



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, excited 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 that 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.

Summer 2

Learning Area	Nursery Curriculum Overview 3 and 4 year olds	Reception Curriculum Overview
Topic	Why do we like to be beside the seaside?	
PSED	<p>Increasingly follow rules, understanding why they are important. Explore school values of friendship, forgiveness and respect. Begin to explore new activities across the school. E.g. school performances, collective worship.</p> <p>SCARF circle time (Growing and changing) – Growing and changing in nature, When I was a baby, Girls, boys and families</p>	<p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian. Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>SCARF circle time (Growing and changing) – Seasons, life stages – plants, animals, humans, where do babies come from? Getting bigger, Me and my body – girls and boys.</p>
RE	<p><u>Which parables represent our nursery values?</u> What happened in the parable of the lost sheep? Who do Christians believe is special to God? How can I be a good friend?</p>	<p><u>Which stories are special and why?</u> Which stories are special and why? What stories do we know that tell us about how we should behave towards other people?</p>
Communication & Language	<p>Start a conversation and continue it for many turns. Begin to use talk to organise ourselves and our play. Begin to describe events in our own lives.</p> <p>Wellcomm is used to identify children's individual communication and language needs. Targeted interventions then follow. Early Talk Boost intervention for children with identified needs.</p>	<p>Participate in small group, class and 1:1 discussion, offering own ideas and using recently introduced vocabulary. Ask questions to clarify our understanding. answer questions. Express our ideas using past, present and future tenses.</p> <p>Wellcomm is used to support communication and language needs. Targeted interventions then follow.</p>
Physical Development	<p>Squiggle whilst you wiggle. Finger gym exercises Daily movement to music Children are encouraged to develop their gross motor skills through continuous provision in our Early Years outdoor area.</p> <p>Begin to take part in races and simple team games. Begin to travel across or over equipment safely and with control.</p>	<p>Finger gym exercises Daily movement to music Children are encouraged to develop their gross motor skills through continuous provision in our Early Years outdoor area.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Draw and write with increasing accuracy, care and fluency.</p>

PE	<p>Sports Day practise: Racing along a track Balancing an object Completing a simple obstacle course</p>	<p>Children will explore and practise techniques for athletics including: Running Jumping Throwing Team games and sportsmanship</p>
Reading	<p>Understand that print can have different purposes. Engage in extended conversations about stories, learning new vocabulary</p> <p>Phonological awareness: Consolidate learning on syllable awareness, identifying initial sounds and rhyming.</p> <p>Nursery 2 children – introduction to RWI phonics. Exploring set 1 sounds.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>In phonics lessons children will continue to learn Set 2 sounds. Children who are ready will be introduced to set 3 sounds. Read words containing Set 1 & 2 sounds by sound blending. Read simple sentences that are consistent with our phonic knowledge, including some common exception words.</p>
Writing	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</p> <p>Nursery 2 children (RWI phonics) – Set 1 sounds letter formation using writing materials.</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
Mathematics	<p>White Rose Maths:</p> <p>Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort, compare</p>	<p>White Rose Maths:</p> <p>Sharing and grouping Visualise, build and map Make connections</p>

Understanding The World	<p>Adults will provide children with opportunities to learn about what animals live in the sea (fish, jellyfish, dolphins, sharks etc.) Children will learn about in which seas these animals are found).</p> <p>Children will learn about how to stay safe at the beach (sun safety, water safety).</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice</p>	<p>The Natural world</p> <p>Adults will provide children with opportunities to learn about what they might find at the beach (sea animals, rockpools etc.) Children will learn about why we need to look after our beaches and seas and about the dangers of sea pollution.</p> <p>Children will learn about how to stay safe at the beach (sun safety, water safety).</p> <p>Adults will support children as they: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>People and communities</p> <p>Children will have opportunities to recognise some similarities and differences between life in this country and life in other countries, in the context of theirs and other peoples holidays.</p>
Expressive Arts & Design	<p>Making and decorating fish/jellyfish using mixed materials. Draw with increasing complexity and detail – drawing fish/waves/sea themed pictures.</p> <p>Remember and sing entire songs.</p> <p>Create our own songs or improvise a song we already know.</p> <p>Play instruments with increasing control to express our feelings and ideas.</p>	<p>Children will represent sea life through various mediums and techniques including: (Sculpture) Explore a range of malleable materials and modelling techniques. (Textiles) Handle, feel, manipulate and decorate a variety of fabrics and textiles.</p> <p>Children will begin to learn how to evaluate and adapt their work.</p>
Key events	<p>Sports Day Transition to Reception Activities week Sing off</p>	<p>Sports Day Transition to Year 1 Activities week Sing off</p>
Key texts	<p>Babies don't eat pizza The Lost Sheep Three Billy Goats Gruff Barry the fish with fingers The Rainbow Fish Commotion in the ocean</p>	<p>Three Billy Goats Gruff Sharing a shell Mister seahorse Once there were giants The odd fish (about pollution)</p>
Key rhymes	<p>A sailor went to sea, sea, sea There's a hole in the bottom of the sea 1, 2, 3, 4, 5, once I caught a fish alive Ten fat sausages 5 currant buns I'm a little teapot</p>	