

# Burleyfields Primary School Early Years Curriculum

*Walk the Burleyfields Way*



# EYFS Intent, Implementation and Impact

## INTENT

At our Nursery and Reception, we believe in creating a nurturing, inviting, and inclusive environment that supports each child's unique journey of development. Our goal is to create a space where children feel safe, valued, and encouraged to explore, learn, and grow. Through rich, meaningful and memorable experiences, children will develop the foundational skills necessary for lifelong learning. We adopt a balance of child-led and adult-led learning, using directed teaching in focused sessions to introduce key skills, knowledge, and concepts. Through high-quality interactions from our skilled practitioners, adults scaffold children's thinking, model language, and encourage problem-solving, while fostering independence. Language is at the heart of our approach. Our environment is rich with opportunities for children to develop their communication and language skills, whether through songs, storytelling, role play, or conversations. Adults consistently model high-quality language, ask open-ended questions, and encourage children to articulate their thoughts, ideas, and emotions. Our indoor and outdoor environments are thoughtfully designed to spark curiosity, imagination, and independence. Our outdoor space extends learning beyond the classroom, offering activities that foster physical development, resilience, and an appreciation for nature through Forest School. Each area is equipped with resources that promote self-directed learning, problem-solving, and collaborative play, while encouraging children to make choices and follow their interests. These areas enable children to develop their executive functions such as attention, memory, and self-control. Our aim is to create a vibrant, caring environment with opportunities where every child can flourish, learn, and grow. We view parents as vital partners in their children's education. We actively foster strong, collaborative relationships with families, encouraging open communication and regular involvement in their child's learning journey. It is through this partnership that we aim to lay the foundations for each child's successful educational journey.

## **2 and 3-year-olds**

These are our youngest children. We provide opportunities for our children to foster warm and nurturing relationships with their key workers. We prepare our children to be lifelong learners through consistent and embedded routines. Learning is led by our curious children's interests and enhanced through high-quality interactions with our skilled practitioners. We promote an early exploration of the world around us. We provide a multitude of opportunities to appreciate the importance of community.

## **Preschool**

Our Preschool ignites a love of learning that children will cherish throughout their school journey. We prepare our children for Reception readiness through building healthy relationships with their peers and adults alike. Learning is a collaboration of children's curiosities punctuated with carefully planned adult led learning. We promote a wealth of opportunities to foster independence so that our children are fully equipped for their Reception pathway.

## **Reception**

Our Reception classes lay the foundations that equip our children with a hunger for lifelong learning. We provide a multitude of opportunities that encourage our children to take risks and be resilient learners. Learning is carefully planned and sequenced so that children are able to make links between their learning. We promote a thirst for adventure through open-ended provision, allowing children to showcase determination in their independent learning.

# EYFS Intent, Implementation and Impact

## **IMPLEMENTATION**

Classes work collaboratively to provide an enriching, stimulating curriculum that covers each area of learning; equipping our children with the secure foundations that enable them to fulfil their potential in their current and future learning. We refer to the key documents 'The Statutory Requirements for the EYFS' and 'Development Matters' to inform the planning of our tangible and theme-based curriculum that provides our pupils with knowledge, self-belief and cultural capital to ensure they are school ready when they leave the Early Years. The curriculum is split into 7 areas of learning (3 Prime Areas and 4 Specific Areas).

### **Prime Areas**

Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language Development involves giving children opportunities to experience a language rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### **Specific Areas**

Literacy (Reading and Writing) involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our Early Years curriculum is underpinned by the statutory Early Years Framework and Development Matters. Development Matters provides an age-related progression map which ensures that there are no gaps in learning of skills and knowledge. To ensure consistency and appropriacy, staff plan collaboratively but practitioners have autonomy to adapt our curriculum to meet the needs of every child. The curriculum is designed around themes which alternate throughout the term. Through this theme children are able to access high-quality learning in all 7 areas of learning both indoors and outdoors.

Our enabling all-weather setting allows all children have the flexibility to follow their interests and practitioners facilitate their learning through discussion, conversation, vocabulary and enhancing resources. We recognise that routines and self-regulation are key aspects of a child's development, and we invite them to take responsibility for their actions and routines. Practitioners facilitate small group teaching and learning sessions and ensure that the setting offers high-quality continuous provision opportunities throughout the day. We are passionate about ensuring that all our children leave Early Years with a lifelong love of stories and books therefore our Nursery settings are language rich including Nursery Rhymes, stories, songs and story times. Our children begin to develop their preferences for favourite stories and authors whilst being able to make links to their own experiences and themes.

To further enhance our children's learning journey, Reception practitioners build on the skills and knowledge already acquired regardless of a child's previous Early Years journey. We equip our children with the behaviours and tools so that they are school ready as they leave the Early Years.

Little Wandle: Letters and Sounds revised programme provides the basis for our whole class phonics teaching. The White Rose Maths scheme structures teaching and learning in Reception.

### **IMPACT**

The impact on the children is profound, as it nurtures their holistic development and equips them with essential skills for lifelong success. Children feel valued, secure, and respected, which boosts their self-esteem and emotional resilience. Recognizing each child's unique journey fosters a sense of belonging and confidence in their abilities.

The balance of child-led exploration and adult-led teaching ensures children acquire essential skills and knowledge in a meaningful way. Activities that encourage attention, memory, and problem-solving equip children with cognitive tools needed for future learning. Exposure to storytelling, songs, and conversations enhances vocabulary, comprehension, and self-expression. Adults modelling language and asking open-ended questions help children articulate their thoughts and emotions, strengthening their communication skills.

Opportunities to engage with peers in problem-solving and play foster teamwork, empathy, and social skills. Encouragement of independence enables children to make decisions, express preferences, and navigate social interactions confidently. A thoughtfully designed curriculum, enables children to hook their new knowledge and vocabulary onto concepts which will strengthen the learning links as they progress through the school. Our outdoor environment, supports physical development, resilience, and a deeper connection to nature. These experiences provide children with a strong foundation for academic success, social-emotional well-being, and a love for lifelong learning.

# Curriculum Progression

	Autumn	Spring	Summer
2-year-olds	<p>Marvellous Me Autumn (printing, leaves, colours, textures) Woodland animals (names and sounds) Christmas (celebration, santa, gifts) Bonfire Night (colours) Harvest ( farmers planting, naming vegetables)</p>	<p>Winter &amp; Spring (temperature and clothing) Mother's Day (love) Planting seeds (cress, seeing a change) Easter (chocolate eggs, decorate, egg hunts) Farm animals (names and noises) Chinese New Year (foods, colours, celebration) New Year's Day (its 2026!)</p>	<p>Summer weather changes Minibeasts (names and appearance) Under the sea animals (habitats and names) Father's Day</p>
Preschool	<p>All About Me Autumn (how things change) Bonfire Night (fire safety) Christmas (story about Jesus) Woodland animals (names, appearance and diet) Harvest (where do vegetables grow?) Diwali (celebration of lights/celebrate difference)</p>	<p>Winter &amp; Spring Chinese New Year (celebration of difference –how it is celebrate) Shrove Tuesday (make our own pancakes) Mother's Day (give thanks) Spring (signs of spring, farm animals and their offspring) Planting &amp; growing (herbs what plants need to grow) Easter (new beginnings) New Year (wishes)</p>	<p>Transition to school Graduation Father's Day Sea creatures (save our seas and recycling) Sun safety Minibeasts (habitat, diet and lifecycles)</p>
Reception	<p>Individual Me Harvest (process and why we celebrate) Autumn (compare seasons) Woodland animals (habitat and hibernation) Diwali (Rama and Sita story) Bonfire Night (Gunpowder Plot) Remembrance Day Christmas (First Christmas story)</p>	<p>Around the World: Different countries comparisons Chinese New Year (great race story) Spring (comparison to autumn changes) Mother's Day Animals from around the world- (diet, appearance and habitat) Life cycles (chicks) Easter - (Easter story)</p>	<p>Ramadan Eid Different families Father's day Summer (signs of summer) Growing plants (beanstalks) Ttransitioning to school Changing me</p>

# **Vocabulary and concept progression**

# Walk the Burleyfields Way - Vocabulary progression

Concept		2 years	3- 4 years	4 – 5years
Seasons	<b>Autumn</b>	autumn leaves conkers pine cones pumpkins squirrels autumn colours – red, yellow, brown, orange	autumn change crunch soggy hedgehog fox badger bat squirrel	autumn harvest combine harvester vegetables farming celebration nocturnal diurnal
	<b>Winter</b>	winter cold snowflake snow frozen ice frost wet	melting freezing clothing	hibernation migration slippery fog sledging icicles sleet blizzard dark similar/different
	<b>Spring</b>	spring grow flower sun rain chick lamb egg	sun warm grow seed plant born	life cycles offspring blossom bud, leaf, stem, roots soil
	<b>Summer</b>	hot sun holiday hat sand sea	beach heat aeroplane sun safety	suncream sunburn dehydration temperature clothing sweating water

# Walk the Burleyfields Way - Vocabulary progression

Concept				
Celebrations	<b>Christmas</b>	Santa tree party bang Christmas star	decorations family presents Christmas cards post box reindeer Jesus	Jesus, Mary and Joseph Wise men shepherds carols church nativity advent Bethlehem
	<b>New Year</b>	happy clock party	countdown fireworks midnight	celebration goals resolution
	<b>Chinese New Year</b>	dragon red noodles	invitations red animals chopsticks lucky	The great race calendar tradition
	<b>Easter/Lent</b>	eggs chocolate easter bunny	Easter lamb hunt	Jesus cross died lent betrayed
	<b>Mother's/Father's day</b>	mum dad love hug	card thank you special	bouquet celebration thankful
	<b>Shrove Tuesday</b>	pancake eat flip	flour lemon sugar milk mix eggs	ingredients lent fry frying pan
	<b>Eid/Ramadan</b>	moon star gift food	family feast	mosque Muslim henna fasting Qu'ran
	<b>Other</b>		graduation	religions celebrations weddings Islam transition

# Walk the Burleyfields Way - Vocabulary progression

Concept				
Celebrations	<b>Harvest</b>	colour farmer carrot apple potato pumpkin	harvest scarecrow tractor vegetables grow	harvest festival crops produce gather/collect
	<b>Remembrance</b>	red flower quiet	poppies November parade	soldiers life remembrance safe brave memorial
	<b>Bonfire Night</b>	colour fire sky bang whizz pop	bonfire night loud sparkler fireworks safety	festivals gunpowder plot fireworks Guy Fawkes careful
	<b>Diwali</b>	colours dance light lamp	pattern celebration family sweets	Diwali Hindu diva lamps rangoli patterns festival of light Rama Sita

