



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.

Autumn 2

Learning Area	Nursery Curriculum Overview 3 and 4 year olds	Reception Curriculum Overview
Topic	Which celebrations are special to us?	
PSED	<p>Through high quality interactions, adults will support children to:</p> <ul style="list-style-type: none"> Talk with adults and peers to solve problems. Play with others, extending ideas. Explore appropriate ways to be assertive. Find solutions to conflicts and rivalries. Understand gradually how others might be feeling. <p>SCARF circle time – Valuing Difference Me and my friends, friends and family, including everyone.</p>	<p>Through high quality interactions, adults will support children to:</p> <ul style="list-style-type: none"> Explore the Christian value of friendship. Work, play and solve with friends. Develop the confidence to try new activities. <p>SCARF circle time – Valuing difference I'm special, you're special, same and different, same and different families, same and different homes, I am caring, I am a friend.</p>
RE	<p><u>What happens at Christmas?</u> What happens in the Nativity story? How do we look after a new baby? How do I celebrate Christmas?</p>	<p><u>Why is Christmas special for Christians?</u> What do Christians believe happened during the first Christmas? How do Christians celebrate Christmas?</p>
Communication & Language	<p>Adults will support children as they:</p> <ul style="list-style-type: none"> Experience a large repertoire of songs. Use talk to organise themselves and their play. Know many rhymes and be able to talk about familiar books. Tell a long story. <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>Adults will support children as they:</p> <ul style="list-style-type: none"> Sing a repertoire of new songs and rhymes. Listen to and talk about stories to build familiarity and understanding. Listen carefully and understand why listening is important. <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 and balancing skills.</p>	<p>Dough Disco Pen 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:</p>

	Continue to use one handed tools and equipment, such as scissors. Be increasingly independent as we get dressed and undressed.	Develop spatial awareness and gross motor skills during indoor and outdoor play, for example, jumping, running, stretching, rolling, balancing and peddling.
Reading	Adults will support children to: Listen to a range of stories. Engage in extended conversations about stories, learning new vocabulary. Independently explore a range of stories, songs and poems. Retell a simple, known story. Phonological awareness – syllable awareness	Adults will support children to: Look at books independently. Continue a rhyming string. Hear and say the initial sound in words. Links sounds to letters. In phonics lessons children will continue to learn Set 1 RWI sounds and identify special friends.
Writing	Squiggle whilst you wiggle. Give meaning to marks. Develop pre-writing mark making skills. Use some of their print and letter knowledge in the early writing. Continue creative journal.	Form recognizable letters, some of which are correctly formed. Recognise and write our names. Write for a purpose during role play. Identifying and writing initial sounds. Write some simple words.
Mathematics	White Rose Maths Counting - Begin to order number names Subitising - I see 1, 2, 3 Pattern - Join in with repeats Shape, space and measure - Explore position and space	White Rose Math <u>It's me 1, 2, 3</u> Find 1, 2 and 3 Represent 1, 2 and 3 1 more, 1 less Composition of 1,2 and 3 <u>Circles and triangles</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position. <u>Shapes with 4 sides</u> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night

Understanding The World	<p>Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people. Explore and talk about different forces they can feel.</p>	<p>People, Culture and Communities (Visit to St Uny Church, Lelant) Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p> <p>The Natural World 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</p>
Expressive Arts & Design	<p>Firework paintings Transient Art Making Christmas decorations Learning Christmas songs</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Make imaginative and complex 'small worlds' Show emotions in drawings. Sing the melodic shape of familiar songs. Create our own songs or improvise a song they already know.</p>	<p>Firework paintings Transient Art Making Christmas decorations Learning Christmas songs</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Play instruments with increasing control to express their feelings and ideas. Sing a range of well-known nursery rhymes and songs. Explore print, rubbings, pattern.</p>
Key events	<p>Bonfire Night Remembrance Day Christmas Nativity</p>	
Key texts	<p>Elmer Monkey puzzle Mog and the baby Twinkly Twinkly Nativity The gingerbread man</p>	<p>Alive with poppies The tiger who came to tea The gingerbread man The great big book of families</p>
Nursery rhymes	<p>In the hairy scary castle The rockets in the sky go swish, swish, swish Hickory, dickory, dock Twinkle, twinkle When Santa got stuck up the chimney One little snowman</p>	