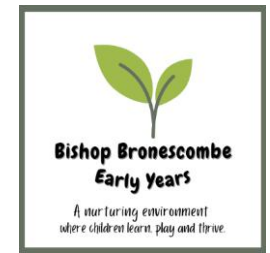
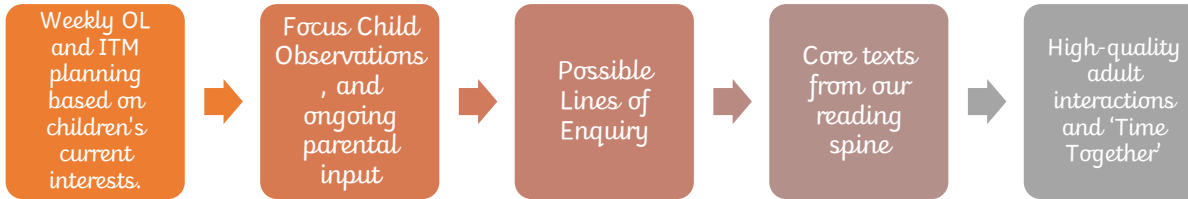




BB Early Years

Long Term Plan



Intent

In our Early Years at Bishop Bronescombe, we offer a nurturing, homely, caring environment where children are supported to flourish, learn and grow. We pride ourselves in offering a bespoke curriculum, giving children an abundance of quality learning opportunities which are tailored around their individual needs and interests.

In line with our school vision, we support each child to nurture and share their unique gifts and talents, and we endeavour to celebrate each child and their personal achievements. While in reception, children are introduced to our school Christian Values (perseverance, courage, trust, compassion, respect and forgiveness), which underpin everything we do at Bishop Bronescombe.

We promote an inclusive ethos and approach to learning for all of our children to ensure that no individual is excluded or disadvantaged. Furthermore, we provide opportunities for children to make choices and become independent in their learning in a variety of safe and stimulating environments.

Outdoor learning plays a big part in our Early Years curriculum, with weekly Wild Tribe and additional outdoor learning opportunities on offer throughout children's time with us. We create an exciting, stimulating curriculum, with a strong emphasis on the responsibility we all have to care for our fellow human beings, both near and far, and to be responsible custodians of the earth God created and trusts in us to look after.

Implementation

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children can join our nursery in the term before they are 3. They can join our school, full time, at the beginning of the school year in which they are five.

In our Early Years we consider each individual child's unique learning journey, thinking carefully about their current stage of learning and development. This then enables us to provide a curriculum which is specific and tailored to meet the needs of the children. The basis of all of our planning is the individual child - **'What is right for this child, at this time, in this place?'**

Our curriculum overview details the skills we may cover each term through both adult-led and child-directed teaching. By following the children's emerging interests and themes, we are able to adapt teaching to meet children's current next steps and teach specific skills, whilst also providing inspiring and engaging high quality learning experiences.

How do we teach children in the EYFS?

In our Nursery and Reception classrooms, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child. Adults may scaffold children's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know"! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support. Adult interactions are guided by a clear understanding of development progression in communication, language, physical development, early literacy and maths.

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state in the framework (p16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults." At Bishop Bronescombe, the EYFS teams decide what we want our children to learn in our classroom, through our provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the Reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their Reception year.

Staffing and Organisation

We have a separate nursery class and one reception class. The reception class benefits from two indoor spaces and one large outside area, and the nursery class benefits from one indoor area and one large nursery garden, outdoor area. Both the nursery and reception classrooms and dedicated outdoor environments have a variety of open-ended, high quality, carefully devised provision which children can access independently. The children also regularly have access to our school's Wild Space and Secret Garden, for outdoor learning and nature investigation.

Communication and Language

Personal, Social and Emotional Development

Physical Development

Literacy

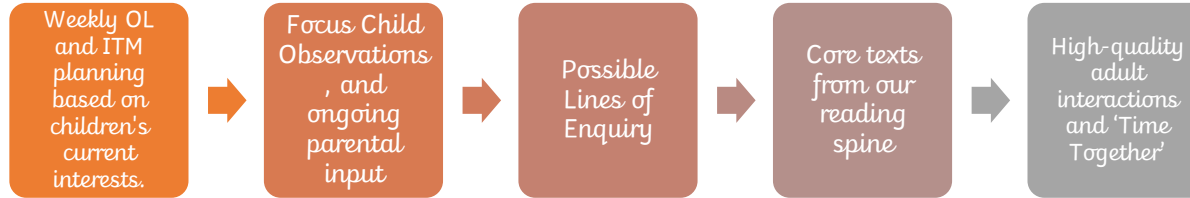
Mathematics

Understanding the World

Expressive Arts and Design



BB Early Years



Term	N1	N2	YR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Spine				Elmer Hairy Maclary from Donaldson's Dairy We're going on a bear hunt Mog the forgetful cat Blue Monster wants it all You Choose The Gruffalo Night Time: Peek Inside Shark in the Park Where's Spot? Hug	Zim Zam Zoom William Bee's Wonderful World of Tractors and Farm Machines Pattan's Pumpkin Don't forget the Bacon The Runaway Wok Naughty Bus Let's Build a House Puffin Peter Farmer Duck Dear Zoo The Train Ride	Supertato All aboard for the Bobo Road Handa's Surprise Wiggle and Roar One day on our planet: In the Savannah I am a Tiger My Encyclopaedia of Very Important Animals Anna Hibiscus Song We're Going on a Bear Hunt Brown Bear, Brown Bear, What do you see?	Tad Oi Frog Surprising Sharks Hooray for Fish Yucky Worms Aaaargh Spider Chicken's aren't the only ones Oi Get off our Train A Great Big Cuddle The Very Hungry Caterpillar Come on Daisy	Suddenly Fairy Tales for Little Children Burglar Bill Whatever Next Small Knight and George and the Royal Chocolate Cake Harry and the Bucketful of Dinosaurs Bears: don't eat Sandwiches You Choose Jaspers Beanstalk	All join in Out and About: A first book of poems Aliens love underpants You can't take an Elephant on a bus How to Catch a Star The Teddy Robber Six Dinner Sid Hairy Maclary Each Peach Pear Plum
Possible Lines of Enquiry				All about me Harvest	Celebrations Seasons – Autumn Christmas	Traditional Tales Winter	Lifecycles – Tadpoles, butterfly Spring	Growing and Planting Spring	Transition into school Starting Year One
Research Based Strategies				Transition/Baseline Assessment All about me bags Voting Station Class Bear Transition/Baseline	Voting Station Class Bear Drawing Club Play Projects Dough Disco Healthy Movers Scribble while you wiggle	Voting Station Drawing Club Play Projects Class Bear Healthy Movers Scribble while you wiggle Story Scribing	Voting Station Class Bear Problem Solving Footprints Story Scribing Healthy Movers Scribble while you wiggle Voting Station Story Scribing	Voting Station Class Bear Problem Solving Footprints Story Scribing Whole School Collective Worship Healthy Movers Scribble while you wiggle Voting Station Message Centre	Voting Station Class Bear Problem Solving Footprints Story Scribing Whole School Collective Worship Year 1 Transition Healthy Movers Scribble while you wiggle Voting Station Message Centre School Transition
Events				19/9 - Talk Like a Pirate Day 3/10 - Grandparent's Day 7/10 - National Poetry Day	4/11 - Diwali 5/11 - Guy Fawkes Night 11/11 - Remembrance Day 13/11 - World Kindness Day 28/11 - Hannukah 25/12 - Christmas	18/1 - Winnie the Pooh Day 1 st /2 - Chinese New Year 8/2 - Safer Internet Day 14/2 - Valentine's Day 17/2 - Random Acts of Kindness Day 3/3 - World Wildlife Day 4/3 - World Book Day 14/3 - Mothers Day 19/3 - Red Nose Day 4/4 - Easter	3/5 - Screen Free Week 17/5 - Walk to school week 20/5 - World Bee Day	5/6 - World Environment Day 8/6 - World Oceans Day 20/6 - Father's Day	
R.E				God/Creation Why is the world God so important to Christians?	Incarnation Why do Christians perform nativity plays at Christmas?	Comwall Syllabus - Where do we belong?	Salvation Why is Easter special to Christians?	Comwall Syllabus - Which places are special and why?	Comwall Syllabus - Which stories are special and why?

