

## 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

## Music provision in EYFS at Kilby St. Mary's

Music provision in our EYFS is covered in the 'Expressive Arts and Design' area of the statutory framework for EYFS. We recognise that music interweaves through all areas of learning and development and encourages the development of our children's artistic and cultural awareness, supporting their imagination and creativity. We recognise the importance of allowing our children to have regular opportunities to engage with the arts and explore producing their own music and movement in response to what they see and hear. We expose our children to a wide range of music and develop their musical vocabulary to enable them to communicate clearly about what they are experiencing and producing. We have regular adult led music sessions that involve using the voice, body percussion and instruments.

Our children take part in the whole school singing assemblies once a week, developing their listening skills, identifying pulse, rhythm and harmony. We work towards a number of musical performances throughout the year - the main one being our Nativity - for parents and the wider community as part of special services like Remembrance, Advent, Christingle, Easter etc.

In addition, we provide opportunities for musical enjoyment and music making in continuous provision - for example with the outside music area and access to a CD player. We also use music regularly throughout our daily routines and within other areas of learning - for example we may sing nursery rhymes that reinforce counting in a maths session.

Children in Reception will be learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

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: Being Imaginative and Expressive**

Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.