



# 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.

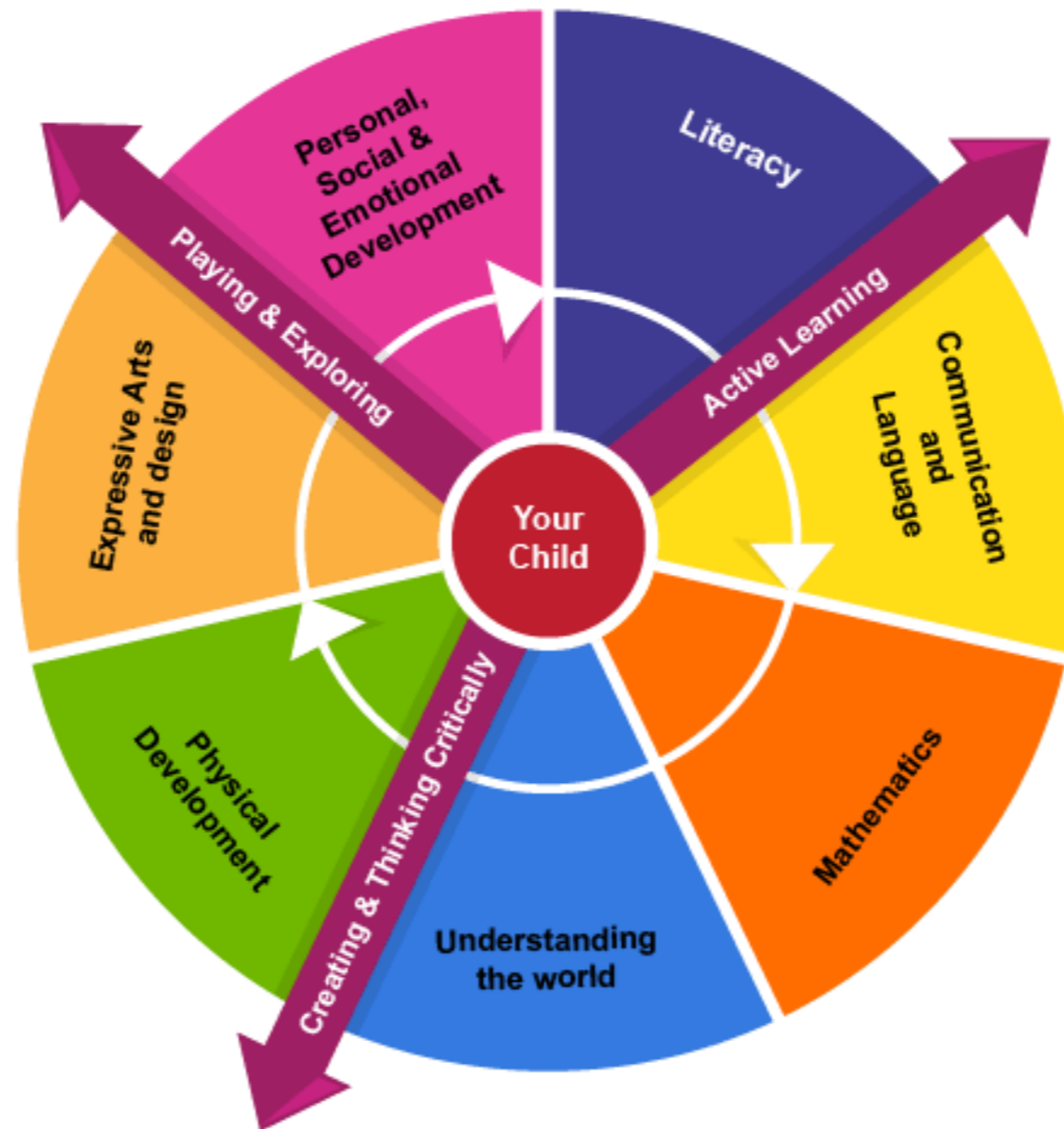
It is our intent to provide a broad and balanced curriculum across our Nursery and Reception classes that inspires, excited and engages all children whilst celebrating the geography, heritage and culture of Cornwall and encouraging responsible attitudes towards its future. We place reading at the heart 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 Term

