



St Buryan Academy Primary School  
Believe, Achieve, Aspire

### Intent: Our belief

It is our belief that every child has the best possible start to their learning journey. Our child-led EYFS curriculum enables them to fulfil their potential, building a foundation for igniting curiosity and enthusiasm for learning, forming relationships, and thriving in and out of the school environment. We understand the importance of the outdoor environment in assisting this love of learning. In the Early Years we promote and expand language acquisition between children and their peers in an enabling, language rich environment. By responding to their individual interests and needs, the children are equipped to build on, extend their learning and develop secure attitudes to learning ensuring they are ready for Key Stage 1.



### What we aim to achieve

We want to develop children who:

- Are curious and investigative within their environment, **playing** and **exploring**
- Are **curious** and **excited** about learning and **confident** to take risks
- Are **independent**, confident learners who take risks and persevere with their learning
- Are confident to **express** and **explain** their **ideas, thoughts** and **feelings, thinking creatively** and **critically**

### Our aspiration

By the end of EYFS our aspiration is to have children who:

- Are good listeners and confident talkers, able to engage in conversations with others listen and responding appropriately
- Recognise the thoughts and feelings of others and respond appropriately
- Are able to care for themselves and others
- Value the importance of self-regulation in words and actions
- Able to move their bodies with good balance, coordination and control
- Are able to read books associated with their phonic knowledge
- Show developed phonic and comprehension skills ready for Year 1 learning.
- Able to write a sentence that can be read by themselves and others
- Are number fluent
- Are confident to create and perform in front of others.

# ST BURYAN ACADEMY

## EYFS Curriculum Overview

Our own belief is that every child has the right to an unique and fulfilling curriculum, based around self-development, the understanding of each other and the world around them;

which allows them to become Key Stage 1 ready.

Our Nursery children (3-4 year olds) work closely with our Reception children and will follow the same learning, in an age-appropriate way, to ensure that they are 'school ready'.

**Believe Achieve Aspire**

Our EYFS Curriculum is based around our ethos of 'Believe, Achieve, Aspire.'



	Topic	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn 1	Autumn	<p>Settling in activities.</p> <p>Adults modelling language.</p> <p>Stories.</p> <p>Joining in with rhymes.</p> <p>Show and Tell.</p> <p>Listening games.</p> <p>Days of the week song.</p>	<p>Developing independence: daily routines, lining up, putting away of book bags, lunchboxes and bottles, self-registration, using class resources and accessing continuous provision, etc</p> <p>Learning of school and class rules.</p> <p>Sharing and empathy for others.</p> <p>Practising waiting own turn.</p> <p>Communicating their own needs to adults.</p> <p>Encouraging independence and building relationships with staff.</p> <p>Taking turns and sharing.</p> <p>Managing emotions.</p>	<p>Fine motor control activities:</p> <p>Dough Disco</p> <p>Threading</p> <p>Cutting</p> <p>Gross motor control activities:</p> <p>Ball skills</p> <p>Bikes and trikes.</p> <p>Climbing.</p> <p>Construction.</p> <p>PE specialist.</p>	<p>Class story 'Pumpkin Soup'.</p> <p>All children given library books.</p> <p>Phase 1 phonics for first few weeks.</p> <p>Introduce phase 2 phonics.</p> <p>Initial sounds and oral blending.</p> <p>reciting known stories, listening to stories with attention and recall.</p> <p>Textless reading books sent home.</p> <p>All forms of mark making encouraged.</p> <p>Writing initial sounds.</p> <p>Writing Names.</p> <p>Practising correct letter formation.</p> <p>Singing the Alphabet Song.</p>	<p>Getting to know you.</p> <p>Baseline.</p> <p>Counting and number songs.</p> <p>Continuous provision counting and number opportunities.</p>	<p>Our immediate environment.</p> <p>What we did at the weekend.</p> <p>Explore the school grounds for signs of autumn.</p> <p>Collect natural objects.</p>	<p>Autumn artwork</p> <p>Singing</p> <p>Cooking:</p> <p>Biscuits</p> <p>Pumpkin soup</p> <p>Playdough.</p>



