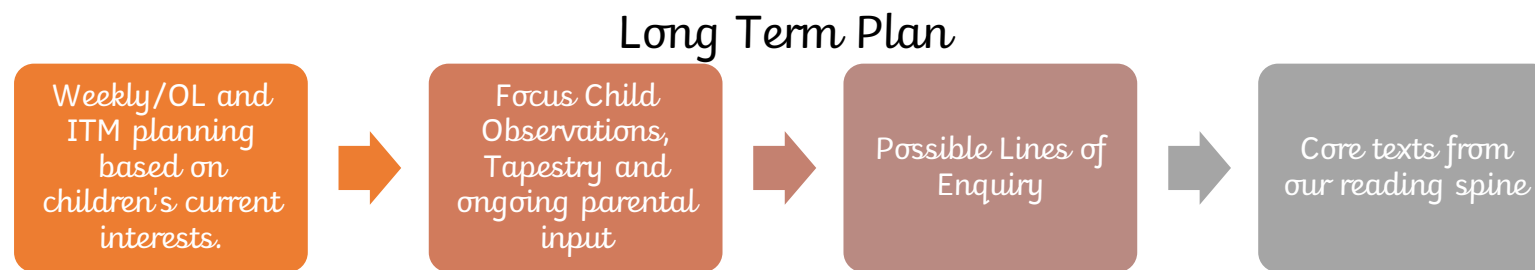
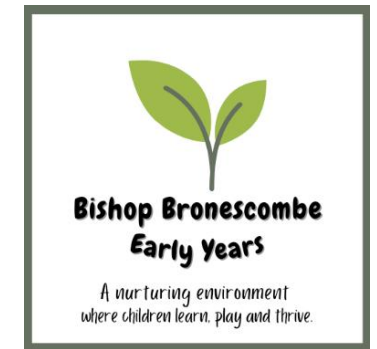




BB Early Years



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 the children lots of quality learning opportunities tailored around their individual needs and interests. Outdoor learning plays a big part in our curriculum with regular Wild Tribe and Beach School opportunities on offer throughout your child's time with us.

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. 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.

Staffing and Organisation

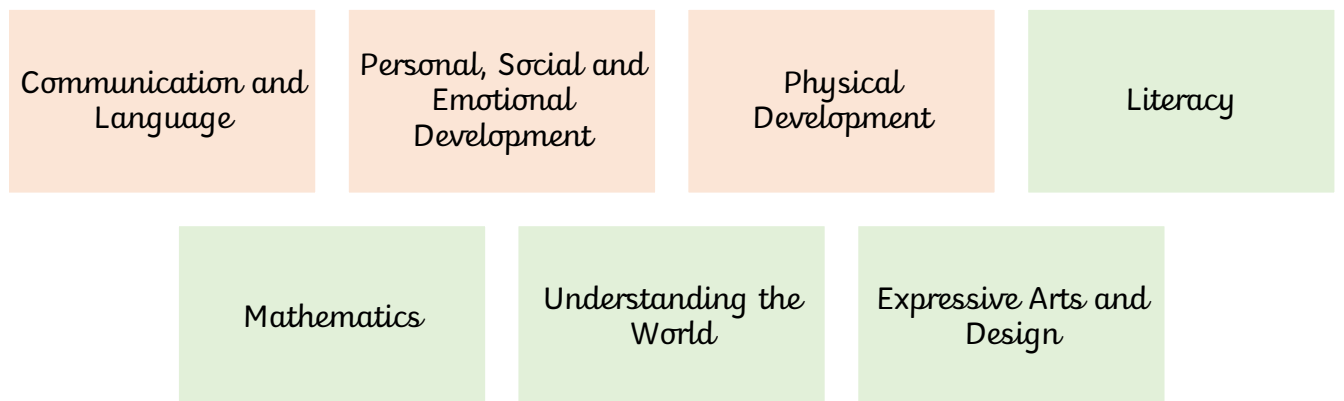
We have a separate nursery class and two reception classes. The reception classes share two spaces and one large outside area. Both the nursery and reception classrooms and dedicated outdoor environments have a variety of open ended, high quality, carefully devised provision which children can access independently. The children also regularly have access to our schools Wild Space for outdoor learning and nature investigation.

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.

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."

