



EYFS Strategic Overview at Brownlow Fold



Contents Page

Purpose of Study

Aims

Curriculum Design, Methodology, Pedagogy and Teaching Approaches

Rosenshine's Principles of Direct Instruction

Strategic Focus

Adaptive Teaching

Explicit teaching of Vocabulary

Retrieval Practice

Oracy

Intent Implementation Impact

Curriculum Content – Nursery

Curriculum Content – Reception

Learning Beyond the Classroom

Forest School

High quality Texts Underpinning our Curriculum

Preparing for Moving to Key Stage One

National Curriculum Subject Links

Teaching Sequence

Retrieval Practice

Parental Involvement

Oral Health

EYFS Learning Environment

Research and Best Practice

Purpose of Study

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential. The EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

Aims

At Brownlow Fold Primary School we are committed to providing a high quality Early Years education which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the statutory framework for the Early Years Foundation Stage.

We aim to –

- Provide a stimulating, child-centred curriculum, which inspires pupils to learn.
- Promote challenge in a safe and nurturing environment.
- Develop pupils that are confident, resilient, self-assured learners with excellent attitudes to learning.
- Work collaboratively with all stakeholders (home / school / child / governors / community).
- Ensure that pupils are safe and feel safe at all times.
- Encourage curiosity, enthusiasm and independence.
- Engender within school a caring and sharing ethos where children, parents and staff feel welcome, valued and respected.
- Teach children to respect each other and themselves.

Curriculum Design, Methodology, Pedagogy and Teaching Approaches

Our EYFS curriculum and approach to learning is guided by the EYFS Statutory Framework. The EYFS is about what children learn, as well as how they learn. Our effective practice is a mix of different approaches taken from research, experience and professional development creating a wider understanding of the unique child and their needs. Children learn through play, by adults modelling, by observing each other and through adult-guided learning. These strategies underpin our curriculum and can be seen within our practise.

There are seven areas of learning and development within the early years; these are split into the prime and specific areas. The prime areas are: communication and language, physical development and personal, social and emotional development. These three prime areas reflect the key skills all children need to develop and learn effectively, and ensure that when they leave Reception, they are ready for the move to school. We focus strongly on the three prime areas, as we know they are the basis for successful

learning in the specific areas. The four specific areas are: literacy, mathematics, understanding the world and expressive arts and design. All seven areas of learning and development are important and inter-connected through our progressively mapped and sequenced EYFS curriculum which is carefully aligned with our Key Stage One and Two curriculum and national curriculum subjects.

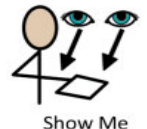
Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Our EYFS team respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. In planning and guiding children's activities, adults will reflect on the different ways that children learn and incorporate these into their practice.

There are three characteristics of effective teaching and learning which underpin our curriculum: playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our curriculum is developed to prioritise sequential, progressive learning, where pupils know more and can do more, building on what they have been previously taught. It is also designed to be responsive to the needs of our children, families and community.

We believe that in order for children to succeed during their time in primary education, the time spent in EYFS year must provide every child with an excellent start to school life. The Reception day allows the children to fully explore our continuous provision and also includes short and specific lessons. There are focused lessons in phonics, reading, writing and mathematics every day alongside topic-based lessons to support their developing understanding of the world around them. This rich learning environment provides every one of our pupils with the core skills and knowledge they need to succeed. We know that the youngest members of our school community thrive when they are a part of the wider school and this provides them with many opportunities to learn and grow from their older peers; our reception children learn our whole school routines and join the whole school for assemblies, playtimes, lunchtimes.

EYFS Principles of Direct Instruction

<u>Review:</u>	<u>Modelling & Explanations:</u>	<u>Guided Practice:</u>	<u>Checking for Understanding:</u>	<u>Independent Practice:</u>
Each lesson contains a short review of previous learning to strengthen connections and recall.	Models and worked examples are provided to demonstrate learning in action (I DO)	Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts (WE DO)	The teachers continuously check for understanding by asking questions and giving feedback.	The teacher monitors independent practice, ensuring learning become automatic (YOU DO)
				

<u>Small Steps:</u> New material is presented in small steps with opportunities to practise, reducing cognitive overload. 	<u>Questioning:</u> Children are asked lots of questions and responses checked for pupil understanding. 	<u>Scaffolding:</u> The teacher provides temporary support and scaffolds for difficult tasks which is gradually removed. 	<u>High Success Rate:</u> Aim for a high success rate during instruction to build confidence and to promote motivation. 	<u>Review:</u> The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall. 
--	--	---	--	--

Strategic Focus:

At Brownlow Fold, the strategic goal across EYFS is achievement for all. The strategic goal for the Early Years Foundation Stage is to give every child the best possible start in life by ensuring they are healthy, safe, and ready for school. This is achieved by improving the quality, and accessibility of the early years education and care we provide, and ensuring all children, especially those from disadvantaged backgrounds, have equal opportunities to succeed. Key objectives include promoting good physical and emotional development, making sure children have the necessary skills for reception and key stage one.

Addressing the Needs of the Bottom 20% in Reading

At Brownlow Fold we place a particular emphasis on supporting the lowest 20% of readers. Without secure reading skills, pupils risk falling behind across all areas of learning. Early identification and intervention ensure that children receive the support they need to close gaps, build confidence, and develop positive attitudes towards reading. Through early identification of our bottom 20% readers we will provide additional opportunities for shared reading and additional adult interactions to support and deepen development. Reading home reading and library books together. Explicitly ensuring that this group of children have access to high quality interactions every day. Additional 1:1 phonics time for practise and application. We will focus on targeted interventions like small group or 1:1 phonics, personalise the curriculum through adaptive teaching, and build strong partnerships with parents. We will ensure a language-rich environment and vocabulary rich environment is provided alongside explicit teaching opportunities to best support our children.

Key features of our approach to support the bottom 20% readers:

- **Systematic use of assessment** – to monitor progress closely and highlight gaps in knowledge and skills.
- **Structured interventions** – including additional phonics, precision teaching, and reading opportunities tailored to need.
- **Skilled adult support** – deploying trained staff to deliver intensive, high-quality teaching.
- **Motivation and engagement** – fostering positive attitudes to reading through carefully chosen texts that are both accessible and enjoyable.
- **1:1 readers – priority for bottom 20% readers** - ensuring children consolidate their phonics knowledge, apply skills in context, and move towards becoming fluent, confident readers who enjoy books and stories.

Adaptive teaching In EYFS

Cognition and Learning

Visuals on lanyards are used to support play.
Using now and next boards.
Visual timetables referred to throughout the day.
Revisiting, reviewing and retrieving knowledge and skills happens regularly in EYFS.
Positive praise for the smallest achievements.
Promoting a growth mind-set.
We use a range of teaching and learning styles.
We have levelled provision which is inclusive and accessible for all.
Following the children's interests to gain their full potential when learning new skills.
Creating a nurturing environment where the children feel safe and happy.
All staff continuously developing their own awareness and understanding of SEND through CPD.
Motivate and challenge learners – so they can independently excel and achieve.
Building relationships with families and sharing good practise with families to support SEND at home.
Focus on children's wellbeing.
The voice of the child is present in assessments.
Staff complete detailed observations to gain a full understanding of the children.

