



Burbage Primary School Early Years Foundation Stage Curriculum

At Burbage Primary Pre-School and School, our ethos of 'Inspiring and Nurturing Together' underpins our Early Years Foundation Stage (EYFS) curriculum which guides everything we do across Pre-School and Reception Class.

We believe that offering a strong foundation enriched with wonder and first-hand experiences, our children will thrive and reach their full potential. We have fantastic facilities that allow the children to engage with learning both indoors and outdoors.

Our children should feel valued as individuals, believing and seeing themselves as an actively engaged learner who is happy, independent, and curious.

Intent:

At Burbage, warm and positive relationships between staff and children and high-quality interactions that foster the unique sense of self and belonging are key. We nurture a love of learning by providing stimulating, memorable and explorative learning environments with exciting opportunities, challenges and adventure. We understand that exploration and play are vital to a child's learning and development. We believe that our balance between adult directed and uninterrupted child-initiated play develops resilient, ambitious, confident and enthusiastic learners.

Our curriculum is based around nine key Burbage goals which reflect the needs of our children. In these areas of learning, the goals are broken down into key steps that map out the necessary milestones that need to be achieved in working towards the goals. There are end of pre-school goals which then lead into end of reception goals. These goals prepare children for entry into Key Stage One.

In order to meet these goals and offer strong foundations we provide an environment where:

- the children are happy and feel supported.
- learning is not moulded but allowed to unfold from interest, curiosity and play.
- where children's natural creativity and curiosity can flourish.
- there are language and experience rich environments both in and outdoors that engage and nurture.
- the children build positive relationships and experiences, demonstrate their communication and understanding, deepen their respect for others and the world around them.
- where children can overcome challenges and develop the skills to self-regulate learning and behaviours.

Implementation:

At Burbage Reception and Pre-school we follow and implement the statutory guidance Early Years Foundation Stage (EYFS) Framework, Department for Education 2021, with the 2021 revised supporting guidance; Development Matters in the EYFS.

We follow the Statutory Framework for the Early Years Foundation Stage document, Department for Education, 2021 and the supporting guidance: Development Matters in the Early Years Foundation Stage (EYFS), Department for Education 2020. The characteristics of learning for all our EYFS children, whatever their particular interests, skills or individual needs. They are taught the skills, knowledge and understanding that will form the foundation for work in Key Stage One and Two.

Our Burbage specific curriculum is broken down into key steps and end goals outlined below.



Burbage Primary School Early Years Foundation Stage Curriculum

Impact:

The impact of the EYFS curriculum is shown through the children's excitement and engagement in learning. Through a dedicated team, with their hard work and understanding for how young children learn, we ensure that all of our children make good progress from their individual and various starting points. Our children develop their knowledge and skills with both positive and active attitudes.

We measure the learning and progress of every child throughout the year with both formative and summative assessments. These assessments include;

- Teacher baseline assessments to identify each individual child's starting point in all areas.
- The RBA (Statutory Reception Baseline Assessment) to show progress made from Reception to the end of KS2.
- Regular moderation sessions with a range of schools within the Academy Trust.
- Termly assessments to identify progress and areas of need.
- Regular phonic mock screening and diagnostic assessments to inform the planning, teaching and interventions for phonics.
- Daily observations and high-quality interactions to identify needs and next steps which inform planning and ensure progress.

By the end of their time in the Early Years, our children make good progress academically and socially, developing a sense of themselves so that they are well prepared for the transition into Key Stage 1. They have developed essential knowledge and skills required for everyday life and lifelong learning, showing themselves to be independent, inquisitive, confident and enthusiastic learners ready for the next challenge in education.



**Burbage Primary School
Early Years Foundation Stage Curriculum**

**Communication and Language,
Listening, Attention and Understanding**

Pre-School:	
Step 1	With adult support, children mix different ingredients.
Step 2	In a small group children follow the steps in making a chapati with an adult.
Step 3	In small group cooking activities, children follow the styes in making a bread roll with an adult.
Step 4	Children follow the steps of a recipe independently. They measure ingredients, mix them and create their own bread roll.
GOAL:	Understand and follow instructions
Reception:	
Step 1	Follow instructions to meet their individual needs eg: ask to go to the toilet or to go and get a drink etc
Step 2	Ask questions to further their knowledge, eg why.....? How.....? When.....? Who.....?
Step 3	Develop own ideas through discussions, conversations, and play
Step 4	Understand and use a range of complex sentences
GOAL:	Talk confidently to an unfamiliar adult to explain, initiate and instigate conversation.



Burbage Primary School
Early Years Foundation Stage Curriculum

Personal, Social and Emotional Development

Pre-School:	
Step 1	Settle in and become a confident individual.
Step 2	Children make a strong relationship with their key person. Increasingly they separate confidently from their parent at the start of the session and become involved in their play.
Step 3	Children take part in pretend play, communicating and negotiating with their friends.
Step 4	Children persevere with difficulties. They make comments about their learning and play.
GOAL:	Be a confident learner who is able to talk about what they are doing.
Reception:	
Step 1	Settle in and become confident in themselves.
Step 2	Understand own emotions and begin to understand other people's.
Step 3	Show sensitivity to other people, offering kindness and support.
Step 4	Develop and manage relationships and expectations with peers and adults in their learning.
GOAL:	Understand how to be a good friend and a good learner.



