

Burnwood Community School Pre-school Curriculum Map 2024 - 2025



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	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 4 weeks	Summer 1 7 weeks
TOPIC THEME Overarching Theme and sub-topics Themes have been selected to support the delivery and coverage of objectives of the EYFS curriculum.	Marvellous Me!	Bright Lights and Dark Nights	Vehicles and Transport	Amazing Animals	Grubby, Green Fingers	Teddy Bear's Picnic
The Big Questions!	Are we all the same?	Whose scared of the dark?	How do you travel to school?	Can I have a pet lion?	What happened to the Hungry Caterpillar?	Are real bears like teddy bears?
Weekly Focus	Baseline/settling in All about me- My favourite Things My Body (what I look like) My Family My Home My favourite stories	Pumpkins and pinecones (seasonal change) Woodland animals/Nocturnal animals Light/Dark, Night/Day Bedtime routines People who help (night time workers) Christmas/Nativity	Wheeled vehicles (car,bus) Construction vehicles Boats Planes and rockets Trains	Household pets Farm yard animals Feather or fins? African animals/safari Sea creatures Easter (bunny)	Minibeasts Life cycle of a butterfly Planting/Growing Flowers, fruits and vegetables	Colours/sorting Sensory exploration of materials Healthy foods/fruits and vegetables Sharing Maths-language of size

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Suggested texts linked to theme/topic Stoke 100 Reads Book Trust Books Goodreads for 2 year olds	Things I Like From Head to Toe Peepo Guess How Much I Love You Fox's Socks The Tiger that Came to Tea Stories linked to child interest	We're going on a pumpkin hunt Wow said the Owl Good Night Moon/Good Night Gorilla Shark in the Dark Pyjama Time Dear Santa	Don't let the Pigeon Drive the Bus Busy Boats Amazing Aeroplanes Suki Cat Astronaut The Train Ride or Runaway Train Car, Car, Truck Jeep	Some Pets Noisy Farm A Busy Day for Birds Dear Zoo Walking Through the Jungle Way Down Deep in the Deep Blue Sea or Rainbow Fish We're Going on an Easter Egg Hunt	In the Tall, Tall Grass The Very Busy Spider or Whoosh Walter's Wonderful Web The Very Hungry Caterpillar Planting a Rainbow The Enormous Turnip	Brown Bear, Brown Bear what do you see? We're Going on a Bear Hunt The Bear and his Picnic Lunch The Bear Who Wouldn't Share Where's my teddy? Time to Eat Colin and Lee Carrot and Pea
Focus Songs and Key Nursery Rhymes	Heads, shoulders, knees and toes If you're happy and you know it Wind the bobbin up Polly put the kettle on I'm a little tea pot	Miss Polly had a dolly Dingle dangle scarecrow I'm a little hedgehog Five little pumpkins Twinkle, Twinkle Hey Diddle Diddle Wee Willie Winkie	Row, row, row your boat Wheels on the bus Puffer Train Stops says the red light Down at the Station The Big Ship	How Much is that Doggy in the Window Three Little Kittens Old MacDonald Sleeping Bunnies Ba Ba Black Sheep Little Bo Peep Humpty Dumpty (egg link)	Mary, Mary Quite Contrary Ring a Ring of Roses Incy Wincy Spider Five Little Speckled Frogs Here is the Beehive	Teddy Bear, Teddy Bear Round and Round the Garden If you go down to the woods today The Bear went over the Mountain