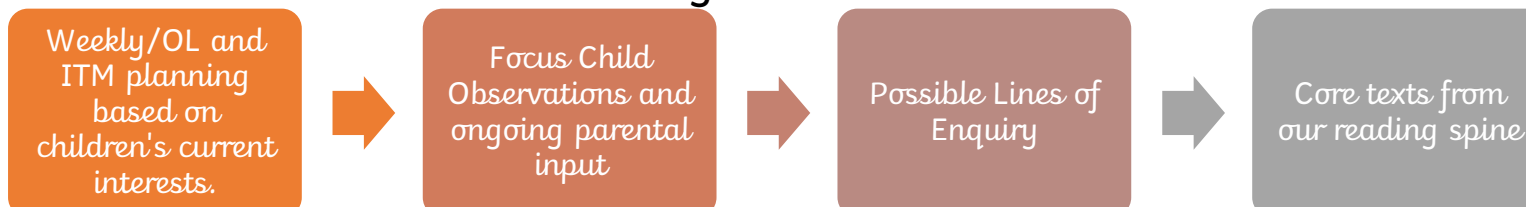
At Bishop Bronescombe, the EYFS teams decide what we want our children to learn in our classroom, through our provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions 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.



BB Early Years



Long Term Plan



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 Aaaarrgh 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 Mclairy Each Peach Pear Plum
Possible Lines of Enquiry				All about me Harvest	Celebrations Seasons - Autumn	Traditional Tales	Lifecycles - Tadpoles, butterfly	Growing and Planting	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 Play Projects Class Bear Message Centre Healthy Movers Scribble while you wiggle Story Scribing	Voting Station Class Bear Message Centre 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 Worships Healthy Movers Scribble while you wiggle Voting Station Message Centre	Voting Station Class Bear Problem Solving Footprints Story Scribing Whole School Collective Worships 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 word 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?

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

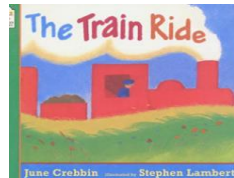
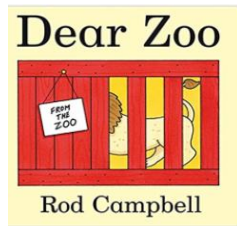
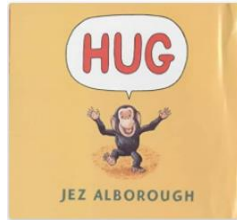
Autumn Term



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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.

Mathematical Progression

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continuous Objectives	<p>Uses some number names spontaneously in play, begins to join in with number rhymes familiar and new, Begin to anticipate specific time based events – snack time/home time, Begin to show an interest in representing number – tracing numbers with fingers etc</p> <p>Begin to show an interest in numerals in the environment, Begin to recite numbers in order to 5</p>													
Autumn	Transition/Baseline		SSM	Number 1	Number 2	SSM	Number 3	SSM	SSM					
			<p>Sorting – Organise and categorise objects identifying those that are the same</p> <p>Sort a group of 2 different objects Match</p> <p>Sort/match objects and label</p> <p>Colour 2 weeks</p> <p>Recognising, naming, matching Colours</p> <p>Use language of 'same' when matching objects</p> <p>Begin to understand different</p> <p>Begin to recite Numbers in order to 5 – through singing songs</p>	<p>Counting to 1 recognising the numeral</p> <p>Manipulate objects to begin to develop an understanding of number</p> <p>Begin to explore 1-1 correspondence by movement of objects – 1 spoon for each teddy etc</p> <p>Select a small number of objects from a group – Please give me one</p> <p>Begin to represent numbers using fingers</p> <p>Circle shape</p>	<p>Counting to 2, recognising the numeral, Begin to represent numbers using fingers</p> <p>Select a small number of objects from a group – give me two</p> <p>Begins to notice different patterns (In the environment, within resources, etc)</p> <p>Begin to make arrangements with objects</p> <p>Begin to talk about an arrangement making a pattern – leaf/conker/leaf</p> <p>Can copy a pattern using ABABAB using everyday objects pine cones, leaves, Name the pattern</p> <p>Begin to make repeating patterns using 2 objects</p> <p>Begin to represent numbers using fingers</p>	<p>Begin to compare objects using appropriate vocabulary according to space, size, big/little/small</p> <p>Develop an understanding of Size</p> <p>Categorise objects big/large Little/small</p> <p>Find the odd one out</p> <p>Sort a group of objects by size and name each set</p>	<p>Begin to recognise that there is an order to counting</p> <p>Begin to assign one counting word to each object 1-3</p> <p>Begin to know that numbers identify how many are in a set</p> <p>Begin to understand how many are left from number rhyme experience</p> <p>Begin to use language of quantities</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Make comparisons between quantities which has more/fewer</p> <p>Know that a group of objects changes when something is taken away or added</p> <p>Begin to understand how many are left from number rhyme experiences</p> <p>Explore 1-1 correspondence by movement of objects</p> <p>Triangle shape</p>	<p>Positional language – developing an understanding of</p> <p>Begin to follow some instructions using positional language</p>	<p>Begin to talk about shapes</p> <p>Describe some shape properties</p> <p>Begin to make arrangements using shapes</p> <p>Show an interest in shapes in the environment</p> <p>Point to shapes that they notice</p> <p>Use language of same and different</p>					

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 sand and water play.