# Walk the Burleyfields Way - Vocabulary progression

Concept				
Growth	<b>Planting and growing</b>	flower, mud, sun, garden, water	seed, leaf, soil, sunshine, sprout	lifecycle, roots, stem, absorb, bloom
	<b>Changing me</b>	big, small, tall, short, baby, grow	healthy, different,	emotions, private, belong, unique
	<b>Animals</b>	grow, lamb, chick, calf, puppy, kitten	fur, feathers, talons, fins, gills, wings, scales, beak	lifecycle, mammal, species, hatch,

# Walk the Burleyfields Way - Vocabulary progression

Concept				
My World	<b>Animals</b>	fish shark crab whale starfish	fur feathers talons fins gills wings scales beak seaweed shells	carnivore herbivore omnivore prey predator hunt endangered
	<b>Minibeasts</b>	worm ant bee butterfly spider	diet habitat wings legs	insect vertebrate invertebrate antennae
	<b>My Environment</b>	clean	litter recycle	pollution protect habitat
	<b>Countries</b>	flag different home food clothes hot cold	languages travel map	culture traditions country

# Knowledge Progression

Topic	2-3 Years	3-4 Years	4-5 Years
<b>Autumn</b>	Recognise leaves falling and changing <u>color</u> (red, orange, yellow). Recognise and use pine cones, conkers within the provision.	Understand that trees lose leaves in autumn; and notice the noises they make under different weather conditions. notice colder weather, wind, and earlier sunsets.	Learn why leaves fall (energy conservation in trees); identify animals preparing for winter (squirrels gathering nuts). Compare colours to other seasons. To understand the concept of nocturnal and diurnal animals.
<b>Winter</b>	Recognise frost, snow, and the need for warm clothes like coats and gloves.	Look at freezing and melting. The properties of ice and snow.	Learn how humans and animals adapt to winter (e.g., storing food, using energy); begin to understand the difference in weather and extreme weather conditions.
<b>Spring</b>	Notice flowers blooming and baby animals (lambs, chicks); Recognise warmer weather.	Understand that spring brings new growth. Understand how to plant a seed. identify common flowers (e.g., daffodils). Identify animals and their offspring. Sheep/lambs, cows/calves, chicks/chickens	Learn about plant life cycles (seed to flower); learn about animal lifecycles- chicks. Recognise changes in weather patterns and longer days.
<b>Summer</b>	Recognise sunshine, hot weather, and long days; know summer activities like playing outdoors.	Identify summer fruits (e.g., strawberries) and common insects (bees, butterflies).	Learn about the importance of sunlight for plants; Recognise how people stay cool and safe in summer. To understand why

			it is important to stay hydrated and apply <u>suncream</u> .
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Topic	2-3 Years	3-4 Years	4-5 Years
<b>Harvest</b>	Recognise fruits and vegetables in shops or farms.	Learn about the purpose of harvest and simple tools used in farming.	Understand the origins of food (farm to table) and harvest traditions.
<b>Remembrance</b>	Recognise poppies as a symbol	Learn about Remembrance Day as a time to remember soldiers and peace.	Understand basic historical context of World Wars and why people wear poppies to reflect.
<b>Bonfire Night</b>	Recognise fireworks and bonfires as part of a celebration.	Learn about firework safety;	Understand the historical significance of the Gunpowder Plot and how it shaped British traditions.
<b>Diwali</b>	Recognise candles ( <u>diyas</u> ) and decorations (e.g., <u>rangoli</u> ). Use lights to celebrate.	Learn that Diwali is a Hindu festival celebrating light, family, and good over evil.	Understand the story of Rama and Sita; identify key symbols (light, Lakshmi, sweets) and how it is celebrated.
<b>Christmas</b>	Recognise Christmas lights, trees, and gifts.	Learn that the Nativity story is about a special baby being born on Christmas day. Christmas as a time of giving and family. Talk about the role of the post office during Christmas time and the purpose of a stamp.	Understand Christmas traditions (e.g., Santa Claus, carols) and its religious significance for Christians. Retell the Nativity story.
<b>New Year</b>	Recognise New Year celebrations like fireworks.	Learn about the idea of starting fresh with goals.	Understand how different families celebrate New Year and set new goals.
		People celebrate with a countdown to midnight.	

<b>Chinese New Year</b>	Recognise red decorations, dragons, and lanterns.	Learn about the Chinese zodiac animals and the meaning of red for luck. Experience new foods and describe them.	Understand the cultural stories (e.g., the race of zodiac animals) and key traditions like family feasts and dragon dances.
<b>Easter/Lent</b>	Recognise Easter eggs, bunnies, and springtime.	Learn about eggs symbolise new life and new beginnings. Children to learn about the lifecycle of a frog. Jesus represented new life- Easter is a time <u>for new</u> beginning.	Understand the Christian Easter story (Jesus' resurrection) and symbols like eggs for new life. Learn about giving things up for Lent and how Easter is celebrated (egg hunts, church services).
<b>Mother's/Father's Day</b>	Recognise it as a time to celebrate parents or caregivers.	Learn to express gratitude through simple actions like cards or gifts.	Understand the importance of showing appreciation and how families may celebrate differently.
<b>Shrove Tuesday</b>	Recognise pancakes as part of a celebration.	Learn how to make a pancake and that Shrove Tuesday pancakes symbolize using up rich foods.	Understand link between lent and Shrove Tuesday as using everything up before giving something up for 40 days.
<b>Eid/Ramadan</b>	Recognise family gatherings and festive clothes for Eid.	Learn about Eid and the celebratory traditions of Muslim people.	Learn about fasting during Ramadan and the idea of community and sharing. Understand the spiritual significance of Ramadan (self-
			control, gratitude) and the celebratory nature of Eid and that Muslims go to the mosque.

Topic	2-3 Years	3-4 Years	4-5 Years
<b>Planting and Growing</b>	Recognise seeds and plants growing in soil.	Learn what plants need to grow (water, sunlight, soil); identify basic plant parts (, leaves, flowers).	Understand life cycles of plants and the importance of caring for the environment. Investigate the word absorb and where the nutrients come from.
<b>Changing Me</b>	Recognise physical changes like getting taller or stronger.	Learn to identify and express basic emotions (happy, sad, angry). What foods are considered healthy choices.	Understand body changes (e.g., losing baby teeth, learning to walk) and develop self-awareness about growth and feelings. Understand that their pants are private.
<b>Animals</b>	Recognise common animals (pets, farm animals) and their sounds.	Learn where animals live (habitats) and what they eat.	Understand animal life cycles (e.g., chick to hen) and how animals adapt to their environments.

Topic	2-3 Years	3-4 Years	4-5 Years
<b>My Environment</b>	Recognise familiar places like home, nursery, and parks.	Learn about ways to care for the environment (e.g., picking up litter, recycling).	Understand the impact of human actions on nature and explore ways to protect local spaces.
<b>Countries/continents /places</b>	Know they live in Stafford.	Learn simple facts about a few countries (food, clothes, festivals). When talking about celebrations.	Understand cultural similarities and differences. Weather differences. Name famous landmarks. (Paris, Antarctica, Africa, Australia, China and England) —
<b>Minibeasts</b>	Recognise insects like ladybirds, worms, and ants.	Learn about where minibeasts live (under rocks, in soil). Describe insects.	Identify differences between insects and begin to categorise them (e.g., wings, legs), vertebrate and invertebrates.
<b>Animals</b>	Name some sea creatures and forest animals.	Learn where some animals live- under the sea and in the forest.	Understand how an animal catches its food and what kinds of foods it eats.
<b>Shakespeare</b>	Will focus on the theme -text dependent	Will focus on the theme -text dependent	Shakespeare is a playwright who lived a long time ago. He lived in London. His theatre is called the Globe.

# Phonics Progression

Autumn- <b>Aspect 1: Environmental Sounds</b>	Spring <b>Recap Aspect 1: Environmental Sounds</b> <b>Aspect 2: Instrumental Sounds</b> <b>Aspect 3: Body Percussion</b>	Summer <b>Aspect 4: Rhythm and Rhyme</b> <b>Aspect 5: Alliteration</b>
<p><b>Exploration of sounds in the environment:</b></p> <ul style="list-style-type: none"> <li>- Develop awareness of environmental sounds.</li> <li>- Sound walks indoors and outdoors.</li> <li>- Listening to and identifying common sounds (e.g., keys jangling, birds chirping, water splashing).</li> <li>- Playing "What can you hear?" games.</li> <li>- Using auditory cues in stories (e.g., "Can you hear the dog bark?").</li> </ul> <p><b>Sound matching and imitation:</b></p> <ul style="list-style-type: none"> <li>- Develop awareness of environmental sounds.</li> <li>- Begin to discriminate between different sounds.</li> <li>- Encourage focused listening and turn-taking during activities.</li> <li>- Build vocabulary related to environmental sounds.</li> <li>- Enhance auditory memory.</li> <li>- Begin to replicate and produce sounds independently.</li> <li>- Imitating environmental sounds during play.</li> </ul>	<p><b>Reinforce understanding of environmental sounds:</b></p> <ul style="list-style-type: none"> <li>- Solidify listening and sound discrimination skills.</li> <li>- Revisit sound walks and listening games to support new starters.</li> <li>- Provide support for new children to settle into routines.</li> <li>- Pair experienced children with new starters for peer learning.</li> </ul> <p><b>Introduction to musical instruments and sound-making objects:</b></p> <ul style="list-style-type: none"> <li>- Revisit sound walks and listening games to support new starters.</li> <li>- Pair experienced children with new starters for peer learning.</li> <li>- Develop an awareness of different sound qualities (e.g., pitch, volume, tempo).</li> <li>- Explore a variety of instruments (e.g., shakers, tambourines, drums).</li> <li>- Play loud/quiet and fast/slow games.</li> <li>- Encourage turn-taking and collaborative play.</li> <li>- Listen to and imitate sounds made by instruments.</li> </ul>	<p><b>Exploring rhythm and rhyming words:</b></p> <ul style="list-style-type: none"> <li>- Read rhyming stories and poems, emphasizing rhymes.</li> <li>- Encourage children to finish rhyming phrases (e.g., "cat and... hat").</li> <li>- Play rhyming games with pictures or objects.</li> </ul> <p><b>Clapping and tapping rhythms:</b></p> <ul style="list-style-type: none"> <li>- Build awareness of rhythmic patterns in language.</li> <li>- Foster a love of language through playful rhymes.</li> <li>- Enhance auditory discrimination of rhythm and beat.</li> <li>- Develop motor coordination and timing.</li> </ul> <p><b>Introduction to alliteration:</b></p> <ul style="list-style-type: none"> <li>- Build awareness of initial sounds in words.</li> <li>- Play games to match</li> </ul>

### Simple sound patterns and sequences:

- Copying simple sound patterns created with instruments.
- Playing call-and-response games using instruments.

