



St Uny CE Academy

EYFS Curriculum Overview



EYFS Statement of Intent

In the EYFS it is our intent to provide our pupils with the best possible start at primary school. We aim to develop children's proficiency in a range of key skills, thus enabling their independence, confidence and positive approach to challenges as they progress through their education.

It is our intent to provide a broad and balanced curriculum across our Nursery and Reception classes that inspires, excites and engages all children whilst celebrating the geography, heritage and culture of Cornwall and encouraging responsible attitudes towards its future. We place reading at the heart of our curriculum and strive to develop early communication and language for all our pupils. Our love of stories underpins our curriculum – we explore reading for different purposes, as well as for pleasure, and teach high quality, systematic phonics from the very first day of school.

We believe that children's personal, social and emotional development is at the heart of what we do and we work collaboratively with families and the wider community. It is our intent to foster the values of friendship, forgiveness and respect whilst helping the children to know from right and wrong and celebrate their diverse uniqueness so that they are equipped to live well with Jesus Christ and with others.

Playing and Exploring

Children investigate and experience things and 'have a go'.

- I can recognise that my actions have an effect on the world, so I like to repeat them.
- I can guide my own thinking and actions by talking to myself as I play.
- I can make independent choices.
- I can plan and think ahead about how I will play with objects.
- I can bring my own interests and fascinations into early years settings.
- I can respond to new experiences when they are brought to my attention.



Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

- I can keep on trying when things are difficult.
- I can begin to correct my mistakes.
- I can begin to predict sequences because I know routines.
- I can participate in routines.
- I can show goal-directed behaviour.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

- I can take part in simple pretend play.
- I can sort materials.
- I can review my progress as I try to achieve a goal and check how well I am doing.
- I can feel confident about coming up with my own ideas.
- I can solve real problems.
- I can use pretend play to think beyond the 'here and now' and to understand another perspective.
- I can concentrate on achieving something that is important to me.
- I can make more links between my ideas.

St Uny C of E Academy Vision

We aspire to be a positive, loving school where children are equipped to live well with Jesus Christ and with others.

Autumn 1

Learning Area	Nursery Curriculum Overview 3 and 4 year olds	Reception Curriculum Overview
Topic	What makes me and my friends special?	
PSED	<p>Through high quality interactions, adults will support children to:</p> <ul style="list-style-type: none"> Learn how to use resources and activities in the classroom and outdoor space. Develop positive relationships with adults in the setting. Increasingly follow class rules. Be increasingly independent in using the toilet, washing and drying hands and dressing. Explore how others may be feeling. <p>SCARF circle time - (Marvellous Me, I'm special, people who are special to me).</p>	<p>Through high quality interactions, adults will support children to:</p> <ul style="list-style-type: none"> Develop friendships with peers and adults. Understand and follow class rules. Work as part of a group or class. Take turns and share fairly. Take care of our toys and equipment. Discuss feelings and describe ourselves in positive ways. Express our needs and opinions. <p>SCARF circle time – (All about me, what makes me special, Me and my special people, who can help me? My feelings).</p>
RE	<p><u>Where do I belong?</u></p> <p>Where do I go to nursery?</p> <p>What do I enjoy doing when I'm not at nursery.</p>	<p><u>Where do we belong?</u></p> <p>Where do we belong?</p> <p>How do we show respect for one another?</p>
Communication & Language	<p>Adults will support children as they:</p> <ul style="list-style-type: none"> Listen to and discuss stories. Explore new vocabulary. <p>Understand questions that have two parts, e.g. "get your coat and stand at the door".</p> <p>Develop pronunciation but may have problems saying some sounds and multi-syllabic words.</p> <p>Wellcomm is used to identify children's individual communication and language needs. Targeted interventions then follow.</p> <p>Early Talk Boost intervention for children with identified needs.</p>	<p>Getting to know you – Baseline assessment</p> <p>Adults will support children as they:</p> <ul style="list-style-type: none"> Use talk to organise themselves and their play. Listen and respond to one-part instructions. <p>All About Me books: Describe events in our own lives in some detail. Participate in small group and one-to-one discussions, offering our own ideas, using recently introduced vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Wellcomm is used to identify children's individual communication and language needs. Targeted interventions then follow.</p>