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.

Mathematical Progression

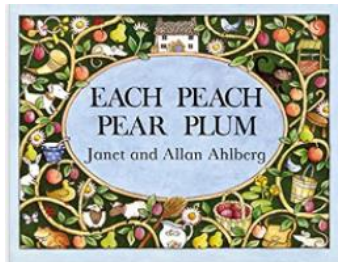
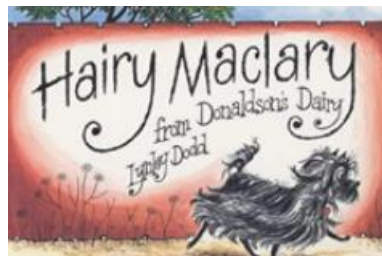
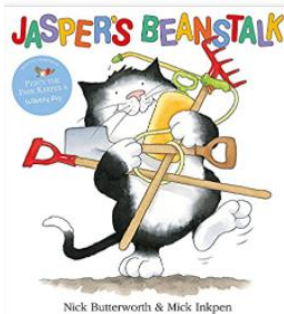
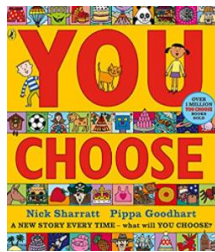
	1	2	3	4	5	6	7	8	9	10	11	12	13
Continuous Objectives	Recite numbers in order with accuracy, uses some numbers names accurately in play, shows interest in numerals in the environment, show curiosity about numbers, begin to recognise numbers of personal significance – I am $\frac{3}{4}$, begin to realise that not only objects can be counted, recognise that there is a stable order to counting												
Spring	<p>Number</p> <p>Review number 1,2,3 Show curiosity about numbers – offering comments, asking questions</p> <p>Know that numbers identify how many are in a set</p> <p>Select a small number of objects from a larger group – give me one, two or three</p>	<p>Number 4</p> <p>Begin to count 3/4 objects by saying one number for each item</p> <p>Begin to separate a group of 3/4 objects in different ways</p> <p>Recognise and match some number patterns Subitising 1, 2</p> <p>Begin to match numeral and quantity</p> <p>Square shape</p>	<p>SSM</p> <p>Find the odd one out</p> <p>Sort and match objects and label and begin to talk about</p> <p>What is the same and different?</p>	<p>Number 5</p> <p>Recite numbers in order to 5</p> <p>Know that numbers identify how many are in a set</p> <p>Sometimes match numeral and quantity correctly</p> <p>Count up to 3/4 objects saying one number for each object to be counted</p> <p>Realise that not only objects can be counted</p> <p>Recognise and match some number patterns</p> <p>Understand how many are left from number rhymes</p> <p>Begin to use the word less when acting out and using props</p>	<p>SSM</p> <p>Copy a pattern With one attribute</p> <p>Begin to continue a pattern ABABA</p> <p>Explore pattern using actions</p> <p>Notice pattern in the environment</p> <p>Show an interest in shapes and space by playing with shapes or making arrangements with objects</p>	<p>Number</p> <p>Use language of same and different when comparing small sets – dominoes, rolling 2 dice with spots</p> <p>Recognise and match some number patterns</p> <p>Compare 2 groups saying when they have the same/different number</p> <p>Use the language of more than and fewer than</p> <p>With support begin to use full sentences when comparing sets</p>	<p>SSM</p> <p>Take part in a shape treasure hunt</p> <p>Show an awareness of similarities of shapes in the environment</p> <p>Shows an interest in shape by sustained construction</p> <p>Begin to use shapes appropriately for task</p>	<p>Number</p> <p>Shows an interest in Number problems</p> <p>Separates a group of 3/4/5 objects in different ways</p> <p>Use language of the same when matching objects/numerals</p> <p>Use language such as more/ 'a lot'</p> <p>Begin to compare 2 groups of objects saying when they have the same number</p> <p>Begin to find One more/one less Than a number to 5</p> <p>Use the word less when asked to find one less than a given number</p>	<p>SSM</p> <p>Continue to develop an understanding of measure</p> <p>Begin to develop an understanding of capacity</p> <p>Explore filling and pouring and using associated language - full, empty, half full</p>				

Summer Term



BBeebies Nursery
A nurturing environment
where children learn, play and thrive.