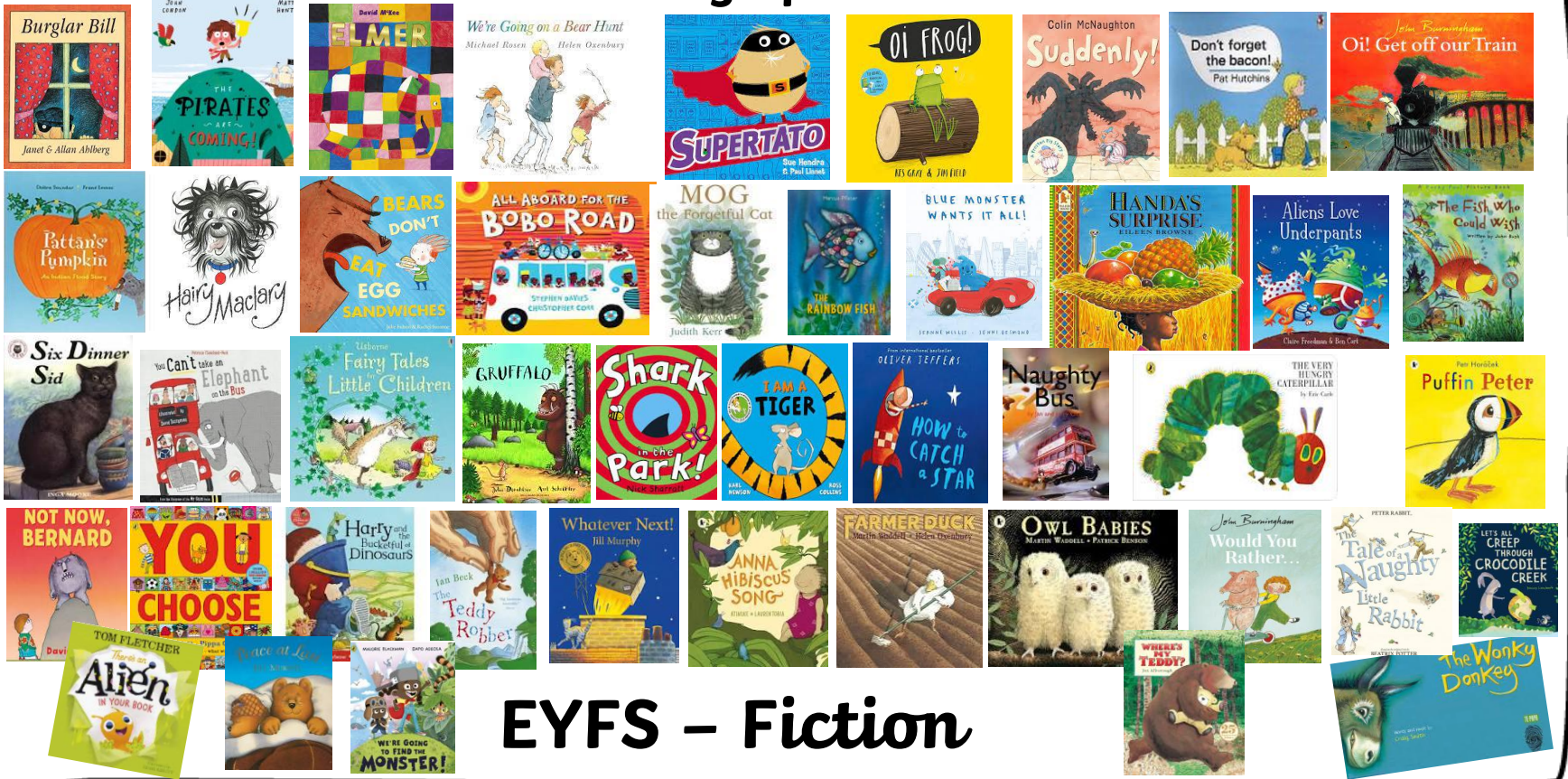


BB Early Years Reading Spine



Our reading spine is a carefully curated collection of high-quality texts, including stories, poems, and non-fiction books, which are shared with children throughout the year. These texts have been chosen intentionally to support the development of vocabulary, communication and language, as well as children's understanding of people, communities, and the wider world. The reading spine also supports key literacy strategies such as rhyme, rhythm, retelling and narrative structure. Books are revisited throughout the year to ensure children have repeated exposure to rich language, enabling them to deepen their understanding, build familiarity with stories and embed new vocabulary over time. This repeated reading approach supports children in developing confidence and listening skills and early readers.

BB Reading Spine 2024-25



EYFS – Fiction



BB Early Years Reading Spine

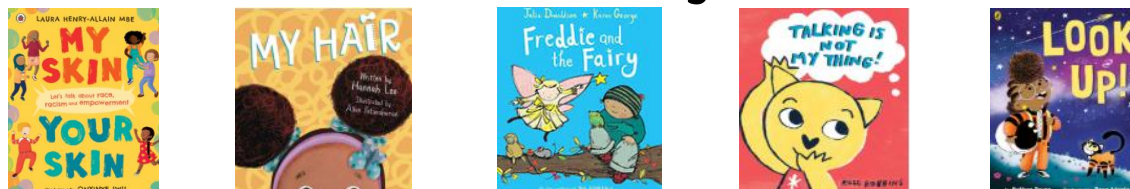


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BB Reading Spine 2024-25



EYFS – Non-fiction



EYFS – Equality and Diversity



EYFS –Poetry Collections

3 and 4 year olds will be learning to



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Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- 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 which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

3 and 4 year olds will be learning to



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Literacy

- Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
- Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- 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: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

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

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 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 their ideas about how to use them and what to make. Develop their 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. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc
- Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas

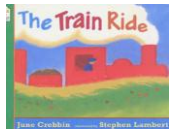
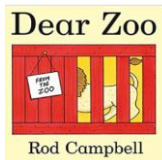
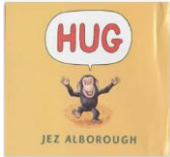
Autumn Term



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Reading Spine



Key Dates

Autumn 1

19/9 - Talk Like a Pirate Day
3/10 - Grandparent's Day
7/10 - National Poetry Day

Autumn 2

4/11 - Diwali
5/11 - Guy Fawkes Night
11/11 - Remembrance Day
13/11 - World Kindness Day
28/11 - Hannukah
25/12 - Christmas

Communication and Language

What adults will do and provide

- Key person relationships developing and key persons identified
- Relationships formed with EYFS team and families.
- Getting to know the children and note any emerging interests.
- Introduce daily story time.
- Introduce daily rhyme time.
- What's in the bag activity with Tom the Ted - Interesting objects/photos to spark conversation.

Mathematics

What adults will do and provide

See MTP on next slide.
Baseline assessment on all children.
Introduce number songs into rhyme time. Daily counting activities such as how many children are here today.
Lots of modelled counting during play.
Prepositional language introduced.
Opportunity to explore insert puzzles.
Opportunities to explore sorting and naming colours through provision eg bottle caps, painting, searching for Autumn leaves.

