

# **Bizzy Bees Curriculum Progression Framework**

## **Curriculum • Teaching • Achievement**

### **Based on EYFS, Development Matters, Leuven Scales & Characteristics of Effective Learning**

#### **Our Vision**

At Bizzy Bees, we believe every child is capable, curious and competent. Our curriculum is designed around high expectations, strong relationships, emotional wellbeing and ambitious learning opportunities from the earliest stages of development through to school readiness.

Our curriculum is:

- Rooted in the EYFS Statutory Framework and Development Matters
- Focused strongly on the Prime Areas of Learning
- Built through warm, responsive relationships and secure attachments
- Guided by the Leuven Scales of Wellbeing and Involvement
- Embedded through the Characteristics of Effective Learning
- Sequenced progressively across age-related expectations
- Designed to ensure children are confident, resilient and school ready

#### **Characteristics of Effective Learning**

These underpin all curriculum areas and teaching approaches.

##### **Playing and Exploring**

Children investigate, experience things first hand and 'have a go'.

##### **Active Learning**

Children concentrate, keep trying when things are difficult and enjoy achievements.

## **Creating and Thinking Critically**

Children develop their own ideas, make links and choose ways to do things.

## **Relational & Emotional Wellbeing Approach**

### **ECAT – Every Child a Talker Approach**

At Bizzy Bees, communication and language development is prioritised across all areas of learning through our ECAT-informed approach.

We recognise that strong communication skills are the foundation for future learning, emotional wellbeing and positive relationships.

Our ECAT practice includes:

- Language-rich environments indoors and outdoors
- High-quality adult-child interactions
- Sustained shared thinking
- Modelling and extending vocabulary
- Narrative and storytelling opportunities
- Attention and listening games
- Singing, rhyme and repetition
- Communication-friendly spaces
- Early identification of speech, language and communication needs
- Partnership working with parents and external professionals where needed

Adults intentionally support:

- Attention and listening
- Understanding language
- Speaking and expressive language
- Social communication skills
- Vocabulary acquisition

Communication and language development is embedded throughout the curriculum and monitored through observation, interaction and responsive planning.

# **Relational & Emotional Wellbeing Approach**

At Bizzy Bees, emotional wellbeing is prioritised alongside academic development.

Our approach includes:

- Key person relationships and secure attachments
- Emotion coaching and co-regulation
- Consistent routines and predictable environments
- British Values and respectful communication
- High-quality interactions and sustained shared thinking
- Use of Leuven Wellbeing and Involvement Scales to assess engagement and emotional security
- Enabling environments that support independence and belonging
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## **Leuven Scale Focus**

### **Wellbeing**

Children feel safe, confident, valued and emotionally secure.

### **Involvement**

Children demonstrate deep engagement, curiosity, concentration and motivation.

# Curriculum at a Glance – Progression Framework

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## 1. Communication and Language

### Curriculum Intent

To develop confident communicators with strong vocabulary, listening skills and expressive language.

| Age Group                 | Curriculum  | Teaching   | Achievement   |
|---------------------------|---|--|---|
| <b>By 2.5 Years</b>       | Songs, rhymes, simple stories, naming familiar objects and people             | Responsive interactions, repetition, simple language modelling, face-to-face communication | Children respond to familiar words, use simple phrases and begin expressing needs             |
| <b>By 3 Years</b>         | Core books, vocabulary development, nursery rhymes, turn-taking conversations | Sustained shared thinking, modelling new vocabulary, commenting not questioning            | Children use longer sentences, follow simple instructions and engage in conversation          |
| <b>By 3.5 Years</b>       | Story retelling, role play language, listening games                          | Open-ended questioning, storytelling, visual prompts                                       | Children retell familiar stories and communicate ideas confidently                            |
| <b>By 4 Years</b>         | Rich conversations, topic vocabulary, storytelling and discussion             | High-quality dialogue, language extension, small group discussions                         | Children speak clearly in sentences and listen attentively in groups                          |
| <b>School Ready (ELG)</b> | Broad vocabulary, comprehension, conversation and narrative skills            | Challenging vocabulary, reasoning opportunities, back-and-forth conversations              | Children express ideas clearly, listen attentively and participate confidently in discussions |