### Using the body to create sounds:

- Clapping, stamping, tapping, and patting.
- Exploring variations in volume and tempo with body sounds.

### Action songs and rhymes:

- Incorporate clapping and tapping into nursery rhymes and action songs.
- Encourage children to join in and suggest their own actions.

- Develop of words (e.g., "Sam sips soup").
- Use puppets or props to create alliterative phrases (e.g., "Milly Mouse makes music").

### Sound sorting and categorising:

- Group objects by their initial sound (e.g., "things that start with /b/").
- Encourage children to suggest words that share the same initial sound.

- Support sound discrimination skills.
- Lay the foundation for blending and segmenting in later phases.
- Improve rhythm and movement coordination.
- Support early language and listening skills.

Pre-school phonics progression

Term	Sound focus	Focus
Autumn 1	No sounds – focus on Rhyme Time	<ul style="list-style-type: none"> <li>- <b>Settling children into routines.</b></li> <li>- <b>Rhyme Time:</b> Focus on developing listening skills through rhyming games and songs.</li> <li>- <b>Sound Games:</b> Voice sounds, Name play, Bertha the Bus, <u>Play</u> with sounds (Focus on general sound awareness, not specific letter sounds).</li> <li>- <b>Oral blending games:</b> Can you do the actions? Can you touch your...? What's that noise? (Focus on sound recognition and blending).</li> </ul>
Autumn 2	s a t p i n m	<ul style="list-style-type: none"> <li>- Introduce one sound per week from the list.</li> <li>- <b>What's in the box?:</b> Focus on sound recognition.</li> <li>- <b>Sound Games:</b> Voice sounds, Name play, Bertha the Bus (Focus on developing awareness of sounds, children play with and listen to sounds).</li> <li>- <b>Oral Blending Games:</b> Can you touch your...? What's that noise? (Practice blending with simple sounds).</li> </ul>
Spring 1	d g o c k e	<ul style="list-style-type: none"> <li>- Continue with sound recognition and blending games from Autumn 2.</li> <li>- <b>Blend from the box:</b> Focus on blending sounds together.</li> <li>- <b>Oral Blending Games:</b> Can you do the actions? Can you touch your...? What's that noise? (Practice blending with a mix of simple and more complex sounds).</li> </ul>
Spring 2	u r h b f l	<ul style="list-style-type: none"> <li>- Focus on letter sound recognition and blending.</li> <li>- <b>What's in the box?:</b> Continue to develop familiarity with sounds.</li> <li>- <b>Sound Games:</b> Play with</li> </ul>

		<ul style="list-style-type: none"> <li>sounds to reinforce understanding of phonemes.</li> <li>- <b>Oral Blending Games:</b> Blend using a wider variety of words, encouraging children to listen to and manipulate sounds.</li> </ul>
Summer 1	j v w y z <u>qu</u> <u>ch</u>	<ul style="list-style-type: none"> <li>- Focus on more complex sounds.</li> <li>- <b>What's in the box?:</b> Continue sound recognition practice.</li> <li>- <b>Sound Games:</b> Develop fluency in recognising and articulating sounds.</li> <li>- <b>Oral Blending Games:</b> Begin to practice blending longer and more complex sounds and words.</li> </ul>
Summer 2	ck x <u>sh</u> <u>th</u> <u>ng</u> <u>nk</u>	<ul style="list-style-type: none"> <li>- Focus on digraphs and blends.</li> <li>- <b>What's in the box?:</b> Review and reinforce all sounds taught so far.</li> <li>- <b>Sound Games:</b> Continue developing fluency in recognising sounds.</li> <li>- <b>Oral Blending Games:</b> Focus on blending longer words with digraphs and trigraphs.</li> <li>- <b>Blending with the Sound:</b> Reinforce and practice blending more complex sounds together (e.g., <u>sh</u>, <u>th</u>, <u>ng</u>).</li> </ul>

Reception Phonics Progression		
Autumn	Spring	Summer
<p>Learn 19 GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.</p> <ul style="list-style-type: none"> <li>- Begin blending VC words (e.g., it, is) and CVC words (e.g., sat, pin).</li> <li>- Segment CVC words orally and with magnetic letters.</li> <li>- Begin reading simple captions using taught GPCs.</li> <li>- Practice letter formation for taught graphemes.</li> <li>- Tricky Words: is, I, the.</li> </ul>	<p>Learn digraphs and trigraphs: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er.</p> <ul style="list-style-type: none"> <li>- Blend and segment words with taught digraphs and trigraphs (e.g., light, coin, farm).</li> <li>- Begin reading longer captions and short sentences with decodable words.</li> <li>- Write short captions using simple sentences.</li> <li>- Tricky Words: no, go, to, into, he, she, we, me, be, was, you, they, all, are, my, her.</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidate Phase 3 digraphs and trigraphs.</li> <li>- Read and write sentences fluently with decodable words and tricky words.</li> <li>- Introduce adjacent consonants (Phase 4): bl, tr, cr, st, dr, gr, sp, tw, pl.</li> <li>- Blend and segment longer words (e.g., stamp, drum, crab).</li> <li>- Write short sentences with accuracy, using tricky words.</li> <li>- Tricky Words: All Phase 2 and Phase 3 words, plus: said, so, have, like, some, come, love, do, were, here, little, one, when, out, what.</li> </ul>

# **Text Progression**

## *Walk the Burleyfields Way - Autumn Text Progression*

<b>Autumn 1</b>	Week 1 03.09.25 3 days	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25 <b>Harvest</b>	Week 6 06.10.25	Week 7 13.10.25	Week 8 20.10.25 Diwali
<b>2-year-olds</b>	Transition	Maisy goes to Nursery	That's Not My...	Wow said the owl	Zoom farm adventure	We are going on a bear hunt	Fox's Socks	There is a witch in your book
<b>Preschool</b>		A Big Day for Migs	Owl Babies	Elmer	Pumpkin Soup	Leaf Man	Say Hi to Hedgehogs	Meg and Mog
<b>Reception</b>		Whatever Next!	The Gruffalo		From Seed to Harvest	Room on the Broom		Diwali story: Rama and Sita

<b>Autumn 2</b>	Week 1 05.11.25 <b>Bonfire Night</b> 3 days	Week 2 10.11.25 <b>Remembrance Day</b> <b>(11<sup>th</sup> Nov)</b>	Week 3 17.11.25	Week 4 24.11.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25
<b>2-year-olds</b>	This Bear, That Bear	Nursery Rhyme Week	Hairy <u>McClairy</u>	Pip, Posy and the Christmas Tree	Postman Bear	Dear Santa	I Love You, Father Christmas
<b>Preschool</b>	Topsy and Tim's Bonfire Night	Nursery rhyme week	Percy the Park Keeper	Oh No! Shark in the Snow	The Snowman	The Night before Christmas	Father Christmas
<b>Reception</b>	The Gunpowder Plot Story	Nursery rhyme week	The Gruffalo's Child	Stickman	Stickman	The First Christmas Story	The First Christmas Story

# **2 and 3-year-olds curriculum**

## 2 and 3 year-olds-curriculum Termly Planner

	Autumn	Spring	Summer
Experiences Parent pop ins	Fabulous first week in nursery Nursery Rhyme week Coffee morning Harvest crafts Christmas crafts	Easter egg hunt Easter bonnet making Parent stay and play Mother's day tea party	Teddy bears picnic Fathers day craft
Visits/Visitors	Animal lady      bakery visit Panto              Christmas tree festival Letterbox walk Visit the park	Farm on wheels Shugborough library	Minibeast person in Train ride
Celebrations	Birthdays, Christmas traditions, Bonfire night, nursery rhyme week, harvest	Winnie the Pooh Day, Chinese New Year, Pancake Day, World Book Day, Mother's Day, Easter, New Year's day	World Bee Day, Father's Day
Burleyfields Values	Independence		
Forest School	Exploring the forest Bonfire	Weather, planting	Minibeasts

# Autumn Term

## Personal, Social and Emotional Development

We will demonstrate an understanding of our school values of **kindness** and **respect** in action. We will settle into our new classroom and school and understand the rules we need to follow. We will learn to establish our sense of self through finding our pictures on our pegs and in our classroom. We will learn to leave our parents and go to our key workers when we come into nursery. We will learn to show our own personality traits and qualities. We will express a range of emotions to show how we are feeling. We will learn to talk about emotions through stories. We will try to do some things independently such as helping to tidy up, find our pegs and make our own choice at snack time.

## Physical Development

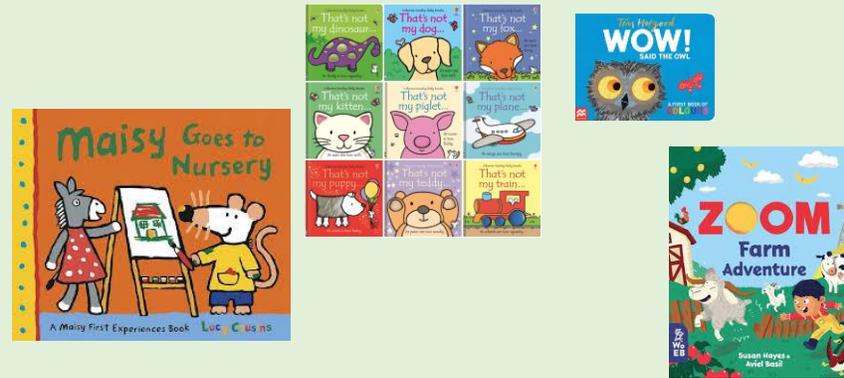
We will enjoy moving inside our classroom and in our outdoor area. We will enjoy 'squiggle whilst you wiggle', joining in with the actions to our songs by clapping, stomping, dancing and mark making in sensory trays. We use our large motor skills to help us pour and tip water, sand and oats into containers. We use our fine motor skills to begin to fasten our coats. We will use the cosy coupe cars and scooters to push ourselves along. We will climb up the steps on the slide. We will learn to kick a large ball. We will visit our local park and use the equipment safely.

