



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

Computing provision in EYFS at Kilby St. Mary's

Computing provision in our EYFS is not specifically covered by one area in the statutory framework for EYFS - the 'technology' strand was removed from the updated guidance. Instead, it involves developing life-long learning skills that are identified across the other educational programmes in the statutory framework.

We recognise that computing and technology skills are an integral part of accessing the world our children are growing up in and allow the children to gather information across all the areas of learning. We aim to ensure all our children are confident and competent to use technology safely to enable them to develop their skills and knowledge across the whole curriculum.

We use Barefoot Computing resources during regular, dedicated teaching time to teach specific skills needed to use a range of technology and also have a variety of opportunities through continuous provision. For example: beebots, tablets, remote control toys, battery operated toys, CD player, interactive whiteboard.

Children in Reception will be learning to:

- Show resilience and perseverance in the face of a challenge.
- Know and talk about different factors that support their overall health and wellbeing: sensible amounts of 'screen time.'
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

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: Personal Social and Emotional Development: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

ELG: Expressive Arts and Design: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture, form and function.

ELG: Understanding the World: Past and Present

Children at the expected level of development will:

- Talk about the lives of people around them and their roles in society.
- Know some of the differences and similarities between things in the past and now, drawing on their own experiences.

ELG: Understanding the World: People, Cultures and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, texts and maps.
- Know some of the differences and similarities between things in the past and now, drawing on their own experiences.