

EYFS Curriculum Policy



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘Begin Here, Go Anywhere’

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Caritas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

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Rationale

In line with the School's Mission Statement we aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. Our Mission Statement is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have "Strength of Mind, Strength of Values, Strength of Purpose".

Introduction

In the Nursery, we provide a broad and balanced and differentiated curriculum that is outlined in the Statutory Framework for the Early Years Foundation Stage, published on 14th July 2025 and effective from 1st September 2025. The framework aims at laying a secure foundation for future learning and development that is planned around the individual needs and interests of young children.

We use the Educational Programmes to plan our curriculum, providing challenging and enjoyable experiences, across all the areas of learning and development.

The seven areas of learning are:

Prime areas

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

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

In the Nursery, we recognise that none of these areas of learning can be delivered in isolation. They are equally important and depend on each other to support a rounded approach to child development. The areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The Nursery staff plan together so ensuring continuity and progression. We use the Birth to 5 Matters as our main document from which to plan and assess. The children are assessed in the seven areas of learning and their progress is recorded on their Progress Summary, at the end of the Autumn and Summer Term. The Reception Classes, prior to

their transition to the Preparatory school, are assessed in the seven areas of learning. This forms the EYFS Profile and the following grading's for each area are given accordingly:

1. Emerging, working below the expected level
2. Expected, working at the expected level
3. Exceeding, working above the expected level

We follow the Early Years themes and commitments to shape our practice at Ratcliffe Nursery:

- We see every child as a *unique child* and work hard to ensure that they nurture their God-given talents and become a capable and confident child.
- We foster *positive relationships*, encouraging children to build effective relationships with staff and children around them.
- We provide *enabling environments* that spark children's curiosity and build on their interests.
- We engage in *learning and development* that caters for everyone, knowing that children progress at different rates. We look at what children can currently achieve and build learning opportunities that help them develop further.

We have developed our own Curriculum Goals that underpin all that we are trying to achieve in the Early Years Foundation Stage. Appendix 1 shows this document including the progression of each skill as they move through Cygnets into Swans and then Reception.

We engage in providing opportunities for all Characteristics of Effective Learning to take place. These include:

- Playing and Exploring
- Active learning
- Creating and Thinking critically

We have built our own system that accurately reflects these characteristics through nine different dinosaurs. The Nursery community including staff, children and parents are aware of these and use them to help children become more aware of their learning and abilities.

Characteristic of Learning	Dinosaur	Child
Finding out and Exploring	Exploraptor	Is curious about the world, uses their senses to find out more.
Playing with what they know	Pretendosaur	Acts out and pretends to be someone or something else.
Being willing to have a go	Challenge-Rex	Challenges themselves, showing a can-do attitude.
Being involved and concentrating	Stickosaurus	Pays attention to detail and is not easily distracted.
Keep trying	Tryceratops	Continues to try, even when a problem occurs.
Enjoying achieving what they set out to do	Proudodocus	Is proud of how they have achieved a task.

Having their own ideas	Thinkosaurus	Thinks of their own ideas and finds new ways of doing something.
Making links	Linkadactyl	Makes links between different things they have learnt.
Working with ideas	Solveatops	Plans how to solve a problem.

To support our teaching of the curriculum we get support from planning, resources and advice from the following schemes: Little Wandle (Phonics), White Rose (Maths), Ten:Ten Life to the Full (PSHCE), and RED (RE).

Specialist teachers are utilised to teach specialist subjects. In the Cygnets and Swans this includes PE and Music and in the Reception class this includes PE, including Swimming (1 half term per year), Music and French.




Review

This policy is reviewed annually by the Head of EYFS.

