



St Uny CE Academy

EYFS Curriculum Overview

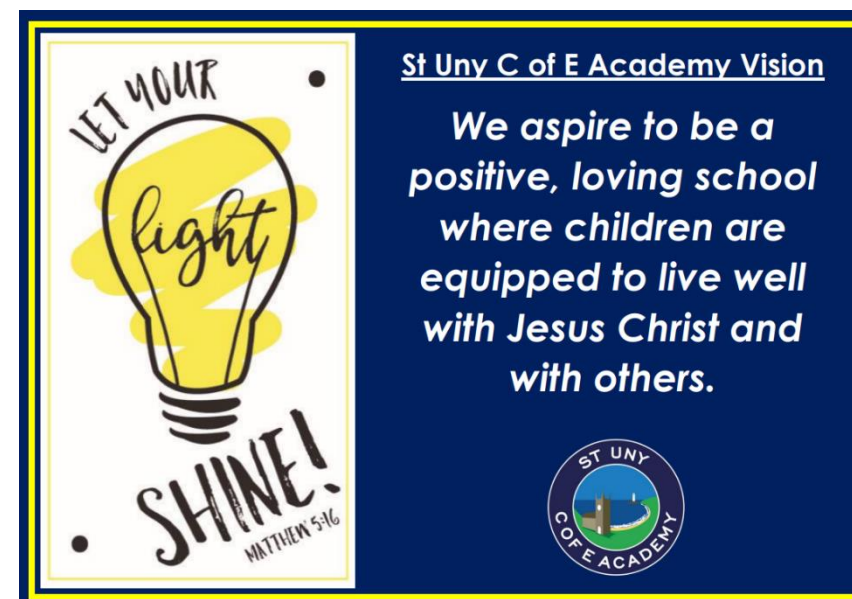
