

Early Years Curriculum at Kilby St. Mary's

At Kilby St. Mary's we pride ourselves on creating strong, caring and personal relationships with all our children and their families. We provide an exciting and varied curriculum, with lots of opportunities to learn through play, interaction and exploration. This ensures a secure foundation on which to build each child's individual learning and development journey and allows each child to make the most of their abilities and talents as they grow up.

We use the seven areas of learning and development in the EYFS statutory framework to shape the educational programmes we offer in our early years setting. These areas of learning and development are inter-connected and much of the learning that takes place involves multiple areas of development.

The seven areas of learning are:

Prime areas

These three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are:

- communication and language
- physical development
- personal, social and emotional development

Specific areas

These four areas strengthen and apply the prime areas. These are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Geography provision in EYFS

Geography provision in our EYFS is covered in the 'Understanding the World' area of the statutory framework for EYFS.

We encourage our children to find out more about the physical world around them. We do this by offering stimulating and relevant topics through which we can engage our children and their families to explore together. We engage with a wide range of high-quality books that help us understand more about key places and different environments around the world. We also involve members of our families and wider community to find out first-hand about life in different places and cultures.

Children in Reception will be learning to:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different from the ones in which they live.

Assessment is ongoing and integral to the child's learning and development process and then shapes the teaching and learning experiences offered. We use Evidence Me to capture ongoing observations of the child's learning to support our understanding of each child's learning journey.

At the final term of the EYFS year the **Early Years Foundation Stage Profile (EYFSP)** is completed for each child. It measures the child's learning and development against the **Early Learning Goals (ELG)**. This provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

ELG: The Natural World

Children at the expected level of development will:

- 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 the seasons and changing states of matter.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious 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.

Kilby St Mary's - EYFS Geography Curriculum 2023

Autumn Term Topics

- Seasonal changes - Summer to Autumn - observing and investigating the changes in the weather, plants and animal life.
- Where do I live? - Learning about our local environment. Using and drawing simple maps. Identifying key features of a village compared to a town or city.

Spring Term Topics

- Seasonal changes - Winter to Spring - observing and investigating the changes in the weather, plants and animal life.
- Around the world - Using maps, atlas and globe to understand more about the world and compare different countries to the UK.
- Polar Regions - What is it like to live in the Arctic? Compare weather and life in the arctic to life in the UK.

Summer Term Topics

- The Four Seasons - Spring to Summer - observing and investigating the changes in the weather, plants and animal life.
- Holidays - use our real life experiences of visiting different places in the UK and beyond. Draw on knowledge and recounts from family and friends about different places and cultures in the world.

In addition to the topics identified above, geography in the EYFS has many cross-curricular links and activities. For example, celebrating major world festival such as Diwali or Chinese New Year our children are learning about important features of different countries and communities has which links with R.E., History and PSED.

We will also be led by the interests and real life experiences of our children and families to ensure that our children are engaged and motivated to develop a curious and questioning way of viewing our world.