Ratcliffe College Nursery

EYFS Curriculum Goals 2025-26



Curriculum Goal	Cygnets	Swans	Reception	Greater Depth
A Wow Writer  <p>(Literacy – Writing, Physical Development – Moving and Handling)</p>	<p>I show increasing control in holding and manipulating a range of tools and objects. I start to make marks on paper and can tell you what they mean. I start to write strings of numbers or letters. I hold a mark making tool with a thumb and all fingers.</p>	<p>I manipulate a wide range of tools and equipment in one hand with good control. I can write my own name and know the difference between writing numbers and letters. I start to write Phase 2 sounds independently and begin to write simple CVC words with support.</p>	<p>I use a tripod grip to write letters that are formed correctly. I use a range of small tools competently. I write simple sentences independently that can be read by others, using single sounds (Phase 2) and digraphs (Phase 3) I have learnt.</p>	<p>I have excellent fine motor control. I can be found working at a table writing a story. I can write a page of writing confidently using my phonics knowledge and excellent story language. I can use simple punctuation effectively.</p>
A Brilliant Bookworm  <p>(Literacy - Reading)</p>	<p>I show a love for books. I enjoy listening to a story. I can open a book the right way round, looking at the pictures to retell a story in my own words. I start to remember repeated phrases from familiar books.</p>	<p>I show a love for books. I enjoy listening to stories and can answer simple questions about a story. I confidently retell familiar stories using appropriate story vocabulary and common repeated phrases. I start to read CVC words in a book with support.</p>	<p>I show a love for reading. I can read simple sentences, using single sounds (Phase 2) and digraphs (Phase 3) I have learnt. With support I begin to use expression. I have a wide range of HFWs that I can read fluently. I use new and common story vocabulary to talk about what I have read to retell a story. I can anticipate key events.</p>	<p>I can often be found in the Library because I have a natural love of reading. I read books fluently and with expression. I show an excellent comprehension of what I am reading. I use new words confidently and appropriately.</p>
A Marvellous Mathematician  <p>(Maths)</p>	<p>I show a deep understanding of numbers to 5 and can subitise to 5. I recognise patterns of colour and shape and can compare quantities. I make pictures using common 2D shapes. I begin to explore differences in size, length, weight and capacity.</p>	<p>I show an understanding of numbers to 10 and can subitise to 5 and beyond. I use part-whole methods to find different ways of making a number. I start to write some numbers. I begin to understand more and less and use appropriate mathematical language. I know common 2D and 3D shapes and can use them to make simple pictures or models. I can find the shortest/longest, heaviest/lightest, biggest/smallest objects.</p>	<p>I show a deep understanding of numbers to 10 and start to understand numbers to 20. I recognise patterns within the number system, subitise, compare quantities and I use part-whole methods to find different ways of making a number. I recall these number facts. I write my numbers to 10 confidently and accurately. I know common 2D and 3D shapes and can describe some of their properties. I can compare objects in relation to their size, length, weight, and capacity.</p>	<p>I can be found surrounded by numbers. I show a deep understanding of numbers to 20. I understand how any 2-digit number is made of finished groups of 10 and an unfinished 10. I easily spot patterns with numbers. I work with and can write numbers to 100. I know a variety of 2D and 3D shapes and can confidently describe their properties. I bring maths into my play in the classroom.</p>

<h2>A Caring Citizen</h2>  <p>(Understanding of the World – People and Communities, RE)</p>	<p>I help to look after my classroom and Nursery playground. I know that God made each of us differently and that we are all important. I enjoy stories involving people and nature. In my play, I begin to imitate familiar events from my own family and cultural background.</p>	<p>I help to look after the Nursery community and care for its environment. I share my own ideas about how God made each of us, describing how we are similar and also different. I help to look after the world that God has made. I show an interest in the lives of familiar people and can talk about my own experiences that reflect my own religious and cultural background.</p>	<p>I help to look after the Ratcliffe community and care for its environment. I have a good understanding of our school motto, 'To live, love and learn like Jesus'. I have a good awareness of the similarities and differences between other people's religious and cultural beliefs. I can talk about the similarities and differences between life in England compared to other countries around the World.</p>	<p>I can be found looking after minibeasts in the Nursery garden. I understand I am part of a family and a school community. I love learning how other people live and the different beliefs they might have. I try very hard to 'Live, love and learn like Jesus' and look after all the things in our World.</p>
<h2>A Confident Communicator</h2>  <p>(Communication and Language – Listening and Attention, Understanding and Speaking)</p>	<p>I participate confidently in a conversation with a friend or a teacher, speaking in simple sentences and responding appropriately to things I am told. I can ask for things I need. I enjoy listening to rhymes and stories and begin to recognise and respond to familiar sounds. I pay attention to my own choice of activity.</p>	<p>I participate confidently in a 1:1 or a group conversation with a friend or a teacher, carefully listening to their ideas or questions and responding appropriately. I start to use new vocabulary appropriately. I show increasing attention and recall to familiar stories and enjoy joining in with repeated refrains. I begin to change my focus of attention and follow directions more readily.</p>	<p>I listen carefully in different situations, hold a conversation with a number of friends and adults. I answer questions with detail and use new vocabulary to explain ideas. I show two-channelled attention and can listen attentively. I make comments to clarify my understanding and ask relevant questions. I can follow instructions involving several ideas and actions.</p>	<p>I am often found in the middle of a group of people being able to share my own thoughts and ideas as well as being an expert listener. I am very good at taking on board other people's suggestions and can often find a compromise if friends around me are having disagreements.</p>
<h2>A Fantastic Friend</h2>  <p>(Personal Social Emotional Development – Making Relationships)</p>	<p>I look after my friends and try to help someone who is sad or upset. I share toys with my friends and co-operate well. I begin to seek out others to share experiences with.</p>	<p>I am a kind friend. I am able to spot a friend who needs my help. I share my toys and start to show consideration to what my friend might need, showing skills of negotiation and compromise. I begin to develop particular friendships.</p>	<p>I am kind, caring and helpful. I can show empathy and respect to others. I work and play co-operatively whilst considering others' ideas and feelings. I can take steps to resolve conflicts.</p>	<p>I can often be found looking after someone in the playground. I always spot children who need a kind friend and know a variety of ways that I can help to make someone feel happy. I play with lots of different people.</p>

