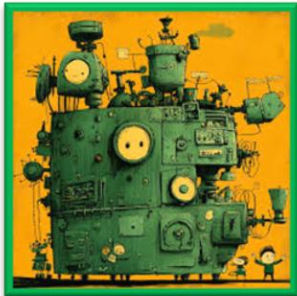




Bassingham Primary School - Foundation 2 Long Term Plan

Our Context & Demographic Drivers	Targeted Curriculum Enhancements
Our EYFS curriculum is uniquely tailored to the demographic profile of Bassingham Primary School, purposefully balancing the rich local opportunities of our village setting against targeted exposure to the wider world. Local Assets & Opportunities Community & Heritage: Capitalising on a strong sense of village community, alongside our farming and RAF family connections. Natural Environment: Utilising our on-site forest area to drive weekly outdoor learning.	To address specific gaps in cultural capital and experiential exposure, our curriculum intentionally integrates: Diversity & Heritage: Purposeful introduction to diverse ethnicities, languages, world religions, and global traditions. Urban & Global Awareness: Concepts of city life (contrasting with our rural setting) and age-appropriate understandings of socio-economic diversity. Environmental Responsibility: Developing a deep respect for the immediate school environment and the wider world.
Pedagogy & Implementation	Curriculum Integration of School Values
We deliver a balanced curriculum that blends child-initiated play, adult-led guided learning, and positive peer modelling, fully rooted in the four overarching principles of the EYFS; a unique child, positive relationships, enabling environments, learning and development. Text-Rich Environment: Vocabulary acquisition is driven through high-quality core texts, poetry, and rhymes embedded across all areas of learning. Forest School Provision: One full day per week is dedicated to forest learning. This provision is strategically mapped to enhance physical, emotional, and cognitive development.	Our core school values are deeply interwoven into daily practice and planning. To ensure school readiness for Year 1, one value is spotlighted sequentially each half term: Independence: Cultivating self-motivation, independent thinking, and personal responsibility. Pride: Encouraging children to take care in their actions, learning, and presentation. Resilience: Building the confidence to tackle challenges, persist through difficulty, and learn from mistakes. Teamwork: Developing cooperative skills, active listening, and collective problem-solving. Kindness: Fostering empathy, sharing, and ensuring every peer feels valued. Respect: Celebrating differences, practicing politeness, and caring for our school environment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On the Beach
						
Our yearly project cycle is carefully chosen to bring the EYFS framework to life through meaningful, hands-on contexts. These six projects weave together our core school values and weekly forest school provision to build a strong foundation of knowledge and vocabulary. Each theme is strategically designed to celebrate our local rural heritage while intentionally opening a window to global diversity, history, and the wider world.	Children will explore their immediate classroom environment and the Bassingham school grounds to help them feel safe, secure, and settled. They will learn about our local rural environment, share experiences of places they have visited, and begin looking at and creating simple journey maps.	A project focusing on the technology that forms part of the children's daily lives. Pupils will explore various machines, discover how they help us, and look at how technology has developed over time. They will investigate items that require electricity and conduct hands-on exploration of magnetic and non-magnetic materials.	Children will explore the concept of history by looking at how they have changed since they were babies. They will explore their own family history and heritage, and discover what life was like when their grandparents were young. They will compare everyday objects from the past—such as clothes, toys, vehicles, and schooling—with the present day.	A highly practical project where children explore where food comes from and what plants and seeds need to grow. Pupils will cultivate a variety of plants, explore what makes a healthy lifestyle (nutrition, exercise, and oral health), and learn about life on a farm and baby animals.	Children will expand their horizons by learning about incredible animals that live worldwide. They will explore global habitats and compare them directly to the wildlife found in the Bassingham locality. They will learn about pet care, animal survival needs, and how wild animals adapt to their environments.	Centred around coastal environments, children will learn about marine life, rock pools, and worldwide oceans. They will compare modern beach holidays with seaside trips in the past, explore water safety, and learn about the people who help us. A core focus will be placed on conservation and environmental responsibility.