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

Mathematical Progression

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	7	8	9	10	11	12
Summer	<p>Begin to select a particular named shape</p> <p>Begin to talk about the shapes of everyday objects</p> <p>Use shapes appropriately for tasks</p>	<p>Counts up to 3/4 objects</p> <p>Begin to subitise small numbers</p> <p>Begin to select the correct numeral to represent 1-5</p> <p>Begin to order numbers to 5, discussing their position</p> <p>Counts up to 5 objects counts an irregular arrangement</p> <p>Begin to count beyond 5 saying one number name for each item.</p> <p>Begin to recite backwards from 5</p>		<p>Continue to develop an understanding of size – tall, short</p>		<p>Use words bigger/smaller when comparing numbers</p> <p>Begin to select correct numeral to represent 1-5</p> <p>Begin to recognise numerals 1-5</p> <p>Begin to order numerals to 5 and talk about their position</p>	<p>SSM</p> <p>Begin to use the language of weight</p> <p>Heavy/light</p>	<p>Separate a group of up to 5 objects in different ways beginning to recognise the total is still the same</p> <p>Begins to find the total of items in 2 groups by counting all of them</p>		Rising stars Unit 1		Review learning

Fine Motor Skill and Writing Progression

FISTED GRIP	DIGITAL PRONATE GRIP	HIGH INDEX 4 FINGER GRIP
1-2 YEARS	2-3 YEARS	3-4 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.

The Stages of Emergent Writing

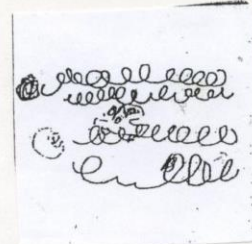
Drawing :
children draw/scribble pictures



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



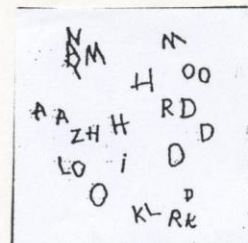
Controlled scribbling:
Children scribble in rows across the page left to right and top to bottom and give meaning to lines of their writing.



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



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



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





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

<p>Building Relationships</p> <ul style="list-style-type: none"> • 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. 	<p>Managing Self</p> <ul style="list-style-type: none"> • 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. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • 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.
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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

<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. 	<p>Speaking</p> <ul style="list-style-type: none"> • 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.
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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

<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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.
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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

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
- Pattan'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

Communication and Language
What adults will do and provide
<ul style="list-style-type: none"> • 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.

Mathematics
What adults will do and provide
<ul style="list-style-type: none"> • 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 • 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
<ul style="list-style-type: none"> • Share 'All About Me' bags, opening discussions to talk about their own life's story and family's history • Children's families on display to encourage discussion • Begin weekly Wild Space mornings, observing, discussing and exploring the natural world • Model 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, 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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's woodwork • Weekly Wild Space mornings, focus tools and knots • Weekly dough disco introduced.
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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.



Spring Term

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
- Aaaarrgh 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

Communication and Language

What adults will do and provide

- Introduce using 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.

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 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.

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

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.



Summer Term

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

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 linked to expressed interests and lines of enquiry.

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's 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

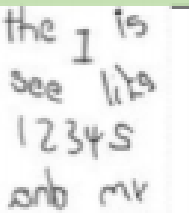

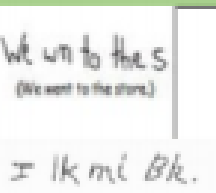


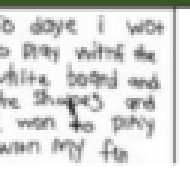
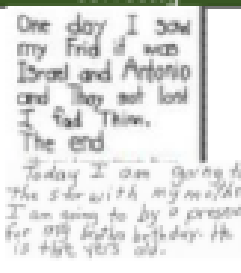
- Resources always available in continuous provision to spark creativity and expressive arts and design (paint, collage resources etc in creative area, large and small loose parts for construction inside and outside, musical instruments on stage, props for engaging in imaginative role play etc.)
- Weekly 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.

