

St Uny CE Academy EYFS Curriculum Overview

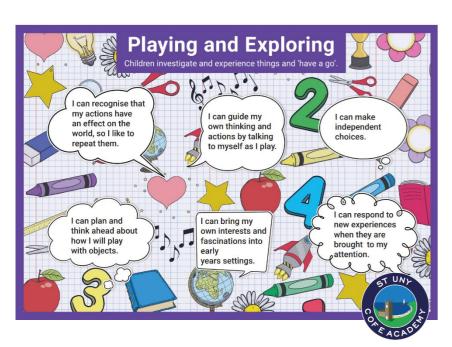


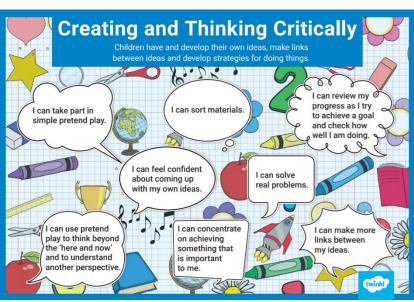
EYFS Statement of Intent

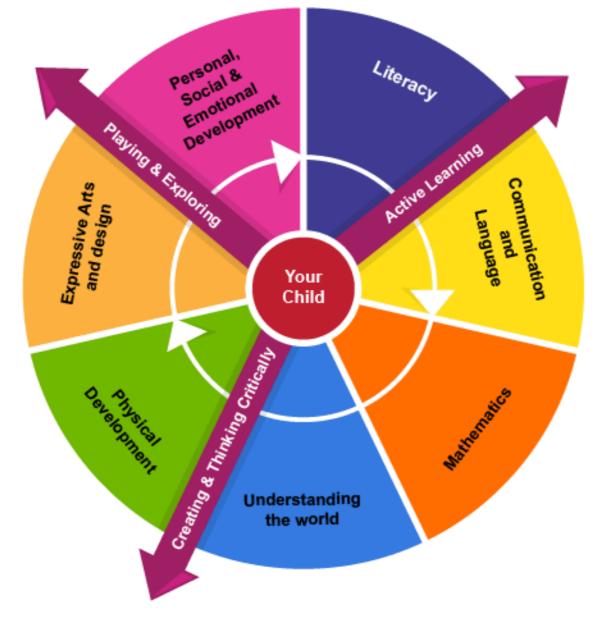
In the EYFS it is our intent to provide our pupils with the best possible start at primary school. We aim to develop children's proficiency in a range of key skills, thus enabling their independence, confidence and positive approach to challenges as they progress through their education.

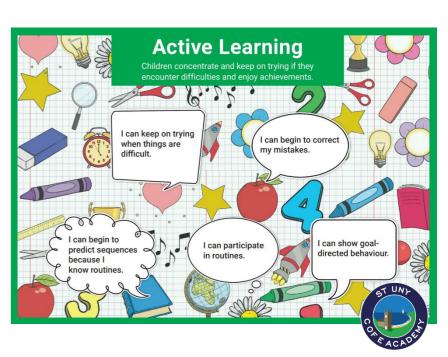
It is our intent to provide a broad and balanced curriculum across our Nursery and Reception classes that inspires, excited and engages all children whilst celebrating the geography, heritage and culture of Cornwall and encouraging responsible attitudes towards its future. We place reading at the heart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

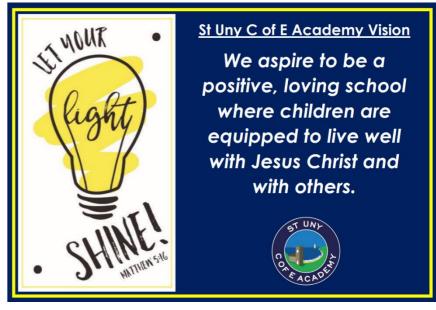
We believe that children's personal, social and emotional development is at the heart of what we do and we work collaboratively with families and the wider community. It is our intent to foster the values of friendship, forgiveness and respect whilst helping the children to know from right and wrong and celebrate their diverse uniqueness so that that are equipped to live well with Jesus Christ and with others.











Autumn Term

Lograina Aroa	Nursery Curriculum Overview		Pagantian Curriculum Overview	
Learning Area	Nursery 1	Nursery 2	Reception Curriculum Overview	
Topic	All About Me		All About Me	
Key Events	Harvest, Bonfire Night, Christmas, Nativity		Harvest, Christmas, Nativity	
PSHE	Me and my Relationships Valuing Difference SCARF		Me and my Relationships Valuing Difference SCARF	
PSED	Learn how to use resources and activities in the classroom and outdoor space. Develop positive relationships with adults in the setting. Increasingly follow class rules. Talk with adults and peers to solve problems. Increasingly follow rules. Be increasingly independent in using the toilet, washing and drying hands.	Play with others, extending ideas. Explore appropriate ways to be assertive. Find solutions to conflicts and rivalries. Explore how others may be feeling. Understand gradually how others might be feeling. Be increasingly independent when dressing.	Develop friendships with peers and adults. Explore the Christian value of friendship. Understand and follow class rules. Work as part of a group or class. Take turns and share fairly. Take care of our toys and equipment. Discuss feelings and describe ourselves in positive ways. Express our needs and opinions. Work, play and solve with friends. Develop the confidence to try new activities.	
RE	What happened in the Nativity story?		Where do we belong? Why is Christmas special for Christians?	
Communication & Language	Listen to and discuss stories. Explore new vocabulary. Understand questions that have two parts, e.g. "get your coat and stand at the door". 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. Develop pronunciation but may have problems saying some sounds and multi-syllabic words.	Sing a repertoire of new songs and rhymes. Listen and respond to one-part instructions. Listen to and talk about stories to build familiarity and understanding.	

