



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.

Spring 2

Learning Area	Nursery Curriculum Overview 3 and 4 year olds	Reception Curriculum Overview
Topic	What might grow in a garden?	
PSED	<p>Remember rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing.</p> <p>SCARF circle time (Rights and Respect) – Looking after myself, looking after others, looking after my environment.</p>	<p>Show an understanding of, and a sensitivity to, their own feelings and those of others. Set and work towards simple goals. Develop an understanding of the importance of healthy food choices.</p> <p>SCARF circle time (Rights and Respect) – looking after my special people, looking after my friends, being helpful at home and caring for our classroom, caring for our world, looking after money</p>
RE	<p><u>What happens during Easter?</u> Which baby animals are born at Easter time? What happened to Jesus in the Easter story? How do I celebrate Easter?</p>	<p><u>Why is Easter special to Christians?</u> Why is Easter special to Christians? How do Christians celebrate Easter?</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>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>Develop movement, balancing, riding and ball skills. Increasingly be able to use and remember sequences and patterns of movement which are related to rhythm and rhyme. Begin to have more control when using one handed tools and equipment, such as scissors.</p>	<p>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>(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>

	Show a preference for a dominant hand.	(Fine Motor) Use a range of tools (such as scissors, pencils and knives and forks) competently, safely and confidently.
PE		Children will explore and practise techniques for ball skills including: Throwing and catching Bouncing Rolling Looking after resources Following rules
Reading	<p>Listen to a range of stories, rhythmic songs and poems. Begin to understand the names of different parts of a book. Recognise words with the same initial sound. Spot and suggest rhymes.</p> <p>Phonological awareness: Initial sounds</p> <p>Children will take part in World Book Day celebrations.</p>	<p>Explore non-fiction texts and how to use them to retrieve information, including facts about minibeasts and lifecycles.</p> <p>In phonics lessons children will continue to recap Set 1 sounds and learnt some set 2 sounds. Children will blend Set 1 and 2 special friends to read green words and recognise some common exception (red) words.</p> <p>Children will take part in World Book Day celebrations.</p>
Writing	<p>Give meaning to marks as they write during their play. E.g. drawing a squiggly line to represent a shopping list. Write some or all, of their name. Write some letters accurately.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Begin to write short sentences 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>Take and give 1, 2, 3 Match, talk, push and pull Talk about dots Compare and sort collections</p>	<p>White Rose Maths:</p> <p>Length, height and time Building 9 and 10 Explore 3D shapes</p>
Understanding The World	<p>Children will explore the school grounds and outside environment to discover <i>what might grow in a garden?</i> Adults will support children as they: Understand the key features of the life cycle of a plant and an animal (including butterflies and chicks). Plant seeds and care for growing plants. 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 school grounds and outside environment to discover <i>what grows in a garden?</i> Adults will support children as they: Explore the natural world around them. Understand some important processes and changes in the natural world – lifecycles including frogs and plants. Make observations and draw pictures of animals and plants.</p>

Expressive Arts & Design	<p>Create closed shapes with continuous lines and begin to use these to represent objects.</p> <p>Develop our own ideas and decide which materials to use to express them.</p> <p>Respond to what we have heard, expressing our thoughts and feelings.</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>Easter</p> <p>World Book Day</p>	
Key texts	<p>The Very Hungry Caterpillar</p> <p>Jack and The Beanstalk</p> <p>Five Little Bunnies</p> <p>Pip & Egg</p> <p>Slow down... on your doorstep</p>	<p>Eric Carle – The Tiny Seed</p> <p>Jack and the Beanstalk</p> <p>The trouble with tadpoles</p> <p>Luna loves gardening</p> <p>What makes a flower grow?</p>
Key rhymes	<p>5 Green and Speckled Frogs</p> <p>5 Little Ducks</p> <p>Old McDonald had a farm</p> <p>Baa baa black sheep</p> <p>Sleeping Bunnies</p> <p>Two little dickie birds</p>	