Prime Area Communication and Language Early Learning Goal Listening, Attention and Understanding Speaking To accelerate communication skills, we utilise a diverse spine of high-quality stories, nursery rhymes, and songs across all six terms. This structured approach underpins language acquisition, builds auditory memory, and equips children with the advanced vocabulary needed for early literacy (see MTP for text titles).	During the first term, children will settle into their new Reception routines. To support their listening skills, they will be explicitly taught "super sitting" and carpet postures from their very first weeks, reinforced daily during Read Write Inc. (RWI) speed sound lessons. They will learn to track the speaker, respond to their own name, and answer the register with morning or afternoon greetings. Children will build the stamina to sit and listen for a baseline of 3 minutes. In play, they will practice moving from playing alone to playing alongside others. They will express themselves using sentences of more than four words and repeat familiar refrains from stories using simple present-tense comments.	As children explore their personal history and family heritage, they will consolidate their "super sitting" routines to meet increasing classroom demands. They will learn to respond quickly to simple, one-part instructions and extend their focused listening time to 5 minutes during story sessions. Through daily RWI lessons, children will develop clear pronunciation of speech sounds and practice turn-taking using "Partner Talk". Supported by discussions about past and present toys, they will practice asking simple "Why?" questions. Children will speak in sentences of more than six words, use basic pronouns, and use "please" and "thank you" during snack times, lunchtimes and in their play.	In this term, children will explore everyday technology and investigate how machines work. Alongside this, they will maintain active carpet listening for up to 5 minutes, moving their bodies intentionally to show they are focused. Children will build independence by responding to one-part instructions outside of their normal schedule, and they will confidently open conversations with adults during play. They will be supported to use newly taught technical vocabulary in the continuous provision. Their comprehension will progress as they use their developing RWI phonics knowledge to blend, read, and predict words in simple texts, while joining in with a growing repertoire of rhymes and action songs.	As children take part in practical planting activities to explore how things grow, their conversational skills will shift toward meaningful peer interaction. Using established RWI partner routines, they will learn to turn their bodies to show good listening and actively respond to what their play partners say. On the carpet, they will maintain focus for 6 minutes with minimal adult reminders and learn to follow two-part instructions. To investigate life cycles, children will spontaneously ask "Why?" and "How?" questions. They will describe these changes using sentences of more than six words with descriptive adjectives, and talk about story characters with adult support.	While exploring global habitats and wildlife, children will work towards building strong peer relationships. They will demonstrate good listening by turning both their body and face to a speaker, and they will independently start complex play themes with other children. Their focus will extend to active carpet listening for up to 8 minutes, and they will successfully follow two-part instructions out of routine. Driven by progress in RWI Storybooks, children will hold back-and-forth conversations with adults across the school, confidently using phonic phrases to talk about text. They will speak in sentences of more than six words joined by conjunctions like <i>and</i>, <i>but</i>, and <i>so</i>.	In their final project, children will discover worldwide oceans and prepare for their transition to Year 1. They will reach full communication mastery by listening to a whole-class story continuously for 10 minutes, attending to peer ideas, and following instructions in unfamiliar school settings. To build emotional resilience, they will confidently hold back-and-forth conversations with less familiar adults, such as their upcoming Year 1 teacher. Children will draw upon their accumulated RWI vocabulary and sentence-building skills to use a mature range of sentences, incorporating problem-solving words like <i>because</i> and <i>so that</i> to show complete school readiness.
Foundational skills of EYFS.	The focus on "super sitting" and basic routine responses in Autumn directly supports the EYFS Prime Areas of Communication and Language and Personal, Social and Emotional Development (PSED). By embedding carpet postures early alongside daily Read Write Inc. speed sound lessons, children train their auditory system to meet the statutory milestones for Listening, Attention and Understanding. Practising turn-taking through basic "Partner Talk" and learning to transition from solitary to parallel play builds early Self-Regulation and Building Relationships skills. These combined experiences give children the baseline confidence to express immediate needs in full sentences, securing their foundational communication markers before moving deeper into the curriculum.		Developing child-initiated dialogue and purposeful partner interaction in Spring directly maps onto the statutory EYFS milestones for Speaking and Managing Self. By utilising established RWI partner routines, children learn to physically track speakers and meaningfully respond to peer commentary, which satisfies the interactive elements of Building Relationships. Formulating independent "Why?" and "How?" questions to investigate topics like technology and life cycles helps children use newly taught tier-2 vocabulary in context. This progression from passive listening to active, structured communication allows children to describe observations using descriptive adjectives and multiple-word sentences, fulfilling key expressive milestones within the framework.		The peer collaborations and transition readiness built into the Summer term represent the culmination of the final Early Learning Goals (ELGs). Working in teams on global topics allows children to independently negotiate play narratives and resolve minor conflicts, demonstrating mastery in Building Relationships. Drawing upon accumulated RWI vocabulary and sophisticated sentence structures allows children to explain character motives and use advanced reasoning words like <i>because</i> and <i>so that</i>, hitting the highest endpoints for <i>Speaking</i>. Finally, holding fluid back-and-forth conversations with upcoming Year 1 teachers directly addresses the Self-Regulation and Managing Self ELGs, proving children have the emotional resilience and school readiness required to complete the EYFS profile.	