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Seasonal Events and Opportunities for Parental Engagement	Transition into full time education Baseline assessments Parent coffee morning Harvest	Bonfire night/Guy Fawkes Remembrance Day Children in Need Diwali National nursery rhyme week Christmas	Chinese New Year Valentine's Day Shrove Tuesday	Spring walk World book day Mother's Day Easter Easter Bonnet Parade	May day Eid St George's Day Cultural Diversity Day	Father's day Transition events Sports Day
WOW Factor! (Events, trips, visits, visitors)	Autumn walk	Pyjama Day Diwali dance workshop Christmas party with a special visit from Santa	Chinese New Year Food Tasting Pancake making and flipping	Spring walk with parents Eggs in incubator	Live stick insects	Teddy Bear's Picnic
22 Enrichment Activities All children will ...	1.Mud walking and footprint making 2. Fly a paper aeroplane 3. Make a den 4. Spread your bread with a tasty topper 5. Take part in the dinosaur stomp! 6. Visit to a role play centre. 7. Wear a cape (super hero style) 8. Feel sand beneath your toes 9. Fly a flag 10. Sail a boat 11. Run through crisp autumn leaves 12. Dance to music 13. Something special about boxes- 14. Climb a mountain (the slide) 15. Thigh high in long grass 16. Scoop up and throw autumn leaves in the air 17. Spread paint on your hands and feet 18. Waterproofs on and dance in the rain 19. Jump and splash in puddles 20. Blow a dandelion clock 21. Feel falling snow on your tongue 22. Go for welly walks and run free					
Opposites Vocab	Girl/boy Happy/sad Same/Different	Light/dark Day/night Awake/asleep Dangerous/safe	Fast/slow Loud/quiet Hot/cold Float/sink	Big/small Tame/wild Tall/short or long/short	Dead/alive Clean/dirty Grow/shrink	Soft/hard Lost/found Over/under Up/down Open/shut
Key Vocabulary linked to topic	Head, arms, legs, body, face, nose, eyes, ears, mouth Home/house, family, mum, dad, brother, sister Kitchen, lounge, bedroom, bathroom, garden	Day, night, light, dark, bed, sleep, teeth, wash, brush, pyjamas, slippers, story, milk, teddy, dream Celebrate, Fireworks, Christmas, Santa, presents	Train, boat, car, bus, plane, wheels, round, wipers, row, stream, truck, digger, rocket, astronaut, space	Animals, zoo, lion, elephant, monkey, giraffe, camel ,snake, frog, puppy Shark, whale, fish, octopus, jellyfish, seahorse Farm, farmer, pig, sheep, cow, horse, duck Pet, dog, cat, rabbit,	Insect, butterfly, caterpillar, spider, worm, bee, beetle, web, garden, grass, plant flowers, Vegetable, turnip, grow, seed, soil, water, change, sun	Bear, teddy, picnic, healthy, sandwich, fruit, apple, banana, orange, share Hunt, family, grass, river, mud, forest, snowstorm, Colours – red, pink, blue, green, purple, yellow, orange black, brown

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Curriculum

Summary Goals – The Foundation Stage One assessment is a progress model, which is based on a best fit methodology. Skills progression support documents, known as benchmarking documents, are used alongside the summary goals to support practitioner judgements.

Possible starting point for N1 (children joining pre-school aged 2 turning 3 that academic year) = Summary Goals 4
Ideal starting point for N2 = Summary Goals 7

PSED Summary Goals/Assessment Statements	Key focus to develop relationships with adults and peers. Introduce setting expectations and routines, support independence in toileting and eating. Purposeful play, respond to others, explore surroundings, begin to understand and show feelings appropriately. How to stay SAFE. Simple understanding of British Values of being treated fairly, opportunity for all.					
	1) Beginning to be more aware of themselves.	2) Separates from caregiver and has some ability to self-regulate through transition.	3) Shows a very simple understanding of cause and effect.	4) Shows an interest in others and is tolerant of other children.	5) Gaining confidence in engaging with others.	6) Gaining confidence and enjoys exploring the setting.
Self-Regulation						
	7) Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others.	8) Asserts themselves as an individual person with likes and dislikes.	9) Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it.	10) More aware of other children around them and starts to interact. Is able to make simple choices.	11) Starts to be more confident to play with others and is beginning to self-regulate in play situations.	12) Starts to show responsibility for their own feelings and their own play.
Managing Self	1) Separates from caregiver with support and shows awareness of some boundaries.	2) Begins to develop and express a growing sense of will and determination and co-operates with the adults in the room.	3) Seeks comfort from a familiar adult or object. Begins to feel more comfortable within the setting.	4) Begins to self soothe using a distraction and acknowledge social cues.	5) Becomes more settled and responds to some boundaries.	6) Begins to show more confidence within the settings and becomes more independent when using resources.
	7) Shows more independence	8) Shows awareness that things don't	9) Starts to comply with the	10) Seeks out adults for specific help.	11) More aware of others around	12) Able to manage a task seeing it