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## 2. Personal, Social & Emotional Development

### Curriculum Intent

To develop emotionally secure, resilient and independent learners who can build positive relationships.

| Age Group                 | Curriculum   | Teaching   | Achievement   |
|---------------------------|--|--|---|
| <b>By 2.5 Years</b>       | Simple routines, attachment-based care, naming emotions      | Co-regulation, nurturing interactions, comfort and reassurance | Children separate from carers with support and seek familiar adults for reassurance       |
| <b>By 3 Years</b>         | Turn-taking, sharing, emotional literacy, simple boundaries  | Emotion coaching, visual routines, modelling kindness          | Children begin managing feelings and play alongside others                                |
| <b>By 3.5 Years</b>       | Independence skills, collaborative play, resilience building | Positive reinforcement, problem solving support                | Children develop friendships and show growing independence                                |
| <b>By 4 Years</b>         | British Values, self-regulation, confidence building         | Restorative conversations, consistent expectations             | Children manage transitions, express emotions appropriately and persevere with challenges |
| <b>School Ready (ELG)</b> | Self-awareness, empathy, resilience and independence         | Coaching and reflective conversations                          | Children show confidence, manage feelings effectively and work cooperatively with others  |

### 3. Physical Development

#### Curriculum Intent

To develop physically confident children with strong gross and fine motor skills.

| Age Group                 | Curriculum  | Teaching   | Achievement  |
|---------------------------|---|--|--|
| <b>By 2.5 Years</b>       | Climbing, balancing, sensory play, mark making              | Safe exploration opportunities, physical modelling         | Children move confidently and explore using their bodies                 |
| <b>By 3 Years</b>         | Fine motor activities, outdoor movement, tool exploration   | Dough disco, hand strengthening activities, movement games | Children develop coordination and increasing control                     |
| <b>By 3.5 Years</b>       | Gross motor challenges, scissor skills, self-care routines  | Targeted fine motor provision, obstacle courses            | Children use tools with increasing accuracy and independence             |
| <b>By 4 Years</b>         | PE sessions, fine motor readiness, independence routines    | Precision activities, pencil control support               | Children show improved stamina, balance and fine motor control           |
| <b>School Ready (ELG)</b> | Writing readiness, coordinated movement, healthy lifestyles | Structured and child-led physical opportunities            | Children demonstrate control, coordination and independence in self-care |

## 4. Literacy

### Curriculum Intent

To foster a love of reading, storytelling and early writing.

| Age Group                 | Curriculum  | Teaching  | Achievement  |
|---------------------------|---|---|--|
| <b>By 2.5 Years</b>       | Sharing books, songs, environmental print                     | Repetition, pointing and naming, interactive books      | Children show interest in books and join in with familiar phrases              |
| <b>By 3 Years</b>         | Core stories, rhyme awareness, mark making                    | Story repetition, phonological awareness games          | Children recognise familiar stories and make meaningful marks                  |
| <b>By 3.5 Years</b>       | Early phonics, name recognition, storytelling                 | Small group phonics, modelling writing in play          | Children identify sounds and begin giving meaning to marks                     |
| <b>By 4 Years</b>         | Phonics progression, oral storytelling, early writing         | Daily phonics, shared writing, story maps               | Children hear sounds in words and write recognisable letters                   |
| <b>School Ready (ELG)</b> | Reading fluency foundations, comprehension, writing sentences | Systematic phonics teaching and rich literacy provision | Children read simple sentences and write using phonetically plausible spelling |

## 5. Mathematics

### Curriculum Intent

To develop secure early number sense and mathematical thinking.

| Age Group                 | Curriculum  | Teaching  | Achievement  |
|---------------------------|---|---|--|
| <b>By 2.5 Years</b>       | Counting songs, sorting, shape exploration          | Mathematical language in play, modelling counting   | Children notice quantity and begin reciting number words             |
| <b>By 3 Years</b>         | Counting objects, comparing size, simple patterns   | Practical maths opportunities, continuous provision | Children count small quantities and compare objects                  |
| <b>By 3.5 Years</b>       | Number recognition, sequencing, problem solving     | Concrete resources and mathematical questioning     | Children recognise numbers and solve simple practical problems       |
| <b>By 4 Years</b>         | Composition of numbers, spatial reasoning, measures | Maths mastery approach, reasoning discussions       | Children confidently count, compare and explore patterns             |
| <b>School Ready (ELG)</b> | Secure number understanding to 10 and beyond        | Practical and investigative maths experiences       | Children subitise, recall number facts and solve simple calculations |