## Communication and Language

We will make ourselves understood to our key workers using words and actions. We will start to use our words to say how we are feeling, what we like and dislike. We will start to develop conversation with our friends and key workers but we might jump from topic to topic. We will use our role play area to develop pretend play such as making a cup of tea using the toy kettle and a cup. We will use our small world area to develop our pretend play. We will use single words to name items, in context. We will understand some of the words and instructions that our key workers use everyday.

## Understanding the world

We will go on daily/ weekly welly walks to explore the natural materials outdoors. We will use our welly walks to gather natural materials to bring inside to fill up our treasure baskets. We will learn about some of the creatures of the forest. We will have photos of ourselves and our families in our classroom. We will learn about different vegetables and their names during Harvest time. We will talk about our families to our key workers and peers. We will celebrate the Bonfire Night and Christmas traditions.



## Literacy

We will take part in daily Nursery Rhyme time; listening to and joining in with singing songs and saying rhymes. We will copy gestures and actions that our key workers model. We will independently sing songs that we have learnt. Our daily phonics lessons will enable us to explore our voices and enjoy making sounds. We will spend time in our book area and will enjoy sharing books with adults and our peers. We will enjoy looking at the illustrations and noticing some of the words. We will develop our choice of a favourite book through taking home a library book each week. We will have opportunities to make marks using different mark making implements to improve our fine motor muscles. There will be access to a self service library for parents to choose books to read to their children.

## Mathematics

We will post items into different objects and enjoy taking them out again. We will use our fingers to help us join in with number rhymes such as Two Little Dickie Birds. We will make sounds, point and say some numbers in sequence to help us develop our counting. We will count the children, objects in our classroom and amount of snack we can have. We will explore different spaces in the classroom that we can squeeze ourselves into. We will use large and small blocks to build. We will select the right shape to complete inset puzzles.



## Expressive arts and design

We will join in with actions and movements to songs and music. We will sing songs using words that we are familiar with. We will use the music making instruments to make different noises and sounds. We will explore paint by using paintbrushes and painting with our hands, fingers and natural objects. We will investigate different materials such as playdoh, oats, leaves, sticks, bark, conkers, pumpkins, acorns and will use all our senses to explore.

# Spring Term

## **Personal, Social and Emotional Development**

We will demonstrate an understanding of our school values of **resilience** and **determination** in action. We will re-settle in our Nursery after the Christmas holidays and will welcome new children into our classroom. We will feel confident enough to visit our local area. We will develop friendships and begin to

## **Physical Development**

We will use playdoh to strengthen the muscles in our arms and fingers. We will start eating independently and learning how to use a knife and fork at lunchtimes. We will learn to walk, run, jump and climb and start to use the stairs independently. We will explore different materials and tools to make marks. We will use the equipment outside and begin taking more risks.

## **Communication and Language**

We will use our words and good listening as modelled by an adult. We will be encouraged to sit for a short period of time to play a game. We will start using instruments to accompany songs and begin following simple instructions such as: stop, start, fast, slow.

## **Understanding the world**

We will look for changes and patterns in the weather. We will sow seeds and will explore what a seed needs to grow. We will learn to name farm animals and will be able to make their noises. We will celebrate Chinese New Year, Pancake Day, Mother's Day and Easter. We will welcome 2025 as the new year.

## **Expressive arts and design**

We will explore the different instruments and sound makers from our music basket. We will use a variety of resources to start to make marks intentionally on paper, chalk boards, in tuff trays and the playground. We will express our ideas and feelings through the marks that we have made. We will sometimes be able to tell an adult about the marks we have made. We will develop imaginative play and pretend that one object represents another.

## **Mathematics**

We will continue to count in everyday contexts, such as counting how many children are here today, counting out food for snack, counting out cups for drinks. We will react to changes of amount in a group of up to three items. We will compare sizes, weights using gesture and language.

## **Literacy**

We will notice some print in our learning environment and will be encouraged to notice print in the stories that we share. We will share and enjoy books in our reading area. We will listen to stories during the day with increasing attention. We will repeat words and phrases from familiar stories. We will begin to understand basic story structure using 'once upon a time' and 'the end' to start and end our stories in Talk for Write sessions.

# Summer Term

## **Personal, Social and Emotional Development**

We will demonstrate an understanding of our school values of **pride** and **independence** in action. We will be confident in knowing and following the rules and routines. We will continue to talk about the way we feel in more elaborate ways, modelled by adults. We will continue to learn to develop our control when waiting for things and recognize that some behavior can hurt others' feelings. We will continue to increase our independence but knowing that we can ask an adult for help.

## **Physical Development**

We will continue to develop our movements and skills with our 'squiggle whilst you wiggle' sessions whilst beginning to match this to our activities within our setting. We will develop the strength and dexterity in our fingers through daily fine motor activities. We will independently put on/take off our coats, practicing to do up zip and buttons. We will hang our belongings on our peg independently. We will wash our hands independently. We will begin to pour our own drinks at snack time. We will continue to practice using a knife and fork at lunchtime.

## **Communication and Language**

We will enjoy listening to familiar stories. We will increase our attention span and start to understand simple questions such as who, what and where through the use of objects. We will use a wider range of vocabulary based on our own experiences. We will understand and act on longer sentences.

## **Understanding the world**

We will continue to notice similarities and differences between people and our families. We will talk about the special things our Dads and special people in our lives do for us and we will say thank you on Father's Day. We will continue to explore natural materials indoors and outdoors. We will notice detailed features of our immediate environment and notice the change in weather. We will learn about insects and minibeasts. We will learn to name some wild animals. We will learn where insects and minibeasts live and how some of them grow and change. We will learn about animals that live under the sea and their names. We will talk about some of the things we have learnt in Explorer's/Adventurer's room and look forward to moving into Nursery.

## **Expressive arts and design**

We will continue to use our imagination to consider what we can do with different materials using various tools and support from adults. We will use different construction materials to create a variety of models and structures. We will begin to join materials using glue to make simple models as we begin to talk about our ideas. We will continue to explore different materials, using all of our senses.

## **Mathematics**

We will confidently say some numbers in sequence. We will continue to develop a deep understanding of numbers to 3. We will begin to subitise up to 3. We will compare objects and use mathematical language to describe them. We will begin to compare measures using gestures and simple mathematical language. We will continue to notice and arrange patterns.

## **Literacy**

We will continue to have our preferences for favourite stories and books. We will seek out our favourite books and enjoy sharing them with an adult, peer or enjoy alone. We will enjoy developing our play around stories, using props and some words/phrases from familiar stories. We will begin to join in with conversations about stories and learn new vocabulary. We will begin to notice some print, such as the letters in our Christian name, a bus or door number, or a familiar logo. We will continue to draw freely and make marks on our pictures that stand for our name. We will continue with our Talk for Write sessions to embed our basic story structure.

# Personal, Social and Emotional Development (PSED)

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn	Spring	Summer
	<p>We are learning to... get to know our new classroom and school and understand the rules we need to follow. Establish our sense of self. Find ways of managing transitions from our parents to key workers. Thrive as we develop self-assurance. Feel strong enough to express a range of emotions. Grow in independence. Be increasingly able to talk about and manage our emotions. Safely explore emotions beyond our normal range through play and stories. Know what kindness and respect means. Learning ways to demonstrate kindness and respect.</p>	<p>We are learning to... Consolidation of previous skills taught. Express preferences and decisions. Try new things and start to establish our sense of autonomy. Engage with others through talk. Begin to show 'effortful control'. Play with increasing confidence on our own and with others. Look for clues about how to respond to something exciting. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with our key person.</p>	<p>We are learning to... Consolidation of previous skills taught. Develop friendships with other children. Notice and ask questions about differences. Learn to use the toilet with help, and then independently.</p>
Observational Checkpoints	<p>Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?</p> <p>Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?</p> <p>Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>		

# Personal, Social and Emotional Development (PSED)

Listen to stories and play with props to explore different feelings

Access high quality resources freely, without needing help

Choosing milk or water at snack time

Model useful phrases to take turns

**How this looks for the 2 & 3 year-olds at Burleyfields**

Visiting new places in Stafford with our key workers

Explore objects around us, inside and outdoors

Kind hands and kind feet

Sharing family photographs

Begin to build friendships

Showcasing examples of **kindness** and **respect**

Developing confidence to try new things

Modelling play to show expressions and gestures

Sharing objects from our home

# Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Make ourselves understood. Start to say how we are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play. Understand single words in context. Understand frequently used words. Understand simple instructions.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills taught. Use intonation, pitch and changing volume when 'talking'. Use the speech sounds: p, b, m, w and pronounce: l, r, w, y, f, th, s, sh, ch, dz, j and multi-syllabic words.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills taught. Understand simple questions about 'who', 'what' and 'where'.</p>
Observational Checkpoints	<p>By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?</p> <p>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, please can you stop now? We’re tidying up”.</p> <p>Towards their second birthday, can the child use up to 50 words? Is the child beginning to put two or three words together: “more milk”? Is the child frequently asking questions, such as the names of people and objects?</p> <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with.</p> <p>Can the child follow instructions with three key words like: “Can you wash dolly’s face?”</p>		

# Communication and Language

Expressing our emotions using new vocabulary given to us by key workers

Morning and Afternoon greetings

Listening to music, watching performances of dance and songs

Time to think

**How this looks for the 2 & 3 year-olds at Burleyfields**

Nursery Rhyme time

Key workers introduce new words through our play

Phase 1 phonics (when appropriate)

Forest School: All 5 senses

Sharing picture books with adults

Listen and repeat the names of things modelled by key workers

Reply to questions and follow instructions

Chatty Snack time

# Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Enjoy moving when outdoors and inside. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Develop manipulation and control. Clap and stomp to music. Start to kick, throw and catch balls. Build independently with a range of appropriate resources. Fit ourselves into spaces and move around in them. Spin and roll. Sit on a push-along wheeled toy.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills. Start eating independently and learning how to use a knife and fork. Walk, run, jump and climb and start to use the stairs independently. Explore different materials and tools. Use a scooter. Independently use ropes and swings.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Ride a tricycle.</p>
Observational Checkpoints	<p>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?</p> <p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p>		

# Physical Development

Use our fingers to tear different papers

Make marks and print on a variety of papers

Encouraging good eating habits: sharing and waiting for a second helping

Encouraging independence when putting on coats and wellies (zips and buttons)