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	and more confidence to make choices for themselves.	always go their way and has more flexibility when things are different.	boundaries of school knowing there are rules. Shows an awareness of how their choices may effect and involve others around them.	Begins to accept the needs of others.	them and the need to take account of others around them. Has some accountability for their actions.	through from beginning to end. Showing independence in their choices.
Building Relationships	1) Shows awareness of themselves as a person.	2) Shows awareness of other people around them.	3) Observes other children and adults when they play, cry etc.	4) Developing confidence to play where others are.	5) Shows awareness of others in their chosen play areas. Some evidence of interaction.	6) Starts to enjoy the company of other children and wants to play with them.
	7) Forms an attachment with an adult in the setting.	8) Plays alongside other children.	9) Starts to 'dip' into others' play.	10) Shows more awareness of others in the setting and starts to interact during play.	11) Shows interest in other children's play and may start to observe with interest and join in the game.	12) Joins in with others' play.
Communication and Language Summary Goals	Maximise opportunities to develop speaking and listening. Key person conversations using open ended questions, allow time for children to respond. Encourage language and vocabulary. Promote interactions between peers. Share home school news books and invite children to bring in something for show and tell. Circle times, making new friends, listening to and following introductions. Listening games, copy patterns Treasured Moments to be captured at home and celebrated.					
Listening, Attention and Understanding	1) Recognises a familiar voice.	2) Shows enjoyment when making sounds.	3) Shows an understanding of simple words in context.	4) Looks at where the sound is coming from.	5) Responds to sounds around them.	6) Begins to show signs of awareness of simple requests.
	7) Starts to listen to adults around them and will respond to very simple requests,	8) More likely to listen to and respond to a simple request or	9) Responds to simple questions and attempts to answer by	10) Can listen for a longer period of time but will need prompting to	11) Is starting to use some new vocabulary and join in with songs,	12) Can remember the main events in a story and will follow a single instruction

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	usually on their own terms.	instruction. Starts to understand more of the 'F1-specific' vocabulary.	speaking, pointing or gesturing.	maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story.	stories and rhymes.	with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).
Speaking	1) Enjoys making noise to communicate, constantly babbles and uses single words during play.	2) Expands length of response- mean length 3-4	3) Mimics intonation, pitch and changing volume when talking.	4) Negative 'not' emerging. Experiments with volume	5) Uses gestures, sometimes with limited talk e.g. reaches towards toy saying, 'I have it.'	6) Communicates through simple sentences.
	7) Pupils are starting to communicate through words and gestures.	8) Regular plural forms are consistent. Uses 'is', 'are', 'am' in a sentence.	9) Pupils are starting to engage in longer dialogues.	10) Pupils are starting to engage in longer dialogues.	11) Pupils are more confident when using fantasy language in play.	12) Knows some colours and prepositions.
Physical Development	Introduce space to play. Outdoor climbing equipment. Use of range of equipment to develop gross and fine motor control. Play-dough, foam, threading, etc. Use of Outside space and Hall to develop spatial awareness. Rolling balls, throwing and balancing beanbags, bikes, crawling through tunnels, coloured spots for jumping. Dance to music. Importance of being HEALTHY.					
Gross Motor Skills	Wiggle me into Squiggle Movements -Wiggle me in to Squiggle improves children's early developmental movements to make them a strong writer for when they reach that stage of school. To become early writers, children need to experience a specific set of developmental moves to strengthen muscles and their brain. Wiggle me into Squiggle is the pre-mark making moves needed before the child becomes a mark maker and future writer.					
	1) Shows some control over their body.	2) Shows increasing control when moving around.	3) Can walk at a speed set by an adult.	4) Participates in tidying up moving something to the correct place.	5) Controls equipment more capably by moving items to the right part of their body.	6) Controls their body by moving around safely.