Prime Area Personal Social and Emotional Development Early Learning Goal Self Regulation Managing Self Managing Relationships	Children will focus on settling into Reception, learning to express feelings like happiness or sadness, and following rules with adult support. Tied to the Jigsaw 'Being Me in My World' unit, they will begin to focus on what the teacher is saying, work toward a simple goal with support, and follow a one-step instruction on a 1-to-1 basis. They will learn to say what they are good at and show interest in their new peers by playing alongside them. In daily routines, they will learn to use the toilet and wash their hands independently, understanding why hygiene is important before snacks. They will practice taking their coat on and off with help, and explore early ways to keep healthy through food and exercise. Throughout the term, they will focus on the school	As children explore history, they will build on their self-regulation by explaining to an adult when they are upset and working toward simple goals independently. Aligned with the Jigsaw 'Celebrating Difference' unit, they will practice focusing on the teacher during group inputs and following a one-step instruction independently or in a small group. Socially, children will form closer friendships and take turns with adult support during games. In daily routines, they will learn to get changed for Forest School if needed with some help, manage their coats with peer support, and understand why they must be safe pedestrians. Throughout this unit, they will demonstrate the school value of Independence by	Children will look outward to technology while developing social awareness, learning to understand how others feel and showing perseverance after minor upsets with adult support. Linked to the Jigsaw 'Dreams and Goals' unit, they will think of ways to improve their work and begin focusing on the teacher's instructions even when they are engaged in another activity. They will follow one-step whole-class instructions and confidently join in activities when invited by an adult. For routines, they will get changed for Forest School independently and learn why sleep is important and why screen time should be limited. This project champions the school value of Respect, teaching children to value everyone equally, speak	As children explore growth and life cycles, they will learn to show empathy in simple ways, such as finding an adult if a peer is hurt, and show resilience after upsets. Supported by the Jigsaw 'Healthy Me' unit, they will self-evaluate their own work and successfully follow two-step 1-to-1 instructions. Conversational skills will grow as children hold back-and-forth talk, listen to peer ideas, and join in group play. In routines, they will organise themselves in the morning by hanging up their coats and putting water bottles away, taking full responsibility for their belongings. They will also learn why it is important to brush their teeth. This unit focuses on the school value of Pride, encouraging children to take care of the way they act and present	While exploring wildlife, children will develop greater emotional control, learn to wait with increased patience for a toy, and widen their friendship circles. Aligned with the Jigsaw 'Relationships' unit, they will focus on the teacher and respond while pausing their own activities, following two-step instructions within a small group. They will cooperate in teacher-led groups and speak to peers during games. For routines, children will confidently come into the classroom entirely on their own and learn the difference between healthy and unhealthy foods for a balanced diet. This project highlights the school value of Teamwork, ensuring everyone is listened to so that children can share ideas, overcome challenges, and succeed together.	In their final project, children will prepare for Year 1 by learning to resolve conflicts independently or confidently seek adult help. Driven by the Jigsaw 'Changing Me' unit, they will know strategies to stay calm, negotiate turn-taking using systems like sand timers, and understand that mistakes are a natural part of learning. They will follow two-step class instructions independently, select activities with autonomy, and develop strong, lasting friendships while showing understanding of another child's perspective. In routines, they will enter school on their own and independently make healthy food choices. This final term focuses on the school value of Resilience, empowering children to take on challenges, bounce back from

	value of Kindness , learning to care for others' emotions, share resources, and make everyone feel valued.	thinking for themselves, staying self-motivated, and taking on early classroom responsibilities.	politely, care for the environment, and celebrate their differences.	themselves so they can be proud of their efforts.		mistakes, and demonstrate absolute readiness for the transition ahead.
Foundational skills of EYFS.	The focus on settling in, identifying feelings, and mastering early routines in Autumn directly builds the foundational skills for the EYFS Prime Area of Personal, Social, and Emotional Development. By embedding the Jigsaw 'Being Me in My World' and 'Celebrating Difference' themes, children explicitly practice Self-Regulation as they transition from home to school and learn to follow one-step instructions. Early peer interactions support the Building Relationships milestones, guiding children to shift from solitary to parallel play and begin forming closer, collaborative friendships. Additionally, developing self-care skills—such as independent handwashing and managing coats—works towards the Managing Self framework criteria, giving children the baseline emotional security and independence needed to feel safe and valued in their new school environment.		Developing child-initiated play, peer empathy, and perseverance in Spring directly maps onto the statutory EYFS milestones for Managing Self and Building Relationships. Through the Jigsaw 'Dreams and Goals' and 'Healthy Me' units, children learn to think of ways to improve their work and self-evaluate, which builds early metacognition and cognitive focus. Socially, children progress from playing alongside others to actively joining in group games and listening to their peers' ideas, matching the interactive tracking markers of the framework. Exploring healthy choices, such as teeth brushing, sleep routines, and morning organisation, directly strengthens their <i>Managing Self</i> competencies, ensuring they can confidently take responsibility for their own belongings and actions.		The complex social choices, independent conflict resolution, and transition resilience built into the Summer term represent the final mastery of the Early Learning Goals (ELGs) for PSED. Driven by the Jigsaw 'Relationships' and 'Changing Me' frameworks, children learn to negotiate turn-taking, use calming strategies, and understand another child's perspective, which will fulfill their Self-Regulation GLD. Cooperating in small groups and widening friendship circles allows them to meet the statutory endpoints for Building Relationships before Key Stage 1. Finally, coming into school completely independently and embracing mistakes as part of learning ensures children have the emotional resilience, autonomy, and school readiness required to complete their EYFS profile ready for Year 1.	
