



# 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 1

Learning Area	Nursery Curriculum Overview 3 and 4 year olds	Reception Curriculum Overview
Topic	Which different ways can we travel?	
PSED	<p>Play with others, extending ideas/ Begin to find solutions to conflicts and rivalries. Begin to understand how others may be feeling. Begin to be independent when dressing. Begin to develop friendships.</p> <p>SCARF circle time (Being my best) – What does my body need, I can keep trying, I can do it!</p>	<p>Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well</p> <p>SCARF circle time (Being my best) – Bouncing back when things go wrong, Yes, I can! Healthy eating, My healthy mind, Move your body, A good night's sleep.</p>
RE	<p><u>Which parables represent our nursery values?</u> What happened in the story of Noah's Ark? How can we look after living things? What happened in the story of Jonah and the Whale?</p>	<p><u>Which places are special and why?</u> Which places are special and why? Where is a special place for Christians?</p>
Communication & Language	<p>Be able to express a point of view and debate when we disagree. Attempt to use a wider range of learnt vocabulary, but may still have problems saying some 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>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</p> <p>Children are encouraged to develop their gross motor skills through continuous provision in our Early Years outdoor area.</p> <p>Skip, hop, stand on one leg and hold a pose. Begin to use a range of different fine motor tools with increasing control. E.g. cutlery to cut soft food. Draw with increasing control.</p>	<p>(Gross Motor) Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. (Fine Motor) Use a range of tools competently, safely and confidently, including scissors and cutlery. Draw and write with increasing accuracy, care and fluency.</p>

<p><b>PE</b></p>		<p>Children will explore and practise techniques for gymnastics including: Balancing Rolling Jumping Ways of travelling safely (including using apparatus)</p>
<p><b>Reading</b></p>	<p>Understand that print can have different purposes. Phonological awareness: Rhyme production. Nursery 2 children – introduction to RWI phonics. Exploring set 1 sounds.</p>	<p>In phonics lessons children will continue to learn Set 2 sounds. Read words containing Set 1 &amp; 2 sounds by sound blending. Read simple sentences that are consistent with our phonic knowledge, including some common exception words.</p>
<p><b>Writing</b></p>	<p>Learn to draw lines and circles. Nursery 2 children (RWI phonics) – Set 1 sounds letter formation using chalk, ribbons, scarves, water and paintbrushes, chunky 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>
<p><b>Mathematics</b></p>	<p>White Rose Maths: Lead on own repeats Start to puzzle Making patterns together Make games and actions</p>	<p>White Rose Maths: To 20 and above How many now? Manipulate, compose and decompose</p>
<p><b>Understanding The World</b></p>	<p>Adults will provide children with opportunities to learn about different modes of transport including cars, buses, boats, trains and aeroplanes. Show interest in different occupations. Explore how things work. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore and talk about different forces they can feel. Learn about journeys and describe simple, familiar routes within the school grounds.</p>	<p>Adults will provide children with opportunities to learn about different modes of transport including those available in our local area. <b>People, Culture and Communities</b> Children will have opportunities to explore different occupations within the local area. <b>Natural World</b> Explore collections of materials with similar and/or different properties, including natural materials found in our local environment. Use a wide range of vocabulary to talk about our experiences. Draw information from a simple map. <b>Past and present</b> Children will learn about local artist, Alfred Wallace. Children will explore changes over time in our local area.</p>

<b>Expressive Arts &amp; Design</b>	<p>Local artist – Alfred Wallace. Making pictures of boats using collage.</p> <p>Draw with increasing complexity and detail. E.g. representing a face. Remember and sing entire songs. Use drawing to represent ideas like movement or noises.</p>	<p>Local artist - Alfred Wallace. Observational drawings in our local area.</p> <p>DT project – junk modelling vehicles.</p> <p>(Sculpture) Explore a range of malleable materials and modelling techniques. (Textiles) Handle, feel, manipulate and decorate a variety of fabrics and textiles. Evaluate and adapt our work.</p>
<b>Key events</b>		
<b>Key texts</b>	<p>Noah's Ark Jonah and the Whale Little Red Riding Hood Oi frog! Non-fiction transport books Digger and skip</p>	<p>Little Red Riding Hood The smallest whale The Mousehole cat Oi! Get off our train Non-fiction transport books</p>
<b>Key rhymes</b>	<p>The big ship sails on the ally, ally, oh Down at the station The Grand Old Duke of York The wheels on the bus Row, row, row your boat</p>	