



		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year A		All About Me	Winter Wonderland	Starry Night	Dangerous Dinosaurs	Big Wide World	Sunshine and Sunflowers
Year B		Me and My Community	Sparkle and Shine	Stories and Rhymes	Signs of Spring	Move It	On the Beach
Potential lines of enquiry		Autumn Amazing Me Family Jobs Aspirations People who help us	Winter Diwali celebrations Fireworks / Bonfire Night Christmas around the world	Chinese New Year Dental Health Month Pancake Day	Spring STEM week World Book Day Poetry Day St David's Day St Patrick's Day Mothering Sunday St George's Day St Andrew's Day Easter	Summer Father's Day Sports Day Life cycles of plants and animals	Healthy Me Dental hygiene
<b>Prime Areas ELGs</b>	<b>Nursery Communication and Language</b> Listening, Attention and Understanding Speaking	Settling in Class rules / routines / expectations Begin to develop listening and attention Enjoy listening to stories Role play	develop conversational skills develop role play Perform Nativity	Listen to simple stories, talk about them Use longer sentences when communication Understand simple questions Role play simple stories	develop listening and attention skills develop conversational skills role play simple stories	develop listening and attention skills Understand simple questions, offer simple explanations using new vocabulary learnt	develop listening and attention skills Understand simple questions, offer simple explanations using new vocabulary learnt
	Learn poems, rhymes and songs, develop use of vocabulary, engage in fiction and non-fiction texts Wellcomm						
	<b>Reception Communication and Language</b> Listening, Attention and Understanding Speaking	Settling in Class rules / routines / expectations Understand the importance of listening Learn new vocabulary	Engage in story times and recall events Use a wider range of vocab linked to texts Develop repertoire of songs Perform Nativity Use new vocabulary	Ask questions to check understanding Articulate ideas in well-formed sentences Engage in fiction and non-fiction books Participate in discussion Use new vocabulary	Performing well known stories and tales Describe events in some detail, developing familiarity in stories Offer explanations for why things might happen Use new vocabulary	Use talk to organise and explain thinking Listen to and talk about selected non-fiction texts to develop familiarity and new knowledge and vocabulary	Use new vocabulary learnt in different contexts Hold back and forth conversations
Learn poems, rhymes and songs, develop use of vocabulary, engage in fiction and non-fiction texts							



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<p><b>Nursery PSED</b></p> <p>Self-Regulation Managing Self Building relationships</p>	<p>Being Me Who am I and how do I fit in?</p>	<p>Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>Healthy Me Being and keeping safe and healthy</p>	<p>Relationships Building positive, healthy relationships</p>	<p>Changing Me Coping positively with change</p>
<p><b>Reception PSED</b></p> <p>Self-Regulation Managing Self Building relationships</p>	<p>Being Me Who am I and how do I fit in?</p>	<p>Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>Healthy Me Being and keeping safe and healthy</p>	<p>Relationships Building positive, healthy relationships</p>	<p>Changing Me Coping positively with change</p>
<p>PSED is delivered through the Jigsaw Programme in addition to circle times based on class issues and the EYFS statutory framework</p>						
<p><b>Nursery Physical Development</b></p> <p>Gross motor Fine Motor</p>	<p>Support / develop independent skills such as toileting, eating and managing buttons / zips Use bikes and trikes / explore outside area</p>	<p>Support / develop independent skills such as toileting, eating and managing buttons / zips Develop manipulation and control through different materials Ball skills</p>	<p>Develop manipulation and control through different materials Choose appropriate resources for tasks Collaborative play too achieve a task</p>	<p>Choose appropriate resources for tasks Collaborative play too achieve a task Use one handed tools/ equipment Fundamental movement skills. Such as skipping and hopping</p>	<p>Dominant hand preference with comfortable grip Develop manipulation and control through different materials</p>	<p>Dominant hand preference with comfortable grip Develop manipulation and control through different materials Begin to make healthy food choices</p>
<p><b>Reception Physical Development</b></p> <p>Gross motor Fine Motor</p>	<p>Support / develop independent skills such as toileting, eating and managing buttons / zips Bikes and trikes / explore outdoor areas Check pencil grip (tripod grip) Name writing Show accuracy when drawing. Develop manipulation and control through different materials Ball skills (all ongoing)</p>	<p>Letter formation Name writing  Ball skills – Team games Negotiate space safely</p>	<p>Letter formation Use a range of small tools effectively Begin to show accuracy when drawing  Develop overall body-strength, balance, co-ordination, and agility using apparatus</p>	<p>Letter formation Strength balance and co-ordination. Fundamental movement skills.  Develop overall body-strength, balance, co-ordination, and agility using apparatus</p>	<p>Letter formation Getting ready for sports Day  Being healthy  Develop overall body-strength, balance, co-ordination, and agility using apparatus</p>	<p>Letter formation Being healthy – food, exercise, mind  Use a range of tools effectively</p>
<p><b>Nursery Phonics</b></p>	<p>Phase 1 listening Games, stories, songs and rhymes</p>		<p>Phase 1 listening Games, stories, songs and rhymes</p>		<p>Listening Games Term 6 RWI baseline Begin set 1 sounds if ready</p>	
<p><b>Reception Phonics</b></p>	<p>RWI - baselines, then assessments every 6 weeks Begin learning set 1 sounds</p>		<p>RWI - assessments every 6 weeks</p>		<p>RWI - assessments every 6 weeks</p>	