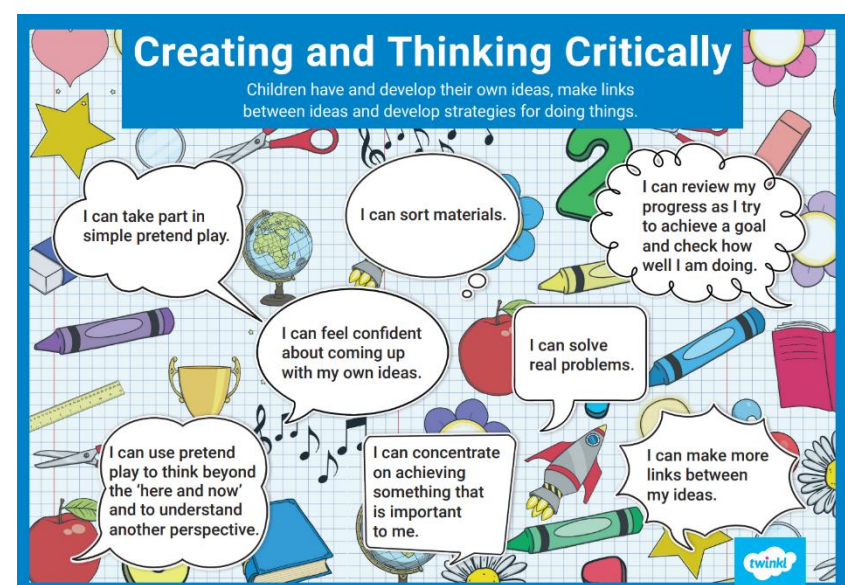
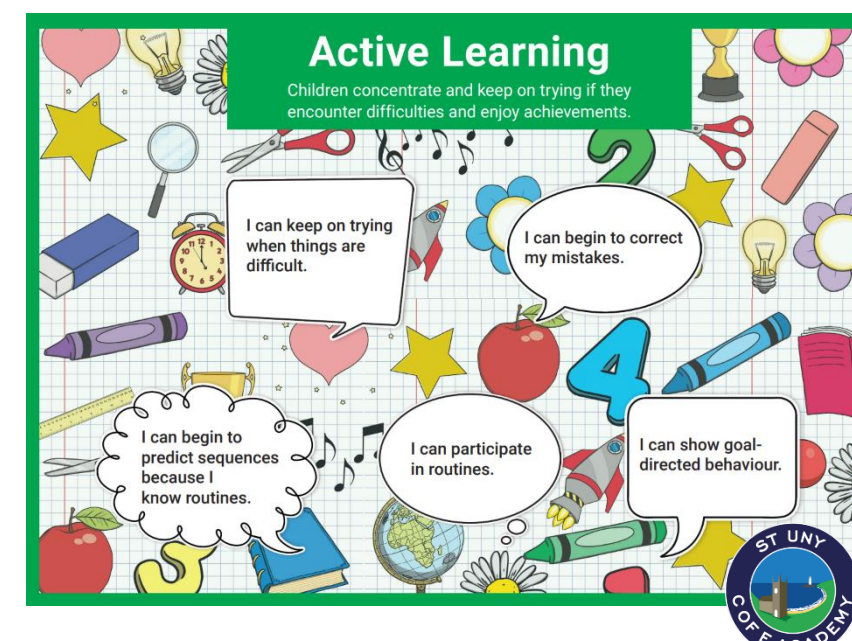
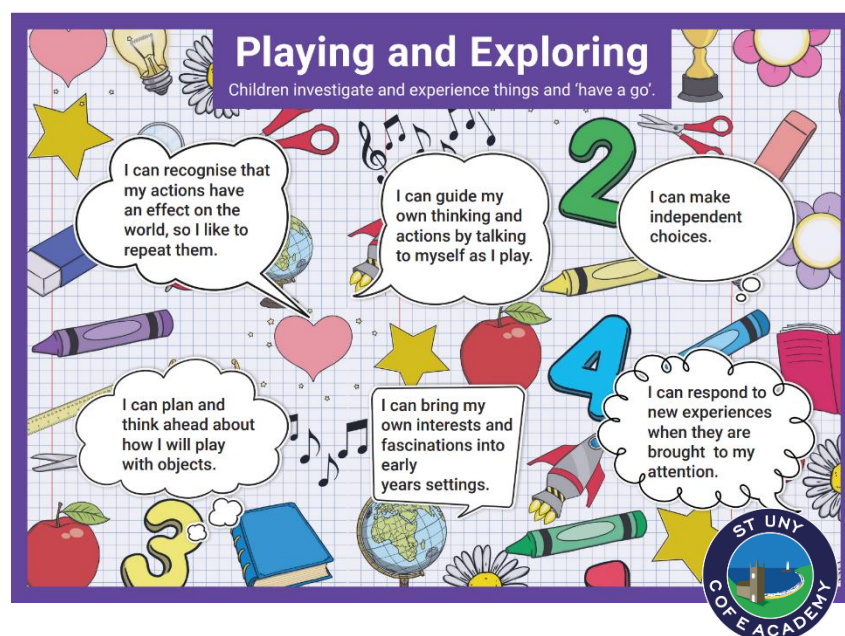