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	7) Can use their strength to move from one thing to another.	8) Shows some control over their choice of tools.	9) Shows increasing development of control over trickier tools, e.g. a flag, a spade.	10) Starts to control the body to work with others.	11) Shows good control in large movements like changing direction when running.	12) Begins to control smaller tools.
Fine Motor Skills	1) Starts to move smaller equipment with one or two hands.	2) Controls smaller objects with more proficiency.	3) Passes things from one hand to another.	4) Controls their movements by stopping their limbs.	5) Uses equipment to move things like water.	6) Makes marks using crayons.
	7) Uses a range of tools and equipment.	8) Uses a range of tools and equipment with some control.	9) Starts to recognise the changes they can make using tools and equipment.	10) Shows more fine motor control with tools.	11) Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.	12) Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils.
Phonics through music and rhyme	Soundpots is a programme of creative music-making for young children aged 0-5. Through a mix of adult and child-led activities, our skilled Early Years Music Practitioners nurture the children's musical skills and understanding of rhythm, pulse, pitch, listening and playing together. These musical sessions provide many opportunities for interaction, creative play, listening and focussing attention, awareness of rhythm and rhyme and developing self-confidence – all vital in supporting communication and language development.					
Literacy skills progression	The children will be looking at illustrations in books, starting to talk about the events in the story and its characters and talking about stories that they read as a class. We will be joining in with rhymes and repeated phrases within stories. They will learn to recognise their own name and have daily practice at mark making using various tools in a variety of medias.					
Comprehension	1) Engages with books in some way.	2) Enjoys the experience of sharing a story.	3) Shows engagement with stories by participating in some way.	4) Shows particular interest in stories or parts of stories.	5) Beginning to make links between what they can hear and what they can see.	6) Begins to understand that print/words carry meaning.
	7) Likes to read a book with an adult.	8) Will talk about the pictures and what is happening.	9) Knows where to find the story on the page.	10) Can identify some signage in the classroom.	11) Can talk about the characters in a story.	12) Can talk about the story events in simple terms.

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Word Reading	1) Engages with songs/rhymes and books in some way.	2) Shows an interest in words, books, print and songs.	3) Begins to engage with literacy resources in their own way.	4) Engages with words, books, print and songs more independently during their play.	5) Pays close attention to stories and rhymes when prompted.	6) Listens intently most of the time and shows some listening skills.
	7) Identifies environmental sounds and can copy/repeat some.	8) Identifies instrumental sounds and can copy/repeat some.	9) Explores different ways of making sounds with their bodies, sings songs and rhymes independently.	10) Hears initial sound phonemes and applies knowledge to alliteration.	11) Explores and creates sound words. Claps syllables in words.	12) Reads some meaningful key words and can orally segment and blend words.
Writing	1) Children show an interest in writing and watch adults as they write.	2) Children point to the words in a book.	3) Children can talk about the picture in a book and know it is related to the writing.	4) Mark making with a range of tools.	5) Mark making inside and outside.	6) Shows more control in a range of tools.
	7) Mark making and drawing with a range of tools and equipment.	8) Can say what their marks mean.	9) Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.	10) Can copy with increasing control.	11) Starts to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.	12) Writes their name and identifies their name.
Maths	Early Mathematical Experiences Number songs -Number stories -grouping -matching -sorting Number -count forwards and backwards to 5 using counting stick/number line and fingers Shape -pattern (identifying, describing)					
Number	1) Develops an awareness of number names through enjoyment of	2) Notices when a group changes quantity.	3) Joins in with number songs and rhymes.	4) Says how old they are and shows the right number of	5) Identifies when a group has 1 item.	6) Points in sequence to a number of objects.