			<p>My family and me. Making friends.</p> <p>How it feels to be similar and different.</p> <p>Emotions.</p>					
Autumn 2	Autumn	<p>Show and Tell</p> <p>Class discussions about autumn.</p> <p>Listening to daily stories and developing language.</p> <p>Morning calendar and daily weatherchart.</p>	<p>Families. Gentle hands.</p> <p>Houses and homes.</p>	<p>PE specialist</p> <p>Swimming lessons.</p> <p>Dressing and undressing independently.</p>	<p>Class stories -The Little Red Hen. Retell familiar stories.</p> <p>Listening to stories with repeated refrain....</p> <p>Begin to read words by blending.</p> <p>Rhyming words and alliteration, know that print is read from left to right.</p> <p>Introduce some common exception words.</p> <p>Name writing.</p>	<p>Match and sort</p> <p>Compare amounts</p> <p>Size, mass and capacity</p> <p>Pattern</p> <p>Numbers to 5</p> <p>Circles and triangles.</p> <p>Positional language</p> <p>Shapes with 4 sides.</p> <p>Time.</p>	<p>Autumn changes</p> <p>Weather</p> <p>Hibernating animals</p> <p>Festivals: Diwali.</p> <p>Christmas story and Nativity.</p> <p>Exploring light and dark.</p> <p>Remembrance Sunday.</p>	<p>Natural objects</p> <p>Halloween and Christmas Artwork.</p> <p>Learning songs.</p>



					<p>Labelling using initial sounds.</p> <p>Story scribing.</p> <p>Retelling stories in writing area.</p> <p>Sequencing the story.</p> <p>Practising correct letter formation.</p> <p>All forms of mark making encouraged.</p>			
Spring 1	Winter	<p>Winter vocabulary.</p> <p>Listen to stories to build familiarity, understanding and increase vocabulary.</p> <p>Ability to speak in sentences using language to develop relationships.</p> <p>Retelling a story using story language.</p>	<p>Changing me.</p> <p>My body.</p> <p>Respecting my body.</p> <p>Healthy food and exercise.</p> <p>Growing up and lifecycles.</p> <p>Fun and fears.</p> <p>Celebrations.</p>	<p>Ball skills.</p> <p>Coordination and movement activities.</p> <p>Continued activities from Autumn Term.</p> <p>Forest School.</p>	<p>Class story- Phonic Sounds.</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with blending and segmenting words.</p> <p>Writing some of the tricky words,</p>	<p>Zero</p> <p>Comparing numbers to 5</p> <p>Mass</p> <p>Compare capacity</p> <p>6,7 and 8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Length, height and</p>	<p>Festivals: Chinese New Year.</p> <p>Pancake day.</p> <p>Signs of winter</p> <p>Weather.</p>	<p>Snow and winter themed art.</p> <p>Songs.</p> <p>Role play.</p> <p>Making pancakes.</p>



		<p>Asking how and why questions...</p> <p>Sharing our show and tell.</p>			<p>such as: I, me, my, like, to, the.</p> <p>Writing CVC words.</p> <p>Reading and writing CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Create a story board.</p> <p>Practising correct letter formation.</p> <p>World Book Day.</p>	time		
Spring 2	Spring	<p>Spring vocabulary.</p> <p>Learn rhymes and songs.</p> <p>Sustain a focus when listening to a story.</p> <p>Describing events in detail using connectives.</p>	<p>Relationships:</p> <p>How to make friends.</p> <p>Problem solving to stay friends.</p> <p>Dealing with falling out.</p>	<p>Spatial awareness</p> <p>Ball skills</p> <p>Following instructions</p> <p>swimming</p>	<p>Class story- The Very Hungry Caterpillar.</p> <p>Begin to read simple sentences.</p> <p>Phonic Sounds.</p> <p>Letter name and sound correlation.</p>	<p>9 and 10.</p> <p>Comparing numbers to 10.</p> <p>Bonds to 10.</p> <p>3DShapes:</p> <p>spheres, cones, cubes and cuboids.</p>	<p>Signs of spring.</p> <p>Animals and their babies.</p> <p>Hatching chicks.</p> <p>Lifecycle of a Butterfly.</p>	<p>Spring crafts</p> <p>Painting</p> <p>Singing.</p> <p>Symmetrical butterfly pictures.</p> <p>Junk model mini beasts.</p>