Literacy

What adults will do and provide

- Assessment of phase 1 aspects (L&S)
- Experimenting with sounds of own voices, singing games, copy me games, lots of modelling and vocabulary in play.
- Begin sound walks focusing on environmental sounds.
- Listening games using familiar objects, can you say what you can hear?
- Daily story time drawing attention to parts of books eg the cover.

Understanding the World

What adults will do and provide

- Opportunities to explore natural world around us on a daily basis.
- Children to access natural world in outdoor provision through continuous provision.
- Interesting natural items added to daily 'What's in the bag?' activity and show case space for closer observation. Children encouraged to explore the natural world using all 5 senses.
- Autumn discovery area - send home Autumn bags for children to collect natural treasures.
- Introduction of weekly Wild Tribe 2x a week.
- Children to explore natural surroundings, mud kitchen, natural treasures.
- Family photo board established, children encouraged to talk about who is special to them and explore similarities and differences.
- Explore diversity and similarities and differences of people and communities by learning about celebrations from other cultures.

Personal, Social and Emotional Development

What adults will do and provide

- Complete Leuven Scale of Wellbeing for new starters to establish needs and identify areas of support.
- Introduce Tom the Ted for teaching daily routine. Teach use of visual timetable.
- Formation of relationships with key person/ adults in nursery.
- Transition support, settling in sessions, building up separation from carer.
- Morning greeting - Hello and welcome, days of the week.
- Gradually introducing new resources to areas, teaching the children where things live and how to look after their learning environment.

Physical Development

What adults will do and provide

- Introduce daily squiggle while you wiggle - focus on the movement of up and down.
- Provision areas to include daily opportunities for fine motor and gross motor activities.
- Daily opportunities for children to use resources to develop fine motor grasp - scissors, paintbrushes, chalk, mark making activities, fine motor challenges.
- Demonstration of where toilet is located, encouragement of independent use.
- Daily tooth brushing club.
- Introduce Healthy Movers - encourage involvement with families at home.
- Continue with squiggle while you wiggle, teach specific 'pick and flick' to support children with pencil control. (Those ready)
- Continue introducing open ended physical activities to outdoor area such as balls, hula hoops, hoops, bean bags.
- Continuing encouragement of independent toilet use.
- Children identified and supported with toileting in partnership with home.
- Daily tooth brushing club
- Encouragement of dressing independence, for example getting ready to go outside.

Expressive Arts and Design

What adults will do and provide

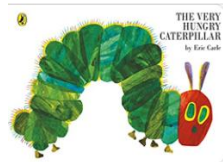
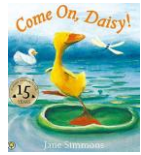
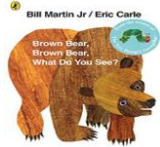
- Introduction of daily rhyme time.
- Many opportunities for expressive arts and design within classroom environment, for example musical instruments, stage, construction, mark making. Introduction of all these areas and how to use.

Spring Term



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Reading Spine



Key Dates

Spring 1

18/1 – Winnie the Pooh Day

1st/2 – Chinese New Year

8/2 – Safer Internet Day

14/2 – Valentine's Day

17/2 – Random Acts of Kindness Day

3/3 – World Wildlife Day

4/3 – World Book Day

14/3 – Mothers Day

19/3 – Red Nose Day

4/4 – Easter

Spring 2

3/5 – Screen Free Week

17/5 – Walk to school week

20/5 – World Bee Day

Communication and Language

What adults will do and provide

- Introduction of counting syllables in different words, for example in our names. Point out how some words are longer than others.
- Continuation of high quality adult interactions during play, adults focusing on using the three m's (Making conversation, Maths and Mark making) to support children's progress with using specific vocabulary, listening, attention and understanding.
- Daily story time and rhyme time.
- Use of PLOE to introduce specific vocabulary and develop children's understanding through interest led mini topics.
- Introduce key group 'talking time' using interesting objects or photographs based on child led interests.

Mathematics

What adults will do and provide

- See MTP on next slide.
- Continue use of number songs in rhyme time and using practical daily opportunities to practise counting and recognising numerals.
- Introduce daily voting station.
- Lots of modelled counting during play.
- Discussions around capacity, open ended resources available to practice and develop understanding such as

Literacy

What adults will do and provide

- Weekly phonics to be introduced (Autumn 2) continued into Spring 1. Children will be learning and focusing on a daily sound a week. Lot's of opportunity to explore this sound and others learnt through phase 2 phonics. Alongside sound discrimination games and segmenting and blending practise.
- During story times draw attention to full stops and capital letters.
- Innovate popular nursery rhymes and model making up songs.

Understanding the World

What adults will do and provide

- Ask children to provide baby photos from home. How are they different? Share baby photos together. Exploring growth over time.
- Explore people who help us and a range of occupations. Children to be exposed to different occupations through a selection of visitors.
- Children will be exposed a range of different life cycles, eg a tadpole, butterfly.
- Spring garden planting – see veg/garden planning guide. Observing growth from seeds.
- Introduce weekly cooking sessions.

Personal, Social and Emotional Development

What adults will do and provide

- Continue to complete Leuven Scale and put in place transitional support for new starters who will be forming relationships with key adults.
- Begin to introduce circle times, use of puppets, social stories.
- Start to talk about play planning before independent play.
- Continuation of high quality adult interactions during play, adults focusing on using the three m's (Making conversation, Maths and Mark making), this will include emotional coaching and dialogue to support relationships and problem solving.

Physical Development

What adults will do and provide

Fine Motor

- Continue daily squiggle while you wiggle – focus on the movement of up and down.
- Provision areas to include daily opportunities for fine motor and gross motor activities.
- Daily opportunities for children to use resources to develop fine motor grasp – scissors, paintbrushes, chalk, mark making activities, fine motor challenges.
- Demonstration of where toilet is located, encouragement of independent use.
- Daily tooth brushing club.

Gross Motor

- Introduce weekly forest school sessions where children can access resources to support their gross motor development.
- Continue with Healthy Movers – encourage involvement with families at home.
- Continue with squiggle while you wiggle, teach specific 'pick and flick' to support children with pencil control. (Those ready)
- Continue introducing open ended physical activities to outdoor area such as balls, hula hoops, hoops, bean bags.
- Continuing encouragement of independent toilet use.
- Children identified and supported with toileting in partnership with home.
- Daily tooth brushing club
- Encouragement of dressing independence, for example getting ready to go outside.

Expressive Arts and Design

What adults will do and provide

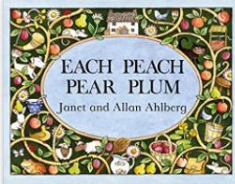
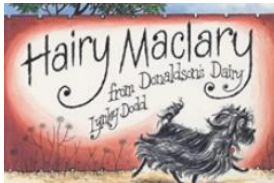
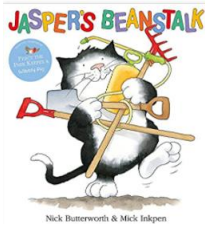
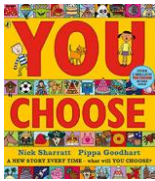
- Continuation of daily rhyme time, introduction of using instruments for this and beginning to make own versions of the songs for example changing the words.
- Introduce simple wood work for small groups of children. Use of specific tools such as hammer, mallet.
- Invitation of local musician into setting for children to enable them to draw on experiences.
- Increased junk modelling resources with increasingly independent use of cello tape/masking tape/glue for children to achieve an effect.
- Introduce artist study, explore different artists and their styles of work/medium used. Encourage children to create their own representations.