Prime Area Physical Development Early Learning Goal Gross Motor Skills Fine Motor Skills The school utilises Premier Education to deliver sports provision within the Long-Term Plan because it ensures that children receive high-quality, progressive physical education. This structured program guarantees full coverage of fundamental movement skills, spatial awareness, and core stability, which are essential building blocks for the EYFS curriculum.	Children begin the year by mastering the basics of spatial awareness, learning the fundamental rules of lining up and queueing safely. In Premier Education: Me and Myself sessions and Cosmic Kids Yoga, they practice fundamental gross motor movements by crawling through tunnels and exploring varied natural surfaces like bark, soil, and grass. Alongside these full-body movements, fine motor skills focus on early pencil control, introducing correct letter start and end points right away for children who are already writing, while others mark-make using hands, fingers, and chunky paintbrushes. Children also work on large jigsaw puzzles, begin learning the <i>Read Write Inc.</i> (RWI) rhymes for letter formation, and receive support to sit correctly for mark-making and use a knife and fork.	Building on early coordination, children refine their travel techniques by learning to give peers personal space in a line with occasional reminders. Gross motor progression moves toward physical labour, where children learn to carry, lift, move, push, and pull large equipment, while beginning to safely negotiate the uneven forest terrain. Their Premier Education: Movement & Development modules focus on refining basic movements like rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Fine motor work advances to precision control as children practice coloring inside the lines of a picture and creating shapes by pivoting from the shoulder and elbow, while tool proficiency increases as they select their best-fitting scissors to cut in straight lines.	As physical control improves, children learn to navigate wheeled objects, practicing steering prams around tight spaces like the home corner. Premier Education: Throwing & Catching lessons introduce early ball handling, while mindfulness elements teach children to lie flat on their backs and remain perfectly still. Forest school sessions focus on successfully negotiating diverse terrain surfaces without losing balance. Hand-eye coordination transitions to a secure static grip for handwriting, with children sitting in the correct writing position with increasing independence. Finger dexterity is further challenged through medium-piece jigsaw puzzles, drawing diagonal lines, and cutting spirals, curves, and circles with increasing accuracy, while children also begin attempting to cut their own food.	This term challenges core strength and independent navigation as children master the balance bike and learn to guide a wheelbarrow around the forest environment. The Premier Education: Ball Skills curriculum elevates object control, while outdoor play pushes upper-body strength as children pull themselves onto a rope swing, hang from a tree, and build dens with adult support. Fine motor development transitions smoothly into a traditional tripod grip, with children drawing recognisable pictures through copying. Children are introduced to capital letters using a green pen. Accuracy with tools increases as children use thinner paintbrushes held near the tip with a pincer grip, children know most of their RWI rhymes, and use scissors to cut out basic shapes like squares and triangles.	With foundational movements secured, children learn to cooperate on larger physical tasks, using carts to move heavy equipment and building forest dens completely independently. Their Premier Education: Fun & Games sessions build stamina, while supervised tree climbing provides a measured physical challenge. Fine motor skills advance to an effective tripod grip, enabling children to draw closed shapes with continuous lines to represent real-world objects. Artistic precision improves as children control their paintbrushes to produce recognisable objects using a pincer grip, complete increasingly smaller jigsaw puzzles, and cut a wide range of distinct materials. Children continue to learn the correct formation for capital letters and begin to use them when writing in their play. Daily self-care habits culminate in children successfully cutting their own food using a knife and fork.	The final term ensures complete school readiness as children challenge themselves to climb higher, run faster, and jump further, with many transitioning to riding a bicycle without stabilisers. Premier Education: Working with Others modules focus on team dynamics and advanced coordination, while outdoor exploration culminates in independent tree climbing. Physical development peaks with the mastery of a dynamic tripod grip, allowing children to form all lowercase and uppercase letters correctly with only occasional reminders for sitting posture. Finally, children demonstrate sophisticated tool manipulation by choosing specific paintbrushes for desired effects, cutting varied materials for distinct purposes, adding intricate details to their drawings, and showing excellent table manners when eating.
