Hence, we value parent’s opinions and the information they give us and involve them wherever possible. When parents and practitioners work together the results have a positive impact on their child’s development and learning. Some examples of partnership co-operation include:

- Offering home activities for parents and children to work together i.e. reading, language and number work.
- Children are given weekly books which parents are encouraged to read with their children at home.
- Parents are encouraged to join in educational visits.
- Newsletters are circulated to parents on a regular basis and can be accessed on the school website.
- Parents are invited to the Welcome Ceremony, class Masses, Assemblies and Celebration Meetings.
- Parental Consultation meetings (Parent’s Evening) in Autumn and Spring Term.
RELIGIOUS EDUCATION IN OUR SCHOOL

Religious Education in our school is an integral part of our ethos, aims and relationships, as Christian values permeate all aspects of the curriculum and all relationships.

Religious Education lessons in all classes are a minimum of 10% of the class timetable, in addition to daily prayer, the celebration of Mass and weekly assemblies.

Our primary aim for Religious Education lessons is to help our children to become religious and literate in their faith. There are numerous cross-curricular activities that deepen the children’s understanding that stem from Religious Education lessons, such as drama, writing, I.C.T, art and music. Thus our children have a diversity of experience that support their development and understating of their Catholic faith.

OUR AIMS IN TEACHING RELIGIOUS EDUCATION

To guide our pupils to grow in knowledge, understanding and love of God through:

- Nurturing pupils’ faith when it is present and to facilitate its emergence when it is not
- Preparing and involving pupils in sacramental celebrations.
- Providing a relevant curriculum and ensuring that at least good standards in teaching and learning are evident.
- Encouraging pupils to be a part of the parish community.
- Teaching pupils how to pray.
- The patronage of St Jude.
- Promoting an awareness of other cultures and religions, developing respect and consideration for others so that all pupils are prepared to live in a multi cultural society.

RELIGIOUS EDUCATION SCHEME OF WORK

Our current long term overviews and detailed medium and short term plans for Religious Education are based on the Archdiocese of Birmingham curriculum strategy for Religious Education ‘Learning and Growing at the People of God’. This shows clear coverage of the four areas of study, namely Revelation, Church, Celebration, Life in Christ, from the Curriculum Directory for Catholic schools ensuring continuity and progression.

It provides us with framework to ensure that pupils’ understanding of the Catholic faith and traditions grow commensurately with other subjects.

The Religious Education long term overview and medium term planning for each year group, is collaboratively planned within each planning phase. The short term weekly plans are written by each class teacher. A range of resources are available to support the delivery of Religious Education in the classroom.
All learning outcomes for our children stem from the four areas of study: Revelation, Church, Celebration and Life in Christ as detailed in the Curriculum Directory for Catholic schools.

Within each term’s planning opportunities are provided to develop specific skills and attitudes, and children are actively encouraged to investigate the faith with the same enthusiasm and rigour as other subjects.

In the first three weeks of the children entering Reception they will be assessed on their Religious knowledge. The children will be shown some Religious Artefacts like a Bible and a statue of Mary and asked some questions.

**EARLY YEARS FOUNDATION STAGE (EYFS)**

In reception your child will be taught with the Early Years Foundation Stage Framework, which helps to support children’s learning, development and welfare from birth to the age of five. Effective practice in the Early Years Foundation Stage is built upon four guiding principles. They provide a context for the requirements and describe how practitioners should support the development, learning and care of young children. These principles are:

1. **A Unique Child**- every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
2. **Positive Relationships**- children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.
3. **Enabling Environments**- the environment plays a key role in supporting and extending children’s development and learning.
4. **Learning and Development**- children develop and learn in different ways and at different rates. The framework covers the education and care of all the children in early years provision, including children with special educational need and disabilities.

**PLAY**

Play underpins the delivery of all the Early Years Foundation Stage and the development and learning for young children. Well-planned play, both indoors and outdoors, is key in which young children learn with enjoyment and learn many new skills from being involved in purposeful, structured play. Whilst in Reception, your child will spend periods of time involved in activities planned by the practitioners, and periods of time doing child-initiated activities they have chosen themselves. This enables your child to build up important relationships with other children, and allows them to use their own initiative and problem solving skills, it is through these experiences that children learn and develop.
CHILD DEVELOPMENT OVERVIEW

All children are unique and to reflect the age ranges (from birth to the age of five) in the Early Years Foundation Stage broad development phases have been created. These phases emphasise that each child’s progress is individual to them and that different children develop at different rates. A child does not suddenly move from one phase to another, and they do not make progress in all areas at the same time. However, there are some important ‘steps’ for each child to take along their own developmental pathways. The six broad developmental are:

- Birth – 11 months
- 8 – 20 months
- 16 – 26 months
- 22 – 36 months
- 30 – 50 months
- 40 – 60+ months
## AREAS OF LEARNING AND DEVELOPMENT

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<th>AREAS OF LEARNING AND DEVELOPMENT</th>
<th>ASPECT</th>
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<td><strong>PRIME AREAS</strong></td>
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| Personal, Social and Emotional Development | Making relationships  
                                             Self-confidence and self-awareness  
                                             Managing feelings and behaviour |
| Physical Development              | Moving and handling  
                                             Health and self-care |
| Communication and Language        | Listening and attention  
                                             Understanding  
                                             Speaking |
| **SPECIFIC AREAS**               |        |
| Literacy                         | Reading  
                                             Writing |
| Mathematics                      | Numbers  
                                             Shape, Space and Measure |
| Understanding the World          | People and communities  
                                             The world  
                                             Technology |
| Expressive Arts & Design         | Exploring and using media and materials  
                                             Being imaginative |

All areas of Learning and Development are connected to one another and are equally important and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. These areas of learning and development are underpinned by the four principles of the Early Years Foundation Stage i.e. A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. Each area of Learning and Development is divided into aspects, the aspects for each area are:
PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- **Self-confidence and self-awareness**: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.
- **Managing feelings and behaviour**: children talk about how they and others show feelings, talk about their own and others’ behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relations**: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitively to others’ needs and feelings, and form positive relationships with adults and other children.

COMMUNICATION AND LANGUAGE

- **Listening and attention**: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- **Understanding**: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
- **Speaking**: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

PHYSICAL DEVELOPMENT

- **Moving and handling**: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and effectively, including pencils for writing.
- **Health and self-care**: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet.
- **Swimming**: children will take part in a block of swimming lessons in the Summer Term.
SPECIFIC AREAS

LITERACY

• **Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

• **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

MATHEMATICS

• **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

• **Shape, Space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UNDERSTANDING THE WORLD

• **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

• **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

• **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
EXPRESSIVE ARTS AND DESIGN

I. Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

II. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

ASSESSMENT BY PRACTITIONERS

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. These observations are documented in a ‘Learning Journal’.

Images of children in Reception will be taken as part of their usual daily routine, for the purposes of their Learning Journal. Images will be captured using the school’s camera equipment or I-Pads. Images for Learning Journals will be uploaded to our secure school network and the Purple Mash website.

The use of a mobile phone to take images in a setting is not allowed. Staff mobile phones are stored securely during the day.

CONCLUSION

The Early Years Foundation Stage Framework consists primarily of:

I. Four guiding principles – A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

II. Developmental Phases.

III. Areas of Learning and Development: Prime Areas and Specific Areas.

IV. Assessment criteria and Early Years Foundation Stage Profile.

The aim of the EYFS Framework is to continually monitor a child’s progress and development, ensuring your child reaches their full potential.

March 2014