Summer Term



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Reading Spine



Key Dates

5/6 – World Environment Day
8/6 – World Oceans Day
20/6 – Father's Day

Communication and Language

What adults will do and provide

- Continuation of high-quality adult interactions during play, adults focusing on using the three m's (Making conversation, Maths and Mark making) to support children's progress with using specific vocabulary, listening, attention and understanding.
- Daily story time with specific questioning.
- Use of more complex instructions.
- Daily voting with different questions, star of the week or daily story.
- N2 children will have daily specific phonics with weekly sound introduced.
- N1 children will have daily rhyme time and games to develop general sound discrimination, instrumental sounds, body percussion, rhythm and rhyme and sounds.
- Children will take part in sports day and have a go at a short race, practising following specific instructions.

Mathematics

What adults will do and provide

- Daily maths carpet inputs, following White Rose Small Steps, maths mastery approach. See LTP.
- Continuous provision resources always available for children to access throughout free play (numbers, loose parts, tens frames, part-whole models, scales etc)
- High-quality adult-led discussions and interactions, encouraging maths language and problems during children's free play.
- See MTP on next slide.

Understanding the World

What adults will do and provide

- Adults will provide an exploration of forces for example magnets, elastic, metal twigs, syringes for pushing and pulling.
- Introduce simple science experiments, for example exploring floating and sinking. Encourage specific vocabulary.
- Summer garden planting – see veg/garden planning guide. Observing growth from seeds.
- Introduce weekly cooking sessions.
- Holidays – Encourage children to provide photos or share stories of places they themselves, or others they love have travelled or been on holiday.

Expressive Arts and Design

What adults will do and provide

- Continuation of daily rhyme time, introduction of using instruments for this and beginning to make own versions of the songs for example changing the words.
- Introduce the concept of colour mixing and exploring which colours mix together to make other colours.
- Weekly Charanga lessons.

Personal, Social and Emotional Development

What adults will do and provide

- Introduce daily jobs to increase children's independence and responsibility Adults will begin the transition process into year one. This includes meeting their new adults,
- Routines and behavioural expectations will continue to be established.
- Children will be supported to learn and identify different emotions and the way they can make them feel.
- Stop sign introduced and the language to enable children to communicate when they don't like something.
- Children will be encouraged to reflect on their learning and their favourite parts of nursery ahead of their transition.

Physical Development

What adults will do and provide

- Continue daily squiggle while you wiggle – focus on the movement of up and down.
- Provision areas to include daily opportunities for fine motor and gross motor activities.
- Daily opportunities for children to use resources to develop fine motor grasp – scissors, paintbrushes, chalk, mark making activities, fine motor challenges.
- Demonstration of where toilet is located, encouragement of independent use.
- Daily tooth brushing club.
- Introduce Healthy Movers – encourage involvement with families at home.
- Continue with squiggle while you wiggle, teach specific 'pick and flick' to support children with pencil control. (Those ready)
- Continue introducing open ended physical activities to outdoor area such as balls, hula hoops, hoops, bean bags.
- Continuing encouragement of independent toilet use.
- Children identified and supported with toileting in partnership with home.
- Daily tooth brushing club
- Encouragement of dressing independence, for example getting ready to go outside.

Literacy

What adults will do and provide

- N1 children will have daily rhyme time and games to develop general sound discrimination, instrumental sounds, body percussion, rhythm and rhyme and sounds.
- N2 will continue taking part in daily phonics sessions following Nursery Read Write Inc Scheme with specific focus on segmenting and blending sounds orally and in word time.
- Lots of opportunities to explore initial sounds and exploring CVC words through sound resources and CVC word puzzles.
- Increased focus on name recognition and name writing
- Increased focus on letter formation

Children in Reception will be learning to

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. • Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

Early Learning Goals

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- 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.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their 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.

Early Learning Goals

Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Physical Development

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their 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 outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes

Early Learning Goals

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



Children in Reception will be learning to

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they 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 the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Early Learning Goals

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.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Maths

- 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.
- Automatically recall number bonds for numbers 0-5 and some 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.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Early Learning Goals

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Autumn Term

Communication and Language

What adults will do and provide

- Through transition, children will share all about me bags to talk about themselves and those special to them. They will also be encouraged to ask questions about their peers and develop new friendships.
- Introduction of story voting stations for high quality sharing of stories and introduction of daily poem.
- Introduction of short carpet sessions to develop listening and attention skills. Focus on circle times and listening activities.
- Introduction of talk partners on the carpet.
- Launch of drawing club with sprinkled vocabulary.
- Introduction of daily phonics.
- Class bear used for PSED, circle times and will go home with a child each weekend for them to share photographs and their weekend news.
- Key vocabulary explicitly taught and identified through following children's interests.

Mathematics

What adults will do and provide

- See Maths LTP for specific skills taught and consolidated.
- Daily maths carpet inputs, following White Rose Small Steps, maths mastery approach complimented by NCTEM resources.
- Continuous provision resources always available for children to access throughout free play (numbers, loose parts, tens frames, part-whole models, scales etc)
- High-quality adult-led discussions and interactions, encouraging maths language and problems during children's free play
- Introduction of drawing club in Autumn 2, including number writing and number problem opportunities in children's own drawings.
- Daily calendar maths, discussing the date, days of the week, months, recognising numbers, thinking about special days coming up this month.

Understanding the World

What adults will do and provide

- Share 'All About Me' bags, opening discussions to talk about their own life's story and family's history
- Pictures of children's families shared and displayed to encourage discussion.
- Begin weekly Wild Space mornings, observing, discussing and exploring the natural world
- Model and teach the need to respect and care for the natural environment and living things
- Observe seasonal changes and use senses in hands-on exploration of natural materials
- Possible lines of inquiry following celebrations (Christmas, Harvest, Diwali, Bonfire night etc)
- Discrete R.E teaching following Understanding Christianity
- Daily calendar discussing day, weather and seasons
- Children to take part in school trip to local church.

Personal, Social and Emotional Development

What adults will do and provide

- Initial focus on building relationship between adults and children, getting to know each other and our school.
- Continuation of using the stop sign to communicate with others if children don't like something.
- Introduction of small carpet sessions which will include adult led turn taking games, exploration of emotions and building relationships.
- Support to manage emotions - for example if in story voting their book hasn't won.
- Lot's of opportunities to build confidence, supported through emotional coaching.
- All about me bags will enable children to learn about each other and begin to make new friendships.

Physical Development

What adults will do and provide

- Teach correct pencil grip for phonics, encourage children to hold pencil comfortably
- Fine motor resources available in continuous provision, e.g. tweezers, peg boards, nuts and bolts, lego, threading, sewing etc
- Focus children woodwork
- Weekly Wild Space mornings, focus tools and knots
- Weekly dough disco introduced.
- Discrete P.E teaching 1x a week following Arena teaching
- Large loose parts and sensory explorations available
- Weekly Wild Space mornings, focus tools and knots
- Learn dances/actions for class nativity
- Physical literacy and maths
- Obstacle course resources added to provision and modelled how to use.

Literacy

What adults will do and provide

- Book voting station to enable children to choose their daily story (including a range of non-fiction, fiction and poetry books)
- 'Poem a day' shared each day
- High-quality texts introduced from our story spine
- Non-fiction books accessible in continuous provision linked to areas
- Texts chosen by adults linked to children's interests and topics which may arise based on children's lines of inquiry
- Daily systematic, synthetic phonics taught through Read, Write, Inc. Focus on oral segmenting and blending.
- Drawing club introduced in Autumn 2, exposing children to subject specific language which can then be used in play, as well as providing opportunities to write labels and captions for own drawings
- Message centre introduced, providing opportunities for mark making and word writing.

Expressive Arts and Design

What adults will do and provide

- Resources always available in continuous provision to spark creativity and expressive arts and design (paint, collage resources etc in creative area, large and small loose parts for construction inside and outside, musical instruments on stage, dressing up, props, scarves in role play)
- Weekly music teaching following Charanga music scheme of learning for Early Years including discrete music lessons taught by musician.
- Songs learnt for school nativity
- Forest School focus: Tools and knots (Potential Hapa Zome art)
- Arena P.E teaching including dance
- Adults to model engaging in imaginative play.

