

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

Maths provision in EYFS

Maths provision in our EYFS is covered in the 'Maths' area of the statutory framework for EYFS.

At Kilby we are committed to developing a strong grounding in number and numerical patterns for all our children as essential building blocks to enable them to excel mathematically. We work to enable all our children to count confidently, develop a deep understanding of the numbers to 10, understand the relationships between them and identify the patterns within those numbers. We follow the White Rose scheme of work which allows our children to develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. We provide frequent and varied opportunities to build and apply their growing understanding within teacher led maths sessions and child led continuous provision. Our provision relies heavily on the use of manipulatives and real-life objects to enable to children to apply their growing mathematical understanding. Our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We recognise the importance of our children developing positive attitudes and interests in mathematics. Seeing 'real life' examples of maths in action, looking for patterns and relationships, spotting connections etc. We foster a positive 'have a go' attitude, which encourages our children to explore, ask questions and talk to adults and peers about what they notice without being afraid to make mistakes.

Children in Reception will be learning to:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.

- Compare length, weight and capacity.

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: Number

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.