Foundational skills of EYFS.	This term establishes the essential physical foundations for learning by focusing on spatial awareness, core stability, and early pencil control. Gross motor activities like navigating tunnels and handling heavy outdoor equipment directly strengthen the core muscles, which helps children sit upright at tables without tiring. Fine motor tasks are introduced early to build hand-eye coordination; teaching children		This term focuses on advanced balance and coordination while guiding children toward a more mature pencil grip. Steering wheeled toys and wheelbarrows requires visual tracking and spatial planning, while climbing and hanging from equipment builds the necessary finger and hand strength for writing. Fine motor learning transitions from a basic static grip to a functional tripod grip, helping children learn to copy		The final term brings full-body coordination and precise tool use together to ensure children are fully physically prepared for Key Stage 1. Playing team games, climbing trees, and riding bikes without stabilisers build peak physical fitness and the spatial confidence needed for the playground. This gross motor control naturally reflects their fine motor progress, which peaks with a dynamic tripod grip for fluent	

	specific letter start points and how to colour inside lines builds early muscle memory. By focusing on these skills first, children build the foundational stamina, shoulder strength, and body control needed to support their early reading and writing.		shapes and draw precise lines. Practising these hand movements alongside daily self-care skills, such as cutting food, gives children the physical independence and muscle control required for everyday classroom tasks.		lowercase letter formation. By mastering complex tools, drawing detailed pictures, and managing their own table manners, children develop the physical maturity and focus required for a successful transition to the next school year.	
Specific Area Literacy Early Learning Goal Comprehension Word Reading Writing <i>All children will begin their literacy journey from different individual starting points, and these varied needs will be dynamically catered for through responsive on-the-spot planning, ongoing professional discussions, and targeted intervention where needed.</i> <i>To support oracy across the curriculum, we provide a language-rich environment where children are explicitly taught the skills needed to communicate effectively. A cornerstone of this approach is our shared engagement with the "Super Six" core books, which the children learn collectively as a class. Through these high-quality texts, we introduce and model sophisticated vocabulary, structural language patterns, and expressive storytelling techniques. By repeatedly revisiting these familiar narratives, children build the confidence to articulate their own thoughts, practice active listening, and participate in meaningful talk partners and group discussions during both adult-led sessions and independent play.</i>	During the Let’s Explore project, the literacy focus centres on settling into school through whole class story time, 1-to-1 reading, and reading area puppets. Children learn to identify main characters in stories, suggest what could happen next in familiar story plots, and discuss a story using new words learnt. These story elements directly inspire the children to create journey maps of their new school grounds and outdoor environment. Writing focus begins with opportunities to mark make with purpose, where children independently add meaning to marks, such as drawing paths or tracking local landmarks, while learning to hear initial sounds in words. Pupils also recognise their own name with support on their classroom pegs and trays.	Set within the Marvellous Machines project, children explain key events from a story and make sensible suggestions for what might happen next. They expand their communication skills by discussing new rhymes or poems using newly acquired technical vocabulary about everyday technology and electricity. This thematic work motivates children to design their own blueprints, instructions, and robot labels in the writing area. Writing advances as children begin to write the letters of their name on their creations. They also isolate the three sounds in CVC words, learning to write the initial sound first before progressing to letters written randomly, then eventually in the order they occur to label magnetic and non-magnetic materials.	The Long Ago project provides a narrative backdrop where children retell stories using text prompts and draw upon known book series or fairy tales to predict endings. They confidently discuss new words learnt from non-fiction stories about the past, vintage transport, and their grandparents' toys. Children use these historical contrasts to caption old photographs and sort household items. Writing progresses as children form their own name so it can be read to an adult, learn to correctly form some letters, and understand exactly where a letter starts and ends. They also spell CVC words by using fingers to touch each sound with support, writing labels for old and new objects.	Linked to the Ready, Steady, Grow project, children understand new vocabulary within text and use this language to retell stories through puppets and farm-themed role play. They use their understanding of seeds, plants, and healthy lifestyles to write plant tags and shopping lists. Writing skills transition to transcription as children write short phrases from dictation, such as recording steps to plant a seed or caring for baby animals. They correctly orientate the letters in their own name, form most lowercase letters, and begin to form capital letters. Children also practice physical text production by beginning to use finger spaces between words as they document changes in their growing plants.	During the Animal Safari project, children independently retell a story in their own words and suggest endings for unfamiliar stories. They discuss stories, non-fiction, rhymes, poems, and role play using their expanded global vocabulary to contrast local wildlife with wild creatures and global habitats. This research leads directly to the creation of independent animal fact files and pet care guides. Writing accuracy peaks as children independently spell words by segmenting sounds. They verbally rehearse a phrase or sentence with support, write a full phrase or sentence about an animal's features, use finger spaces with reminders, and read sentences back with support to check they make sense.	The final term uses the On the Beach project to encourage children to retell stories using their own words combined with new project vocabulary, while making sensible predictions for unfamiliar tales. Inspired by a real beach and aquarium visit, children create environmental posters and safety notices to protect marine life. Writing focuses on full independence as children write their name using a capital letter. They form most capital letters correctly, ensure lowercase letters sit neatly between lines, and write phrases or sentences using capital letters and full stops to argue why we must look after the oceans. Finally, children independently read their sentences back to check that they make sense.
