

Our Vision in EYFS at St Bridget's

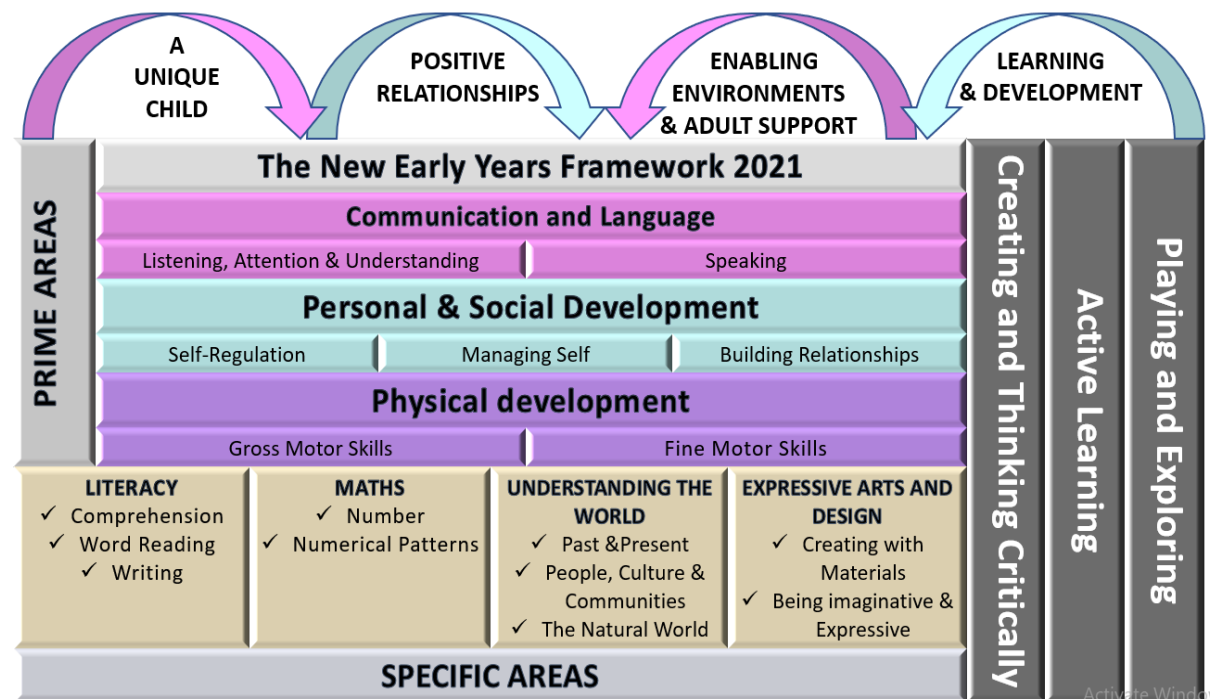
Our Vision in EYFS at St Bridget's

In the early years at St Bridget's Primary School we want to inspire children to develop a thirst and love for learning and for each and every child in our care to be happy, confident, well rounded and independent individuals. We believe in providing all children with a safe, stimulating and nurturing environment that builds on each individual's wants, needs and interests.

Children take part in daily direct whole class teaching sessions, where new ideas are introduced and learning is embedded over time. Children will also have the opportunity to learn through play during our discover and do sessions but within this play they will be challenged, questioned and extended by our expert staff. Our aim is for the children to embrace their learning in a fun, engaging and challenging environment.

We value the importance of our outdoor classroom and believe that it offers children the opportunity to develop their thinking and problem-solving skills through open ended activities and challenges. Adults provide high quality interactions; they are role models for learning.

We are committed to providing the best possible start to their school life, teaching them life skills and giving them a rich, broad and balanced curriculum, which will ensure their positive well-being in the now and their success in the future.



