



St Peter's Academy

Early Years Foundation Stage

Statement



Intent

At St Peter's Academy, we recognise that the Early Years Foundation Stage is a vital and unique stage of education which lays the foundations for future learning, behaviour, wellbeing and success. Guided by the statutory framework for the Early Years Foundation Stage and current evidence-informed practice, we are committed to providing a high-quality, ambitious and nurturing early years education for every child.

We believe children learn best through warm, responsive relationships, purposeful play, rich language experiences and carefully planned teaching that builds knowledge and skills over time. We aim to create an environment where children feel safe, valued and inspired to explore, question, create and take risks in their learning.

Our curriculum is designed to:

- develop confident, independent and resilient learners
- promote strong communication and language skills
- provide secure foundations in early reading, writing and mathematics
- nurture curiosity, creativity and critical thinking
- support children's physical development and emotional wellbeing
- ensure every child, regardless of background or starting point, achieves their full potential

We recognise that every child is unique and arrives with different experiences, interests and needs. Through careful observation, assessment and partnership with families, we provide an inclusive curriculum that is responsive, aspirational and tailored to support all learners, including children with SEND and disadvantaged pupils.

Implementation

At St Peter's Academy, we follow the statutory framework for the Early Years Foundation Stage for group and school-based providers. Our curriculum is underpinned by the seven areas of learning and development:

Prime Areas

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

Specific Areas

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

The prime areas are prioritised because they provide the essential foundations for all future learning. We place a strong emphasis on developing children's spoken language, vocabulary, listening skills and emotional security through high-quality interactions, sustained shared thinking and meaningful conversation.

Our curriculum is carefully sequenced to build foundational knowledge and skills progressively across the year. In line with current EYFS guidance and research, children are immersed in:

- high-quality story, rhyme and language-rich experiences
- systematic synthetic phonics teaching
- early mathematical understanding through practical exploration and explicit teaching
- opportunities to develop self-regulation, executive function and independence
- meaningful play experiences that deepen understanding and support problem-solving
- carefully planned adult-led and child-initiated learning

We recognise the importance of play as a central vehicle for learning and development. Our indoor and outdoor learning environments are stimulating, language-rich and thoughtfully organised to promote curiosity, independence, creativity and challenge.

Adults carefully model language, extend thinking and scaffold learning through responsive interactions. Staff use ongoing assessment and observation to identify next steps, address gaps in learning and ensure all children make strong progress from their starting points.

Children are supported to become motivated, engaged and independent learners through carefully planned experiences, purposeful interactions and opportunities to explore, practise and apply new skills across the provision.

Strong partnerships with parents and carers are central to our practice. We value parents as children's first educators and work collaboratively to support learning, development and wellbeing.

Safeguarding and welfare are given the highest priority. Our provision reflects the latest EYFS statutory safeguarding and welfare requirements, ensuring that children learn in a safe, inclusive and supportive environment.

Impact

The impact of our EYFS curriculum is seen in the strong progress children make from their individual starting points and in their readiness for the next stage of education.

Children leave Reception as confident, capable and enthusiastic learners with secure foundations across all areas of learning and development. They demonstrate independence, resilience, curiosity and positive attitudes towards learning.

Assessment is ongoing and informs future teaching and provision. Staff use observations, interactions and assessment information to ensure children achieve well across all areas of learning. Outcomes are measured through the EYFS Profile and through internal monitoring, pupil progress discussions and moderation activities.

We strive for all children to achieve a Good Level of Development and to be fully prepared for the transition into Key Stage 1. Beyond academic outcomes, we aim for children to leave the Early Years with:

- a love of learning
- confidence in themselves as learners
- strong communication and social skills
- emotional resilience and independence
- the knowledge, skills and attitudes needed for lifelong success

At St Peter's Academy, we are committed to ensuring every child receives the strongest possible start to their education and develops the foundations needed to flourish both now and in the future.