

EYFS LONG TERM PLAN—Bridging Curriculum for Four or Five Term Nursery Children



	Block 1	Block 2	Block 3	Block 4
	Follow FS1 themes	Follow FS1 themes	Follow FS1 themes	Follow FS1 themes
<p>For children who begin nursery in the term after their third birthday, the focus will remain on the prime areas of learning for their first two terms.</p> <p>They will enjoy the same contexts and broad experiences as the older nursery group and educators will use their pedagogical repertoire to drive their progress beyond the two year old programme and secure a firm foundation for the full nursery year.</p> <p>As in the reception year and the main nursery year, this bridging curriculum map is the main tool to check progress, note concerns about individuals and provide modifications and support as appropriate.</p>				
<p>Characteristics of Effective Learning</p>	<p>Playing and Exploring: children investigate and experience things, and ‘have a go’</p> <p>Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Creatively: children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> <p>Statutory framework for the EYFS</p>			
<p>Overarching Principles</p>	<p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p>Positive Relationships: children learn to be strong and independent through positive relationships</p> <p>Enabling Environments: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning & Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>			

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Linked texts to help children to secure and think more deeply about knowledge.	Do we need this page????			
WOW moments & enrichment opportunities including visits, visitors & special experiences to secure children's knowledge.	Do we need this page????			

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Assessment & Observation Opportunities	North Tyneside Communication screener FSU team meetings (weekly) Baseline assessment SALT interventions	FSU team meetings (weekly) Pupil Progress meetings	FSU team meetings (weekly) Pupil Progress meetings	FSU team meetings (weekly) Parents Evening Pupil Progress meetings Internal moderation
Strategies to involve families in our learning. Seesaw App School web site Twitter feed Shared Library	Seesaw Twitter FSU information booklet 1/2 hour visits built up at child's pace of settling Whole school newsletter Drop-in sessions (COVID 19 dependent)			
Strategies to support our vulnerable children and deepen their knowledge	Early Years Talk Boost—Tizzy Time Communicate in print symbols used Visual strategies throughout SALT 1:1 interventions BLANKS levels of questioning Launchpad for Literacy			
How will we use our enhanced continuous provision to support learning through independent inquiry.	Small world—following children's interests Home corner—regular enhancements Discovery tuff trays Role play areas			

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Communication and Language	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. EYFS Statutory Educational Programme			
Listening & Attention Speaking What do we want children to know by the end of this block and what do we want children to do by the end of this block?	Initiate verbal interactions with key worker and a few chosen friends. Use pronouns, plurals and prepositions generally accurately. Repeat new vocabulary. Usually follow instructions with at least two information carrying words. Join in with whole phrases in familiar rhymes and songs. Share a book with an adult, commenting spontaneously on the unfolding plot. Respond to their name. Respond to cues to listen in a group. Remain with the group through short story or discussion.	Engage in dialogue with several exchanges when playing alongside an adult. Use new vocabulary with a prompt. Listen with attention through a short group time. Develop preferences for books or rhyme. Bring a book to an adult to read. Answer simple questions during play Consistently use at least four or five word phrases or sentences. Use pronouns, plurals and prepositions accurately.	Engage in dialogue with friends involving several exchanges. Use talk to organise play. Use new vocabulary spontaneously. Speak in role with some modelling. Join in with longer blocks of rhymes and songs. Express preferences for familiar books and select from a book corner. Locate favourite sections of the book and comment or ask questions about them. Confidently ask simple questions during play. Consistently follow instructions with at least two information carrying words.	Maintain short simple dialogue within a small group of friends in order to achieve something together. Wait turn to speak in a structured conversation. Sometimes answer why questions with “because”. Ask questions about new words. Know entire very simple short rhymes off by heart. Express a preference for rhymes and show pleasure when reciting them with the group. Speak in role in simple socio-dramatic play with adult scaffolding. Mimic an adult reading an entire short book, turning the pages one at a time. Use patterned language to join in sections
Story time	Where’s Spot Dear zoo	Not Now Bernard Owl Babie	The Tiger who came to tea Monkey puzzle	The Grufaloo The Wonky Donkey
Rhymes & songs	Humpty Dumpty Twinkle, Twinkle	Baa, baa black sheep I’m a Little Teapot	Incey, wincey spider Row, row your boat	Sleeping bunnies Wind the bobbin
Which words and phrases do we want children to recall and understand by the end of this block?	Rhymes, story, listen, my turn, your turn,	Rhymes, story, listen, my turn, your turn, favourite	Rhymes, story, listen, my turn, your turn,	Rhymes, story, listen, my turn, your turn,