Learning Area	Nursery Curriculum Overview		Reception Curriculum Overview
	Nursery 1	Nursery 2	
Topic	All About Me		All About Me
Key Events	Harvest, Bonfire Night, Christmas, Nativity		Harvest, Christmas, Nativity
PSHE	Me and my Relationships Valuing Difference <b>SCARF</b>		Me and my Relationships Valuing Difference <b>SCARF</b>
PSED	<p>Learn how to use resources and activities in the classroom and outdoor space.</p> <p>Develop positive relationships with adults in the setting.</p> <p>Increasingly follow class rules.</p> <p>Talk with adults and peers to solve problems.</p> <p>Increasingly follow rules.</p> <p>Be increasingly independent in using the toilet, washing and drying hands.</p>	<p>Play with others, extending ideas. Explore appropriate ways to be assertive.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Explore how others may be feeling. Understand gradually how others might be feeling.</p> <p>Be increasingly independent when dressing.</p>	<p>Develop friendships with peers and adults. Explore the Christian value of friendship.</p> <p>Understand and follow class rules.</p> <p>Work as part of a group or class. Take turns and share fairly.</p> <p>Take care of our toys and equipment.</p> <p>Discuss feelings and describe ourselves in positive ways.</p> <p>Express our needs and opinions.</p> <p>Work, play and solve with friends.</p> <p>Develop the confidence to try new activities.</p>
RE	What happens at Christmas?		Where do we belong? Why is Christmas special for Christians?
Communication & Language	<p>Listen to and discuss stories. Explore new vocabulary.</p> <p>Understand questions that have two parts, e.g. "get your coat and stand at the door".</p> <p>Experience a large repertoire of songs.</p> <p>Use talk to organise themselves and their play.</p>	<p>Know many rhymes and be able to talk about familiar books.</p> <p>Tell a long story.</p> <p>Develop pronunciation but may have problems saying some sounds and multi-syllabic words.</p>	<p>Use talk to organise themselves and their play: e.g. "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Sing a repertoire of new songs and rhymes.</p> <p>Listen and respond to one-part instructions. Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully and understand why listening is important.</p> <p>All About Me books: Describe events in our own lives in some detail. Participate in small group and one-to-one discussions, offering our own ideas, using recently introduced vocabulary.</p>

			Ask questions to find out more and to check they understand what has been said to them	
<b>Physical Development</b>	<p>Squiggle whilst you wiggle. Go upstairs and steps, or climb apparatus, using alternate feet. Develop movement using ribbon sticks, scarves and mark making materials.</p> <p>Choose appropriate resources for chosen activity. E.g. choosing a spade to enlarge a hole they dug with a trowel.</p>	<p>Squiggle whilst you wiggle. Develop movement and balancing skills.</p> <p>Collaborate with others to manage large items. E.g. moving heavy bricks.</p> <p>Continue to use one handed tools and equipment, such as scissors.</p> <p>Be increasingly independent as we get dressed and undressed.</p>	<p>Write Dance Dough Disco</p> <p>Develop fine motor skills through activities such as finger rhymes, Dough Disco, Pen Disco, threading, sewing and using tweezers. Use one handed tools and equipment, such as scissors, safely and efficiently.</p> <p>Dress and undress independently. Manage our own personal hygiene.</p> <p>Develop special awareness and gross motor skills during indoor and outdoor play, for example, jumping, running, stretching, rolling, balancing and peddling.</p>	
<b>PE</b>	Movement to Music Stretching & Balancing		Dance	
<b>Reading</b>	<p>Understand that print has meaning. Know that we read English text from left to right and top to bottom. Listen to a range of stories.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Independently explore a range of stories, songs and poems. Retell a simple, known story.</p>	<p>Enjoy rhyming and rhythmic activities. Listen to and discuss stories. Join in with repeated refrains.</p> <p>Anticipate key events and phrases in rhymes and stories. Use the reading area. Handle books carefully. Hold books the correct way up and turn pages. Look at books independently. Continue a rhyming string.</p> <p>Hear and say the initial sound in words. Links sounds to letters. RWI: Identify Set 1 sounds.</p>	
<b>Writing</b>	<p>Squiggle whilst you wiggle. Give meaning to marks. Develop pre-writing mark making skills.</p>	<p>Squiggle whilst you wiggle. Use some of their print and letter knowledge in the early writing.</p>	<p>Ascribe meanings to marks. Hold a pencil with a comfortable grip. Develop pencil control. Form recognizable letters, some of which are correctly formed. Recognise and write our names. Write for a purpose during role play. Write some simple words. RWI: Set 1 sounds.</p>	
<b>Mathematics</b>	<p>Recognise colours Explore 2D shapes (incl. Circles). Match colours and shapes Select shapes appropriately Say one number for each time in order.</p> <p>Recite numbers past 5. Talk about and identify patterns.</p>	<p>Know the last number reached when counting is the total. Link numerals and amounts. Combine shapes to make new ones. Extend and create ABAB patterns and notice/correct errors. Begin to describe a sequence of events using words such as 'first' 'then'.</p> <p>Begin subitising up to 3 objects.</p>	<p>Getting to know you (Baseline) Match, sort and create Compare amounts Size, mass, capacity Talk about measure &amp; pattern. Explore pattern</p>	<p>Match and sort Compare amounts Compare size, mass &amp; capacity Exploring pattern Represent numbers to 5 Compare numbers to 5 Composition of numbers to 5</p>