Communication and Interaction

Gestures, visuals and objects are used to support children with communication skills.
Programmes such as Wellcomm, ELKLAN, Nursery/Reception narrative and Language through listening are all programmes which are used throughout EYFS to support children with SEND.
Visuals on lanyards are used to support play.
Vocabulary displayed in the learning environment to support staff with supporting children's language development (specific to each child).
Positive praise for the smallest achievements.
High quality interactions between adults and children.

Social, Emotional and Mental Health

Using now and next boards.
Visual timetables referred to throughout the day.
Positive praise for the smallest achievements.
Creating a nurturing environment where the children feel safe and happy.

Sensory and/or Physical Needs

We have levelled provision which is inclusive and accessible for all.
Quiet spaces available.
Sensory toys available.
Creating a nurturing environment where the children feel safe and happy.

Explicit Teaching of Vocabulary

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The quantity and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

We include tier 2 vocabulary in our curriculum to link alongside the texts we cover to ensure that all children are exposed to a more varied vocabulary. This vocabulary is introduced and taught explicitly.

We know that oracy is a life skill and pivotal in improving educational outcomes, economic viability, literacy, and emotional skills as well as developing personal development (well-being, self-esteem, confidence, citizenship). The ability to communicate effectively is a fundamental ingredient to success in both early years and beyond.

Oracy

The need for high-quality oracy provision in the Early Years Foundation Stage is more important than ever. An explicit and deliberate focus on developing children's oracy skills, including teaching and modelling language, vocabulary, and social communication skills and creating thoughtful opportunities for collaborative talk can set children up for success through the rest of their schooling.

While all children benefit from opportunities to learn *to* and *through* talk, listening and communication in the Early Years, some studies suggest these opportunities are particularly beneficial to children from socio-economically disadvantaged backgrounds.

Make every conversation count

The Early Years classroom is full of opportunities for meaningful talk — from spontaneous conversations during continuous provision to more structured moments like circle time and story time. These interactions play a vital role in children's language development and understanding of the world around them.

One approach which makes the most of these moments is Sustained Shared Thinking. This strategy involves adults and children working together in conversation to explore ideas, solve problems, and make connections. Through thoughtful questioning, encouragement, and speculative talk, practitioners help children develop their thinking.

Oracy EYFS Outcomes

Early Learning Goals

- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Oracy Progression

Progression of skills – EYFS	
Physical • I can speak clearly and be understood • I can speak clear and be heard • I can look at who is talking and who I am talking to • I can use gestures to support meaning in play	Linguistic • I can use talk in play to practice new vocabulary • I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'
Cognitive • I can use talk in play to practice new vocabulary • I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Social and Emotional • I can look at someone who is speaking to them • I can take turns to speak when working in a group

Teaching Ideas

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully.
- E.g. A shopkeeper, doctor, vet through continuous provision area
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

Experiences

- To speak to a partner during whole class teaching
- Provide pupils with opportunities to speak for an extended period about something they are interested in, for example a favourite toy or what they did at the weekend
- Ask a question to a visitor in school

ShREC Approach

Sh: Share attention

This involves being at the child's level, paying close attention to what they are focused on and being present in the moment together.

In doing this, you show the child that you have a genuine interest in what they are doing, and it is a great way to build a relationship with them. Being on their level allows you to focus clearly on what they look at, do and say, whilst also allowing the most organic situation for conversation to take place.

R: Respond

This includes following the child's lead and also responding to their non-verbal and verbal communication. You could comment on what they can see, hear or feel, modelling language or new vocabulary. It could also involve you narrating their activity or making links between the current situation and a previous one.

E: Expand

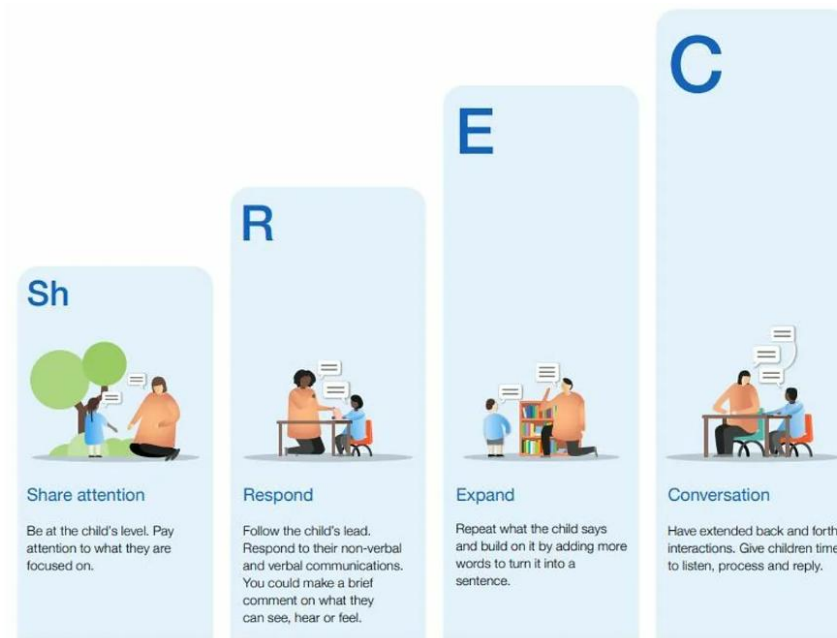
This might include repeating what the child says and building on it by adding more words to turn it into a sentence, being aware that you are following the pupil's lead and not forcing them to repeat you.

Additional guidance from the EEF details how educators can support progress by pitching their responses just above where the pupil is currently working, for example, 'if a child gives a one-word response such as 'dog', the adult should expand on what they say by repeating and building on this utterance by adding a few more words: 'Yes, it's a dog. A big/small/friendly/brown dog!'.

C: Conversation

This includes having extended back-and-forth interactions where you give children time to listen, process and reply. Modelling and scaffolding conversation skills involve giving pupils ample opportunities to talk, receive feedback, ask questions, lead discussions and share ideas.

The EEF encourages educators to use open questions to invite pupils to expand on their ideas.



Snack and chat

"Snack and chat" in EYFS is a purposeful, relaxed time where children share a snack while engaging in meaningful back-and-forth conversations with adults and peers. This routine supports language development by creating natural opportunities for children to express ideas, listen to others, build vocabulary, and develop conversational skills. Staff model turn-taking, ask open-ended questions, and encourage children to talk about their experiences, helping to strengthen communication, confidence, and social interaction in a familiar, nurturing context.