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead happy, healthy 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 when 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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. EYFS Statutory Educational Programme			
What do we want children to know by the end of this block and what do we want children to do by the end of this block?	<p>Greet key worker and chosen friends on arrival with a prompt and show pleasure in their company.</p> <p>Develop links with other children who have similar play preferences and begin to seek them out.</p> <p>Seek out adults for specific support or conversation.</p> <p>Use a small range of words to describe feelings – happy, sad, tired.</p> <p>With an adult scaffold take on simple roles in small world or socio-dramatic play and attempt to demonstrate how these characters are feeling.</p> <p>Show pleasure in the routines of shared snack time.</p> <p>Manage toileting with verbal prompts and support.</p> <p>Put on coat with verbal guidance and ask for support with fastenings.</p> <p>Explore new nursery spaces with increasing confidence, curiosity and pleasure.</p>	<p>Spontaneously greet key worker and an increasing circle of acquaintances on arrival.</p> <p>Show clear preferences for the company of one or more children from the key worker group and actively seek them out for interaction.</p> <p>Observe others intermittently when engaged in parallel play.</p> <p>Show pleasure in short conversations with key worker and other adults.</p> <p>Can imitate facial expressions to indicate mood.</p> <p>Can participate in the social conventions of snack time such as repeating please and thank-you, passing out plates and choosing/naming foods without touching.</p> <p>Help with shoes and coat fastenings.</p> <p>Use excited, angry, scared, hungry to express feelings.</p>	<p>Spontaneously share experiences from home when it resonates with classroom activities.</p> <p>Imitate older children in the group and begin to seek out their company.</p> <p>Link simple vocabulary of emotions to illustrations and narratives in simple picture books.</p> <p>Observe others frequently during parallel play.</p> <p>Show pleasure in visiting other places in the school or setting with key worker.</p> <p>Attempt to push shoes on and pull off with adult narrative to support.</p>	<p>Answer simple questions about home and family.</p> <p>Respond positively and appropriately to a request to help someone else.</p> <p>Spontaneously comfort another child who is upset or hurt.</p> <p>Show enthusiasm to help adults with tasks.</p> <p>Draw on a repertoire of actions to self soothe, such as finding spaces to be quiet and alone, choosing a favourite space to play, or seeking out a friend or key worker for comfort.</p> <p>Describe feelings in simple terms as events occur.</p> <p>Ascribe feeling to small world characters or during socio-dramatic play with a prompt.</p> <p>Spontaneously share equipment during associative play.</p> <p>Manage coat almost independently, rejecting adult support and persevering.</p>
Which words and phrases do we want children to recall and understand by the end of this block?	Play, friends, rules, help please,	Hello, bye, friends, play, please, thank you, help please, sad, happy	Play, friends, happy, sad, cross, help please	Help please, sad, happy, excited, angry

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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 positional awareness through tummy time, crawling and play movement with both objects and adults. By creating game and providing opportunities for both indoors and outdoors, adults can support children's to develop their core strength, stability, balance and 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 and eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. EYFS Statutory Educational Programme			
What do we want children to know by the end of this block and what do we want children to do by the end of this block?	<p>Show perseverance and success when wrestling with a range of simple mechanisms such as screw lids, pegs and clip components of construction kits.</p> <p>Change the shape of clay with hands, altering pressure and direction of fingers.</p> <p>Manipulate a wide range of loose parts, including irregular and fiddly ones, when arranging or transporting.</p> <p>Build towers and enclosures with blocks of different shapes and sizes.</p> <p>Use a spoon and cup independently.</p> <p>Confidently use a fist grip to make marks on different scales and surfaces.</p> <p>Show enthusiasm to complete a very simple adult designed obstacle course and a desire to do it independently.</p> <p>Jump from a small height to the floor without an adult hand.</p> <p>Roll and chase a large ball.</p>	<p>Complete simple slotting games and jigsaw puzzles with care and precision.</p> <p>Thread bobbins or large beads on a string.</p> <p>Alter the shape of clay with cutters, rollers, pastry wheels.</p> <p>Fill and empty containers in the sand with large spoons and scoops.</p> <p>Imitate hand actions in rhymes and circle games.</p> <p>Help adults carry larger objects, such as spools, planks and crates.</p> <p>Climb up a short slide and slide down.</p> <p>Propel wheeled toys with feet.</p> <p>Roll and chase large and small balls.</p>	<p>Alter the shape of clay with pencil-like clay tools under supervision. Scratch, scrape and stab the clay and comment on effects. Push clay through garlic presses and comment on the effects.</p> <p>Use paperclips and pegs to join or attach.</p> <p>Pour dry sand and water into containers and water/sand wheels precision</p> <p>Build with irregular objects such as recycled materials and rocks.</p> <p>Mark-make with pens and paint brushes using a tripod grip.</p> <p>Carry larger objects collaboratively.</p>	<p>Use hands to create particular effects with clay such as rolling into a sausage, hammering down flat and thin, squeezing into a ball.</p> <p>"Rough weave" by pushing/pulling ribbons or branches into wide trellises or frames.</p> <p>Use mallets to knock pegs onto peg boards.</p> <p>Make marks with paint brushes of different sizes, sometimes filling the entire paper.</p> <p>Alter hand and arm actions to build skill one handed implements such as whisks, wooden spoons ladles and jugs.</p> <p>Cut off a length of tape using a tape dispenser.</p> <p>Begin to show a preference for a dominant hand.</p> <p>Attempt to pedal a wheeled toy.</p> <p>Help adults build with large components.</p> <p>Jump from a higher platform, using arms to maintain balance.</p> <p>Crawl under obstacles or through tunnels.</p> <p>Make shapes in the air with ribbon sticks.</p> <p>Imitate body actions from simple circle games and dances.</p>
Which words and phrases do we want children to recall and understand by the end of this block?	Press, open, close, press, roll, squash, build, balance, over, under, jump, land, roll, chase.	Jigsaw, fit, thread, push, cut, fill, empty, climb, slide, down, roll, catch	Join, press, roll, build, paint,	Rolling, push, pull, thread, scissors, cut, marks, pedal, crawl.