Fine Motor Skill and Writing Progression

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED 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

My writing can be read by myself and others.	I can read, what I have written.	I can write a simple sentence using my phonic knowledge and knowledge of tricky words.	I can write simple captions and lists.	I can write CVC words using some digraphs.	I can write CVC words using set one sounds.	I can write initial and end sounds.	I am working on representing some sounds in order when I sound out.	I can write some recognisable letters when I write.	I can write my name.
I can write starting to use some finger spaces between my words.	I can read, what I have written.	I can write a simple sentence using my phonic knowledge and knowledge of tricky words.	I can write simple captions and lists.	I can write CVC words using some digraphs.	I can write CVC words using set one sounds.	I can write initial and end sounds.	I am working on representing some sounds in order when I sound out.	I can write some recognisable letters when I write.	I can write my name.
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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
						
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.	

Mathematics progression – White Rose Small Steps

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark			Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
			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.			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		
			Measure, Shape and Spatial Thinking	Compare size, mass & capacity Exploring pattern			Circles and triangles Positional language			Shapes with 4 sides. Time			Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-Shape Pattern (2)		

	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	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships		
Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

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	
Diwali		Diwali -How it is celebrated – Make decorations		Exploring special stories from the Bible.	
Exploring the story of Diwali		Paint Diva Lamps		The story of baby Jesus.	
Make Diva lamps				What happens at Church at Christmas?	
Collective Worship Theme: Recap Creation Story		Collective Worship Theme: Perseverance		Collective Worship Theme: Respect	
Share story of Rwanda		Recap ways chn have shown P this term. Share examples.		Collective Worship Theme: Respect	
				What makes every person unique and special?	
				God loves everyone	
				Recap Nativity story	
				Carol Singing	
				Collective Worship Theme: Christmas or Christingle	
				being grateful.	
Spring 1 Cornwall Syllabus - Where do we belong?					
Week 1		Week 2		Week 3	
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.	
Collective Worship Theme: Forgiveness		Collective Worship Theme: Forgiveness		Collective Worship Theme: Friendship	
				How do we show people they are welcome? How are babies welcomed into the Christian family? Christenings.	
				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	
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	
Collective Worship Theme: Church visit		Collective Worship Theme: Compassion		Collective Worship Theme: Compassion	
				Asking for forgiveness link to Easter story.	
				The good Samaritan.	
				Collective Worship Theme: Truthfulness	
				Collective Worship theme: Truthfulness	
Summer 1 Cornwall Syllabus – Which places are special and why?					
Week 1		Week 2		Week 3	
Where is special to me?		Where is a special place for Christians to go?		What makes a church special to Christians?	
Collective Worship Theme: Compassion		Collective Worship Theme: Compassion		Collective Worship Theme: Generosity	
				Where is a holy place for Muslims to go?	
				What makes a mosque holy for Muslims?	
				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	
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.	
Collective Worship Theme: Courage		Collective Worship Theme: Courage		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?	



EYFS PE Overview – Arena Scheme of Work

EYFS to ensure the following targets are worked towards through the year through a range of Topic-based activities using inspiration from the Arena Scheme of Work.

The aim is that by the Summer Term the children will be having a set PE time with a structured PE lesson to prepare them for PE in KS1. Evidence to be shown through Tapestry portfolios.

To be completed throughout the year through Topic based activities.			<u>Gymnastics</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><u>Fundamental movement skills</u></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>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 marked out area.</p>	<p><u>Dance</u></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>I can copy sequences of movements. I can move my body creatively and imaginatively in different ways. I can experiment with different ways of moving. I can understand associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy' I can follow and repeat a sequence of 3 actions. I can jump off an object and land appropriately.</p> <p>I can experiment with different ways of making shapes with my body. I can crawl over, under and through small apparatus.</p>	<p><u>Infant Agility</u></p> <p>Introduce to infant agility activities. Throw/run/jump.</p>	<p><u>Athletics</u></p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



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.</p> <p>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</p> <p>Can sing an entire song.</p> <p>Shows control in holding and playing instruments.</p>
Reception	<p>Me!</p> <p>I can identify and match an instrumental sound.</p> <p>I can describe the sound of instruments (eg scratchy sound, soft sound)</p> <p>I can clap to the pulse of the music I am listening to.</p> <p>I can lead or be led by other children in music making ie being a conductor.</p> <p>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.</p> <p>I can create rhythms using body percussion and instruments.</p> <p>I can match the melodic shape of songs.</p> <p>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.</p> <p>I can play along to the beat of a song or the rhythm in the music (eg lyrics).</p> <p>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.</p> <p>I can keep a steady beat while playing instruments.</p> <p>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.</p> <p>I can combine moving, singing and playing instruments.</p> <p>I can choreograph my own dances to familiar music.</p> <p>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.</p> <p>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>