EYFS Statement of Intent

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.



Spring 1

Learning Area	Nursery Curriculum Overview 3 and 4 year olds	Reception Curriculum Overview
Topic	What is the weather like today?	
PSED	<p>Talk about our feelings using key words like happy, sad, angry, worried. Develop appropriate ways of being assertive. Develop own sense of community.</p> <p>SCARF circle time (Keeping safe) – People who help me and keep me safe, Safety indoors and outdoors, What's safe to go into my body?</p>	<p>Show an understanding of, and a sensitivity to, their own feelings and those of others. Set and work towards simple goals.</p> <p>SCARF circle time (Keeping safe) – What's safe to go onto my body, Keeping myself safe, safe indoors and outdoors, listening to my feelings, keeping safe online, people who help to keep me safe.</p>
RE	<p><u>What makes St Uny special?</u> Who looks after me at St Uny? What things do I enjoy doing at nursery? Which people are special to me?</p>	<p><u>Why is God special to Christians?</u> What do Christians believe God created? What is amazing about our world? How can we look after our world?</p>
Communication & Language	<p>Understand 'why' questions. Develop communication but may have some problems with irregular tenses. Use longer sentences of 4-6 words. Start a conversation and continue it for many turns.</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>Learn new vocabulary. Articulate our ideas and experiences in well-formed sentences. Ask questions to find out more and to check we understand what has been said to us.</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 Children are encouraged to develop their gross motor skills through continuous provision in our Early Years outdoor area.</p> <p>Pancake day – pancake flipping</p> <p>Begin taking part in group games and activities with others. Be increasingly independent when putting on a coat. Begin to have more control when using one handed tools and equipment, such as scissors. Show a preference for a dominant hand.</p>	<p>Dough Disco Pen Disco 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>Pancake day – pancake races</p> <p>(Gross Motor) use a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

		(Fine Motor) Use a range of tools (such as scissors, pencils and knives and forks) competently, safely and confidently.
Reading	<p>Listen to a range of stories, rhythmic songs and poems. Spot and suggest rhymes.</p> <p>Phonological awareness: Onset and rhyme, rhyme detection</p>	In phonics lessons children will continue to revise set 1 RWI sounds and be introduced to some set 2 special friends. Children will blend Set 1 and some set 2 sounds to read green words and recognise some common exception (red) words.
Writing	Give meaning to marks as they write during their play. E.g. drawing a squiggly line to represent a shopping list.	<p>Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write captions with words with known letter-sound correspondences and re-read what we have written to check that it makes sense.</p>
Mathematics	<p>White Rose Maths:</p> <p>Show me 1,2,3</p> <p>Move and label 1,2,3</p> <p>Explore position and routes</p> <p>Pattern – Explore patterns</p>	<p>White Rose Maths:</p> <p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6, 7, 8</p>
Understanding The World	<p>Children will explore the questions: What is the weather like today? What do I need to wear outside? Adults will support children to talk about what they can see, using a wide vocabulary in relation to the weather and current season.</p> <p>Adults will support children as they: Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>The Natural World</p> <p>Children will explore the questions: What are the seasons? What seasonal changes do I notice?</p> <p>Adults will support children as they: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>People and Communities</p> <p>Chinese New Year: Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways.</p>

Expressive Arts & Design	<p>DT project: The Three Little Pigs – to construct with a purpose in mind</p> <p>Book bag making for new starters – fabric printing.</p> <p>Create closed shapes with continuous lines and begin to use these to represent objects.</p> <p>Explore colour and colour mixing.</p>	<p>DT project – prepare and taste a healthy dish.</p> <p>To begin to understand the importance of a healthy diet.</p> <p>To begin to understand the need for a varied diet.</p> <p>To begin to prepare simple foods using appropriate tools, techniques. (E.g., stirring, mixing, pouring)</p> <p>Drawing, paint, colour and shades</p> <p>Use drawing, collage, role play, small world and construction to recreate familiar stories and represent personal experiences.</p> <p>Explore different materials and their textures.</p> <p>Learn how to join different materials.</p> <p>Choose and use materials to develop our own ideas.</p>
Key events	<p>Chinese New Year</p> <p>Valentines Day</p> <p>Pancake Day</p>	
Key texts	<p>One Snowy Night</p> <p>The tiger who came to tea</p> <p>The Three Little Pigs</p> <p>Rosie's Walk</p> <p>Each Peach Pear Plum</p> <p>The snow thief</p>	<p>The Three Little Pigs</p> <p>After the storm</p> <p>One Winter's Night</p> <p>Little Cloud</p>
Key rhymes	<p>I hear thunder</p> <p>Incy wincy spider</p> <p>It's raining it's pouring</p> <p>You are my sunshine</p> <p>Here we go round the mulberry bush</p> <p>Round and round the garden</p>	