Sustained shared thinking

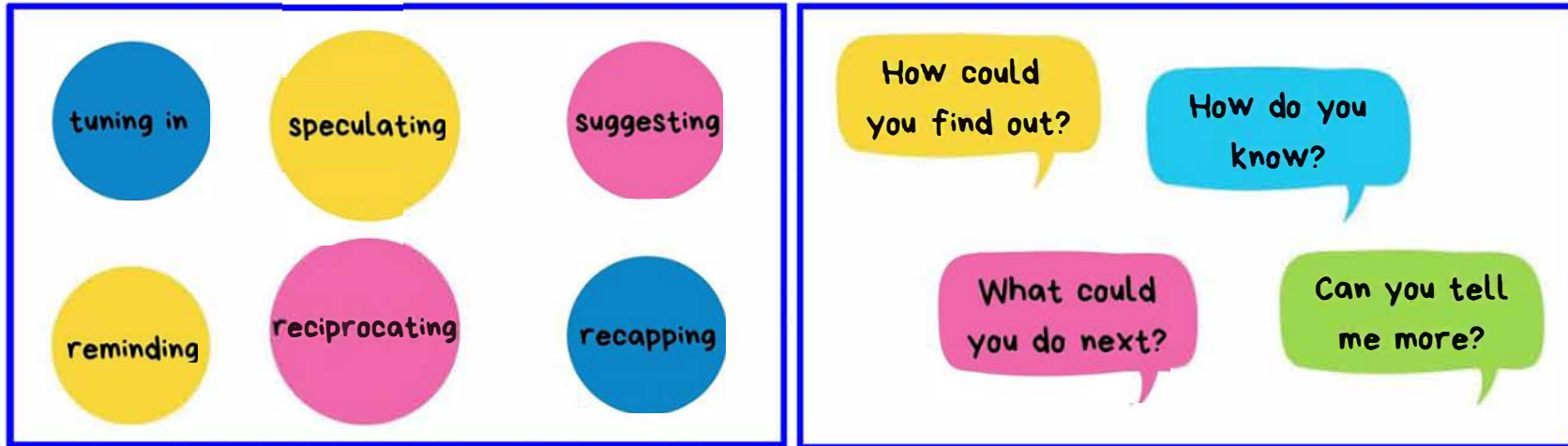
Sustained Shared Thinking helps children to develop their thinking skills as they are encouraged to be curious, think critically and problem solve. This positively impacts their overall learning and development as children engage in deeper thinking in all areas of learning. Sustained shared thinking is when two or more individuals 'work together' in an intellectual way. It can happen between a child and a practitioner or between two children.

There are many ways to support sustained shared thinking in settings and these can include an adult:

- showing genuine interest
- respecting children's own decisions and choices and inviting them to elaborate
- using encouragement to further thinking
- offering an alternative viewpoint

It can be useful to use questioning to help encourage children's reflection and extend their thinking.

Questions could include:



EYFS Communication Champions

Here we have our EYFS champions.

These children have been selected to be Communication Champions because:

- *They model good use of language to their peers.
- *They help their peers to communicate their needs.
- *They model good turn-taking.
- *They model good listening.

Throughout this year, the champions will work with Miss Morris to support our development of communication across EYFS.

Early Years Intent

At Brownlow Fold Primary School, we provide our children with a curriculum that is developed to prioritise sequential, progressive learning, where pupils know more and can do more, building on what they have been previously taught. It is also designed to be responsive to the needs of our children, families and community. Every child is unique individual and we celebrate and respect our differences within the school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world. Our EYFS curriculum recognises children's prior learning and various starting points, and creates a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. We enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including oracy. At Brownlow Fold Primary School, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Enabling, high quality and warm environments, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.

Early Years Implementation

At Brownlow Fold Primary School we create an inclusive, happy, safe, nurturing and supportive environment which stimulates the children's curiosity and sustains a desire to learn, with an appreciation of the unique gifts and talents of both themselves and their peers. We foster a sense of 'awe and wonder' in the world, through our rich cultural capital opportunities, so that our children can define and achieve their dreams and ambitions for the future. We deliver a flexible, imaginative, broad, balanced and relevant curriculum and we recognise the impact that well-developed personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum. We apply our highest expectations of teaching and learning, taking into account the most effective research based approaches to support all of our children to know more, remember more and apply more of our curriculum. These high expectations are linked explicitly and progressively to Receptions end points, whilst looking ahead to year 1 and all subject areas. We inspire a love and appreciation of both individual and collaborative learning in the pursuit of knowledge and the application of skills. We work hard to develop positive relationships with our parents and carers and play our part within the community. We endorse a 'Growth Mind-set' theory at Brownlow Fold has proven a great way to help our pupils become engaged with learning. We teach the children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning, even when they find work challenging.

Early Years Impact

We have robust assessment systems which incorporate the following to measure impact:

- Baseline assessments - informed by transition from nursery to reception. Staff visit children in nursery settings and use transition paperwork from school and the LA to gain an understanding of the whole child and where they are at.
- During the first half term, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.
- The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.
- Children in Reception also complete the Brownlow Fold baseline assessment to give us a clear starting point for learning.
- Staff are trained in delivering WellComm interventions for those children who need a more specific individual intervention based on identified needs in communication and language.
- Regular and ongoing assessment and professional dialogue between Early Years staff enables the children to meet high expectations and show good progress. This is recorded and analysed in line with the whole school assessment cycle. At the end of the academic year, the children in Reception are assessed against the EYFSP, this data is shared with the local authority.
- Observations are used to inform weekly planning and identify children's next steps. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / mark making.
- Monitoring of teaching and learning is rigorous and in turn supports staff and children's progress as well as providing clear steps for professional development.
- A focus on professional development for staff ensures that our practitioners are up to date with their training and allows for the delivery of our teaching to be as up to date and meet the needs of all children in our care.

Curriculum Content – Nursery

Characteristics of Effective Teaching and Learning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4-year olds: 	- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Sing a large repertoire of songs. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Pay attention to more than one thing at a time, which can be difficult - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words. - Start a conversation with an adult or a friend and continue it for many turns - Enjoy listening to longer stories and can remember much of what happens. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story - Use a wider range of vocabulary - 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' - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - 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					
Reception ELG:	Listening, Attention and Understanding *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during *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.					

Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4 year olds:	• Become more outgoing with unfamiliar people, in the safe context of their setting. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • 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. • Show more confidence in new social situations. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Make healthy choices about food, drink, activity and tooth brushing. • Develop their sense of responsibility and membership of a community. • Understand gradually how others might be feeling.					
Reception ELG:	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. 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. 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.					
	PSHE is embedded throughout our daily routine, continuous provision and adult-led learning experiences. Children are supported with self-regulation, managing themselves and building relationships. In Nursery, we support children in developing independent skills, social and emotional development. We promote and support self-care skills as well as food awareness. Ways in which we do this are: • Through stories					

- Circle time
- Snack time
- Tooth brushing
- Simple routines with visual support
- Modelling from adults
- Turn taking games
- Role play
- Collaborative play
- Outdoor play

How this progressively looks throughout the year:

	Autumn	Spring	Summer
Self-Regulation	Settling into routines Following simple instructions Using visual timetables Naming emotions Adult modelling – self regulation	Begin to use strategies to manage emotions Waiting for turns in small group games Problem solving with adult support	Greater independence in managing emotions and behaviour Anticipating and preparing for transitions Using words to explain feelings Negotiating with peers
Managing Self	Learning to wash hands, use the toilet, putting on a coat with support Snack time routines – making healthy choices Encouragement to try new activities and persevere	Growing independence when toileting, dressing and self-care Exploring healthy lifestyle (food, exercise, sleep, screen time) Begin to talk about remaining safe	Confidence in self-care and healthy habits Persevere with challenges Show pride in achievements Begin to set simple goals for learning and play
Building Relationships	Making new friends Learning names Playing alongside others Adults modelling – sharing Stories linked to friendships	Cooperative play Role play Small group games Begin to solve conflicts with adult support Learning to recognise and respect others and their feelings	Confidence in group play Showing turn taking and teamwork Solve conflicts with less support Value others opinions Prepare for a new class/school.

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4-year olds: 	• Use large-muscle movements to wave flags and streamers, paint and make marks. • 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. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Start taking part in some group activities which they make up for themselves, or in teams. • 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. • Use a comfortable grip with good control when holding pens and pencils. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.					
Reception ELG:	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.					

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4-year olds: 	Understand the five key concepts about print: print has meaning.	Understand the five key concepts about print: page sequencing. Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: the names of the different parts of a book. Develop their phonological awareness, so that they can: count or clap syllables in a word.	Understand the five key concepts about print: we read English text from left to right and from top to bottom. Develop their phonological awareness, so that they can: spot and suggest rhymes.	Understand the five key concepts about print: print can have different purposes. Write some or all of their name. Write some letters accurately.	Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother. 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.
Reception ELG:	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.					

Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Phonics Super Sounds  	Step 1 Phonics Step 2 Phonics Let's learn to make, match and copy everyday sounds. Let's learn to make, match and copy lots of sounds with our voices and bodies.	Step 2 Phonics Step 3 Phonics Let's learn to make, match and copy lots of sounds with our voices and bodies. Let's learn to break words into syllables by playing with rhythm	Step 3 Phonics Step 4 Phonics Let's learn to break words into syllables by playing with rhythm Let's learn to break spoken words into chunks by hearing, copying and making rhymes.	Step 4 Phonics Step 5 Phonics Let's learn to break spoken words into chunks by hearing, copying and making rhymes. Let's learn to hear the similarities and differences in spoken sounds at the start of words	Step 6 Phonics Let's learn to hear to hear and say separate sounds in words, ready for making and reading words when school starts Read Write Inc	Read Write Inc 

Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4-year olds: 	Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes. Notice patterns and arrange things in patterns. Recite numbers past 5.	Recite numbers past 5. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Notice patterns and arrange things in patterns. Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Say one number for each item in order: 1, 2, 3, 4, 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Climb and squeeze themselves into different types of spaces. Complete inset puzzles. Discuss routes and locations, using words like 'in front of' and 'behind'. 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.	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'). 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. Describe a familiar route. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Compare quantities using language: 'more than', 'fewer than'.	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. 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'. Discuss routes and locations, using words like 'in front of' and 'behind'. Extend and create ABAB patterns – stick, leaf, stick, leaf. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 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. 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...' 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. Experiment with their own symbols and

						marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Solve real world mathematical problems with numbers up to 5.
Reception ELG:	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.					

White Rose Maths

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

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4 year olds:	Begin to make sense of their own life-story and family's history. Explore how things work. Continue developing positive attitudes about the differences between people.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Use all their senses in hand-on exploration of natural materials.	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. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Show interest in different occupations.	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. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception ELG:	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.					

Expressive Arts and Design

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4 year olds:	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.		Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. 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. Explore different materials freely, in order 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. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Draw with increasing complexity and detail, such as representing a face with a circle and including details.		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. Explore colour and colour-mixing.	
3&4 year olds:	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Play instruments with increasing control to express their feelings and ideas. • 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. • 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.					
Reception ELG:	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.

Within continuous provision there are planned weekly opportunities linking to our themes/key texts where children can further develop and apply the skills they have learnt during our learning about each artist and designer. Children will have daily opportunities to access a variety of materials to create, mark make, design and sculpt, both adult-led and child-initiated.

There will also be regular learning opportunities to make, bake and cook.

Each half term the children draw their self-portrait. This is used as an informal assessment tool to support children's fine motor and drawing skills.

Nursery Rhymes and songs are sung daily. The children have access to nursery rhymes and musical instruments within continuous provision.

Singing is part of our daily routine when teaching and during continuous provision.

British Values

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Curriculum Content – Reception

Characteristics of Effective Teaching and Learning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					

Communication and Language

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links: English	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give					

	children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.				
Prior Learning 3-4 year olds	- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Sing a large repertoire of songs. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Pay attention to more than one thing at a time, which can be difficult - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words. - Start a conversation with an adult or a friend and continue it for many turns - Enjoy listening to longer stories and can remember much of what happens. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story - Use a wider range of vocabulary - 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' - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 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				
Strands: Listening, Attention and Understanding Speaking 	Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Understand how to listen carefully and why listening is important. Learn new vocabulary.	Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Use new vocabulary through the day.	Develop social phrases. Use new vocabulary in different contexts. 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 Describe events in some detail. Use talk to help work out problems and organise thinking and	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.	ELG: Listening, Attention and Understanding *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during *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.

activities explain how things work and why they might happen.

*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

Personal, Social and Emotional Development

Personal, Social and Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Kapow scheme					
National Curriculum Links: PSHE	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Prior Learning 3-4 year olds	• Become more outgoing with unfamiliar people, in the safe context of their setting. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • 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. • Show more confidence in new social situations. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Make healthy choices about food, drink, activity and tooth brushing. • Develop their sense of responsibility and membership of a community. • Understand gradually how others might be feeling.					
Strands: Self Regulation	See themselves as a valuable individual.	Identify and moderate their own feelings socially and emotionally	Express their feelings and consider the feelings of others.	Build constructive and respectful relationships.	ELG: Self-Regulation *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	

Managing Self Building Relationships	Manage their own needs	Think about the perspectives of others.	Show resilience and perseverance in the face of challenge.	*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. 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. 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.
--	-------------------------------	--	---	---