Foundational skills of EYFS.	The projects in this term lay the groundwork for essential communication and language development by embedding print within the children’s immediate surroundings. Exploring the school grounds during the Let’s Explore project and analysing everyday technology in Marvellous Machines encourages children to use vocabulary dynamically, moving from identifying characters to sharing real-life experiences. Their initial efforts in mark-making, such as drawing journey maps or creating robot labels, help them discover that writing has a real purpose. Tailoring these activities to account for individual needs ensures that children learn to hear sounds and manipulate early writing tools at their own pace, building the core confidence required for early communication.		During this term, children move from basic mark-making toward structured narratives and early transcription by engaging with historical and biological concepts. Projects like Long Ago and Ready, Steady, Grow give children concrete opportunities to sequence events, track texts from left to right, and use specialised non-fiction vocabulary during structured role play. Writing tasks progress significantly from writing names legibly to writing short, dictated phrases like instructions for planting seeds. By learning exactly where letters start and end and practicing finger spaces, children build the visual tracking, spatial awareness, and manual control necessary to turn spoken words into structured written text.		The final term brings full-body communication and independent sentence structure together to ensure children are completely prepared for Key Stage 1. Investigating global habitats in Animal Safari and exploring marine life during the On the Beach project inspires children to write independent fact files and creative seaside stories. Children learn to verbally rehearse their ideas, combine lowercase and capital letters accurately, and write full sentences with capital letters and full stops. By learning to read their own sentences back to check that they make sense, pupils develop the critical thinking, phonetic automaticity, and literacy independence needed for a successful transition to the next school year.	

Phonics Making a Strong Start to Reception. At Bassingham Primary School, delivering high-quality, discrete phonics lessons daily is a core priority to ensure all children make a strong start in Reception. The school utilizes the Read Write Inc. systematic, synthetic phonics programme because it provides a highly structured and consistent framework right from the start of a child's school journey.	Set 1 sounds Group A Read first 16 single Set 1 sounds (m a s d t l n p g o c k u b f e l h r j v y)	Set 1 sounds Group B Read most Set 1 single-letter sounds speedily (m a s d t l n p g o c k u b f e l h r j v y) Blend sounds into words- orally or using Speed sound cards. Set 1 sounds Group C Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk Be able to say sounds left to right	Ditty Group Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends – sh, th, ch, ng, nk, qu) with Fred Talk Read 3-sound nonsense words with Fred Talk Red words – I the put no of my he Begin to read phases.	Red Group Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1. 7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk Red words – I the put no of my he Begin to read sentences.	Green Storybooks Read Word Time 1.6 and 1.7 words Read 4 sound (longer words) nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily Red words – the your said I my you no put he be Read short sentences.	Purple Group Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily Red words – the of to no I my me go he baby said are you paint your (identifying the part of the word which is tricky to read) Read a variety of sentences with known sounds and red words.
	Foundational skills of EYFS.		During the Spring Term, children move from isolated sounds to reading words using Fred Talk (Word Time 1.1 to 1.5). They learn to track sounds textually from left to right, introduce Special Friends (such as sh, th, ch), and decode simple nonsense words alongside their first non-decodable Red Words. This stage directly builds the foundational EYFS skills for Literacy (Word Reading), teaching children how to smoothly blend phonemes to decode unfamiliar print.		In the Summer Term, children achieve reading fluency by mastering double consonants (ll, ff, ss, ck) and introducing the first six Set 2 long vowel sounds (such as ay, ee, igh). They progress rapidly from reading short phrases to decoding complete sentences and short storybooks. This final stage secures the core EYFS foundational skills in Literacy, building the visual tracking, automaticity, and processing speed needed for children to move from basic decoding into early Comprehension.	