Join in with Squiggle whilst you Wiggle sessions

Construction inside and outside

Inset puzzles and jigsaws

**How this looks for the 2 & 3 year-olds at Burleyfields**

Water and sand play

Playing with large and small equipment

Using a potty and toilet safely

Tummy time

Different sized implements and tools for building and mark making

Parachute games

Balance bikes

Den building

# Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn	Spring	Summer
	<p>We are learning to... Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Copy finger movements and gestures. Sing songs independently. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Enjoy drawing freely. Add some marks to our drawing which we give meaning to.</p>	<p>We are learning to... Consolidation of previous skills. Notice some print. Make marks on our pictures to stand for our name.</p>	<p>We are learning to... Consolidation of previous skills. Repeat words and phrases from familiar stories. Ask questions about books. Make comments and share our own ideas. Develop play around favourite stories using props.</p>

# Literacy

Daily story time

Talk for Write sessions

Puppets and soft toys to retell stories to

Nursery Rhyme time

Bedtime stories

Staff modelling writing through play

Explore our favourite stories through linked high-quality provision

**How this looks for the 2 & 3 year-olds at Burleyfields**

Sensory mark making

Using different resources to make marks/Squiggle sessions

Outdoor reading

Playground chalks

Nursery rhyme sacks

Engaging reading areas with familiar and new stories/books

Forest School sticks for mark making

# Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Combine objects and put objects inside others and take them out again. Take part in finger rhymes with numbers. Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. Climb and squeeze ourselves into different types of spaces. Build with a range of resources. Complete inset puzzles.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills. Count in everyday contexts, sometimes skipping numbers. React to changes of amount in a group of up to three items. Compare sizes, weights using gesture and language.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills. Compare amounts saying ‘lots’, ‘more’ or ‘same’. Notice patterns and arrange things in patterns.</p>

# Mathematics

Daily Mental Maths counting songs

Exploring interestingly shaped objects

Singing finger rhymes

Repeated experiences of daily counting

Staff describing children's positions using spatial language

Inset puzzles

Water & sand play with different sized containers

**How this looks for the 2 & 3 year-olds at Burleyfields**

Modelling the language of size and weight in everyday contexts

Building inside and outdoors using different sized blocks

Numbers within provision, staff model early recognition

Different sized objects in provision

Patterns within the environment

Forest School collecting interesting objects to combine

# Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn	Spring	Summer
	<p>We are learning to... Explore natural materials, indoors and outdoors. Make connections between the features of their family and other families.</p>	<p>We are learning to... Consolidation of previous skills. Explore materials with different properties. Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>We are learning to... Consolidation of previous skills. Notice differences between people.</p>

# Understanding the world

Family photographs in our learning environment

Sensory play

Exploring real life objects

Forest School

Welly walks

Giant magnifying glasses

All weather school puddle suits

**How this looks for the 2  
& 3 year-olds at  
Burleyfields**

Stories with images to reflect diversity of life in modern Britain

Burleyfields Garden

Exploring our locality of Stafford

Treasure baskets of natural loose parts

Animal visit

Staff point out similarities and differences between families

# Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Anticipate phrases and actions in rhymes and songs. Move and dance to music. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Enjoy and take part in action songs. Explore different materials, using all our senses to investigate them. Manipulate and play with different materials.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills. Explore a range of sound makers and instruments and play them in different ways. Starts to make marks intentionally. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills. Start to develop pretend play, pretending that one object represents another. Use our imagination to consider what we can do with different materials. Make simple models which express our ideas.</p>

# Expressive arts and design

Painting with our bodies

Sensory play

Nativity performance

Daily Nursery rhyme time

Collaborative EYFS displays to showcase learning

Visit to the pantomime

Songs to match routines

**How this looks for the 2  
& 3 year-olds at  
Burleyfields**

Building models with a variety of materials

Music wall

Pattern, colour, tones and texture rich environment

Barefoot Walk

Messy play

# Preschool Curriculum

# Preschool Termly Planner

	Autumn	Spring	Summer
Experiences Parent Pop ins	Fantastic First Day at Preschool Nativity choir  Harvest crafts Christmas crafts Nativity Coffee morning Stay and play	Easter Egg Hunt  Stay and play Baking sessions Chinese food tasting	Stay and Play Graduation
Visits/Visitors	Quilma the Hedgehog Panto Park Walk Fire engine Postbox trip	Farm on wheels	Minibeasts person People who help us Aquarium
Celebrations	Autumn, Christmas traditions, Diwali, nursery rhyme week, bonfire night, harvest	Chinese New Year, Shrove Tuesday, Easter, Winnie the pooh day, world book day, New Year's	National bee day Graduation
Burleyfields Values	Kindness and respect	Resilience and Determination	Pride and Independence
Forest School	Routines/team games Bonfire Night bonfire	Investigating Winter & Spring Exploring our natural world/plants	Making bug hotels

# Autumn Term

## Personal, Social and Emotional Development

We will demonstrate an understanding of our school values of **kindness** and **respect** in action. We will get to know our new classroom and school, following the rules and understand why they are in place. We will develop our independence to choose activities and resources in our classroom. We will develop our sense of belonging as part of the Burleyfields community. We will develop our confidence to become more outgoing with visitors in our classroom. We will play games and activities that enable us to play with more children. We will talk about our feelings using words to describe emotions. We will understand how our peers and key workers might be feeling through their modelling and discussion of emotions. We will independently use the toilet and wash our hands. We will make healthy choices at Chatty Snack and begin to pour our own milk with support.

## Physical Development

We will use our outdoor area to continue to develop our movements. We will use the trikes and scooters to negotiate space. We will play games like musical statues to encourage us to skip, hop, stand on one leg and hold a pose. We will use large muscle movements to wave flags and paint with large implements. We will collaborate with our friends to construct and move large items. We will use scissors and tweezers. Our key workers will encourage use to use a comfortable grip to increase our control when making marks. We will show a preference for a dominant hand. We will increase our independence when hanging up our belongings on our pegs and putting on our coats.

## Understanding the world

We will explore the natural world around us using our forest area. We will investigate natural materials such as: acorns, pinecones, conkers, sunflowers, woodland and use all our senses to explore. We will talk about what we can see in our forest area. We will meet woodland animals to support our understanding of the world around us in our woodland. We will celebrate what makes us special and develop positive attitudes about the differences between people – we will look at Diwali and Christmas celebrations. We will celebrate bonfire night- understanding fire safety. We will look at a variety of vegetables and where they grow during the Harvest festival.

## Communication and Language

We will enjoy listening to stories at story time. We will use the pictures to help us understand what is happening. When our key workers describe familiar objects we will identify them. We will use a wider range of vocabulary through newly introduced words and our language rich environment. Our key workers will ask us questions that have two parts and we will understand the question. We will sing a large repertoire of songs and know many rhymes. We will develop our love of books in our book area and will have a preference for a favourite book. We will start conversations with our key workers and peers during Chatty Snack. We will use new vocabulary learnt in our 'Talk for write' story telling sessions.

## Mathematics

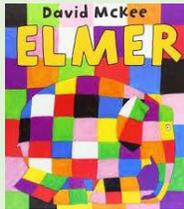
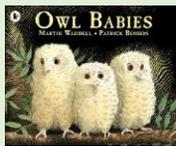
We will subitise to 3, recognising different representations. We will count daily and will sing number songs, helping us to recite numbers past 5. We will count out loose parts to say one number for each item in order: 1, 2, 3. We will know that the last number reached when counting a small set of objects tells you how many there are in total. We will use our fingers to show 3. We will see the numerals 1-3 in our provision. We will use our own symbols and marks to showcase our mathematical thinking. We will solve real world mathematical problems with numbers up to 3. We will use prepositions to describe and understand where something is.

## Expressive arts and design

We use our role play area to develop our pretend play and will use objects to represent something else. We will use construction to create our own small worlds. We will use our independence to choose and explore different materials, knowing how we will use them. We will explore craft materials and textures and will join materials. We will create closed shapes with continuous lines and begin to use these shapes to represent objects. We will listen carefully to a variety of different sounds, inside and outside, responding to what we have heard. We will sing songs daily and will be able to sing these independently. We will play instruments with increasing control to express our feelings and ideas.

## Literacy

We will listen to stories during our daily story time. We will participate in extended conversations about stories, using and applying new vocabulary that we have learnt. We will foster our love of reading by spending time in our book area and handling books correctly. We will develop a love of reading and retell familiar stories using simple story structure learnt in our 'Talk for write' sessions. We will develop our early writing to attempt to name our work and will use our print and letter knowledge in our early writing. We will write some familiar letters accurately. We will be exposed to a variety of environmental print in our classroom. We will take part in daily phonics lessons to develop our phonological awareness so that we can hear rhyme.



# Spring Term

## Personal, Social and Emotional Development

We will demonstrate an understanding of our school values of **resilience** and **determination** in action. We will play with one or more other children, extending and elaborating play ideas. We will be able to talk about who our friends are and know that some people are strangers. We will learn how to keep ourselves safe if we are around strangers. We will find solutions to conflicts and rivalries if they occur when we play with others. We will begin to remember our class rules without needing an adult to remind us.

## Physical Development

We will take part in daily dough gym to strengthen our fingers and develop our fine motor skills. We will develop our scissor skills by cutting different types of paper. We will use a variety of tools to make marks. We will start taking part in some group activities which we make up for ourselves, or in teams. We will choose the right resource to carry out a plan such as scissors for cutting. We will use large equipment outside, such as blocks and construction to develop our gross motor skills. We will develop our independence when getting our belongings, fastening our coats and putting on our wellies/shoes. We will develop our ball skills including throwing and kicking.

## Communication and Language

We will continue with our daily chatty snack in our key worker groups. We will understand 'why' questions, like "Why do you think the caterpillar got so fat?" We will listen to stories and will be able to tell a long story to someone else. We will learn many rhymes and will be able to talk about our favourite books. We will develop our pronunciation with the adults modelling standard spoken English. We will use longer sentences of four to six words when we share our news at the end of the day and organise our play.

## Understanding the world

We will share photos from home that showcase our life and family. We will begin to make sense of our own life-story and family's history. We will understand what a home is and how these are different for different people. We will celebrate the festival Chinese New Year looking at how it is celebrated and how it differs to our New Year's . We will celebrate Easter and Shrove Tuesday. We will use our Forest School area to investigate the changes that take place in Winter and Spring. We will plant seeds and care for growing plants by watering them daily and providing them with sunlight. This will enable us to understand the key features of the life cycle of a plant; we will create a collaborative life cycle and will talk about the observations we make of our plants. We will demonstrate an understanding of change in animals and nature. This will include looking at the differences between animals that hatch from eggs and animals that do not. We will look at how some animals look like their parents at birth and how some others do not. We will talk about why we are thankful for mothers and special ladies in our lives.