Burbage Primary School
Early Years Foundation Stage Curriculum

Physical Development

Pre-School:	
Step 1	Children are able to move around safely with an increasing sense of awareness.
Step 2	Children develop gross motor skills through use of the indoor and outdoor equipment.
Step 3	Children can pinch objects eg pegs in a peg board, fit jigsaws together.
Step 4	Children begin to develop fine motor control to manage zips, buttons, lunchboxes etc.
GOAL:	Move in a variety of ways with a greater sense of control
Reception:	
Step 1	Move in a variety of ways with a greater sense of control whilst negotiating space successfully and independently.
Step 2	Develop gross motor skills through running, jumping, balancing and hopping.
Step 3	Show increasingly control over an object – pushing, catching, patting, throwing and kicking.
Step 4	Confidently manages self on a range of large apparatus and small apparatus indoors and outdoors.
GOAL:	Children are able to handle tools (eg pencils, scissors etc), holding it correctly and using it to good effect.



Burbage Primary School
Early Years Foundation Stage Curriculum

Literacy - Reading

Pre-School:	
Step 1	Recognise and picture of themselves next to their name eg coat peg, snack mat etc
Step 2	Recognise their name eg self-registration
Step 3	Know that print has meaning
Step 4	Spot and suggest rhymes
GOAL:	Enjoy and focus on words, books, stories and poems
Reception:	
Step 1	Continue a rhyming string
Step 2	Begin to identify initial sounds eg money, mother, marmite, man
Step 3	Segment and blend individual words
Step 4	Segment and blend to read simple sentences in line with their phonological development
GOAL:	Begin your lifelong reading journey



Burbage Primary School
Early Years Foundation Stage Curriculum

Literacy – Writing

Pre-School:	
Step 1	Children can grasp objects and engage in an activity for a sustained period of time.
Step 2	As children become confident with their marks, they begin to talk about them
Step 3	As children use their name cards repeatedly, they become familiar with the formation – they attempt to copy some letters.
Step 4	As children use their name cards repeatedly, they become familiar with formation – they form the first two letters of their name correctly.
GOAL:	Children hold their pen or pencil with a comfortable grip. They write the letters of their name clearly and with correct directionality.
Reception:	
Step 1	Children hold their pen or pencil with a comfortable grip. They write the letters of their name clearly and with correct directionality.
Step 2	Children identify signs and symbols and transfer them into short words.
Step 3	Children build and write their own words.
Step 4	Children are able to write a sentence that can be read by others (not necessarily phonetic)
GOAL:	Children are able to write a simple sentence by themselves.



**Burbage Primary School
Early Years Foundation Stage Curriculum**

Maths – Shape and Pattern

Pre-School:	
Step 1	Complete a simple inset puzzle, matching and arranging patterns and shapes
Step 2	Notice patterns and arrange things in patterns
Step 3	Build with a range of resources
Step 4	Be able to recognise shapes in their own environment
GOAL:	Recognise and names the 4 basic 2d shapes – square, rectangle, triangle and circle
Reception:	
Step 1	As above and arrange in an ABAB pattern
Step 2	Recognise and names 3d shapes and compare to 2d shapes (compose and decompose shapes)
Step 3	Use shapes to create repeated patterns: ABAB, ABBABBA, ABCABC
Step 4	Use the language of comparison; tall/short, heavy/light, small, smaller, smallest, long, longer, longest
GOAL:	Recognise and compare shape, space and measure within the environment



Burbage Primary School
Early Years Foundation Stage Curriculum

Maths - Number

Pre-School:	
Step 1	Join in with finger rhymes eg 1234 5 once I caught a fish....
Step 2	Join in with choral counting
Step 3	Recognise numerals to 5
Step 4	Play games that involve counting
GOAL:	To count to 10 and recognise numerals
Reception:	
Step 1	To count to 10 and recognise numerals. Count to 10 actions, sounds, syllables, physical objects and pictures
Step 2	Subitise numbers to 10
Step 3	Add and take away – composing and decomposing numbers to 10
Step 4	Count beyond 10
GOAL:	Understanding the value and relationship of number



Burbage Primary School
Early Years Foundation Stage Curriculum

Understanding the World
Me and My World

Pre-School:	
Step 1	Know where you live and where you travel locally
Step 2	Noticing people and places outside my own house
Step 3	Make connections between different places and notice differences
Step 4	Compare places and environments
GOAL:	Have a sense of the local area and know that there is a wider world
Reception:	
Step 1	Name different places in my local area
Step 2	Draw a simple picture map of my school
Step 3	Explore my village and community
Step 4	Explore the environment around me, look at other environments
GOAL:	Understand the effect they have on the environment



Burbage Primary School
Early Years Foundation Stage Curriculum

Understanding the World
Exploring Nature

Pre-School:	
Step 1	Exploring natural materials within their environment
Step 2	Nurturing Plants and Animals
Step 3	Use senses in hands-on exploration of natural materials
Step 4	Talk about what you see with a wide range of vocabulary
GOAL:	Understand the importance of nurturing my natural environment
Reception:	
Step 1	Observing the natural environment consider changes eg weather, seasons
Step 2	Explore the natural environment and consider changes in animals and plants
Step 3	Consider growth in humans
Step 4	Making connections and choices to be healthy
GOAL:	Talk about how to be healthy and look after our bodies and our wellbeing.



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Early Years Foundation Stage Curriculum**

Expressive Arts and Design

Pre-School:	
Step 1	Enjoy taking part in actions, songs and rhymes
Step 2	Imitating every day experiences using small world play
Step 3	Expressing ideas in simple pretend play
Step 4	Initiating expressive play
GOAL:	To roleplay a familiar or known situation
Reception:	
Step 1	As above
Step 2	Develop and share ideas of a known situation to enhance role play
Step 3	Make connections with own experiences in role play
Step 4	Use improvisation and imagination in their role play – using resources to hand
GOAL:	Listen, share and further understanding and experiences through independent role play