EYFS Long Term Plan 2023-24

	Autumn 1 'Our World'	Autumn 2 'Our World'	Spring 1 'Our Community'	Spring 2 'our community'	Summer 1 'OUR Local Environment'	Summer 2 'OUR LOCAL ENVIRONMENT'
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Super Me Super You Starting school / my new class / New Beginnings / New friendships / rules / routines / school values My family PSED focus What am I good at? what we like / dislike our 5 senses How have I changed? How do I make others feel? our feelings and emotions Being kind / staying safe	Amazing Animals / Our Celebrations Changes in seasons Animals in our immediate environment and around the world Climates / Hibernation Night and day animals Diwali The first Christmas Our Christmas The Nativity	Terrific Tales and terrific jobs Once upon a time Traditional Tales Old favourites Familiar tales Right / wrong thing to do and why? Cast / story settings People who help us and why? Florence Nightingale Mary Seacole When I grow up I would like to be? Keeping healthy and who helps to keep us healthy and well	Come Outside! Down with the Dinos! Plants & Flowers Weather / seasons Planting seeds New life Life cycles On the farm Extinction Dinosaur adventures Fossils	We are going to the zoo zoo zoo! Super Space! Zoo animals and their natural habitats around the world Persuade / protect/ endangered / extinction Our solar system Planets Moons Stars	Happy and healthy! Fun at the Seaside! Under the sea Reduce, reuse, recycle Pirates Mermaids Off on holiday / clothes Where in the world shall we go? Sun safety Seasides in the past Compare: Now and then! Keeping healthy Our bodies

Possible Texts and 'old favourites'	School value books The colour monster goes to school The colour monster Everybody feels scared / angry / happy / sad Slug needs a hug Ruby's Worrry Families, families, families The great big book of families All are welcome	Day monkey Night monkey Owl babies Seasons come, seasons go Stuck Leaf man Leaf thief Christmas Story / Nativity Stick man Rama and Sita Non fiction texts linked	Jack and the Beanstalk The Gingerbread Man The three Billy Goats Gruff The three little pigs A superhero like you When I grow up Real Superheroes Non fiction texts linked	The Tiny Seed Rosie's Walk Rooster around the world The little red hen The very hungry caterpillar Non fiction texts linked How to catch a dinosaur 10 naughty dinosaurs Dear Dinosaur Non fiction texts	Dear zoo Giraffes cant dance Non fiction texts linked There's a rang-tan in my bedroom Whatever next Look up! Toys in space Non fiction texts linked	Non fiction texts linked Rainbow fish Sharing a shell The lighthouse keeper Tiddler Someone swallowed Stanley Commotion in the ocean Pirates love underpants Never mess with a pirate princess Night Pirates How to catch a mermaid Supertato Evil pea
'Wow' moments / Enrichment Weeks	Autumn walk Harvest Time Birthdays Favourite Songs Visit to church Child's favourite book / review	Birthdays Guy Fawkes / Bonfire Night Remembrance Day Christmas Time / Nativity Winter walk Diwali Child's favourite book / review	Birthdays Chinese New Year Lifeboat visit Walk to the library Parents to come and share their job roles and experiences Fairytale banquet Child's favourite book / review Nor ruz (Iranian new year)	Birthdays Spring Walk Planting seeds Easter time Grow our own butterflies Farm visit Mother's Day Child's favourite book / review	Birthdays Eid Child's favourite book / review	Birthdays Visit to the beach Pirate/ mermaid Day / assembly Summer walk

	Autumn 1 'Our World'	Autumn 2 'Our World'	Spring 1 'Our Community'	Spring 2 'our community'	Summer 1 'OUR Local Environment'	Summer 2 'OUR LOCAL ENVIRONMENT'
--	-------------------------	-------------------------	-----------------------------	-----------------------------	-------------------------------------	-------------------------------------

General Themes	Super me Super You	Amazing Animals & Our Celebrations	Terrific Tales & terrific jobs	Come Outside! Down with the Dinos!	We are going to the zoo zoo zoo! Super Space!	Happy and Healthy! Fun at the seaside!
Characteristics of effective learning Over Arching Principles	Characteristics of Effective Learning 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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					

Our Values

Assemblies / class carpet discussions / reviews

We will continually teach children to understand and show all of our values in their daily learning and life at school/ Reinforcement and modeling will take place when needed.

School Vision Statement

“.... Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow....”