Reading Spine

- Elmer
- Hairy Maclary from Donaldson's Dairy
- We're going on a bear hunt
- Mog the forgetful cat
- Blue Monster wants it all
- You Choose
- The Gruffalo
- Night Time: Peek Inside
- Shark in the Park
- Zim Zam Zoom
- William Bee's
- Wonderful World of Tractors and Farm Machines
- Patan's Pumpkin
- Don't forget the Bacon
- The Runaway Wok
- Naughty Bus
- Let's Build a House
- Puffin Peter
- Farmer Duck

Key Dates

Autumn 1

- 19/9 - Talk Like a Pirate Day
- 3/10 - Grandparent's Day
- 7/10 - National Poetry Day

Autumn 2

- 4/11 - Diwali
- 5/11 - Guy Fawkes Night
- 11/11- Remembrance Day
- 13/11 - World Kindness Day
- 28/11 - Hannukah
- 25/12 - Christmas



Spring Term

Communication and Language

What adults will do and provide

- Introduce and taught to use conjunctions when answering questions or commenting. Children will be encouraged to explain their reasoning and problem solving.
- Introduce word of the week to highlight and discuss specific vocabulary linked to child interest. Vocabulary will be planned and linked to mini topics based on child led interests.
- Potential use of PLOE (Growing and lifecycles) for real life experiences which link to specific vocabulary and understanding of growth and changes.
- Embed the use of talk partners to practise high quality exchanges and conversations during adult led activities to model skills to practise during child led provision.
- Continuation of high quality adult interactions during play, adults focusing on using the three m's (Making conversation, Maths and Mark making) to support children's progress.
- Introduction of using the problem solving footprints to support solving of conflict and to practise the skill of back and forth communication, listening and empathy towards others.
- Key vocabulary explicitly taught and identified though following children's interests.

Mathematics

What adults will do and provide

- See Maths LTP for specific skills taught and consolidated.
- Daily maths carpet inputs, following White Rose Small Steps, maths mastery approach
- Continuous provision resources always available for children to access throughout free play (numbers, loose parts, tens frames, part-whole models, scales etc)
- High-quality adult-led discussions and interactions, encouraging maths language and problems during children's free play
- Daily calendar maths, discussing the date, days of the week, months, recognising numbers, thinking about special days coming up this month

Understanding the World

What adults will do and provide

- Continue weekly Wild Space morning, including forest school based activities and opportunities for free play
- Possible lines of inquiry linked to tadpoles and growing
- Reading spine books exposed to different cultures and countries to open discussions around characters and similarities and differences between countries
- Forest school focus: Plant ID and growing (possible lines of inquiry discussing and observing growing)
- Discrete R.E teaching following Understanding Christianity
- Daily calendar discussing day, weather and seasons
- Use world awareness days to explore people who are familiar or people in the community.
- Children to take part in school trip to library and a trip based on current interest.

Personal, Social and Emotional Development

What adults will do and provide

- Introduction of problem solving footprints to support children to manage conflict and disagreements.
- Continuation of support to build and develop friendships and relationships with others, including listening to others and considering the feelings of others during play.
- Continuation of high quality adult interactions during play, adults focusing on using the three m's (Making conversation, Maths and Mark making) to support children's progress
- Introduction of reading buddies with a partnered class in the school.

Physical Development

What adults will do and provide

- Support comfortable pencil grip for phonics, encourage children to hold pencil comfortably
- Fine motor resources available in continuous provision, e.g. tweezers, peg boards, nuts and bolts, lego, threading, sewing etc
- Focus children's woodwork
- Healthy movers
- Introduction of carrying resources to Wild Space.
- Discrete P.E teaching 1x a week following Arena teaching
- Large loose parts and sensory explorations available
- Weekly Wild Space mornings
- Learn dances/actions for class nativity
- Healthy movers
- Physical literacy and maths

Literacy

What adults will do and provide

- Continuation of book voting station
- Continuation of poem a day
- High-quality texts introduced from our story spine
- Non-fiction books accessible in continuous provision linked to areas
- Texts chosen by adults linked to children's interests and topics which may arise based on children's lines of inquiry
- Daily systematic, synthetic phonics taught through Read, Write, Inc. Children segmenting and blending will take part in daily reading and take reading books home to practise. Children pre segmenting and blending will continue with word time.
- Introduce reading reward party to encourage regular reading.
- Continuation of message centre
- Story scribing introduced Spring 2 to encourage story writing and use of story language

Expressive Arts and Design

What adults will do and provide

- Resources always available in continuous provision to spark creativity and expressive arts and design (paint, collage resources etc in creative area, large and small loose parts for construction inside and outside, musical instruments on stage, dressing up, props, scarves in role play etc)
- Weekly music teaching following Charanga music scheme of learning for Early Years
- Forest school focus: Plant ID and growing (Possible leaf rubbing/printing)
- Possible lines of inquiry: valentine's day, mother's day, Easter, spring, new life - potential for creating still life paintings, watercolour explorations, card making
- Explore colour mixing.
- Adults to support increased independence to develop story lines in pretend play.

Reading Spine

- Supertato
- All aboard for the Bobo Road
- Handa's Surprise
- Wiggle and Roar
- One day on our planet: In the Savannah
- I am a Tiger
- My Encyclopaedia of Very Important Animals
- Anna Hibiscus Song
- Tad
- Oi Frog
- Surprising Sharks
- Hooray for Fish
- Yucky Worms
- Aaaaargh Spider
- Chicken's aren't the only ones
- Oi Get off our Train
- A Great Big Cuddle

Key Dates

Spring 1

- 18/1 - Winnie the Pooh Day
- 1st/2 - Chinese New Year
- 8/2 - Safer Internet Day
- 14/2 - Valentine's Day
- 17/2 - Random Acts of Kindness Day
- 3/3 - World Wildlife Day
- 4/3 - World Book Day
- 14/3 - Mothers Day
- 19/3 - Red Nose Day
- 4/4 - Easter

Spring 2

- 3/5 - Screen Free Week
- 17/5 - Walk to school week
- 20/5 - World Bee Day



Summer Term

Communication and Language

What adults will do and provide

- Story scribing introduced. Children create, lead and make their own stories and perform these in front of their peers, giving direction and answering specific questioning to make their stories come to life.
- Increased duration of adult led activities that are whole class or small group.
- Introduce using sentence starters to develop effective well formed sentences.
- Continuation of high quality adult interactions during play, adults focusing on using the three m's (Making conversation, Maths and Mark making) to support children's progress.
- Continuation of using the problem solving footprints to support solving of conflict and to practise the skill of back and forth communication, listening and empathy towards others.
- Children will begin joining whole school collective worship, particularly singing and achievers
- Through interest led mini topics, children will be able to give facts about a specified subject. (PLOE Environment Day, World Ocean Day)
- Children will take part in sports day where they will follow instructions involving several ideas and actions.

Mathematics

What adults will do and provide

- See Maths LTP.
- Daily maths carpet inputs, following White Rose Small Steps, maths mastery approach
- Continuous provision resources always available for children to access throughout free play (numbers, loose parts, tens frames, part-whole models, scales etc)
- High-quality adult-led discussions and interactions, encouraging maths language and problems during children's free play
- Daily calendar maths, discussing the date, days of the week, months, recognising numbers, thinking about special days coming up this month

Understanding the World

What adults will do and provide

- Continue weekly Wild Space mornings, including forest school activities and opportunities for free play
- Adults facilitate high-quality interactions following children's natural inquiries and interests and extend learning about the world
- Children beginning to access whole-school collective worships, being exposed to Christian values and community
- Forest school focus: fires and cooking
- Possible lines of inquiry from Environment Week, discussing different environments and the importance of looking after our world
- Daily calendar discussing day, weather and seasons
- Opportunity for children to take part in school trip for beach school

Personal, Social and Emotional Development

What adults will do and provide

- Continuation of problem solving footprints to support children to manage conflict and disagreements.
- Continuation of support to build and develop friendships and relationships with others, including listening to others and considering the feelings of others during play.
- Continuation of high quality adult interactions during play, adults focusing on using the three m's (Making conversation, Maths and Mark making) to support children's progress
- Working on transitions into year one, visiting new teachers and classrooms, telling new teachers about themselves and spending time together.

