



Early Phase Progression Overview

Detailed outline and coverage within this document is part of a suite of documents kept within the Early Phase

Statutory Programme of Study

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.

At Bridgewater

We prioritise spending time with the children in provision to model a wide range of vocabulary, have back and forth interactions and ask open-ended questions to find out more about the children's learning and check their understanding. We have daily story times using high quality texts including non-fiction books, poetry and rhymes. In addition, we plan and deliver book talk session to teach new language.

Our continuous provision is set up to support an environment rich in language where our adults are encouraged to scaffold learning with questioning and conversations.

Statutory Programme of Study

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.

At Bridgewater

We give children the opportunity to achieve a goal and have the confidence in their own abilities by increasing the range of resources and challenges within our environment as the year progresses. We model activities and encourage children to join in whilst giving them plenty of time to explore, practise and perfect their skills. The children are involved in the layout of the classroom and their interests are taken into consideration when enhancing and adapting the environment. We have regular PSED circle time sessions and encourage our children through discussion to share their thoughts and feelings.



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Physical	<p style="text-align: center;"><u>Statutory Programme of Study</u></p> <p>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> <p style="text-align: center;"><u>At Bridgewater</u></p> <p>We give children a wide range of resources and activities both indoors and outdoors to develop their gross and fine motor skills. Children are regularly given the opportunity to transfer physical skills learnt in one context to another one through activities such as Forest School sessions and the use of a woodwork bench. Through dedicated weekly PE sessions children are given opportunities to develop their overall body strength by learning disciplines including dance, gymnastics and games. Children are given opportunities to develop the skills they need to manage the school day such as lining up appropriately, giving others personal space and having good table manners.</p>
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Literacy	<p style="text-align: center;"><u>Statutory Programme of Study:</u></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 style="text-align: center;"><u>At Bridgewater :</u></p> <p>We aim to give children a life-long love of reading by reading to and with children regularly. We share a wide range of books with children including picture books, those with no text, non-fiction books, rhymes and poetry and give children the opportunity to share their thoughts and opinions in order to develop their understanding further. We provide children with opportunities to write indoors and outdoors on a range of resources including paper, chalkboards, whiteboards and interactive whiteboards. Children also have free access to a variety of mark making tools including pens, pencils, chalks and wax crayons.</p>
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Statutory Programme of Study:

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.

At Bridgewater:

We aim for our children to have a strong grounding in numbers up to 10, the relationships between them and the patterns within those numbers. We encourage our children to use manipulatives to develop a secure base of number knowledge and provide a curriculum that gives children rich opportunities to develop their spatial reasoning skills across all areas of maths including space, shape and measure.

Statutory Programme of Study:

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.

At Bridgewater:

We provide children with opportunities to explore the natural environment and make observations about what they see. Children are given the opportunity to explore the local environment, from visiting parks, places of worship to meeting important members of our community including nurses, police officers and fire fighters. Children are exposed to a diverse range of characters in stories to develop their cultural understanding. They are also given opportunities to explore development and growth in plants and animals as well as observing similarities and differences between themselves and those within our community. As part of our ongoing continuous provision the children are encouraged to access a variety of appropriate ICT equipment and taught computing skills to enhance their learning experiences.



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Expressive art and design	<p style="text-align: center;"><u>Statutory Programme of Study:</u></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 style="text-align: center;"><u>At Bridgewater:</u></p> <p>In Early Years children are given ample opportunities to engage with the arts, explore and play with a wide range of media and materials. Children have role play environments set up indoors and outdoors to develop pretend and imaginative play. Children are given the opportunity to listen to and watch musicians and dancers perform as well as be provided with resources to practise and perform their own ideas.</p>
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