<h2>A Spectacular Self-Monitor</h2>  <p>(Personal Social Emotional Development – Sense of Self, Understanding Emotions)</p>	<p>I recognise when I am happy, angry or sad and what I might need to make me feel better. I begin to assert my ideas and preferences in play and when answering questions. I begin to understand that actions have consequences.</p>	<p>I understand simple feelings and begin to understand how I can manage my own feelings. I am sensitive to what other people say about me and see how other people view me or my behaviour. I know some actions or words might hurt other people. I am gaining confidence in new social situations and start to take more risks and try new things.</p>	<p>I recognise my own and others' feelings, behaviour and consequences and can communicate these to other people. I understand my actions impact other people. I can confidently speak about my own needs, competencies, interests, and opinions. I show confidence in choosing resources and increased perseverance with a task knowing what I want to achieve.</p>	<p>I can be found in any situation around Nursery, confidently managing my own feelings and emotions. I know how my body feels when I experience different emotions and know what I need to do, to be a calm friend to my peers and teachers. I am excellent at communicating how I and other's feel.</p>
<h2>An Independent Individual</h2>  <p>(Physical Development – Health and Self Care, Personal Social Emotional Development – Sense of Self)</p>	<p>I follow the classroom rules. I am able to decide what and who I would like to play with and select my resources from around the classroom. I am using the toilet with infrequent accidents. I can put my coat on independently. I can feed myself competently. I begin to use tools such as a knife and fork, scissors, rolling pins and tweezers.</p>	<p>I follow the Nursery rules. I can plan something that I would like to do and achieve the outcome. I use the toilet competently and know to wash my hands. I start to dress and undress myself with less adult help. I understand there are healthy and unhealthy foods and that I need to eat a balanced diet. I use cutlery effectively to eat food. I use tools safely with little adult intervention.</p>	<p>I follow the Nursery and Prep School rules. I set simple goals and persevere to achieve them. I competently select resources I might need and use tools safely and appropriately. I manage my own personal needs and know how to stay fit and healthy.</p>	<p>I can be found working on my own in the classroom to achieve an outcome that I have planned. I am determined and persevere even if things get difficult. If I can't complete something on my own, I know exactly where to go to get the help or resources that I need to achieve my goal.</p>
<h2>An Astounding Athlete</h2>  <p>(Physical Development – Moving and Handling)</p>	<p>I am a confident runner and walker. I can run into spaces. I am able to jump and to climb up and down stairs. I can ride a balance bike.</p>	<p>I balance on different equipment or on one foot. I can throw and catch a ball with two hands. I move in different ways and at different speeds. I can ride a tricycle.</p>	<p>I show strength, balance and co-ordination when playing. I move confidently and safely, negotiating space and obstacles, in a variety of different ways including jumping and hopping. I can use a range of equipment.</p>	<p>I can be found on the field or in a Sports Club. I show outstanding gross motor control, excellent balance and co-ordination and start to use key ball skills in my play.</p>