Physical Development

What adults will do and provide

- Support comfortable pencil grip for phonics, encourage children to hold pencil comfortably
- Fine motor resources available in continuous provision, e.g. tweezers, peg boards, nuts and bolts, lego, threading, sewing etc
- Focus children woodwork
- Introduce a daily mindful moment linked to 30 days of wild.
- Discrete P.E teaching 1x a week following Arena teaching
- Large loose parts and sensory explorations available
- Weekly Wild Space mornings
- Learn dances/actions for class nativity
- Possible lines of enquiry: World Cup
- Sports day – children will practise different ways of moving for different races

Literacy

What adults will do and provide

- Continuation of book voting station
- Continuation of poem a day
- High-quality texts introduced from our story spine
- Non-fiction books accessible in continuous provision linked to areas
- Texts chosen by adults linked to children's interests and topics which may arise based on children's lines of inquiry
- Daily systematic, synthetic phonics taught through Read, Write, Inc.
- Continuation of message centre
- Continuation of story scribing
- Increased encouragement for children to 'hold a sentence' and modelling of re-reading own writing to check it makes sense.
- Modelled full stops and capital letters through shared writing, encouragement of children to include in their own writing.

Expressive Arts and Design

What adults will do and provide

- Resources always available in continuous provision to spark creativity and expressive arts and design (paint, collage resources etc in creative area, large and small loose parts for construction inside and outside, musical instruments on stage, props for engaging in imaginative role play etc.)
- Weekly music teaching following Charanga music scheme of learning for Early Years
- Forest school focus: fires and cooking
- Children learn songs and actions for end of year graduation performance.

Reading Spine

- Suddenly
- Fairy Tales for Little Children
- Burglar Bill
- Whatever Next
- Small Knight and
- George and the Royal Chocolate Cake
- Harry and the Bucketful of Dinosaurs
- All join in
- Out and About: A first book of poems
- Aliens love underpants
- You can't take an Elephant on a bus
- How to Catch a Star
- The Teddy Robber
- Six Dinner Sid

Key Dates

- 5/6 – World Environment Day
- 8/6 – World Oceans Day
- 20/6 – Father's Day



Early Years Skills Progression



Skills progression outlines the key knowledge, skills, and oracy that children develop throughout their time in Early Years. It supports practitioners in understanding how learning builds over time, from children's individual starting points towards our intended end points.

This progression document is used alongside ongoing observations, assessments, and professional knowledge of child development to inform teaching, interactions and provision.

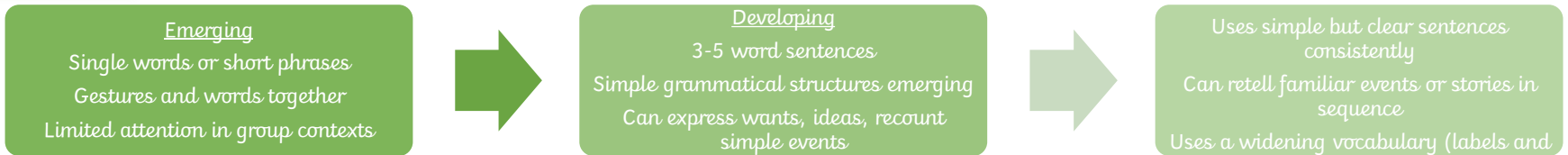
While children learn through a combination of play, explorations, and adult-led experiences, this progression ensures that learning is purposeful, sequential, and responsive to each child's unique and individual needs, enabling all children to make strong progress across the EYFS curriculum.

Vocabulary Skills Progression

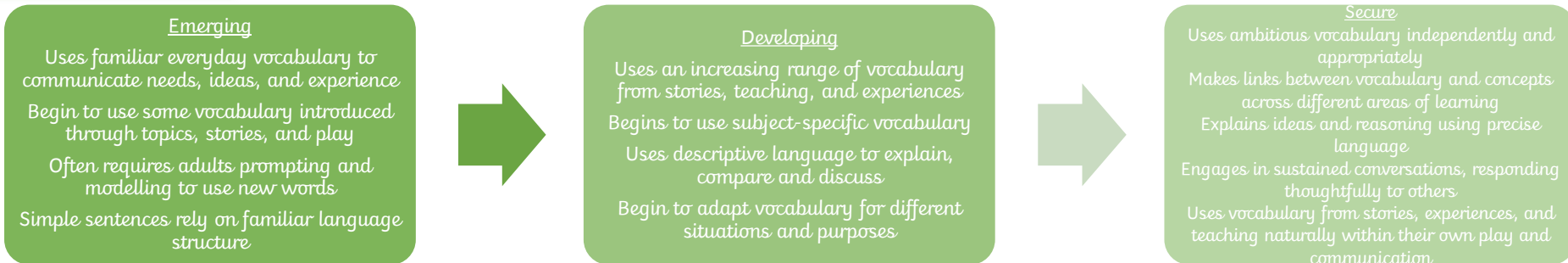
At Bishop Bronescombe, we place a strong emphasis on developing children's communication, language, and oracy skills, recognising that a rich vocabulary underpins learning, thinking, relationships and future academic success. We recognise that communication and language develops at different rates across our Early Years provision, so we use a progressive model rather than a single threshold. We define what emerging, developing, and secure language looks like, and we use high-quality interactions and adult-led learning to move children through those stages. We identify high-value vocabulary from stories, play, and inquiry-led curriculum content. We deliberately revisit it in different contexts, so children move from hearing it, to using it with support, to using it independently across provision.



Typical Nursery



Typical Reception



Early Years Skills Progression

Writing Skills Progression

We recognise that writing is a complex process that draws upon communication and language, physical development, literacy, and creative thinking. We provide a carefully sequenced progression that enable children to develop the skills, knowledge, and confidence needed to communicate through writing. Through meaningful opportunities to mark make, draw, tell stories and write for a purpose, children build the foundations for successful writing and learn to express their ideas with increasing independence and accuracy.



Pre-writing skills
Physical Foundations
 (children develop the gross and fine motor skills, core strength and hand strength, coordination and control needed for successful mark making and writing)

Pre-writing skills
Communication and Language
 (children develop vocabulary, storytelling, conversation, and the ability to communicate ideas, experiences and meaning verbally)

Stage 1
Mark Making
 (children explore making marks for pleasure and begin to experiment with different tools, materials, and movements to represent their ideas)

Stage 2
Emergent Writing
 (children begin to understand that marks and symbols carry meaning, applying phonics knowledge, drawing, labels, and early writing to communicate)

Stage 3
Independent Writing
 (children confidently communicate their ideas through writing, applying phonics, vocabulary and sentence structure with increasing independence and purpose)

The Stages of Emergent Writing

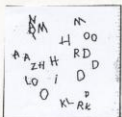
Drawing:
children draw/scribble pictures



Controlled scribbling:
Children scribble in rows across the page left to right and top to bottom and give meaning to lines of their writing.



Random letters:
Children begin to use random letter shapes to convey meaning.



Random scribbling:
children scribble and can say what their marks mean.



Letter like forms:
Children use unconventional letter forms and familiar symbols such as circles but still give meaning to their writing.