## Expressive arts and design

We will notice and explore patterns on winter clothing. We will begin to develop our own stories using our story boxes. We will explore different materials to create art and will start to understand which materials work well together. We will develop our own ideas and then decide which materials will be best to express our ideas. We will use drawing to represent ideas like movement or loud noises. We will use paint to explore colour and colour mixing. We will show different emotions in painting and drawing. We will investigate different ways of mixing colours. We will sing the pitch of a tone sung by another person. We will join in with familiar songs and will sing the melodic shape. We will create our own songs and will improvise songs that are familiar to us.

## Mathematics

We will say one number for each item in order: 4 & 5. We will show 'finger numbers' up to 5. We will solve real world mathematical problems with numbers up to 5. We will learn to extend and create ABAB patterns. We will notice and correct an error in a repeating pattern. We will learn to compare quantities, up to 5, using language: 'more than', 'fewer than'. We will talk about and explore 2D and 3D shapes. We will carefully select and use 3D shapes in our construction and will combine them to make new shapes. We will learn to make comparisons between objects relating to size, length, weight and capacity.

## Literacy

We will take part in daily phonics teaching and learning. We will develop our phonological awareness so that we can identify environmental sounds and use our bodies as percussion. We will start to count or clap syllables in a word. We will make marks in cards to send to people who help us. We will orally retell stories using Talk for Write and will sequence stories using pictures.

# Summer Term

## **Personal, Social and Emotional Development**

We will demonstrate an understanding of our school values of **Pride** and **independence** in action. We will be increasingly independent in our self-help skills and trying to solve conflicts through the use of language. We will be extending our play to include a wider group of friends. We will be buttering our own toast and pouring our own milk at the snack table.

## **Physical Development**

We will be writing our first name. We will all be able to put our coat and shoes on independently. We will be increasingly independent with our knife and fork skills. We will have a preference to a dominant hand. In our environment we will be independent and able to organize ourselves for activities. We will begin to be able to take our jumpers on and off more independently. We will use large objects outside to construct and work collaboratively to move larger objects.

## **Communication and Language**

We will be developing our skills to follow two part instructions. We will be able to continue conversations with adults and increasingly offer opinions on situations. We will extend our use of vocabulary in our play with others. We will be more confident and able to answer and respond to 'why' questions. We will continue to tell stories using new vocabulary introduced in our 'Talk for write' sessions.

## **Understanding the world**

We will explore our future history in terms of moving on to school. We may have siblings starting nursery and will be encouraged to recall how we were babies once. We will talk about moving on in terms of some friends who may not be coming to our school and the idea that there are other places with other schools. We will show interest in different occupations. We will celebrate graduation and begin to look forward to starting school. We will talk about why we are thankful our dads or special men in our lives. We are going to look why it is important to stay safe in the sun and how to do this. We will explore habitats and diets of minibeasts and under the sea creatures. We will also look at recycling, how to protect our environment and its importance to do so.

## **Expressive arts and design**

We will be drawing representations of ourselves that are increasingly accurate and show emotions on the faces. We will use our craft area to explore more junk modelling and understand how we can create something new by combining boxes / materials. We will be more confident with our colour mixing and notice it more in our exploration of craft. We will recall entire songs and perform them in small groups / or may even sing nursery rhymes on our own. We will act out familiar stories that we can recall from the year. We will draw with increasing complexity and detail e.g. putting features on a face.

## **Mathematics**

We will continue to make marks to represent numbers, and these will increasingly become more accurate. To consolidate our understanding of numbers to 5. We will use our sand/ water to discuss and think about the language of capacity. Using our daily routine, we will be talking about the language of routine.

## **Literacy**

We will be able to write our Christian name and some other letters. We will use our mark making to help write shopping lists for nursery and sometimes order our own individual snack when at our snack cafe. We will be working towards understanding initial sounds. We will be broadening our use of vocabulary and how we build conversations with others. This will include explaining our opinions and predictions for stories. We will understand the 5 key concepts of print and begin to orally blend ready for Reception.

# Personal, Social and Emotional Development (PSED)

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn	Spring	Summer
Self-Regulation Managing Self Making Relationships	We are learning to... Get to know our new classroom and school. Select and use activities and resources, with help where needed. Develop our sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of our setting. Show more confidence in new social situations. Play with one or more other children. Increasingly follow rules, understanding why they are important. Talk about our feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Be increasingly independent in meeting our own care needs. Make healthy choices about food, drink, activity and toothbrushing.	We are learning to... Consolidation of previous skills taught. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Remember rules without needing and adult to remind us.	We are learning to... Consolidation of previous skills taught. Develop appropriate ways of being assertive. Talk with other to solve conflicts.
Observational Checkpoints	<p>Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can the child settle to some activities for a while?</p> <p>Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>		

# Personal, Social and Emotional Development (PSED)

Accessing high quality resources  
freely, without needing help

Self-registration using  
photographs and Christian  
names

Exploring our local community of  
Stafford

Talk together about how  
characters are feeling

People Who Help Us visiting our  
setting

**How this looks in  
Preschool at Burleyfields**

Staff model ways of calming  
themselves down

Staff model inviting children to  
participate in new activities

Peer support modelling positive  
relationships and actions

Collaborative creating role play  
areas

Real life and familiar role play

Praising examples of **kindness**  
and **respect**

# Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books. Develop communication but may continue to have problems with irregular tense and plurals. Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>We are learning to..</p> <p>Consolidation of previous skills taught. Understand 'why' questions, like "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop our pronunciation but may have problems saying some sounds: r, j, th, ch, sh and multi-syllabic words. Use longer sentences of four to six words.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills taught. Be able to express a point of view and to debate when we disagree with an adult or friend, using words as well as actions. Use talk to organise ourselves and our play.</p>
Observational Checkpoints	<p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p>		

# Communication and Language

Enjoy listening to longer stories and remembering much of what happens

Annotations of children's thoughts and ideas to learning walls

Describing work in their artist book using new vocabulary

Freely sharing books with others in the Reading Area

## How this looks in Preschool at Burleyfields

Nursery Rhymes

Daily story time

Adults prompt with open ended questions

Adults modelling rich and subject specific language

Talk for Writing sessions

Adults modelling correct grammar

Investigating interesting objects to prompt discussions

Positive praise for use of language throughout the whole day

Chatty Snack time

# Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Continue to develop our movement, balancing, riding and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities. Collaborate with others to manage large items. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as we get dressed and undressed.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills taught. Start taking part in some group activities which they make up for themselves, or in teams. Match our developing physical skills to tasks and activities in the setting. Choose the right resource to carry out a plan.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills taught. Go up steps and stairs, or climb up apparatus, using alternate feet. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>

# Physical Development

Use of small one-handed tools:  
scissors, tweezers

Squiggle whilst you wiggle &  
Dough Disco

Weekly PE slot in the hall

Parachute team games

Encouraging independence  
when putting on our wellies and  
coats

Balance bikes

Construction Area

**How this looks in  
Preschool at Burleyfields**

Encouraging independence with  
hygiene and toileting

Dancing songs, action songs and  
games

Staff encouraging self-help and  
encouraging trying new things

Encouraging independence using  
knives and forks

Threading

Building towers using large and  
small construction

Use of the school field

Dancing

# Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

		Autumn	Spring	Summer
		<p>We are learning to... Engage in extended conversations about stories, learning new vocabulary. Use some of our print and letter knowledge in our early writing. Write some of our name. Write some letters accurately. Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right from top to bottom, the names of different parts of a book, page sequencing. Develop our phonological awareness so that we can spot and suggest rhymes.</p>	<p>We are learning to... Consolidation of previous skills taught. Develop our phonological awareness so that we can count or clap syllables in a word. Write some letters accurately.</p>	<p>We are learning to... Consolidation of previous skills taught. Develop our phonological awareness so that we can recognise words with the same initial sound, such as money and mother. Write all of our name.</p>

# Literacy

Recognising our Christian names,  
self-registration

Nursery Rhymes

Daily Phonics

Squiggle whilst you wiggle

Staff asking questions to facilitate  
comprehension

Nursery rhyme sacks

Active stories using props and  
our imaginations- Talk for Write  
sessions

## How this looks in Preschool at Burleyfields

Reading familiar and favourite  
stories

Library visits and library books to  
take home

Drama and role play

Character in role and dressing up

Story tray with props to retell

Staff modelling language to  
retell stories and describe  
events/characters

Language rich environment

# Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn	Spring	Summer
	<p>We are learning to... Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5. Say one number for each item in order: 1, 2, 3. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show ‘finger numbers’ up to 3. Link numerals and amounts. Experiment with our own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 3.</p>	<p>We are learning to... Consolidation of previous skills taught. Say one number for each item in order: 4 &amp; 5. Show ‘finger numbers’ up to 5. Solve real world mathematical problems with numbers up to 5. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D and 3D shapes. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately. Combine shapes to make new ones.</p>	<p>We are learning to... Consolidation of previous skills taught. Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Begin to describe a sequence of events, real or fictional using words such as ‘first’, ‘then’.</p>

# Mathematics

Number rich environment

Spotting numbers in real life

Forest School: spotting patterns and comparing natural objects

Shapes in toast

Daily mental maths

**How this looks in  
Preschool at Burleyfields**

Staff modelling mathematical language

Immersive number focus in learning environment

Mathematical mark making

Staff modelling counting throughout daily routines

Sand/water play

Patterns in the environment, ourselves and objects

Counting songs and rhymes

# Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Use all of our sense in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what we see, using a wide vocabulary. Show interest in different occupations. Continue to develop positive attitude about the differences between people.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills taught. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to make sense of their own life-story and family's history.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills taught. Understand the key features of a life cycle of an animal. Explore and talk about different forces we can feel. Explore how things work. Talk about the differences between materials and changes we notice.</p>

# Understanding the world

Investigation of natural materials using magnifying glasses. Staff model observational skills and language