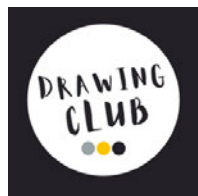
Physical Development

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links: PE	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Prior Learning 3-4 year olds	• Use large-muscle movements to wave flags and streamers, paint and make marks. • 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. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Start taking part in some group activities which they make up for themselves, or in teams. • 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. • Use a comfortable grip with good control when holding pens and pencils. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.					
Strands:						

Gross Motor Skills Fine Motor Skills	Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing Further develop the skills they need to manage the school day successfully: lining up and queuing - mealtimes - personal hygiene Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	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 Progress towards a more fluent style of moving, with developing control and grace. 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.	Know/Talk about the different factors that support their overall health and wellbeing: regular physical activity/ healthy eating/ toothbrushing/ sensible amounts of screen time/ good sleep routine Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. 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. 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	ELG: 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.
--	--	--	--	--	--

Literacy

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links: English	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Prior Learning 3-4 year olds	Understand the five key concepts about print: print has meaning.	Understand the five key concepts about print: page sequencing. Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: the names of the different parts of a book. Develop their phonological awareness, so that they can: count or clap syllables in a word.	Understand the five key concepts about print: we read English text from left to right and from top to bottom. Develop their phonological awareness, so that they can: spot and suggest rhymes.	Understand the five key concepts about print: print can have different purposes. Write some or all of their name. Write some letters accurately.	Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother. 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.
Strands: Comprehension Word Reading Writing	Read individual letters by saying the sound 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	Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case and capital letters correctly.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words Write short sentences with words with known letter-sound correspondences using	Re-read what they have written to check that it makes sense Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	ELG: 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:	



and say sounds for them.

a capital letter and full stop

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.

RWI Phonics



Group B

Read 25 Set 1
single letter sounds
Learn to blend:
Word Time 1.1 to
1.4 Spell using Fred
Fingers

Group C

Read 25 Set 1
single letter
sounds speedily
Blend
independently
using Phonics
Green Word cards:
Word Time 1.1 to
1.5 Spell using Fred
Fingers

Ditty

Read Set 1 Special
Friends Read Word
Time 1.6 words
(words with Special
Friends) Review
Word Time 1.1 to
1.5 Read 3-sound
nonsense words
Spell using Fred
Fingers

Red

Review Set 1
sounds speedily
Read Word Time
1.7 words (words
with double
consonants and 4-
and 5-sound
words) Review
Word Time 1.1 to
1.6 Read 3 and 4
sound nonsense
words Spell using
Fred Fingers

Green

Read Set 2 sounds and matching Phonics
Green Words including longer words
Review Set 1 Phonics Green Words Read
nonsense words Spell using Fred Fingers

Maths

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links: Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , ' have a go ', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Prior Learning 3-4 year olds	Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes. Notice patterns and arrange things in patterns. Recite numbers past 5.	Recite numbers past 5. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Notice patterns and arrange things in patterns. Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Say one number for each item in order: 1, 2, 3, 4, 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Climb and squeeze themselves into different types of spaces. Complete inset puzzles. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use	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'). 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. Describe a familiar route. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5.	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. 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'. Discuss routes and locations, using words like 'in front of' and 'behind'.	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. 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...'

			informal language like 'pointy', 'spotty', 'blobs', etc.	Compare quantities using language: 'more than', 'fewer than'.	Extend and create ABAB patterns – stick, leaf, stick, leaf. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 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. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Solve real world mathematical problems with numbers up to 5.
Strands: Mathematics Numerical Patterns Spatial Reasoning   	Continue, copy and create repeating patterns. Count objects, actions and sounds.	Subitise. Link the number symbol (numeral) with its cardinal number value. Compare length, weight and capacity	Select, rotate and manipulate shapes in order 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. Automatically recall number bonds for numbers 0–10.	Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10.	ELG: 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

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to the National Curriculum: History Geography PSHE	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Prior Learning 3-4 year olds	Begin to make sense of their own life-story and family's history. Explore how things work. Continue developing positive attitudes about the differences between people.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Use all their senses in hand-on exploration of natural materials.	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. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Show interest in different occupations.	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. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Strands: Past and Present People, Culture and Communities	Talk about members of their immediate family and community. Understand the effect of changing seasons on the natural world around them.	Name and describe people who are familiar to them. Comment on images of familiar situations in the past.	Explore the natural world around them. Understand that some places are special to members of their community.	Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between	ELG: 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.	

The Natural World	Recognise that people have different beliefs and celebrate special times in different ways.	Draw information from a simple map.	Recognise some environments that are different to the one in which they live.	life in this country and life in other countries. Describe what they see, hear and feel whilst outside.	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.
--------------------------	--	--	--	---	---

Expressive Art and Design

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to the National Curriculum: Art Design and Technology	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Prior Learning 3-4 year olds	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.		Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. 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. Explore different materials freely, in order 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. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Draw with increasing complexity and detail, such as representing a face with a circle and including details.		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. Explore colour and colour-mixing.	
Strands: Creating with Materials Being Imaginative and Expressive	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about	Return to and build on their previous learning, refining ideas and developing their ability to represent them Develop storylines in their pretend play.	Create collaboratively sharing ideas, resources and skills Sing in a group or on their own, increasingly matching the pitch and following the melody.	Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	ELG: 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.	

	music, expressing their feelings and responses.				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.
--	---	--	--	--	---

British Values

British Values	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Forest School

Brownlow Fold Forest School was set up In the Summer term of 2023. This will continue into the 23-24 academic year once the Reception children are settled into school and routines.

The ethos of Forest School is based on a fundamental respect for children and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in children's right to play; the right to access the outdoors, the right to access risk and the vibrant reality of the natural world. A wealth of research supports the beliefs and benefits of Forest School for children.

Forest school is a relatively new approach, it takes inspiration from some of the oldest pedagogy in the world. For example, Friedrich Frobel had a deep love of nature and had a strong belief that the appropriate place for children is within nature. Frobel introduced the very first Kindergarten – a garden for children.

Brownlow Fold's Forest School reflects this attitude and encompasses the theories and work of other recognised pedagogies such as the Scandinavian approach to Forest School where regular opportunities to achieve, develop confidence and self-esteem through hands on learning experiences in a woodland environment.

'Play is the highest expression of human development, for it alone is the free expression of what is in a child's soul.'
- Friedrich Frobel



Our Forest School Aims

- To promote confidence and resilience
- To promote creativity
- To build a generation of risk takers
- To develop physical development
- To support wellbeing
- To develop social and emotional skills
- To build a community of life-long learners
- Present children with opportunities to use a range of tools as well as create and manage their own projects.
- Facilitate child-led activities across a variety of seasons where children will experience risks and challenges.
- Allow children time and space to reflect on learning, individually and collectively, and develop a strong, positive relationship with their natural world.
- Embody Brownlow Fold's '*Growth Mind set*' outlook where children are taught to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. This specialised learning approach which sits within and complements the wider context of outdoor and woodland education, enables every child to drive their own development amidst the wonder and magic of all the seasons.

Why Forest School?