Faith, Hope and Love (1 Corinthians 13:13)

School Mission Statement

“Love your neighbour as yourself” (Luke 10:27)

Our school values to support learning and behaviour.

Be safe, Be Ready, Be Respectful

Responsibility, Perseverance, Truthfulness, Respect, Compassion, Creativity and Friendship
We will also promote British values in an EYFS friendly manner

The fundamental British values are:

Democracy.

Rule of law.

Individual liberty.

Mutual respect and tolerance for those with different faiths.

We recognise that all children are unique and special.

	Autumn 1 'Our World'	Autumn 2 'Our World'	Spring 1 'Our Community'	Spring 2 'our community'	Summer 1 'OUR Local Environment'	Summer 2 'OUR LOCAL ENVIRONMENT'
Assessment opportunities	In-house - Baseline data on entry National Baseline data in first 6 weeks Headline report / baseline analysis Tapestry EYFS team meetings Mid-term assessments	Ongoing assessments Pupil progress meetings Parents evenings EYFS team meetings In house moderation End of term Assessments End of term analysis Tapestry	Ongoing assessments EYFS team meetings In house / cluster moderation Midterm Assessments Tapestry	Ongoing assessments Pupil progress meetings Parents evenings EYFS team meetings In house / cluster moderation End of term Assessments End of term analysis Tapestry	Ongoing assessments EYFS team meetings In house / cluster moderation Midterm Assessments Tapestry	Ongoing assessments Pupil progress meetings End of year reports EYFS team meetings In house / cluster moderation End of term Assessments End of year data analysis Tapestry
Parental Involvement	Home / School Agreement Tapestry Curriculum overview PowerPoints Pots of gold Guest reader	Pots of gold Tapestry Discover and do sessions Nativity Parents Evening Guest reader	Pots of gold Tapestry Parents to share experience about their jobs Guest reader	Pots of gold Tapestry Discover and do session Parents evening Guest reader	Pots of gold Tapestry Sports day Guest reader	Pots of gold Tapestry Discover and do session Year one transition End of year assembly Guest reader

Communication and Language

We also talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism within our setting.

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**.

C&L is developed throughout the year through high quality interactions, daily group discussions, circle time sessions, PSHE times, stories, singing, small world areas, role play areas, it runs throughout all discover and do activities both indoor and outdoors, daily assemblies and weekly interventions.

Daily story time and end of day reflection is also a big focus.

Children in reception will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

<h1>Personal, Social and Emotional Development</h1>	<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>
<h1>Managing Self</h1> <h1>Self - Regulation</h1> <h1>Building relationships</h1>	<p>Children in reception will be learning to:</p> <p>See themselves as a valuable individual.</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian
	<div> <div> <p>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.</p> </div> <div> <p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p> </div> </div>

Physical development

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.

Fine motor

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

Daily opportunities for Fine Motor Activities

Gross motor

Weekly PE lesson and lots of opportunities to develop gross motor in the outdoor classroom and playground

Children in reception will be learning to:

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

Literacy	<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>
Comprehension Word Reading Writing	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

Mathematics

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.

Number Numerical Patterns

Children in reception will be learning to:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Also see separate Maths long term plan for more detail and linked texts

<h2>Understanding the World</h2>	<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, 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.</p>
<p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.

<h2>Expressive Arts and Design</h2>	<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>
<h2>Creating with Materials Being Imaginative and Expressive</h2> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to themes, making instruments, percussion. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals – for the end of the year
Holistic / best fit Judgement!

Communication and Language**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 whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development**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.

ELG: 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.

ELG: 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 –**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.

ELG: 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, paint brushes and cutlery.
Begin to show accuracy and care when drawing.

Literacy-

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.

ELG: 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.

ELG: 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.

Mathematics-

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.

ELG: 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-

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.

ELG: 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.

ELG: 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-

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.

ELG: 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

We understand that children will make progress at different times.

There is no right time... they will progress when they are ready.

We will use the non-statutory guidance for the Early Years Foundation Stage – Birth to 5 matters and Development Matters to tailor our planning for each child's stage of development and enable them to make progress.