

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

History provision in EYFS

History 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 world around them, both present and past. 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 people and events in the past. We also involve members of our community and go on related local visits to open up the world they live in. By enriching and widening our children's vocabulary, we are enabling them to develop a curiosity for their life-long learning journey.

Children in Reception will be learning to:

- Talk about members of their own immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

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: Understanding the World - Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: Understanding the World - People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps;
 - Know some similarities and differences between families, different religious and cultural communities, cultures and traditions
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Kilby St Mary's - EYFS History Curriculum 2023

Autumn Term Topics

- All About Me - Discuss our families, recount family events. Look at how we have changed from birth to now.
- School 150th anniversary - Learning about life at Kilby school and village over the past 150 years. Identifying key moments in time to investigate what life would have been like for a school child. Compare houses from Victorian times to now.
- Toys past and present - Learning about toys that our parents and grandparents would have played with. What were made of? How are they similar and how are they different to the toys we play with today?
- Christmas traditions - How did people celebrate Christmas 150 years ago? Where do some of our traditions now originate, e.g. Christingles, Advent? What do Christians believe happened at the birth of Jesus?

Spring Term Topics

- Explorers - Using non-fiction text to find out about the lives of amazing explorers. Compare two explorers from different eras - Christopher Columbus and Neil Armstrong.
- Famous scientists - Celebrate science week, looking at key figures e.g. Marie Curie.
- Easter celebrations - Why do we make pancakes? What do Christians believe is the significance of Shrove Tuesday and Ash Wednesday? Why is Easter special to Christians?

Summer Term Topics

- Castles - Identify and name key features of castles. Look at the lives of people who lived in castles. Compare life in castles and life today, how are they similar and how are they the different?

In addition to the topics identified above, history in the EYFS has many cross-curricular links and activities. For example: celebrating national events such as Remembrance Day, Chinese New Year or bonfire night and looking at their origins; exposure to a range of non-fiction in literacy, especially biographies and autobiographies; exploring our senses and our body in science and finding out about Louis Braille or Alexander Graham Bell.

Many of our daily encounters with history are based on the children's own lived experiences and we rely on strong bonds with our families and our wider community to help us learn more about our collective local history.