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<b>Specific Areas ELGs</b>	(Read, Write, Inc)		RWI Set 2 sounds – using and applying in reading and writing	RWI Set 1& 2 sounds – using and applying in reading and writing
	Nursery Literacy Writing	Enjoy drawing freely Make marks on paper for their name and / or to give meaning	Enjoy drawing freely Make marks on paper for their name and / or to give meaning Write some / all letters of their name Use some print / letter knowledge in early writing / play	Enjoy drawing freely Make marks on paper for their name and / or to give meaning Write some / all letters of their name Use some print / letter knowledge in early writing / play Write some set 1 sounds if ready
	Reception Literacy Writing	RWI - baselines, then assessments every 6 weeks Begin learning set 1 sounds Letter formation – write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with correct grapheme in line with phonic knowledge	RWI - assessments every 6 weeks RWI Set 2 sounds – using and applying in reading and writing Letter formation – write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with correct grapheme in line with phonic knowledge Write simple phrases that can be understood by themselves and others in line with phonic knowledge	RWI - assessments every 6 weeks Letter formation – write recognisable upper and lower case letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with correct grapheme in line with phonic knowledge Write simple phrases that can be understood by themselves and others in line with phonic knowledge Write some common exception words
	Reception Writing outcomes	writing name and labels cvc words linked to phonemes learnt List for Father Christmas	Writing instructions Ingredients for recipe Labelling pictures Story maps	Invitations and postcards Write simple phrases linked to life cycle writing Write a short narrative – use of helicopter stories to develop narrative structure Bean diary
	Nursery Literacy Comprehension & Word Reading	Enjoy sharing books with adults Pay attention and responds to the pictures or the words. Enjoy songs and rhymes	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Notice print Enjoy songs and rhymes	Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using prop Sing songs and rhymes independently
	Reception Literacy Comprehension & Word Reading	Demonstrate an understanding of what has been read to them. Begin to anticipate key story events Say sounds for some letters in the alphabet and begin to use these to blend and read words consistent with phonic knowledge	Use and understand recently taught vocabulary linked to stories and non-fiction texts Say sounds for some letters in the alphabet and begin to use these to blend and read word / simple sentences consistent with phonic knowledge, including, when ready common exception words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Nursery Maths Number Numerical patterning	Sing number rhymes Count in everyday play Build with blocks and notice patterns Compare amounts lots / more Subitise to 3 Link numeral to amount to 3 Finger numbers to 3 Explore 2d shapes	Sing number rhymes Count in everyday play Build with blocks and notice patterns Compare amounts lots / more Subitise to 3 Link numeral to amount to 5 Finger numbers to 5 Cardinal principle Explore 2d shapes Solve problems to 5	Subitise to 3 Link numeral to amount to 5 Select shapes to build Positional words Size, length, capacity Extend and create Pattern Notice repeating pattern Describe a familiar route
	Reception Maths Number	T1 – baselining Numbers 1-5	Numbers 6-10 Cardinality, counting and 1:1 correspondence	Numbers to 10 and beyond Cardinality and counting