Messy play

Baking and cooking

Forest School

Natural objects play

All weather school puddle suits

**How this looks in  
Preschool at Burleyfields**

Exploring programmable toys

Burleyfields vegetable patch

Family photographs and sharing of memories and occupations

Animal visits

Inviting interesting occupations to visit and talk about their jobs

Exploration of mechanical toys

# Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. 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 our ideas about how to use them and what to make. Develop our own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Listen with increased attention to sounds. Respond to what we have heard, expressing our thoughts and feelings. Remember and sing entire songs. Play instruments with increasing control to express our feelings and ideas.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills taught. Use drawing to represent ideas like movement or loud noises. Show different emotions in painting. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs. Create our own songs or improvise a song around one we know.</p>	<p>We are learning to...</p> <p>Consolidation of previous skills taught. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in our drawings.</p>

# Expressive arts and design

Listening to a range of musical instruments

I'm a little Artist session

Body percussion

Listening to a variety of music and creating movements to match

Dancing

Exploring textures, materials and artistic techniques

Special day celebrations

Making cards for celebrations

**How this looks in  
Preschool at Burleyfields**

Drama

Performing our own nativity

Colour mixing

Freely able to draw indoors and outdoors

Making our own paintbrushes using natural objects

Role play area

Story telling

Adults modelling imaginative play

# Reception Curriculum

# Reception Termly Planner

	Autumn	Spring	Summer
Experiences Parent pop ins	Wonderful first week Nativity speaking roles My First Day photo Decorate the Christmas tree Harvest crafts Christmas crafts Stay and play Nativity Phonics drop ins	World Adventurers Burleyfields aeroplane experience Easter craft Mother's day pop in Grandparent's lunch	Traditional Tale Ball Father's day pop in Reception fun day
Visits/Visitors	Nocturnal and diurnal animals Christmas trip	Living Eggs, Church Crispin court	Dentist into school Bakery trip
Celebrations	Harvest, Bonfire Night, Autumn, Remembrance Day, Diwali, Christmas	New Year, Chinese New Year, Mother's Day,, Easter, Lent	Eid al-Fitr, Ramadan, transition to school
Burleyfields Values	Independence		
Forest School	Rules, routines, independence. Building bonfires, bird feeders, habitat building	Landscaping and creating a school garden, springwatch, planting, outdoor art	Building Shelters Forest School Water slide

# White Rose Maths Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	Consolidation	

# Little Wandle Phonics Overview: Autumn and Spring

## Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

## Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> <li>words with s /s/ added at the end (hats sits)</li> <li>words ending s /z/ (his) and with s /z/ added at the end (bags)</li> </ul>	we me be

\*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

## Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	al ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow ol ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

## Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: al ee igh oa oo ar or ur oo ow ol ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

# Little Wandle Phonics Overview: Summer

## Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	out today

## Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

# Autumn Term

## Personal, Social and Emotional Development

We will demonstrate an understanding of our school values of **kindness** and **respect** in action. We will explain our understanding of these values and how we use them in our daily lives. We will celebrate what makes us special and unique, understanding that we are all valuable individuals. We will make new friendships, respecting our peers. We will express the way we feel and will consider the feelings of others. We will consider the perspective of others and our friends might be made to feel. We will use the toilet independently and will wash our hands to promote good hand hygiene.

## Physical Development

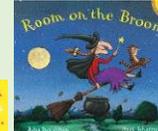
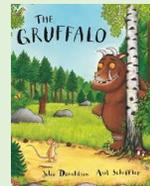
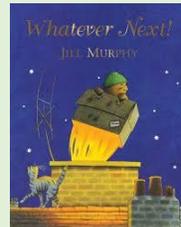
We will use our outdoor area to revise and refine the fundamental movement skills we have already acquired. We will use large apparatus, alone and in a group. We will develop our overall body-strength, balance, co-ordination and agility. We will progress towards a more fluent style of moving. We will use our core muscle strength to sit with good posture on the carpet and at a table. We will combine movements with fluency and ease when completing our daily Just Dance activities. We will use small tools in the classroom with accuracy. We will develop the foundations of a handwriting style which is fast, accurate and efficient. We will line up and queue for lunchtimes and when moving into the main school building.

## Mathematics

We will count objects, actions and sounds. We will say the date daily, noting the day, month and year. We do mental maths daily to practice our counting and instant recall facts. We will subitise to 5 using different representations. We will link the number symbol (numeral) with its cardinal number value. We will count daily, beyond ten. We will compare numbers 1-5. We will understand the 'one more than/one less than' relationship between consecutive numbers 1-5. We will explore the composition of numbers 1-5 using loose parts and numicon to show different compositions. We will select, rotate and manipulate shapes to develop spatial reasoning skills. We will make and break shapes so that we understand shapes have other shapes within them.

## Understanding the world

We will create family trees to show the members of our immediate family. We will name and describe people in our school and community who are familiar to us. We will learn about characters from the past such as Guy Fawkes and Rama and Sita. We will learn about the significance of Remembrance Day and why people wear a poppy. We will celebrate the festivals of Harvest, Diwali and Christmas, recognising that people have different beliefs and celebrate special times in different ways. We will understand that some places are special to members of our community. We will explore and investigate our forest area, describing what we see, hear and feel through the changing seasons. We will learn about woodland animals, understanding about their habitats. We will learn about nocturnal and diurnal animals and will meet both types of animal to embed our learning.



## Communication and Language

We will know the importance of listening well. We will learn new vocabulary and will use this in our discussions and at Chatty Snack. We will ask questions to find out more and to check our understanding. We will use well-formed sentences to articulate our ideas and thoughts. We will use social phrases throughout the school day. We will engage in daily story time; listening to and talking about stories to build familiarity. We will retell stories using our own words, story language and words directly from the text. We will listen carefully to rhymes and songs, paying attention to how they sound. We will learn rhymes, poems and songs and perform in front of an audience. Our book area will enable us to engage in non-fiction books. We will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## Expressive arts and design

We will explore, use and refine a variety of artistic effects to express our ideas and feelings. We will learn to create observational drawings of sunflowers, The Gruffalo, poppies and poinsettias. We will learn about the artist Jackson Pollock and will create artwork in his style. We will return to and build on our previous learning, refining ideas and developing our ability to represent them. We will use junk modelling to create collaboratively, sharing ideas, resources and skills. We will listen attentively, move to and talk about music, expressing our feelings and responses. We will watch and talk about dance and performance art, expressing our feelings and responses. We will learn Nativity songs and will sing in a group, matching the pitch and following the melody. We will use the story props and 'mini me' to develop storylines in our pretend play.

## Literacy

We will use the **Little Wandle** phonics scheme to develop our phonics knowledge in order to become fluent and independent readers. We will read books that are matched to our phonics knowledge. We will re-read these books to build up our confidence in word reading, our fluency and our understanding and enjoyment. We will use our phonics to help us spell words using our phonics knowledge to write the letter or letters needed. We will write for a purpose to create labels, lists and captions. We will write our Christian name. We will form lower-case and capital letters correctly. We will spell words by identifying the sounds then writing the letter/s.



# Spring Term

## Personal, Social and Emotional Development

We will demonstrate an understanding of our school values of **resilience** and **determination** in action. We will show resilience and perseverance in the face of challenge. We will be able to recognise our own feelings and moderate these socially and emotionally. We will learn about ways of living a healthy lifestyle. We will study the Jigsaw units: Dreams & Goals, Healthy Me, My Health. We will revisit these themes daily through our PSED and Reflection Time.

## Physical Development

We will consolidate and refine the fundamental movement skills we have already acquired: rolling, crawling, skipping, hopping, running. We will develop our overall body strength, co-ordination and agility so that we are able to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. We will continue to complete our daily Just Dance sessions, following and copying a routine. We will develop our small motor skills so that we can use a range of tools competently, safely and confidently including developing our independence when using a knife and fork at lunchtime. We will further develop and refine a range of ball skills such as underarm throwing and catching with two hands.

## Communication and Language

We will continue with our daily Chatty Snack sessions, facilitated by adults but led by children's interests. We will communicate our thoughts, ideas and actions to another using a range of connectives when discussing our knowledge and understanding. We will use stories to help us describe events in some detail using our own words and new vocabulary that we have learnt. We will use talking partners to help us work our problems and organise thinking and activities, and to explain how things work and why they might happen. We will have a deep knowledge and understanding of stories enabling us to retell, using some repetition from the story and some of our own words.

## Understanding the world

We will talk about events and celebrations that are happening in our lives, families and communities such as **New Year, Chinese New Year, Mother's Day, Holi Festival, and Easter**. We will learn about different countries in the world: **United Kingdom, Antarctica and Africa**. We will recognise some similarities and differences between in these countries and our lives in Stafford. We will understand that some places in the world are different to where we live in Stafford. We will explore different representations of maps and will draw our own simple information maps. We will create our own simple maps. We will understand that some places are special to members of our community and will visit these places. We recognise that people have different beliefs and celebrate special times in different ways. We will visit church at Easter to understand why and how Christians celebrate Easter. We will use our Forest School area to describe what we see, hear and feel in Winter and Spring. We will investigate the effects of winter and spring on the natural world around us. We will work collaboratively with our parents to create a school garden and grow our own plants.

## Expressive arts and design

We will create collaboratively to make props for our role play area. We will explore, use and refine a variety of artistic effects such as painting and observational drawings to express our ideas and feelings. We will consolidate our colour mixing skills independently. We will apply our knowledge of the artist Jackson Pollock into our independent artwork. We will learn how to use watercolour paints to create a watercolour wash. We will learn and perform songs for Easter. We will continue to learn and perform Just Dance routines. We will learn about joining techniques and consider which method is most effective to use. We will learn about the artist Caroline Shotton and will create artwork in her style.

## Mathematics

We will continue to explore the composition of numbers to 10, extended our knowledge to 6, 7, 8, 9 & 10. We will use loose part, numicon and numerals to show different representations of the numbers. We will continue to embed our fluency in subitizing to 5. We will be able to automatically recall number bonds for numbers 0-5 and some to 10 using number rhymes, songs and actions to help us. We will compare length, weight and capacity.

## Literacy

We will use the **Little Wandle** phonics scheme to develop our phonics knowledge in order to become fluent and independent readers. We will read books that are matched to our phonics knowledge. We will use our phonics to help us spell words using our phonics knowledge to write the letter or letters needed. We will write for a purpose to create labels, lists and captions. We will write short phrases and sentences with words with known sound-letter correspondences using a capital letter and full stop. We will write recognisable letters, forming most correctly using print. We will show our understanding of books that have been read to us by retelling stories and narratives using our own words and new vocabulary. We will discuss new vocabulary that we have learnt and will use this to retell stories. We will predict what might happen next in a story. We will describe characters, thinking about their appearance, feelings and emotions.