<h2>A Happy Historian</h2>  <p>(Understanding of the World – People and Communities, The World, Communication and Language - Speaking)</p>	<p>I listen to stories about events that have happened in the past with increasing interest. I have an awareness that my grandparents are older than my parents.</p>	<p>I show interest in finding out about events and people who have lived in the past. I am aware of the similarities and differences in me from when I was a baby to who I am today. I can retell past events in the correct order.</p>	<p>I can talk about the lives of people around me and can explain similarities and differences between things in the past and now using my own experiences and stories. I ask questions to extend my knowledge. I use my speech to sequence events and can speak using the past, present and future tense.</p>	<p>I can be found looking at books and pictures that tell me more about events and people that lived in the past. I am fascinated by their lives and want to find out more about how it was so different to what I experience today.</p>
<h2>An Excellent Explorer</h2>  <p>(Understanding of the World – The World)</p>	<p>I spot different things in my environment and point them out to my friends and teachers. I start to describe what I can see and how it makes me feel. I know I go to Ratcliffe Nursery School.</p>	<p>I look in careful detail at natural objects describing their similarities and differences to other natural objects. I understand growth, decay and changes overtime. I know the village or town where I live. I can talk in detail about holidays I have and what I saw.</p>	<p>I show curiosity about the world around me. I know some reasons why Leicester is special and I understand how to read and draw a simple map. I understand some differences between times and places. I can make observations of animals and plants and explain why changes occur.</p>	<p>I can be found outside exploring or inside investigating. I always ask lots of questions about the things around me and want to find out more. I am good at communicating natural processes and changes.</p>
<h2>A Tremendous Technician</h2>  <p>(Understanding of the World - Technology)</p>	<p>I start to acquire basic skills in turning equipment on and off. I enjoy operating mechanical toys and using pipes/tunnels to transport water from one place to another.</p>	<p>I know how to operate simple equipment, such as a remote control or interactive whiteboard. I shows skills in making toys work. I know that information can be found on the internet and might ask an adult to help me find something out.</p>	<p>I use simple programmes on electronic devices. I can create content such as videos, pictures or stories on a screen. I can access, understand and interact with a range of technologies and with adult supervision find and retrieve information on the internet.</p>	<p>I can be found on a computer or device using programmes and games competently. I understand how different commands and buttons work and know how to find new information.</p>

<h3>A Careful Creator</h3>  <p>(Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive, Maths)</p>	<p>I construct a simple 3D model using construction materials or junk modelling. I think about what I might need to balance or help join materials together.</p>	<p>I construct 3D models using a variety of materials and can select what I need to make it, thinking about how I can join different materials together. I can talk about what I have made.</p>	<p>I can choose and safely use the resources I need to make my own creations. I talk about what I have made and how I have made it. I think about how I could make improvements.</p>	<p>I can be found in the junk modelling or construction area. I make amazing constructions and persevere when I encounter a problem, thinking outside the box to achieve my outcome.</p>
<h3>A Proud Performer</h3>  <p>(Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive, Music)</p>	<p>I sing or dance in my classroom or Music room. I know the words to some simple songs and enjoy joining in.</p>	<p>I sing, dance or retell stories in front of my class and our parents. I try to speak loudly. I enjoy exploring different musical instruments and can change the speed and volume in which I play them. I enjoy creating and producing sound intentionally.</p>	<p>I can perform a song, poem or dance to an audience. I retell stories with expression and confidence. I play a range of percussion instruments correctly and with good rhythm.</p>	<p>I can be found on a stage. I love to dance, sing or dramatize stories. I am confident in being in front of a large group of people and speak articulately.</p>
<h3>An Amazing Artist</h3>  <p>(Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive)</p>	<p>I can draw, paint or construct a picture from loose parts and tell you what it is. I can make a collage from different materials. I know all my colours.</p>	<p>I draw or paint a picture by thinking carefully about all the detail my picture needs to have. I start to use a tripod grip with mark making tools. I make collages and pictures from loose parts, knowing exactly where to get my resources and equipment from. I begin to understand how I can mix colours to make new colours.</p>	<p>I hold mark making equipment effectively in order to produce excellent works of art. I use materials and colours purposefully. I use different materials to create a 3D art piece such as plasticene, playdough or clay. My careful fine motor control allows me to add detail to a picture or model.</p>	<p>I can be found in the Art area. I produce outstanding works of art with incredible detail using excellent fine motor control. I mix colours confidently and use them purposefully. I can make 3D models using tools and materials effectively, safely and appropriately.</p>