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	<b>Numerical patterning</b>	Cardinality, counting and 1:1 correspondence Subitising & finger counting Comparison and composition comparing size, shape and pattern See BBO Maths Mastery of Number	Subitising & finger counting Comparison & composition, doubling Measuring, describe a familiar route See BBO Maths Mastery of Number	Comparison & composition Calculation & Patterning Odd and even and doubling Develop recall of facts Verbally count beyond 20 Describe a familiar route See BBO Maths Mastery of Number			
	<b>Nursery Expressive Arts and Design Creating with materials</b>	Make use of props and materials available for role play Start to make marks intentionally	Join in with songs / rhymes Move to music Explore paint and other medium to make marks Create simple patterns	Explore different materials using sense to explore them Make simple models Colour mixing	Explore different materials using sense to explore them Make simple models	Create outdoor art in paddock school	Create outdoor art in paddock school
	<b>Reception Expressive Arts and Design Creating with materials</b>	Make use of props and materials available for role play Use drawing to represent ideas, create self portraits	Rangoli patterns  Explore materials freely to create own models, making decisions on tools and methods  Nativity	Henri Rousseau – link to paddock school & Colour mixing Safely explore a range of materials and tools and techniques Make use of props and materials available for role playing characters in stories	Develop own ideas, deciding which materials to use Share creations and methods they have used Make use of props and materials available for role playing characters in stories	Make use of props and materials available for role playing characters in stories Safely explore a range of materials and tools and techniques Share creations and methods they have used	Safely explore a range of materials and tools and techniques Share creations and methods they have used  Andy Goldsworthy – Natural Art
	<b>Nursery Expressive Arts and Design Being Imaginative and Expressive</b>	Join in with songs / rhymes / Action songs Develop pretend play	Join in with songs / rhymes Develop pretend play Express ideas through mark making Perform Nativity	Make simple models Use small world to develop play and narrative	Make simple models Use small world to develop play and narrative	Play instruments Develop own ideas when making models and role play with purpose	Play instruments Role play with purpose
	<b>Reception Expressive Arts and Design Being Imaginative and Expressive</b>	Develop story lines in our play with friends Join in with songs / rhymes	Develop repertoire of songs and perform Nativity for parents Move to music Firework music and dance	Use instruments with increasing control Explore colour mixing Explore materials freely to create own models	Invent, adapt and perform well known stories and tales  Invent and adapt well known narratives	Engage in music making and dance and performing with others Invent, adapt and recount narratives with peers	Engage in music making and dance and performing with others
	<b>Nursery Understanding the World Past and Present</b>	Talk about their family members, naming and describing who is important to them Find out about different occupations Show interest in different occupations	Make connections between their family and others, such as how we celebrate Note differences between people	Notice differences between people. Continue to develop positive attitudes about the differences between people.	Make connections between families. Show interest in different occupations. Begin to make sense of their own life stories and family's history.	Show interest in different occupations Notice differences between people. Continue to develop positive attitudes about the differences between people.	Notice differences between people. Continue to develop positive attitudes about the differences between people.



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	<p>Reception Understanding the World Past and Present</p>	<p>Talk about their family members, naming and describing who is important to them</p> <p>Different roles in society</p>	<p>Recognise that people have different beliefs and celebrate in different ways</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Recognise that people have different beliefs and celebrate in different ways</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Recognise differences between this country and other countries</p>	<p>Know some similarities and differences between things in the past and now, drawing on our experiences and what we have read in class.</p>
	<p>Nursery Understanding the World People, Culture and Communities</p>	<p>Notice differences between people, develop positive attitudes to this Think about our families</p>	<p>Notice differences between people, develop positive attitudes to this Think about our families and how people celebrate in different ways</p>	<p>Learn about local area talk about the differences they have experienced or seen in photos.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
	<p>Reception Understanding the World People, Culture and Communities</p>	<p>Notice differences between people, develop positive attitudes to this Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what we read in class.</p>	<p>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.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on our experiences and what we have read in class.</p>	<p>Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>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.</p>
	<p>Nursery Understanding the World The Natural World</p>	<p>Use senses to explore natural world Talk about what we see using new vocabulary</p>	<p>Use senses to explore natural world Talk about what we see using new vocabulary</p> <p>Light – link to Diwali and fireworks</p>	<p>Use senses to explore natural world Talk about what we see using new vocabulary</p> <p>Explore different materials and forces</p>	<p>Use senses to explore natural world Talk about what we see using new vocabulary</p> <p>Explore different materials and forces</p>	<p>Use senses to explore natural world Talk about what we see using new vocabulary Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Respect and care for living things</p>	<p>Use senses to explore natural world Talk about what we see using new vocabulary Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Respect and care for living things</p>
	<p>Reception Understanding the World The Natural World</p>	<p>Observing similarities and changes in natural world</p> <p>Talk about what we see using new vocabulary</p>	<p>Know some similarities and differences between the natural world around us and contrasting environments, drawing on our experiences and what we have read in class.</p> <p>Light – link to Diwali and fireworks</p>	<p>Recognise some environments are different to the one we live in</p> <p>Explore different materials (including changing materials) and forces</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explore different materials (including changing materials) and forces</p>	<p>Explore the natural world around us, making observations and drawing pictures of animals and plants.</p> <p>Recognise some environments are different to the one we live in</p> <p>Plants &amp; humans</p>	<p>Understand some important processes and changes in the natural world around us, including the seasons and changing states of matter.</p> <p>Know some similarities and differences between the natural world around us and contrasting</p>



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							environments, drawing on our experiences and what we have read in class. Plants & humans
	Paddock school runs all year in EYFS – observing similarities and changes in the natural world. Links to EAD Andy Goldsworthy – Natural Art						