				<p>Circles &amp; triangles Positional language Shapes with 4 sides Time</p>
<b>Understanding The World</b>	<b>What do I know about myself and the World around me?</b>		<p><b>Past and Present</b> How have I changed? What is my timeline? (All About Me Books). Talk about what they do with their family and places they have been with their family. Comment on photos, naming who they can see. Draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Make a time line showing key events in our lives so far. Begin to make sense of our own life-story.</p> <p><b>People, Culture and Communities</b> (Visit to St Uny Church, Lelant) Understand that some places are special to members of their community.</p> <p><b>The Natural World</b> 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>	
	Who looks after me? What events in my life are special to me?	Continue developing positive attitudes about the differences between people.		
	<b>What can we find all around us?</b>			
	Use all our senses in hands-on exploration of natural materials. Explore how things work.	Where do I live? Talk about what they see, using a wide vocabulary. What jobs are all around us? Where do people work?		
<b>Expressive Arts &amp; Design</b>	Take part in simple pretend play Begin to develop stories using small world equipment. Explore different materials freely. Listen with increased attention to sounds. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match).	Make imaginative and complex 'small worlds' Join different materials and explore different textures. Show emotions in drawings. Sing the melodic shape of familiar songs. Create our own songs or improvise a song they already know. Transient art	<p>Exploring class resources. Develop storylines in their pretend play. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. 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. Print, rubbings, pattern.</p>	

## Spring Term

Learning Area	Nursery Curriculum Overview	Reception Curriculum Overview	
Topic	All Around Me	Where I Live	
Key Events	Valentines Day, Easter	Easter	
PSHE	Keeping Myself Safe Rights and Responsibilities <b>SCARF</b>	Keeping Myself Safe Rights and Responsibilities <b>SCARF</b>	
PSED	<p>Talk about our feelings using key words like happy, sad, angry, worried. Develop appropriate ways of being assertive.</p>	<p>Develop own sense of community. Remember rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing.</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>
RE	What happens during Easter?	<p>Why is the word 'God' special to Christians? Why is Easter special to Christians?</p>	
Communication & Language	<p>Understand 'why' questions. Develop communication but may have some problems with irregular tenses.</p>	<p>Use longer sentences of 4-6 words. Start a conversation and continue it for many turns.</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>
Physical Development	<p>Develop movement, balancing, riding and ball skills. Begin taking part in group games and activities with others. Be increasingly independent when putting on a coat.</p>	<p>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. Show a preference for a dominant hand.</p>	<p>Dough Disco Squiggle while you Wiggle (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. (Fine Motor) Use a range of tools (such as scissors, pencils and knives and forks) competently, safely and confidently.</p>
PE	<p>Travelling effectively through a space. Throwing &amp; catching.</p>	Gymnastics.	