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	action rhymes and songs that relate to experience of numbers.			fingers.		
	7) Starts to use some number names and starts to ascribe names to objects in a rhythmical way.	8) Can identify 1 and 2 objects when asked.	9) Subitises and counts to 3.	10) Notices the last number said when counting.	11) Counts up to five and is starting to understand cardinal principle.	12) Uses number in play. Can identify numerals to 5.
Numerical Patterns	1) Notices changes in number of objects/images or sounds in groups of up to 3.	2) Starts to say 'more' when they would like more.	3) Shows counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	4) Counts in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	5) Counts as part of play.	6) Says some counting words randomly.
	7) Counts rhythmically and can count in songs and rhymes.	8) Starts to use number comparison language.	9) Enjoys counting as far as they can and uses numbers in their play.	10) Can say what number comes next when counting and singing number songs.	11) Can use "more than" to identify different groups.	12) Can identify when two groups have the same number.
Shape, Space and Measure	1) Knows what happens at lunchtime.	2) Fits themselves into spaces in the room.	3) Starts to build blocks one on top of another showing awareness of what will work and what wont.	4) Is aware of how to navigate their bodies around the space.	5) Can find the bigger, smaller etc when asked.	6) Shows some awareness that some shapes will fit and some wont.
	7) Builds using different equipment of different sizes and shapes.	8) Talks about their models and what they used to build their models, identifying	9) Sorts using simple criteria.	10) Starts to identify simple patterns.	11) Makes simple comparisons.	12) Starts to use simple shape names.

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		different bricks and colours.				
Understanding the World	Explore environment, show curiosity and interest, preferences etc. Special times, Diwali, Christmas, Chinese New Year, New life, Easter, Spring – seasonal changes. Planting and growing, caring for plants.					
Past and Present	1-2) Children notice what is happening around them and start to show curiosity about the changes that may happen to the environment.	3-4) Children show they are noticing changes by pointing to things that are different and acknowledging when things are different.	5-6) Children start to see when things are the same and show a curiosity when things are the same.			
	7-8) Children start to be curious about the people around them. They show interest in characters in stories and also people in school.	9-10) Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features.	11-12) Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.			
People, Cultures and Communities	1-2) Children know there are different ways to move from one place to another.	3-4) Children look at photographs of themselves and can identify themselves.	5-6) Children talk about their own family.			
	7-8) Children notice differences in story books etc.	9-10) Makes connections between the features of their family and other families.	11-12) Knows simple features of their own environment.			
The Natural World	1-2) Know things are used in different ways (e.g. a ball for rolling or throwing, a toy car for pushing).	3-4) Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.	5-6) Uses all their senses in hands-on exploration of natural materials.			
	7-8) Children start to explore the environment around them.	9-10) Children start to notice when things have changes with support from an adult.	11-12) Children start to understand they can influence their environment and make changes to the space around them.			
Expressive Arts and Design	Explore role-play, sing nursery rhymes, and introduce simple percussion instruments. Colour mixing, exploring construction and textures. Dance, drama, creating using collage.					
Being Imaginative and	1-2) Begins to move to music (babbles/makes sounds to simple songs).Listens to music and makes sounds along with the music.	3-4) Moves and interacts to music. Claps with adults to the music.	5-6) Sings and makes sounds. Enjoys making sounds with musical instruments, moving to music.			

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Expressive			
	7-8) Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music.	9-10) Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse.	11-12) Shows a preference for types and methods of expression and shows more control when expressing themselves.
Creating with Materials	1-2) With support and guidance is interested in using larger writing tools for larger mark making. Experiences of child's interest.	3-4) Shows interest in mark marking large and sometimes small scale.	5-6) Begins to make deliberate lines and circles.
	7-8) Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.	9-10) Experimentation of marks and mark making using colour, texture and senses.	11-12) More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.