



Characteristics of Effective Teaching and Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Characteristics of Effective Teaching and Learning</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Bishop Bridgeman Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> EYFS Team</p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					



British Values	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Bishop Bridgeman Values</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links: English	<p>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.</p>					
Strands: Listening, Attention and Understanding Speaking	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p>	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use longer sentences of four to six words</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>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.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	



Personal, Social and Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Jigsaw Puzzle Piece	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
National Curriculum Links: PSHE	<p>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.</p>					
Strands: Self Regulation Managing Self Building Relationships	<p>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.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p>	



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Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links:	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 .					



<p>Strands</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills:</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>to enlarge a small hole they dug with a trowel.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>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.</p>
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Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>National Curriculum Links:</p> <p>English</p>	<p>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)</p>					



<p>Strands: Comprehension Writing</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<p>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.</p>	<p>Write some letters accurately. Write some or all of their name.</p>
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Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links: Maths	<p>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</p>					



<p>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.</p>					
<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corner', 'straight', 'flat', 'round'.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>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,</p>					



Links to the National Curriculum:	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.				
History	Use all their senses in hands-on exploration of natural materials.	Begin to make sense of their own life-story and family's history.	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.	Plant seeds and care for growing plants.
Geography					Understand the key features of the life cycle of a plant and an animal.
PSHE	Explore collections of materials with similar and/ or different properties.	Explore how things work.	Talk about the differences between materials and changes they notice.	Continue developing positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Strands:					
Past and Present	Talk about what they see, using a wide vocabulary.		Show interest in different occupations.		
People, Culture and Communities					
The Natural World					

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Links to the National Curriculum:</p> <p>Art</p> <p>Design and Technology</p>	<p>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.</p> <p>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.</p>				
<p>Strands:</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Listen with increased attention to sounds.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Remember and sing entire songs.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Explore colour and colour-mixing.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>