<b>Reading</b>	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.	We will be learning to: Form lower-case and capital letters correctly, spell words by identifying the sounds and then writing the sound with letter/s.  We will also be learning to write short sentences with words with known letter-sound correspondences and re-read what we have written to check that it makes sense.	
<b>Writing</b>	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.	Non-fiction texts and how to use them to retrieve information, including facts about our local area. Stories of local interest, including fiction stories, myths and legends. <b>RWI:</b> Read Set 2 sounds; blend Set 1 and 2 sounds to read green words and recognise some common exception (red) words.	
<b>Mathematics</b>	Begin to know that the last number reached when counting a small set of objects is the total ('cardinal principle') Begin showing 'finger numbers'. Explore 2D shapes (inc. Triangles, Squares, rectangles)	Know the last number reached when counting is the total. Link numerals and amounts. Subitising up to 3 objects. Explore 2D shapes (inc. pentagon) Begin to explore composition of numbers to 5. Make comparisons relating to height, length and capacity.	Introducing zero comparing numbers to 5. Composition of 4 & 5 Compare mass. Compare capacity 6,7 & 8 Making pairs Combining 2 groups Length & height Time	9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Pattern
<b>Understanding The World</b>	<b>What do I know about myself and the world around me?</b>		<b>People, Culture and Communities</b> What is special about St. Ives? <b>Past and Present</b>  How has St. Ives Harbour changed?  How can we use photos or pictures to spot the difference? Are photos the only evidence we have of the past? What are the different types of evidence we have of the past? How can we tell if evidence is from the past? What does evidence from the past tell us what St Ives used to be like?	
	Who looks after me?	How were things different before I was born?		
	<b>What can we find all around us?</b>			
	What is the weather like today? Explore how things work. Plant seeds and care for growing plants. What is old and what is new? Dinosaurs.	Begin to understand the need to respect and care for the natural environment and all living things. How has the weather changed? Talk about what we see, using a wide vocabulary. Begin to describe things that have happened in the past using appropriate vocabulary.		
<b>Expressive Arts &amp; Design</b>	Create closed shapes with continuous lines and begin to use these to represent objects. Explore colour and colour mixing.	Develop our own ideas and decide which materials to use to express them. Respond to what we have heard, expressing our thoughts and feelings.	Drawing, paint, colour and shades Use drawing, collage, role play, small world and construction to recreate familiar stories and represent personal experiences. Explore different materials and their textures. Learn how to join different materials. Choose and use materials to develop our own ideas.	

## Summer Term

Learning Area	Nursery Curriculum Overview	Reception Curriculum Overview	
Topic	The World Around Me	The World Around Me	
Key Events	Sports Day, Transition to Reception/School	Sports Day, Moving Up Day	
PSHE	Being my Best Growing and Changing <b>SCARF</b>	Being my Best Growing and Changing <b>SCARF</b>	
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.</p>	<p>Begin to develop friendships. Explore school values of friendship, forgiveness and respect. Begin to explore new activities across the school. E.g. school performances, collective worship.</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. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well</p>
RE	<p>Values stories: The Parable of The Lost Sheep, Jonah and the Whale, Noah's Ark</p>	<p>Which places are special and why? Which stories are special and why?</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.</p>	<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>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>
Physical Development	<p>Begin to take part in races and simple team games.</p>	<p>Skip, hop, stand on one leg and hold a pose. Begin to travel across or over equipment safely and with control. Begin to use a range of different fine motor tools with increasing</p>	<p>(Gross Motor) Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (Fine Motor) Use a range of tools competently, safely and confidently, including scissors and cutlery.</p>

		control. E.g. cutlery to cut soft food. Draw with increasing control.	Draw and write with increasing accuracy, care and fluency.
<b>PE</b>	Playground Games Athletics		Multi Skills – Throwing & Catching Athletics
<b>Reading</b>	Understand that print can have different purposes. Count or clap syllables in words.	RWI phonics – set 1	Recognise Set 2 & 3 sounds. Read words containing Set 1,2 & 3 sounds by sound blending. Read simple sentences that are consistent with our phonic knowledge, including some common exception words. consistent with our phonic knowledge.
<b>Writing</b>	Learn to draw lines and circles.	RWI phonics – Set 1 sounds letter formation	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.
<b>Mathematics</b>	Revisit exploring 2D shapes. Link numerals and amounts. Describe a familiar route.	Begin to describe a sequence of events using words such as 'first', 'then'. Understand position through words alone. Compare quantities using language: 'more than', 'fewer than'. Explore 3D shapes. Begin to identify one more/one less. Notice and correct an error in a repeating pattern.	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Spatial reasoning Compose and decompose  Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build Deepening understanding Patterns and relationships Spatial reasoning Mapping
<b>Understanding The World</b>	<b>What do I know about myself and the World around me?</b>		<b>People, Culture and Communities</b> Is everywhere like St. Ives?  What is St Ives like? What are the key features? Where else have we visited? What are these places like? How are other places similar to St Ives? How are other places different to St Ives?  <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.
	The life cycle of a plant/animal.	Understand the key features of the life cycle of a plant or animal. How can I talk about things that have already happened? Explore collections of materials with similar and/or different properties.	
	<b>What can we find all around us?</b>		
	Transport (cars, trains, planes)	What places have we visited and how did we get there? Journey mapping.	



## Expressive Arts & Design

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.  
Create our own songs or improvise a song we already know.  
Play instruments with increasing control to express our feelings and ideas.

(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.