There are almost too many benefits of Forest school to list, but here are the main reasons why Brownlow Fold decided it was an important approach for us to implement; Forest school and time in nature has been proven to –

- Boost the immune system
- Improve mood
- Increase ability to focus
- Increased energy levels
- Supports self confidence
- Develops imagination and creativity
- Supports emotional and mental wellbeing
- Exploring awe and wonder
- Connecting to nature
- A sense of belonging

Risk and Challenge through Forest School

Risk taking is widely understood to be a natural part of a child's development. Adults who work with children are moving on from thinking of risk only in the context of 'the risk assessment' which decides those things are too dangerous to allow.

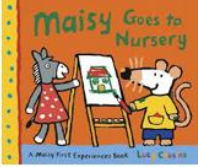
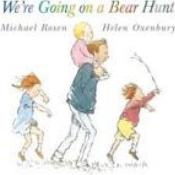
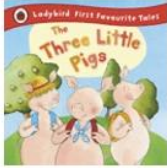
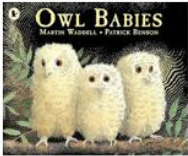
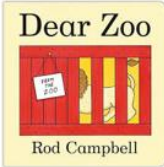
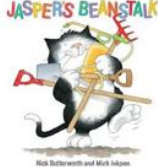
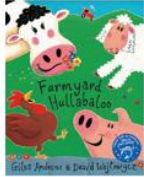
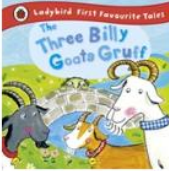
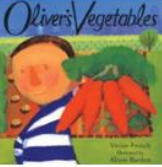
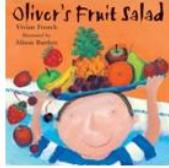
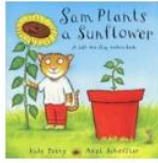
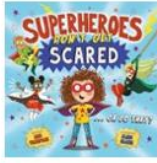
But are rather looking at risk from a child's point of view, making an analysis of the risks and the benefits to create a Risk Benefit Analysis (RBA). Risks and risk taking is even better understood when re-framed as challenges. Providing realistic challenges for children and allowing them to work through the challenges they set themselves supports their development, actively engages them and helps them better understand themselves and each other.

The benefits of risk taking include: extending skills, developing physical and emotional capacities, challenging ourselves in new ways and gaining direct experience of the consequences of our actions. Being brave and conquering a fear is something that is very important to children and a sign of growth.

Risk assessments are in place for all Forest school activities, from fire cooking to den building and the use of tools.

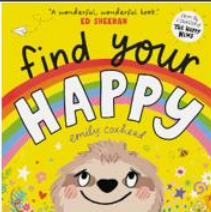
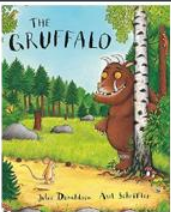
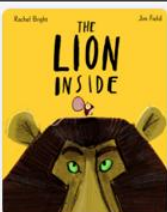
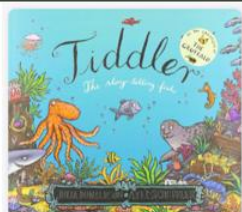
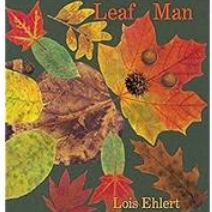
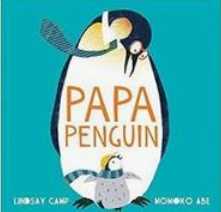
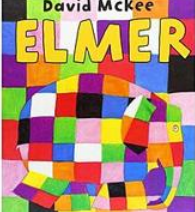
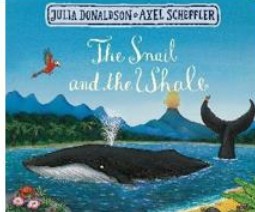
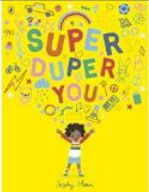
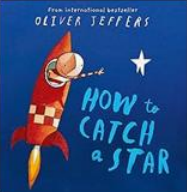
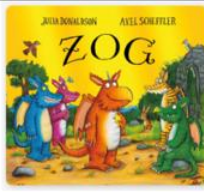
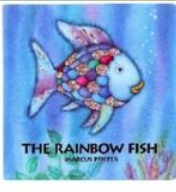
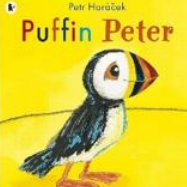
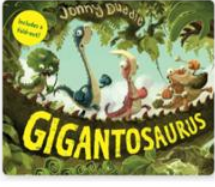
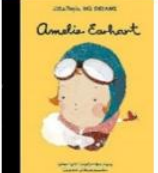
High Quality Texts Underpinning Our Curriculum Nursery

Nursery Key Texts Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
					
					
					
					
					

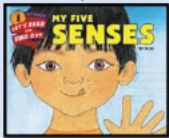
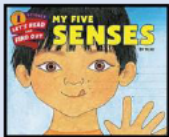
Reception

Reception Key Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
					
					
					
					
					

National Curriculum Subject Content

Nursery Foundation Subject Overview

Areas of Learning	Autumn	Spring	Summer
Science	5 senses (Autumn 2) 	Exploring Winter (Spring 1) 	Natural Environment – The Very Hungry Caterpillar/Jasper's Beanstalk (Summer 1)  
Geography	5 senses (Autumn 2) 	Positional Language – We're Going on a Bear Hunt (Spring 1) 	Natural Environment – The Very Hungry Caterpillar/Jasper's Beanstalk (Summer 1)   Countries – (Summer 2)
History	Me and my family – (Autumn 1) 	People who help us – (Spring 2) 	
RE	Our RE curriculum enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. We do this through a balance of guided, planned teaching and children pursuing their own learning within our environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. We do this by looking at religious and non-religious worldviews through special people, books and times. Some ways in which we do this in Nursery are: • Creative play • Role play • Acting out stories about celebrations and festivals • Listening to religious music • Making and eating festival food • Talking and listening to each other. • Hearing and discussing stories. • Introducing religious vocabulary.		
Computing	Baby Loves Coding 	Chicken Clicking 	Troll Stinks 