Specific Area Mathematics Early Learning Goal Number Numerical Patterns At Bassingham Primary School, the Early Years team utilises the White Rose Maths framework because it provides a highly structured, mastery-based approach to mathematical learning right from the start of Reception	In the first half of the Autumn term, children will follow Phase 1, "Getting to Know You," and progress onto Phase 2, focusing on "Match, Sort and Compare" alongside "It’s Me 1 2 3!". These blocks lay the foundation for early mathematical understanding by helping children match identical objects or pictures, define distinct sets, and explore varied sorting techniques. Pupils will learn to create their own sorting rules and compare total amounts through practical, play-based activities. Alongside this, they will find, subitise, represent, and explore the composition of numbers 1, 2, and 3, including finding 1 more and 1 less. They will also be introduced to key vocabulary linked to circles, triangles, environmental shapes, and spatial position.	During the second half of the Autumn term, children will transition to Phase 3, "Light and Dark," expanding their numerical and geometric awareness. Pupils will deepen their understanding of quantity by learning to find, subitise, represent, and compose numbers 4 and 5, building a complete picture of the composition of 1–5 alongside finding 1 more and 1 less. In geometry, children will learn to identify, name, and combine shapes with 4 sides, actively spotting these structures in their environment. They will also explore early concepts of time through the familiar context of "my day and night," building confidence and language skills to sequence their daily routines.	During the second half of the Autumn term, children will transition to Phase 3, "Light and Dark," expanding their numerical and geometric awareness. Pupils will deepen their understanding of quantity by learning to find, subitise, represent, and compose numbers 4 and 5, building a complete picture of the composition of 1–5 alongside finding 1 more and 1 less. In geometry, children will learn to identify, name, and combine shapes with 4 sides, actively spotting these structures in their environment. They will also explore early concepts of time through the familiar context of "my day and night," building confidence and language skills to sequence their daily routines.	During the second half of the Spring term, the curriculum progresses to Phase 5, targeting "Growing 6, 7, 8" and "Length, Height and Time." Children will expand their number tracking to find, represent, and compose numbers 6, 7, and 8, continuing to calculate 1 more and 1 less. Early multiplicative reasoning is introduced as children make pairs to explore odd and even numbers, and learn to find and make doubles up to 8. Measurement focuses on linear attributes, where pupils explore and compare both length and height. They will also deepen their understanding of time by learning to talk about, order, and sequence specific blocks of time.	In the first half of the Summer term, children will follow Phase 6, focusing on "To 20 and Beyond," "How Many Now?", and shape manipulation. Pupils will find, represent, and compare numbers to 10, mastering conceptual subitising and bonds to 10 using two parts. They will expand their number systems beyond 10, building and continuing patterns from 10–13 and 14–20, alongside verbal counting patterns past 20. Arithmetic is introduced through "how many now?", where children add more, take away, and calculate how many were added or removed. Geometry focuses on recognizing 3D shapes, finding 2D shapes within them, and learning to select, rotate, manipulate, compose, decompose, and explain complex shape arrangements.	In the final term of the year, children will consolidate their learning through Phase 7, emphasising advanced tracking, spatial reasoning, and deep mathematical connections. Pupils will reinforce verbal counting and patterns from 10–20 and beyond while exploring early sharing and grouping. Pattern work reaches mastery as children identify units of repeating patterns and create or explore their own complex pattern rules. The year concludes with "Visualise, Build and Map," where pupils replicate scenes, visualise from different positions, describe positions, give building instructions, and explore mapping, allowing them to deepen their understanding of all mathematical relationships.
Foundational skills of EYFS.	The Autumn term focuses on building the absolute basics of number sense, shapes, and logical thinking. Children start by matching items, finding sets in the classroom, and learning how to sort objects. These		In the Spring term, the learning expands to introduce trickier concepts and different types of measurement. Children learn about the number zero and look closely at numbers up to 8. They practice splitting numbers		The Summer term brings everything together, stretching the children's skills into bigger numbers and early calculation. Children explore numbers up to 20 and beyond, practicing counting patterns and early	

	hands-on activities teach them how to look for patterns and relationships. By focusing closely on just numbers 1 to 5, children get a really deep understanding of what these numbers actually mean, rather than just learning to count by rote. Together with exploring circles, triangles, and four-sided shapes, this term gives children the strong visual and tracking skills they need for the rest of the year.		apart, making pairs, and finding doubles. They also learn to spot smaller groups of numbers inside a larger group without counting them one by one. At the same time, children start exploring weight, capacity, length, and height through water, sand, and balance scales. By mixing these hands-on measurements with learning to order time and copy simple patterns, children develop great problem-solving and thinking skills.		sharing. They use their strong number skills to solve practical adding and taking away problems. Shape work becomes much more advanced, as children practice rotating, fitting together, and breaking apart shapes to make new pictures. The year ends with children creating their own complex pattern rules, building scenes, and drawing simple maps, leaving them confident, independent, and perfectly ready for Year 1.	