## 6. Understanding the World

### Curriculum Intent

To develop curiosity, exploration and understanding of people, communities and the natural world.

| Age Group                 | Curriculum  | Teaching   | Achievement   |
|---------------------------|---|--|---|
| <b>By 2.5 Years</b>       | Sensory exploration, familiar people and environments | Exploration-based learning, language-rich interactions | Children show curiosity about their environment                           |
| <b>By 3 Years</b>         | Seasonal changes, family experiences, nature play     | Outdoor learning and discussion                        | Children talk about familiar experiences and notice changes               |
| <b>By 3.5 Years</b>       | Visitors, celebrations, simple investigations         | Hands-on exploration and questioning                   | Children begin comparing experiences and asking questions                 |
| <b>By 4 Years</b>         | Allotment, community learning, science exploration    | Investigation opportunities and real-life experiences  | Children explain observations and show curiosity about the world          |
| <b>School Ready (ELG)</b> | Wider world understanding, cultures and environments  | Enquiry-led learning and reflection                    | Children talk confidently about the world around them and their community |

## 7. Expressive Arts & Design

### Curriculum Intent

To develop creativity, imagination and self-expression.

| Age Group                 | Curriculum                                     | Teaching   | Achievement   |
|---------------------------|--|--|---|
| <b>By 2.5 Years</b>       | Sensory art, music, movement                   | Open-ended creative experiences                      | Children explore materials and respond to music                     |
| <b>By 3 Years</b>         | Singing, role play, painting and construction  | Modelling creativity and imaginative play            | Children engage in pretend play and creative exploration            |
| <b>By 3.5 Years</b>       | Joining materials, storytelling through play   | Encouraging experimentation and independent choices  | Children create with purpose and confidence                         |
| <b>By 4 Years</b>         | Music, performance, collaborative projects     | Access to varied media and performance opportunities | Children express ideas creatively and imaginatively                 |
| <b>School Ready (ELG)</b> | Independent creativity, performance and design | Facilitation rather than direction                   | Children use imagination, explain creations and perform confidently |

# Teaching & Pedagogy at Bizzy Bees

## Our Teaching Principles

### High Expectations for Every Child

We believe all children can succeed when provided with supportive relationships, ambitious opportunities and enabling environments.

### Quality Interactions

Adults extend thinking through sustained shared thinking, modelling language and responsive teaching.

### Child-Centred Learning

Children learn through play, exploration and meaningful experiences.

### Enabling Environments

Resources are carefully planned to provoke curiosity, independence and involvement.

### Assessment Through Relationships

Assessment is observational, responsive and informed by:

- Development Matters
- EYFS Statutory Framework
- Leuven Wellbeing and Involvement Scales
- Characteristics of Effective Learning
- Professional knowledge of the child

## Intended Achievement

Children at Bizzy Bees will:

- Feel emotionally secure, valued and confident
- Demonstrate high levels of wellbeing and involvement
- Develop strong communication and language skills
- Become resilient, independent learners
- Show curiosity, creativity and critical thinking
- Build secure foundations across all areas of learning
- Leave us as confident, capable and school-ready learners

# School Readiness Outcomes

By the time children leave Bizzy Bees Preschool, they will:

- Communicate confidently with adults and peers
- Demonstrate increasing independence and resilience
- Manage feelings and behaviour appropriately for their age
- Show strong listening, attention and language skills
- Develop secure foundations in early literacy and mathematics
- Show curiosity and confidence in exploring the world around them
- Build positive relationships with others
- Engage deeply in play and learning experiences
- Demonstrate the Characteristics of Effective Learning consistently
- Be emotionally secure and prepared for the transition to school

# Monitoring & Evaluation

Curriculum effectiveness is monitored through:

- Leuven wellbeing and involvement observations
- Quality of interactions
- Child voice and engagement
- Learning walks and environment audits
- Assessment checkpoints
- Progress reviews
- Parent partnerships
- School readiness outcomes

## Parent Partnerships & Cooperative Planning

We value parents as children's first and most important educators.