# Summer Term

## **Personal, Social and Emotional Development**

We will demonstrate an understanding of our school values of **pride** and **independence** in action. We will know and talk about the different factors that support our overall health and wellbeing. We will learn how to be a safe pedestrian, by crossing the road safely and role playing this on our playground using a track and bikes. We will learn how to stay safe in the sun, how to apply sun cream and why this is important. We will know to have sensible amounts of screen time. We will talk about the importance of having a good sleep routine. We will study the Jigsaw units: Relationships and My Body. We will revisit these themes daily through our PSED and Reflection Time.

## **Physical Development**

We will revise and refine the fundamental movement skills we have already acquired: running and climbing. We will continue to challenge ourselves and take risks in our Outdoor Area using large equipment to embed the physical skills we have acquired. We will further develop and refine a range of ball skills including using different sized balls, throwing and catching. We will develop our athletic skills ready for Sports Day. We will continue to learn to hold a pencil effectively so that our handwriting styles are efficient.

## **Communication and Language**

We will continue with our daily Chatty Snack sessions, facilitated by adults but led by children's interests. We will continue to develop our retelling of stories, with confidence, using our embedded vocabulary and story language. We will listen carefully to rhymes and songs, paying attention to how they sound.

## **Understanding the world**

We will share photographs of family holidays in the past. We will talk about members of our family and how they enjoyed their summer holidays. We will continue to describe what we see, hear and feel whilst outside in the Summer. We will understand the effect of the changing seasons on the natural world around us and will be able to identify signs of Summer. We will learn about, and celebrate, the festivals of Eid al-Fitr and Ramadan, understanding how people celebrate special times in different ways. We will work with Mr Sutton to complete a Forest School block to further develop our Forest School skills and prepare us for Forest School in Year 1.

## **Expressive arts and design**

We will listen attentively, move to and talk about music, expressing our feelings and responses. We will explore and engage in music making and dance, performing solo or in groups. We will learn about the artist Georgia O'Keeffe and will create art in her style. We will learn how to smudge using oil pastels.

## **Mathematics**

We will count beyond 20. We will begin to notice patterns in the counting system, beyond 20. We will recall number bonds to 10 and recall some related subtraction facts. We will share amounts. We will name odd and even numbers. We will recall double facts to 10. We will continue to develop our spatial reasoning through manipulating shapes.

## **Literacy**

We will use the **Little Wandle** phonics scheme to develop our phonics knowledge in order to become fluent and independent readers. We will read books that are matched to our phonics knowledge. We will learn to write short sentences containing words with known sound-letter correspondences using a capital letter and full stop. We will re-read what we have written to check that it makes sense. We will write retells of stories that we are familiar with, including some of the story language we have embedded. We will write for a purpose including: fact files, lists and story retellings. We will learn to predict events within stories.

# Personal, Social and Emotional Development (PSED)

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn	Spring	Summer
Self-Regulation Managing Self Making Relationships	We are learning to... See ourselves as a valuable individual. Build constructive and respectful relationships. Express our feelings and consider the feelings of others. Think about the perspective of others. Manage our own personal hygiene needs.	We are learning to... Show resilience and perseverance in the face of challenge. Identify and moderate our own feelings socially and emotionally. Know and talk about the different factors that support our overall health and wellbeing: Healthy eating, regular physical activity, toothbrushing.	We are learning to... Know and talk about the different factors that support our overall health and wellbeing: being a safe pedestrian, staying safe in the sun, sensible amounts of screen time, having a good sleep routine.
Observational Checkpoints: Early Learning Goal  Children at the expected level of development will:	Self-Regulation <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> Managing Self <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> Building Relationships <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>		

# Personal, Social and Emotional Development (PSED)

Champion Assembly award

Modelling good manners and morning greetings

Child initiated play

Burleyfields Values

**How this looks in Reception at Burleyfields**

Mindfulness exercises

Children taking responsibility as monitors

Year 6 Buddy friendships

Calming down strategies

Embedded hygiene routines

Clear rules to keep us safe when accessing risk in play

The Colour Monster story emotions

Circle Times

Forest School: Resilience, Emotional wellbeing

# Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check that we understand what has been said to us. Articulate our ideas and thoughts in well-formed sentences. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity. Retell the story, once we have developed a deep familiarity with the text, some exact repetition and some in our own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>We are learning to...</p> <p>Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell a story, once we have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>We are learning to...</p> <p>Retell a story, once we have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound.</p>
<p>Observational Checkpoints: Early Learning Goal</p> <p>Children at the expected level of development will:</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		

# Communication and Language

Chatty Snack

Language rich environment

Narrative immersion into high quality texts

Daily story time

Story trays, opportunities to retell stories using own words and language directly from text

Reading opportunities indoors and outdoors

**How this looks in Reception at Burleyfields**

Adults model and support conversation skills

Literacy learning wall: working and progressive

Reading familiar stories to build on knowledge and fluency

Morning Greetings songs and routines

Decodable reading books: Dandelion

Key and new vocabulary on all learning walls

Talk for Writing

# Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Revise and refine the fundamental movement skills we have already acquired: walking &amp; jumping. Progress towards a more fluent style of moving, with developing control and grace. Use our core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills we need to manage the school day successfully: lining up and queuing and lunchtimes.</p>	<p>We are learning to...</p> <p>Revise and refine the fundamental movement skills we have already acquired: rolling, crawling, skipping, hopping, running. Develop the overall body strength, co-ordination and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop our small motor skills so that we can use a range of tools competently, safely and confidently. Further develop and refine a range of ball skills.</p>	<p>We are learning to...</p> <p>Revise and refine the fundamental movement skills we have already acquired: running and climbing. Further develop and refine a range of ball skills.</p>
<p>Observational Checkpoints: Early Learning Goal</p> <p>Children at the expected level of development will:</p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>		

# Physical Development

Track activities

Builders Yard

Collaborating with the kitchen  
about healthy foods

Forest School

Getting changed independently

Using large, small and real  
construction materials

Weekly PE sessions indoors and  
outdoors accessing small and  
large apparatus

**How this looks in  
Reception at  
Burleyfields**

Promoting good oral hygiene

A visit from a dentist

Bikes

Modelling and support for one  
handed tools

Daily Just Dance

Writing implements available  
indoors and outdoors

Making healthy lunchboxes

Snack time: healthy snacks

# Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that we can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to our school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. Re-read these books to build up our confidence in word reading, our fluency and our understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>We are learning to...</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>We are learning to...</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what we have written to check that it makes sense.</p>

Observational  
Checkpoints: Early  
Learning Goal

Children at the  
expected level of  
development will:

## Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Writing

- 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.

# Literacy

Little Wandle: Letters and Sounds revised daily

High quality text stimulus

Reading Area inside and outdoors

Phonics learning wall: working and progressive

Language rich environment

Adults modelling writing within provision: lists, instructions, stories, drawing, scribing

Everybody Writes immersive provision into story

Parent Watch Me Learn session

## How this looks in Reception at Burleyfields

Purposeful independent writing

Phonic parent workshop

Decodable books: Little Wandle

Reading books to encourage pupils as fluent and secure readers

Clipboards, different papers, envelopes, post its within provision

Story trays to retell stories and create own

Regular changing of books in Book Area. Familiar stories

High quality books in basket

# Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>We are learning to...</p> <p>Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Compare length, weight and capacity.</p>	<p>We are learning to...</p> <p>Verbally count beyond 20. Recognise pattern of the counting system beyond 20. Develop our spatial reasoning skills. Automatically recall double facts. Compare quantities up to 10 in different contexts by adding more and taking away.</p>
<p>Observational Checkpoints: Early Learning Goal</p> <p>Children at the expected level of development will:</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		

# Mathematics

Daily Mental Maths focus

Parent 'Stay and Solve' session

Active Maths

Number rich environment

Number songs and rhymes

Adults modelling mathematical language, discussion and problem solving

Counting and number skills modelled daily

**How this looks in Reception at Burleyfields**

Opportunities to explore and investigate patterns

Purposeful tidying up linked to number of the week

Numicon indoors and giant numicon outdoors

White Rose planning

Tens frames for children wanting milk and fruit

Real life maths problem solving

Pattern spotting in the environment

# Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Talk about members of our immediate family and community. Name and describe people who are familiar to us. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of our community. Recognise that people have different beliefs and celebrate special times in different ways. Describe what we see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around us.</p>	<p>We are learning to...</p> <p>Draw simple information from a map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand that some places are special to members of our community. Recognise that people have different beliefs and celebrate special times in different ways. Describe what we see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around us.</p>	<p>We are learning to...</p> <p>Comment on images of familiar situations in the past. Talk about members of our immediate family and community. Describe what we see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around us.</p>
<p>Observational Checkpoints: Early Learning Goal</p> <p>Children at the expected level of development will:</p>	<p>Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has</li> </ul>		

# Understanding the world

Forest School

Fish pets

Living Eggs

Progressive atlas and maps

Opportunities for awe and wonder

Den Building

Non-fiction books

**How this looks in  
Reception at Burleyfields**

Experimenting with processes and change

Exploring interesting natural objects

Visits from professionals within our local community

Staff modelling asking questions to find out more and explore

Visiting local places of worship

Celebrating festivals from around the world

Celebrating times that are special to our class

# Expressive arts and design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn	Spring	Summer
	<p>We are learning to...</p> <p>Explore, use and refine a variety of artistic effects to express our ideas and feelings. Return to and build on our previous learning, refining ideas and developing our ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing our feelings and responses. Watch and talk about dance and performance art, expressing our feelings and responses. Sing in a group, or on our own, increasingly matching the pitch and following the melody. Develop storylines in our pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>We are learning to...</p> <p>Explore, use and refine a variety of artistic effects to express our ideas and feelings. Return to and build on our previous learning, refining ideas and developing our ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop storylines in our pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>We are learning to...</p> <p>Listen attentively, move to and talk about music, expressing our feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>
<p>Observational Checkpoints: Early Learning Goal</p> <p>Children at the expected level of development will:</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>		

# Expressive arts and design

Nativity: Speaking roles and singing

Daily Just Dance

High-quality role play area

Creating with a variety of materials

Listening to a variety of music:  
recorded and live

Exploring different medias

Artist focus and inspiration

Pantomime performance

**How this looks in  
Reception at Burleyfields**

Independent application of artistic  
skills

Artists showcasing their work in  
school

Imaginative play

Retelling stories using props and  
costumes

Dressing up

Charanga music scheme