		<p>Understanding and using question words such as what, where, who...</p> <p>Sharing weekend news.</p>	<p>How to be a good friend.</p>		<p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience.</p> <p>Look at non-fiction books.</p> <p>Individual reading books linked to phonic knowledge.</p> <p>Begin to write simple sentences.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions.</p>	<p>Pattern.</p>	<p>Encouraging children to have a natural curiosity.</p> <p>Mother's Day.</p>	
--	--	--	---------------------------------	--	--	-----------------	---	--



					Write a sentence. Ensuring correct letter formation.			
Summer 1	Spring	<p>Using our senses to describe spring</p> <p>Retelling stories with an increased knowledge of story language and vocabulary.</p> <p>Relate the stories they have listened in their lives and their role-play.</p> <p>Make up their own stories with beginning, middle and end.</p> <p>Sharing Easter holiday news.</p>		Athletics Team Games	<p>Read and understand simple sentences.</p> <p>Phonic Sounds.</p> <p>Explore Non-fiction texts.</p> <p>Blending and segmenting more words linked to sounds already learned.</p> <p>Naming letters of the alphabet.</p> <p>Distinguishing capital letters and lower case letters.</p> <p>Writing simple sentences.</p>	<p>Numbers beyond 10.</p> <p>Spatial reasoning.</p> <p>Match, rotate and manipulate.</p> <p>Adding more.</p> <p>Taking away.</p> <p>Compose and decompose.</p>	<p>Growing sunflower seeds and beans.</p> <p>Weather.</p> <p>Our immediate environment-how is it changing?</p>	<p>Painting and colour mixing.</p> <p>Patterns.</p> <p>Drawing and sketching.</p>



					<p>Writing for a purpose in role play</p> <p>using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p> <p>Ensuring correct letter formation.</p>			
Summer 2	Summer	<p>Summer vocabulary.</p> <p>Be able to talk about own abilities in a positive way.</p> <p>Listen attentively and respond to what they hear with relevant questions,</p>		<p>Sport's Day.</p> <p>Running.</p> <p>Obstacle courses.</p> <p>Forest School.</p>	<p>Reading and understanding sentences with fluency including some common exception words.</p> <p>Phonic Sounds.</p> <p>Intervention given where needed.</p> <p>Reading: Reading simple sentences</p>	<p>Doubling.</p> <p>Sharing and grouping.</p> <p>Even and odd.</p> <p>Spatial reasoning.</p> <p>Deepening understanding of number.</p>	<p>Signs of summer</p> <p>Mini beasts and their lifecycles.</p> <p>Seaside and sea creatures.</p> <p>Looking at habitats.</p>	<p>Clay sea creatures.</p> <p>Role play.</p> <p>Sea shanties.</p> <p>Summer art.</p>





		<p>comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Holding conversation in back and forth exchanges with adults and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>			<p>with fluency. Reading CVCC and CCVC words confidently.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing simple sentences and phrases that can be read by others.</p> <p>Story writing, writing sentences using a range of words that are spelt correctly.</p> <p>Beginning to use full stops, capital</p>	<p>Patterns. Problem solving.</p>	<p>Visit to Newquay Zoo.</p>	
--	--	--	--	--	--	---------------------------------------	------------------------------	--



		<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Sharing experiences from their lives using full sentences including use of past, present and future.</p>			<p>letters and finger spaces.</p> <p>Using familiar texts as a model for writing their own stories.</p> <p>Write a character description.</p> <p>Write sentences with beginning, middle and end.</p> <p>Using correct letter formation.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>			
--	--	---	--	--	---	--	--	--