Patterned letters:
Children begin to use strings of unrelated letters, sometimes the letters from their name appear.



FIXED GRIP	DIGITAL PRONATE GRIP	HIGH INDEX 4 FINGER GRIP	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OR INDEX FINGER AND THUMB IN A FLEBED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.						Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.		

Reception Age Range

Early Years Skills Progression

Writing Skills Progression

Early Phonemic	Letter name stage		Transitional Stage			
Environmental print →	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
the I is see like 12345 and mv	I V A D A A O	We went to the s <small>(We went to the store.)</small> I lk mi Bk.	Theh canr <small>(The horse can run.)</small> I lik to pla with my cat.	My fav orif dinosor is the stegosaurus.	To daye i won to play with the white board and the shapes and I won the pony with my fr.	One day I saw my frid it was Izreal and Antonio and they got lost I had them. The end Today I am going to the store with my friends I am going to buy a present for my little brother th is 4th 4th old.
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write <u>cvc</u> words using set one sounds I am starting to write group 1 red words	I can write <u>cvc</u> words using some digraphs I am starting to write group 2 red words	I can write simple captions and lists	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop I can reread what I have written	I am starting to use some finger spaces between my words I am forming my letters correctly I am starting to use capital letters	My writing can be read by myself and others. I can write some irregular common words. Some words are spelt correctly and others are phonetically plausible.
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Early Years Skills Progression

Mathematics Skills Progression

We use White Rose Maths alongside Winning with Number to support the teaching and progression of early mathematical skills across nursery and reception. These approaches provide a clear and structured sequence of learning that ensures children develop secure foundations in number, calculation, and mathematical understanding over time. While mathematical learning is embedded throughout continuous provision and play-based experiences, these resources help us to carefully plan and deliver focused teaching that builds progressively on prior knowledge, ensuring children develop confidence, fluent, and a deep understanding of early mathematical concepts. Children working at different stages within the progression sequence are identified quickly through ongoing observation and are supported through targeted 'Time Together' with an adult, having purposeful adult interactions within play to ensure they are effectively developing the next steps in their learning.

Nursery White Rose

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare





Early Years Skills Progression

Mathematics Skills Progression



Reception White Rose

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Getting to Know You</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p>			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and sort Compare amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing numbers to 5. One more and less.		
			Measure, Shape and Spatial Thinking	Compare size, mass & capacity Exploring pattern			Circles and triangles Positional language			Shapes with 4 sides. Time		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10			Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5			6, 7 & 8 Making Pairs Combining 2 Groups			9 & 10 Comparing Numbers to 10 Bonds to 10			Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-Shape Pattern (2)			Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

Physical Development Skills Progression



Physical development is supported continuously through high-quality continuous provision, where children have daily access to opportunities that develop both gross motor and fine motor skills.

In Spring term in reception, we introduce formal P.E sessions, following the Twinkl PE scheme, aligned with the wider school curriculum to gradually build children's understanding of structures physical education. These sessions focus on developing key fundamental movement skills such as balance, coordination, ball skills, and gymnastics, as well as introducing children to the importance of warming up, cooling down, and following instructions in a group setting. Formal PE also supports children in developing independence and 'Managing Self' through routines such as changing into their PE kits.

Alongside this, we ensure that physical development remains embedded across all areas of provision so that children continue to build strength control, and confidence in their movements throughout the year. This includes regular opportunities for physical development through our weekly forest school sessions at our school's Wild Space.

Physical Foundations

Core strength, balance, large movements, sensory exploration



Gross Motor Development

Running, climbing, jumping, coordination, spatial awareness



Fine Motor Development

Hand strength, dexterity, tool use, pencil control development



Physical control and precision

Controlled movement, coordination of both hands, refined tool use, increasing stamina and accuracy

Reception PE Overview – Twinkl Scheme of Work

To be completed throughout the year through Topic based activities.				
<p><u>Fundamental movement skills</u></p> <p>Healthy Movers</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, learning in isolation.</p>	<p><u>Games</u></p> <p>Spring Two Best of Ball TWINKL</p> <p>I can roll a ball in an intended direction with force. Stop a moving ball, which has been rolled. Drop a beanbag onto a flat target. Throw a beanbag toward a large target. Chase and track a rolling ball. Kick a ball in an intended direction with force. Stop a moving ball, which has been kicked. Hit a ball from a standing T. Hit a moving ball. Catch a balloon. Catch a beanbag thrown by adult. Bounce a ball and catch it. Throw a tennis ball, head height and catch. I can stay in a <u>marked out area</u>.</p>	<p><u>Dance</u></p> <p>Autumn two Dance like Dinosaurs TWINKL</p> <p>Spring One Dance till you drop TWINKL</p> <p>I can move to music creatively. I can copy dance moves. I can follow a sequence of 3 moves. Children move to show different feelings created by music.</p>	<p>Autumn one- Twinkl Gym in the Jungle</p> <p>Summer one Gymnastics Jumping Jacks TWINKL.</p>	<p>The Olympics TWINKL</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

R.E Long Term Plan

Autumn 1 God/Creation Why is the word God so important to Christians?		
Week 1	Week 2	Week 3
Introduce Tessa and Tom	The story of the precious pearl	Tom and Tessa hunt for bugs
Jelly Fish story – Links to Creation SEE PP	SEE PP	Creation story/learn creation song SEE PP
Collective Worship Theme: Harvest Festival	Collective Worship Theme: Perseverance	Collective Worship Theme: Perseverance

Autumn 2 Incarnation Why do Christians perform nativity plays at Christmas?					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Diwali	Diwali -How it is celebrated – Make decorations	Exploring special stories from the Bible.	What happens at Church at Christmas?	What makes every person unique and special?	Recap Nativity story
Exploring the story of Diwali	Paint Diya Lamps	The story of baby Jesus.	Nativity Story	God loves everyone	Carol Singing
Make Diya lamps					
Collective Worship Theme: Recap Creation Story	Collective Worship Theme: Perseverance	Collective Worship Theme: Respect	Collective Worship Theme: Respect	Collective Worship Theme: Respect	Collective Worship Theme: Christmas or Christingle
Share story of Rwanda	Recap ways chrn have shown P this term. Share examples.			Recap ways chrn have shown R this term. Share examples.	being grateful.

Spring 1 Cornwall Syllabus - Where do we belong?					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
What makes us feel special? What makes many Christians believe they are special to God?	Why do many Christians believe that children are special to God? Exploring the story of blessing the children.	Where do you belong? How do you know you belong? Different types of families.	How do we show people they are welcome? How are babies welcomed into the Christian family? Christenings.	How are some babies welcomed in the Muslim tradition?	
Collective Worship Theme: Forgiveness	Collective Worship Theme: Forgiveness	Collective Worship Theme: Friendship	Collective Worship Theme: Friendship	Collective Worship Theme: Friendship	Collective Worship Theme: Recap all values learnt so far and give examples.

Spring 2 Salvation Why is Easter special to Christians?					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Why is a palm cross a special symbol or reminder for Tessa and Tom?	How do Christians celebrate Easter at home and at church? Hot cross buns.	Easter Sunday	Asking for forgiveness link to Easter story.	The good Samaritan.	
Collective Worship Theme: Church visit	Collective Worship Theme: Compassion	Collective Worship Theme: Compassion	Collective Worship Theme: Truthfulness	Collective Worship theme: Truthfulness	

Summer 1 Cornwall Syllabus – Which places are special and why?					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Where is special to me?	Where is a special place for Christians to go?	What makes a church special to Christians?	Where is a holy place for Muslims to go?	What makes a mosque holy for Muslims?	
Collective Worship Theme: Compassion	Collective Worship Theme: Compassion	Collective Worship Theme: Generosity	Collective Worship Theme: Generosity	Collective Worship Theme: Recap main six values–examples from home.	