Physical Development	<p>Squiggle whilst you wiggle. Finger gym exercises Daily movement to music</p> <p>Children are encouraged to develop their gross motor skills through continuous provision in our Early Years outdoor area.</p> <p>Adults will support children as they: Develop movement using ribbon sticks, scarves and mark making materials. Choose appropriate resources for chosen activity. E.g. choosing a spade to enlarge a hole they dug with a trowel. Collaborate with others to manage large items. E.g. moving heavy bricks.</p>	<p>Write Dance Dough Disco Finger gym exercises Daily movement to music</p> <p>Children are encouraged to develop their gross motor skills through continuous provision in our Early Years outdoor area.</p> <p>Adults will support children as they: Use one handed tools and equipment, such as scissors, safely and efficiently. Dress and undress independently. Manage own personal hygiene.</p>
Reading	<p>Adults will support children to: Develop a love for stories and texts. Understand that print has meaning. Know that we read English text from left to right and top to bottom. Listen to a range of stories.</p> <p>Phonological awareness – Environmental sounds</p>	<p>Adults will support children to: Enjoy rhyming and rhythmic activities. Listen to and discuss stories. Join in with repeated refrains. Anticipate key events and phrases in rhymes and stories. Use the reading area. Handle books carefully. Hold books the correct way up and turn pages.</p> <p>In phonics lessons children will begin to Identify Set 1 RWI sounds.</p>
Writing	<p>Squiggle whilst you wiggle. Give meaning to marks. Develop pre-writing mark making skills. Begin creative journal.</p>	<p>Ascribe meanings to marks. Hold a pencil with a comfortable grip and develop control. Form recognisable letters, some of which are correctly formed.</p>
Mathematics	<p><u>White Rose Maths</u></p> <p>Comparison - More than, fewer than, same Shape, space and measure - Explore and build with shapes and objects Pattern - Explore repeats Counting - Hear and say number names</p>	<p>Getting to know you (Baseline assessment)</p> <p><u>White Rose Maths</u></p> <p>Match, sort and compare Talk about measure and pattern</p>

Understanding The World	<p>Adults will support children to: Begin to make sense of their own life story and family history. Use all their senses in hands-on exploration of natural materials. Talk about where they live.</p> <p>Harvest – naming and describing seasonal fruits and vegetables</p>	<p>Past and Present</p> <p>How do we change as we get older? What is my timeline? (All About Me Books). Talk about what they do with their family and places they have been with their family. Comment on photos, naming who they can see. Draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Make a timeline showing key events in our lives so far. Begin to make sense of our own life-story.</p> <p>The Natural World</p> <p>Explore the natural world around them. Talk about what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them Apple picking Harvest</p>
Expressive Arts & Design	<p>Self -portraits Harvest – prepare fruit and vegetables for snack. Book bag making – fabric printing.</p> <p>Adults will support children as they: Take part in simple pretend play Begin to develop stories using small world equipment. Explore different materials freely. Listen with increased attention to sounds. Join different materials and explore different textures.</p>	<p>Charanga - (music) Harvest – harvesting and preparing apples to make apple pie.</p> <p>Adults will support children as they: Explore class resources. Develop storylines in their pretend play. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make.</p>
Key events	<p>Starting nursery Harvest</p>	<p>Starting school Harvest</p>
Key texts	<p>Things I like The Colour Monster Alfie at nursery school This is me Goldilocks and the three bears Owl babies</p>	<p>Goldilocks and the three bears What makes me a me Ruby's worry The invisible string</p>
Key rhymes	<p>When Goldilocks went to the house of the bears If you're happy and you know it Tommy Thumb Heads, shoulders, knees and toes When I was one, I sucked my thumb Wind the bobbin up</p>	