Art and Design	Jackson Pollock 	Wassily Kandinsky 	
DT			Designer: Isamu Noguchi 
Music <i>(Nursery Rhymes taken from White Rose Maths)</i>	I'm a Little Teapot Old McDonald had a Farm Built It Up Twinkle, Twinkle, Little Star Polly put the Kettle on The Grand Old Duke of York Five Little Ducks Round and Round the Garden One Potato, Two Potato One, Two, Buckle my Shoe Here is the Beehive 1,2,3,4,5, Once I Caught a Fish Alive Baa Baa Black Sheep Wind the Bobbin Up When Goldilocks Went to the House of the Bears I Can Clap my Hands If You're Happy and You Know It Muffin Man Hokey Cokey	Tommy Thumb Two Little Dicky Birds Three Blind Mice 1,2,3,4,5, Once I Caught a Fish Alive When Goldilocks Went to the House of the Bears In and Out the Dusty Bluebells London Bridge is Falling Down Three Little Speckled Frogs Three Little Monkeys Three Little Men in a Flying Saucer One Man Went to Mow Humpty Dumpty Teddy Bears' Picnic 1,2,3 Black Dots	Twinkle, Twinkle, Little Star I'm a Little Teapot 1,2,3,4,5, Once I Caught a Fish Alive Baa Baa Black Sheep Wind the Bobbin Up Three Little Ducks Tongue Twisters Hickory Dickory Dock

Reception Foundation Subject Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	How will you create a self-portrait? (Self Portraits, Frida Kahlo, Vincent Van Gogh, Pablo Picasso)	Shapes			Do you know the art of a famous artist? (Famous Artists, Henri Matisse, Claude Monet)	
DT	Can you create a sculpture using a cardboard box? Chris Gilmour		How do I make a healthy snack? Charlotte Stirling Reed			
Geography		Do you know how to make a map of a simple journey? (Maps)	Do you know what it is like in a different environment? (Different Environments)	Do you know the differences between England and Pakistan? (Different Countries)		
History	What can you tell us about your family?		How would you change the world for the better? (Familiar Situations in the past)	Who helps us in our local community? (Community)		
Science	Why are there so many leaves on the floor? (seasonal changes over time)	Is it always Dark at Night Time? (nocturnal animals/shadows/moon and stars)	Why is it always cold in winter? (seasonal changes over time)	What can we look out for in Spring? (seasonal changes over time)	Why is our world so amazing? (animals)	Which clothes shall I wear in Summer? (seasonal changes over time)
Computing	How can I keep safe when using technology?		Can I use simple code?		Can I share what I know about technology?	
Music	How can music show our feelings and tell stories?		How can music help us play games and explore the world around us?		How can music help us use our imagination to create new sounds and songs?	
PSHE	Kapow scheme					
RE	Being special: where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special for Christians?	Which places are special and why?	Which stories are special and why?

*See Reception planning sequence for each foundation subject

Retrieval Practice in the EYFS

Cognitive overload can be a barrier to learning and can subsequently halt a child from achieving their potential. In the [EYFS](#), this is even more fundamental because if children cannot retain the building blocks for future learning, they may struggle throughout their schooling.

Learning must be broken down into manageable steps. This means children process just a few 'chunks' and then build on this in the next lesson.

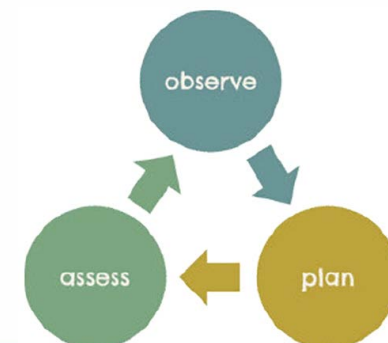
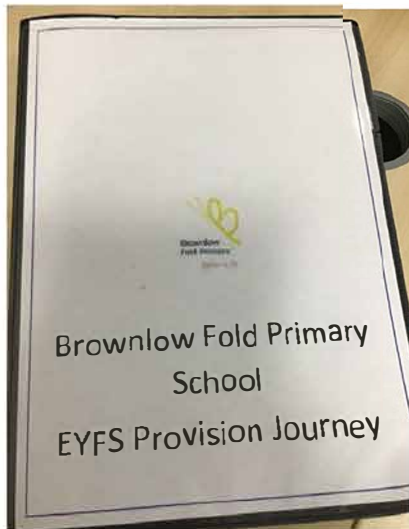
Reviewing, revisiting and **reactivating** prior learning is a powerful tool to build fluency. The method of frequent reviews allows children to build on what they know, especially when new concepts are introduced.

Teachers provide simple but clear models of the skills and content they are teaching enabling better outcomes. Using the power of talk to show simple thought processes and things that could go wrong will support speech. Scaffolding for more complex tasks will also help children.

Staff can use questioning in many ways. They can clarify a child's understanding or understanding of the child's learning process, rather than just seeking an answer.

Independent practice is essential to give learners time to process and practice tasks using the new concept and make sure children are not making too many mistakes. Learners need this time to rehearse. Rehearsal enables knowledge to become automated and a part of long term memory.

The cycle of planning, observing and assessing is key as part of retrieval practise.

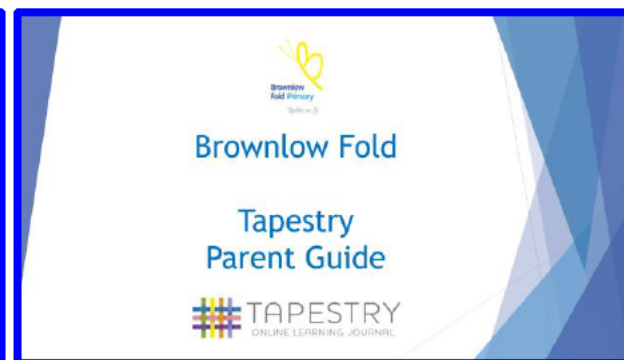
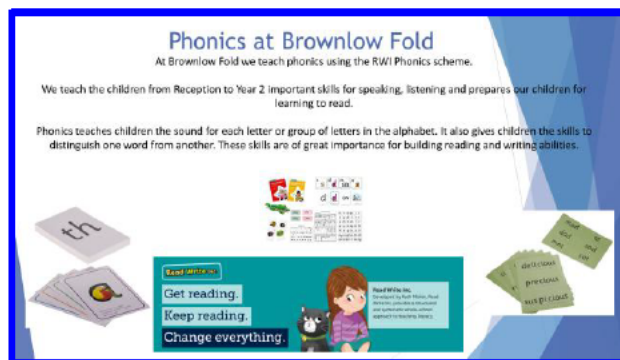
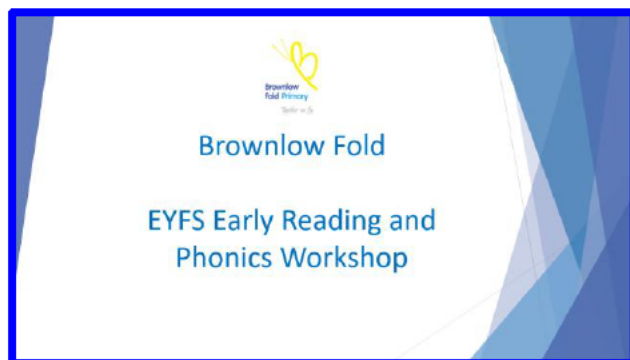


Our Learning Journey is added to a classroom display each week, at the end of each half term this is moved into a floor book. The floor book is kept in the classroom for the children to freely look back on. This allows for natural reflective times within our provision. Adults are able to effectively question the children during these times as part of our retrieval practice.