Summer 2 Cornwall Syllabus – Which stories are special and why?					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
What is your favourite story? What do you like about it and why?	Do you know any Bible stories? What stories do you know that are special to many Christians? What do Christians think Jesus was (is) like?	Exploring favourite stories.		How can a story from the Bible show a Christian how to treat other people? What story shows Jesus being a friend and caring for others?	
Collective Worship Theme: Courage	Collective Worship Theme: Courage				

EYFS – Music Map

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Nursery	<p>Who am I? Action Songs</p> <p>Can express musical preferences and has favourites.</p> <p>Can sing and chant with and to others.</p>	<p>Nativity production Christmas</p> <p>Anticipates change in familiar music eg recognises and remembers when music is going to get louder, quieter or stop.</p> <p>Reproduces songs in individual ways.</p>	<p>Jack and the Beanstalk</p> <p>Describes music eg 'scary music, angry music, happy music.'</p> <p>Moves in response to rhythms.</p>	<p>Nursery Rhymes</p> <p>Can identify specific sounds in the environment eg sounds of cars, running water.</p> <p>Creates own patterns in music making.</p>	<p>Growing and Us</p> <p>Sings to and with toys, props and resources. Sings in dramatic role play, eg singing phrases such as 'dinner's ready' or 'let's go'.</p> <p>Experiments with ways of playing instruments eg volume (dynamic), speed (tempo), character of sound eg tapping or shaking a tambourine (timbre).</p>	<p>School</p> <p>Repeats phrases of songs. Can sing an entire song. Shows control in holding and playing instruments.</p>
Reception	<p>Me!</p> <p>I can identify and match an instrumental sound. I can describe the sound of instruments (eg scratchy sound, soft sound) I can clap to the pulse of the music I am listening to. I can lead or be led by other children in music making ie being a conductor. Operates equipment (CD player)</p> <p>Vocab: Pulse, instrument names, conductor, CD player, play, headphones,</p>	<p>Nativity Production My stories</p> <p>I can listen and respond to others in a pair/group music making. I can create rhythms using body percussion and instruments. I can match the melodic shape of songs. I enjoy performing.</p> <p>Vocab: rhythm, percussion, song, chorus, verse,</p>	<p>Everyone!</p> <p>I can tap rhythms to accompany words eg tapping the syllables of names/objects/animals. I can play along to the beat of a song or the rhythm in the music (eg lyrics). I can play instruments with control to play loud/quiet, fast/slow (dynamics and tempo).</p> <p>Vocab: rhythm, beat, pulse, control, loud, quiet, fast, slow, (dynamics/tempo),</p>	<p>Our World</p> <p>I can create music based on a theme eg creates the sounds of the seaside. I can keep a steady beat while playing instruments. I can move in time to the pulse of the music and can respond to changes (eg jumps when there is a loud/sudden change.)</p> <p>Vocab: compose, beat, steady, pulse, loud, quiet, fast, slow,</p>	<p>Big Bear Funk</p> <p>I can move to the sound of instruments eg walks, jumps, hops to the sound of a drum. I can combine moving, singing and playing instruments. I can choreograph my own dances to familiar music. I can play instruments (inc imaginary ones such as air guitar) to match the structure of the music eg playing quietly with quiet parts and stopping when it stops.</p> <p>Vocab: instrument names, fast, slow, quiet, loud, beat</p>	<p>Reflect, Rewind and Replay</p> <p>I can think abstractly about music and express this physically or verbally eg this music sounds like floating on a boat or like dinosaurs. I can distinguish and describe changes in music and compare pieces eg this piece started fast and then it became slow or this music was spiky and this one was smooth.</p> <p>Vocab: compare, changes,</p>



Early Years End Point Statements



Our end points define what we want children to know, understand, and be able to do by the end of the Early Years Foundation Stage. These reflect the whole child and include development across communication and language, early literacy, mathematics, physical development, personal, social and emotional development, understanding the world, and expressive arts. We aim for all children to leave reception as confident communicators, early readers and writers, and secure mathematicians, who demonstrate independence, resilience, and positive learning behaviours. These end points ensure that progression across the EYFS is purposeful and cumulative, enabling children to build the strong foundations needed for the next stage in their learning journeys. These end points are used alongside our progression documents to ensure that day-to-day teaching, adult interactions, and provision are all purposefully directed towards long-term learning outcomes.

Nursery End Point

By the end of Nursery, children are developing the foundations needed for successful learning in Reception and beyond. They are beginning to demonstrate key learning behaviours, secure early communication skills, and positive relationships with adults and peers.

Children are becoming confident communicators who can express their ideas, needs and feelings using increasingly complex sentences. They are developing a growing vocabulary through high-quality interactions, stories and play, and are beginning to speak confidently in small groups with familiar adults and peers. Children enjoy listening to stories, songs and rhymes and are beginning to engage in early phonological awareness and oral language activities that support future phonics learning.

In early mathematics, children are developing secure number sense through practical, play-based experiences. They are beginning to count, subitise small quantities, compare amounts and use mathematical language in context. These early experiences build the foundations for formal mathematical understanding in Reception.

Children are beginning to engage with early mark making and writing behaviours, showing increasing control in their physical development and using tools with growing confidence. They explore writing through play, drawing and meaning-making activities, supported by high-quality adult interactions.

Learning behaviours are a key focus in Nursery. Children are learning to separate from their main carer with increasing confidence and are supported to form strong relationships with familiar adults. They are beginning to sustain attention for short periods, follow simple instructions and engage in early collaborative play.

Through consistent routines and high expectations, children are introduced to our school rules:

- Follow instructions with thought and care
- Care for everyone and everything
- Show good manners at all times

These values are embedded through daily interactions, helping children to develop positive attitudes towards learning and others.

As a church school, children are introduced to our vision of "sharing our gifts and talents", beginning to understand that everyone is valued and has something special to contribute.

By the end of Nursery, children are well prepared for the next stage of learning, with secure foundations in communication, early number, physical development and personal, social and emotional development.

Reception End Point

By the end of Reception, children are well prepared for the expectations of Year 1 and have made strong progress towards achieving the Early Learning Goals (ELGs), with the majority working securely within or beyond them, enabling them to achieve a Good Level of Development (GLD).

Children are confident communicators who can listen attentively, speak in well-formed sentences and use a growing and increasingly precise vocabulary across all areas of learning. They can express ideas clearly, ask and answer questions, and engage in conversations with peers and adults, including speaking confidently in front of small groups. Oracy is a strength, supported by high-quality interactions and a language-rich environment.

In early reading, children develop secure phonics knowledge and can apply this to read and write simple words and sentences. They develop a love of stories, poetry and non-fiction texts through our reading spine and are able to retell, sequence and discuss texts using appropriate vocabulary.

In writing, children move from emergent writing to composing simple sentences, using their phonics knowledge, developing spelling patterns and increasingly accurate letter formation. They begin to write for different purposes, expressing ideas with growing independence.

In mathematics, children develop secure number sense and an understanding of number to 10 and beyond. They are confident in subitising, number bonds, counting strategies and problem solving, and can explain their thinking using appropriate mathematical vocabulary.

Children demonstrate strong learning behaviours. They can sustain attention for increasing periods, follow instructions, work collaboratively and independently, and show resilience when faced with challenges.

They understand and consistently apply our school rules:

- Follow instructions with thought and care
- Care for everyone and everything
- Show good manners at all times

They demonstrate positive relationships with adults and peers and are confident within the school environment.

As a church school, children understand and begin to live out our vision of "sharing our gifts and talents", recognising their own strengths and valuing the contributions of others within their community.

By the end of Reception, children are ready for Year 1 and the National Curriculum. They have developed the knowledge, skills and attitudes needed to continue their learning journey successfully, with the majority achieving a Good Level of Development (GLD).