Strong partnerships with families support consistency, emotional security and successful outcomes for children.

### Walk and Talk Opportunities

We provide regular opportunities for parents to engage in informal 'Walk and Talk' sessions where practitioners and families can:

- Share developmental information
- Discuss wellbeing and involvement
- Celebrate achievements
- Identify next steps together
- Explore strategies to support learning at home
- Build consistency between home and preschool
- Strengthen relationships between practitioners and families

These collaborative opportunities support cooperative planning and ensure children receive joined-up support tailored to their individual needs.

### Cooperative Planning Approach

Planning for children is informed through:

- Parent voice
- Child interests
- Leuven observations
- ECAT observations
- Development Matters guidance
- Practitioner assessments
- Ongoing communication with families

### Leuven Focus in PSED

- High wellbeing through secure relationships
- High involvement through meaningful play and child-led learning
- Emotional check-ins and responsive support

# Easy Read Curriculum Overview

## A Parent & Staff Quick Reference Guide

This simplified overview groups learning into progressive age bands while maintaining our high expectations, relational approach and curriculum priorities.

| Area                                   | 2.5 Years  | 3 Years   | 3.5 Years  | 4 Years /<br>Preschool<br>Ready                                     |
|--|--|---|--|---|
| <b>Communication &amp; Language</b>    | Responds to familiar words and uses simple phrases           | Uses longer sentences and joins conversations   | Retells stories and communicates ideas               | Speaks confidently, listens attentively and uses broad vocabulary   |
| <b>How We Teach</b>                    | Songs, rhymes, repetition, face-to-face interactions         | Core books, modelling language, ECAT strategies | Storytelling, role play, open-ended questioning      | Rich conversations, discussion groups, sustained shared thinking    |
| <b>PSED &amp; Emotional Wellbeing</b>  | Builds secure attachments and follows simple routines        | Begins sharing, turn-taking and naming feelings | Develops friendships and growing independence        | Shows resilience, confidence and emotional regulation               |
| <b>How We Teach</b>                    | Co-regulation, nurturing relationships, predictable routines | Emotion coaching and visual support             | Positive reinforcement and supported problem solving | Reflective conversations, restorative approaches and British Values |
| <b>Leuven &amp; Relational Support</b> | Feels safe and emotionally secure                            | Engages in play with adult support              | Sustains involvement and confidence in learning      | Demonstrates high wellbeing and deep involvement                    |
| <b>Physical Development</b>            | Climbs, balances and explores                                | Develops coordination and fine motor            | Uses tools safely and independently                  | Shows control, coordination and self-care                           |

| Area                                    | 2.5 Years  | 3 Years   | 3.5 Years  | 4 Years /<br>Preschool<br>Ready  |
|---|--|---|--|--|
| <b>How We Teach</b>                     | movement<br>Sensory play<br>and safe<br>exploration    | control<br>Dough disco,<br>movement<br>games and<br>outdoor<br>learning | Fine motor<br>activities and<br>physical<br>challenges   | independence<br>Precision<br>activities, PE<br>opportunities<br>and writing<br>readiness |
| <b>Literacy</b>                         | Enjoys books,<br>rhymes and<br>mark making             | Recognises<br>familiar stories<br>and joins<br>repeated<br>phrases      | Begins phonics<br>and gives<br>meaning to<br>marks       | Hears sounds in<br>words and<br>writes<br>recognisable<br>letters                        |
| <b>How We Teach</b>                     | Interactive<br>stories and<br>repetition               | Core books and<br>phonological<br>awareness<br>games                    | Small group<br>phonics and<br>storytelling               | Daily phonics,<br>shared writing<br>and rich literacy<br>provision                       |
| <b>Mathematics</b>                      | Notices<br>quantity and<br>joins counting<br>songs     | Counts objects<br>and compares<br>size                                  | Recognises<br>numbers and<br>solves simple<br>problems   | Counts<br>confidently,<br>explores<br>patterns and<br>mathematical<br>reasoning          |
| <b>How We Teach</b>                     | Counting in play<br>and practical<br>maths language    | Hands-on<br>maths<br>opportunities                                      | Concrete<br>resources and<br>problem solving             | Maths mastery<br>approach and<br>reasoning<br>discussions                                |
| <b>Understanding<br/>the World</b>      | Explores<br>familiar<br>environments<br>with curiosity | Notices<br>changes and<br>talks about<br>experiences                    | Asks questions<br>and compares<br>experiences            | Explains<br>observations<br>and shows<br>curiosity about<br>the wider world              |
| <b>How We Teach</b>                     | Sensory<br>exploration and<br>outdoor<br>learning      | Nature play and<br>discussion   | Visitors,<br>celebrations<br>and<br>investigations       | Community<br>learning,<br>allotment work<br>and exploration                              |
| <b>Expressive Arts<br/>&amp; Design</b> | Explores music,<br>movement and<br>sensory art         | Engages in role<br>play and<br>creative<br>activities                   | Creates with<br>increasing<br>purpose and<br>imagination | Expresses ideas<br>confidently<br>through creative<br>experiences                        |