Parental Involvement

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We give parents access to a Tapestry account for their child, which will stay with them through EYFS. We encourage all parents to add observations from home so that we can gain a wider view of their child. In the Autumn term we host a 'Meet the teacher' evening where we discuss the expectations for Reception then during the Autumn and Spring terms we hold parents' meetings. In the summer term we send home detailed reports informing children about their children EYFS profile and how their child learns in relation to the characteristics of effective learning The children take reading books home to share along with a reading record book, which parents/carers can write in every time they read with their child. We also provide 'curriculum' workshops for parents to attend so that they can learn more about how they can support their child at home. Tapestry is used to record 'wow' moments, to share exciting activities with parents and to communicate daily in addition to a Home School Diary that is sent home weekly to inform parents about what their child will be learning in school.

Children flourish with warm, strong & positive partnerships between all staff and parents/carers. We achieve this through;
Parent/carers workshops Parent/carers stay and play sessions/Send home songs/rhymes of the month/Send home C&L tips of the month/parent consultation meetings/parent workshops/meet the teacher/theme day events.



Oral Health

The new EYFS curriculum (2021) highlights the importance of oral health and how schools need to support children and families in this area. It is a particular area of concern in Bolton and for our pupils.

Our bespoke EYFS curriculum advocates that children in Reception should be able to 'add toothpaste to their brush and brush their teeth independently'.

At Brownlow Fold we:

- provide a healthy snack of milk and fruit every day
- from Reception onwards children receive a healthy lunch
- support families to make healthy choices with packed lunches
- educate children on oral health as part of the curriculum and special events e.g. science week
- work with the local oral health team to provide resources and information e.g. free toothbrushes
- support families on an individual basis as needed We will do our part to educate children about good oral health and expect that you will take responsibility for/ good care of your child's teeth.

General Advice The NHS advises:

- start brushing their milk teeth as soon as they come through
- supervise and support brushing for two minutes twice daily
- visit the dentist regularly
- avoid sugary food and drink

Bolton Assisted Brushing Scheme

Brushing twice daily with a fluoride toothpaste 1,300-1,500ppm fluoride is indicated for maximum caries control and is an evidence-based intervention for preventing dental decay. Children aged 3yrs-6yrs should use a pea-sized amount of paste and spit out after brushing and not to rinse. From 2007, children in Bolton have been benefitting from the supervised Brush Bus programme. At present we have forty four schools, nurseries and special schools actively taking part in the Brush Bus scheme across Bolton which is 3,239 children everyday busy brushing their teeth with fluoride toothpaste helping prevent tooth decay.

The programme has three positive benefits:

1. It teaches the children dexterity when brushing
2. It gives the children an extra opportunity to benefit from fluoride
3. It gives children the opportunity to brush their own toothbrush –if they don't have one at home.



Preparing for Moving to Key Stage One

The move from Reception to Year One marks a shift from the play-based Early Years Foundation Stage curriculum to the more structured Key Stage 1 approach. Children adjust to changes such as increased formal learning, longer carpet sessions, and more focused tasks. Successful transitions usually involve gradual changes—such as continued use of play-based learning at the start of Year One—plus strong communication between teachers, parents, and children. When well supported, the transition helps children feel secure, confident, and ready for more formal learning.

Consistent Communication Between Staff

- Reception and Year One teachers should share information about each child's learning style, interests, and needs.
- Transition meetings are planned to ensure continuity in routines, behaviour expectations, and curriculum themes.

Use of Familiar Routines

- Keep some Reception-style routines (e.g., self-registration, visual timetables) in early Year One to help children feel secure.
- Slowly introduce new Year One routines over the first half-term.

Classroom Environment Adjustments

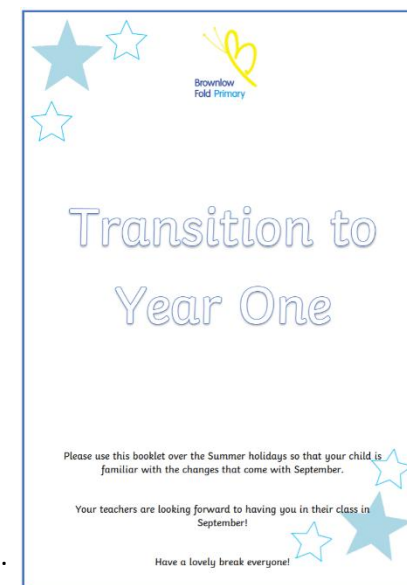
- Set up Year One classrooms with a balance of structured learning spaces and play-based areas.
- Use open-ended resources so children can continue to explore and experiment as they become accustomed to more formal tasks.

Transition Activities

- Arrange “*stay-and-play*” or short visits to the Year One classroom during Reception.
- Invite Year One staff to read stories or join Reception activities so adults become familiar faces.

Parent Involvement

- Provide parents with information about what Year One will look like and how they can support at home.
- Offer opportunities for parents to visit the Year One environment before September.



Your classroom



In your Year one classroom you will have a carpet area like in Reception but there will be more tables and chairs for sitting and doing lots of fun learning and activities. We also have a cosy reading corner where you can read lots of books!

There is a lovely outside learning area too!



Year one have their own cloakroom that we share with Year 2. This is where you will leave your coats and bags. It is also where you will go out at playtimes.



Year one also get to use the climbing frames in the playground!



EYFS Learning Environments

Reception Classroom



Nursery Classroom



References

EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 ELKLAN The reading framework: Teaching the foundations of literacy 2021 Bolton Start Well: The Communication and Language Journey Signalong

EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 ELKLAN Bolton Start Well: The Communication and Language Journey

EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 ELKLAN The reading framework: Teaching the foundations of literacy 2021 Bolton Start Well: The Communication and Language Journey Bolton Start Well: The Mark Making to Writing Journey Stages of emergent writing Signalong

Bolton Start Well: The Number Journey

EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 ELKLAN The reading framework: Teaching the foundations of literacy 2021 Bolton Start Well: The Communication and Language Journey

EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Greater Manchester Music Hub — Digital resources for music teachers. Engaging online learning for children (gmmusiconline.co.uk) The reading framework: Teaching the foundations of literacy 2021 Bolton Start Well: The Communication and Language Journey Bolton Start Well: The Mark Making to Writing Journey Signalong

COEL – videos for CPD - <https://www.sirenfilms.co.uk/collections/coel-active-learning/>

East London Research school - <https://researchschool.org.uk/eastlondon>

Metacognition EYFS research article - https://my.chartered.college/impact_article/metacognition-in-a-diverse-nursery-school-in-east-london/

Lewis H (2018) Developing metacognition in young children: The impact of talking about thinking using video reflection as a stimulus. *Impact* 3: 33–36.

Learning through play – Unicef and Lego Foundation - <https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf>