			Ask questions to find out more and what has been sai	•
Physical Development	Squiggle whilst you wiggle. Go upstairs and steps, or climb apparatus, using alternate feet. Develop movement using ribbon sticks, scarves and mark making materials. Choose appropriate resources for chosen activity. E.g. choosing a spade to enlarge a hole they dug with a trowel.	Squiggle whilst you wiggle. Develop movement and balancing skills. Collaborate with others to manage large items. E.g. moving heavy bricks. Continue to use one handed tools and equipment, such as scissors. Be increasingly independent as we get dressed and undressed.	Write Dance Dough Disco 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. Dress and undress independently. Manage our own personal hygiene. Develop special awareness and gross motor skills during indoor and outdoor play, for example, jumping, running, stretching, rolling, balancing and peddling.	
PE		ely through a space nd balancing	Gymnastics: Gym in the Jungle Dance: Dinosaurs	
Reading	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.	Engage in extended conversations about stories, learning new vocabulary. Independently explore a range of stories, songs and poems. Retell a simple, known story.	Enjoy rhyming and rhythmic activities. Listen to and discuss stories. Join in with repeated refrains. 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. Hear and say the initial sound in words. Links sounds to letters. RWI: Identify Set 1 sounds.	
Writing	Squiggle whilst you wiggle. Give meaning to marks. Develop pre-writing mark making skills.	Squiggle whilst you wiggle. Use some of their print and letter knowledge in the early writing.	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.	
Mathematics	Recognise colours Explore 2D shapes (incl. Circles). Match colours and shapes Select shapes appropriately Say one number for each time in order. Recite numbers past 5. Talk about and identify patterns.	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'. Begin subitising up to 3 objects.	Getting to know you (Baseline) Match, sort and create Compare amounts Size, mass, capacity Talk about measure & pattern. Explore pattern	Match and sort Compare amounts Compare size, mass & capacity Exploring pattern Represent numbers to 5 Compare numbers to 5 Composition of numbers to 5

	What do I know about myse	If and the World around me?	Circles & triangles Positional language Shapes with 4 sides Time Past and Present How have I changed?	
Understanding The World	Who looks after me? What events in my life are special to me?	Continue developing positive attitudes about the differences between people.	What is my timeline? (All About Me Books). Talk about what they do with their famil 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 ke events in our lives so far. Begin to make sense of our own lifestory. People, Culture and Communities (Visit to St Uny Church, Lelant) Understand that some places are special to members of their community.	
	What can we fir What are the different areas of our nursery? 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?		
			The Natural World Explore the natural world around them. Talk about what the see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them	-
Expressive Arts & Design	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	Exploring class resources. Develop storylines in their pretend play. Make imaginative and complex 'small worlds' with blocks ar construction kits, such as a city with different buildings and opark. 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 feelin and ideas. Sing a range of well-known nursery rhymes and songs. Print, rubbings, pattern.	a out ngs

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 SCARF		Keeping Myself Safe Rights and Responsibilities SCARF	
PSED	Talk about our feelings using key words like happy, sad, angry, worried. Develop appropriate ways of being assertive.	Develop own sense of community. Remember rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing.	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.	
RE	What happens during Easter?		Why is the word 'God' special to Christians? Why is Easter special to Christians?	
Communication & Language	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.	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.	
Physical Development	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.	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.	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 knive)	
PE	Ball skills Movement to music		Best of Balls Dance: Dance until you Drop	

Reading	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.	
Writing	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. RWI: Read Set 2 sounds; blend Set 1 and 2 sounds to read green words and recognise some common exception (red) words.	
Mathematics	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
	Who looks after me?	How were things different before I was born?	People, Culture a What is special Past and	about St. Ives?
Understanding The World	What is the weather like today? Explore collections of materials with similar and/or different properties. Explore how things work. Plant seeds and care for growing plants. The life cycle of a plant/animal.	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. Understand the key features of the life cycle of a plant or animal.	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	
			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 SCARF		Being my Best Growing and Changing SCARF	
PSED	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. Explore school values of friendship, forgiveness and respect. Begin to explore new activities across the school. E.g. school performances, collective worship.	Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices.	
RE	Values stories: The Parable of The Lost Sheep, Jonah and the Whale, Noah's Ark		Which places are special and why? Which stories are special and why?	
Communication & Language	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. Begin to use talk to organise ourselves and our play. Begin to describe events in our own lives.	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.	
Physical Development	Begin to take part in races and simple team games.	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	(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.	

		control. E.g. cutlery to cut soft food. Draw with increasing control.	Draw and write with increasing	g accuracy, care and fluency.
PE	Playground games Sports Day races		Gymnastics: Jumping Jacks Games: The Olympics	
Reading	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 sound by sound blending. Read simple sentences that are consistent with our phonic knowledge, including some common exception words. consistent with our phonic knowledge.	
Writing	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.	
Mathematics	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
	What do I know about myself and the World around me?		People, Culture and Communities	
	What is old and what is new? Dinosaurs	How can I talk about things that have already happened?	ls everywhere	e like St. Ives?
		nd all around us?	What is St Ives like? What are the key features?	
Understanding The World	Transport (cars, trains, planes)	What places have we visited and how did we get there? Journey mapping.	What is strives like? What are these places like? 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? Natural World Explore collections of materials with similar and/or different propert including natural materials found in our local environment. Use a wide range of vocabulary to talk about our experiences.	

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.