| Area                        | 2.5 Years  | 3 Years                                     | 3.5 Years                                    | 4 Years /<br>Preschool<br>Ready                         |
|-----------------------------|--|---|--|---|
| <b>How We Teach</b>         | Open-ended creative play                         | Modelling imaginative play and music        | Encouraging experimentation and independence | Performance opportunities and varied creative media     |
| <b>Parent Partnership</b>   | Parents share routines and wellbeing information | Walk and Talk opportunities begin           | Joint planning supports next steps           | Strong home-preschool collaboration supports transition |
| <b>How We Work Together</b> | Daily communication and secure relationships     | Shared targets and supportive conversations | Cooperative planning and home learning ideas | Consistent approaches between home and preschool        |

## Key Features Across All Age Groups

### ECAT – Every Child a Talker

- Language-rich environments
- Vocabulary modelling
- Singing, rhyme and storytelling
- Communication-friendly spaces
- Early speech and language support

### Characteristics of Effective Learning

Children are supported to:

- Play and explore
- Keep trying and stay motivated
- Think creatively and solve problems

### Relational Practice

We prioritise:

- Secure attachments
- Emotional wellbeing
- Co-regulation

- High-quality interactions
- Positive relationships with children and families

## Leuven Wellbeing & Involvement

We monitor:

- Emotional security and confidence
- Engagement and concentration
- Motivation and curiosity
- Deep-level learning through play

## Bizzy Bees Commitment

We are committed to creating a nurturing, ambitious and inspiring early years environment where every child thrives emotionally, socially and academically.

### **How We Use Planning to communicate our curriculum to Parents**

At Bizzy Bees, our planning is flexible, responsive and centred around the children in our care.

Our curriculum begins with our overall Curriculum Intent, which outlines:

- Our high expectations for children at each age and stage
- What we want children to learn
- How we teach
- The developmental achievements we are working towards

This provides the foundation for all learning experiences at Bizzy Bees.

From this, we create our:

### **Termly Curriculum Plans**

These are organised across:

- Autumn (September–November)
- Winter (December–February)
- Spring (March–May)

- Summer (June–July)

Our termly planning is informed by:

- Children’s interests
- Cultural capital opportunities
- Identified support needs
- Developmental priorities
- Parent contributions
- Wellbeing and involvement observations
- Seasonal experiences and celebrations

This allows us to provide meaningful and engaging learning opportunities that are relevant to the children currently attending our setting.

### **Weekly Curriculum at a Glance**

Using our termly curriculum plans, we then create our weekly curriculum overview.

This helps practitioners to:

- Respond to children’s changing interests
- Adapt learning opportunities quickly
- Provide targeted support where needed
- Extend children’s learning in the moment
- Reflect new information shared by families

Our weekly planning remains flexible and responsive while still ensuring progression and high expectations for all children.

### **Working in Partnership with Parents**

All curriculum information is shared with families so parents understand:

- What their child is learning
- What skills we are developing
- What we are working towards
- How learning can be supported at home

Through our shared curriculum approach, Walk and Talk opportunities and ongoing communication, families are able to mirror and extend learning naturally through everyday experiences at home.

At Bizzy Bees, we believe children make the best progress when preschool and home work together in partnership.