Specific Area Understanding the World Early Learning Goal Past and Present People Cultures and Communities The Natural World Bassingham Primary School uses the Cornerstones curriculum as the foundation for its topic areas to deliver a broad and balanced curriculum underpinned by clear skills and knowledge progression. This approach provides a structured thematic umbrella that connects different subjects through engaging projects, ensuring learning is highly creative, purposeful, and fully memorable for the children.	Through the Cornerstones project 'Let’s Explore', children begin the year by talking about members of their immediate family and learning that they live in the village of Bassingham, where their school is located. They explore their community by learning to name and describe the roles of local people who help us, such as doctors, police officers, nurses, and librarians. In geography, they find out why we have maps and what we put on them. Through books, they explore the past through settings, characters, and events, while beginning to look at history by studying explorers from the past. In science, pupils spot the signs of Autumn in the natural world, track seasonal weather, and identify plants and animals in the school grounds, like a bird in a nest, woodlice under a log, or a squirrel in a tree. They also learn they have a role to look after the natural world	The learning moves on to the Cornerstones project 'Marvellous Machines', where children explore more community roles, including firefighters and the armed forces, while looking at how other religions celebrate different holidays. Pupils learn to spot buildings and roads on a simple map and look at how people celebrate religious festivals in their own families. They study the similarities between Diwali and Christmas, exploring how both are celebrated. In history, children look at how transport (like cars and bikes) and household machines (like vacuums and washing machines) have changed over time. Science transitions into identifying the signs of Winter and tracking the weather. Children test floating and sinking with boats, find out how machines help us at home and school, and explore technology by using it to communicate. They also learn that sound causes a vibration, test magnetic and non-magnetic materials, and measure the distance vehicles travel down ramps.	During this term, children engage with the Cornerstones project 'Long Ago' to build on their history skills by using stories to understand the roles of kings and queens, and exploring how jobs have changed over the years, such as the milkman and grocery boy. Geographically, they visit the local church to understand the purpose of a place of worship and recognise that other religions have different celebrations. Pupils practice their mapping skills by drawing maps of the forest. In science, children continue to track winter weather and explore the physical world by watching ice melt. They step into the deep past to learn that dinosaurs are creatures from long ago, and they discover the names and order of all four seasons. Throughout these topics, children continue to talk about the importance of their role in actively helping to look after their natural world.	The focus shifts to the local area through the Cornerstones project 'Ready, Steady, Grow', as children learn about the roles of Lincolnshire farmers and understand how farms and school days were different in the past. They learn that they live in the county of Lincolnshire, explore why we celebrate Easter, and look at the similarities and differences between Easter and Eid. Pupils draw maps of the school and sketch the spring flowers they see in the forest. Science focuses heavily on growth and the natural world as children identify the signs of Spring and seasonal weather. They learn about the crops grown in Lincolnshire, how seeds grow into food, what is needed to make things grow, and the difference between a fruit and a vegetable. Pupils plant their own herbs and vegetables, do some baking, and explore how animal babies grow into adults. They also learn how light passes through transparent materials and find out how birds are different to mammals.	Children extend their geographical horizons through the Cornerstones project 'Animal Safari', learning that they live in England and comparing their home environment to Kenya. They look at the similarities and differences in Kenyan homes, food, and transport, and draw a map of the village. History focuses on time passing, as children learn to describe a personal memory, understand how clothes have changed, and look at human lifecycles by ordering babies, children, teenagers, adults, and the elderly. In science, children track the spring weather and sketch safari animals. They compare the animals and plants in Bassingham to those on a Kenyan safari and learn how reptiles are different to mammals. Pupils sort animals into reptiles, mammals, and birds, find out how to look after a pet, and learn that some animals lay eggs. They master lifecycles by exploring metamorphosis, such as a caterpillar turning into a butterfly or a tadpole into a frog, while also exploring how shadows are made.	In the final term, the Cornerstones project 'On the Beach' brings their history learning to a close by exploring how toys and holidays were different in the past. They explain a range of roles and what people do to help society, and they use their talk skills to explain about their real-world visit to the aquarium and Skegness beach. Pupils draw on everything they know to describe and compare the plants and animals that live in Bassingham and Kenya. In science, they identify the signs of Summer and seasonal weather, identify animals from the past that are extinct, and sketch creatures that live in the sea. They describe the types of animals that live on a seashore and in the ocean, learn how fish are different to mammals or birds, and understand that some animals must eat other animals to survive. The year concludes with pupils working together to look after their environment, understanding that we all need to protect the natural world.
Foundational skills of EYFS.	During the Autumn term, children build vital foundational skills by connecting their personal experiences to the immediate world around them. Starting with conversations about their own families and their home village of Bassingham, pupils develop a secure sense of identity and belonging. Exploring familiar community roles, local maps, and home technology builds early critical thinking, as children learn to categorise, compare, and notice features in their environment. Science and nature tracking foster strong scientific inquiry; by closely observing seasonal changes and living things in the school grounds, children develop essential skills in sorting, naming, and data gathering. This early hands-on exploration trains pupils to pay attention to detail, ask		In the Spring term, the learning expands to help children think more abstractly about the past, wider cultures, and physical changes. By looking at historical figures like kings and queens, alongside changes in daily school life, pupils begin to understand chronology and the passage of time beyond their own memories. Exploring places of worship and comparing festivals like Diwali, Christmas, Easter, and Eid strengthens their social and cultural awareness, teaching them to respect and celebrate differences. In science, investigating concepts like freezing, melting, light, and forces through ramps and magnets builds strong analytical skills. Children learn to make predictions, test hypotheses, and observe cause-and-effect relationships, which sharpens their problem-solving and logical reasoning.		The Summer term consolidates the children's skills by challenging them to make complex comparisons, understand lifecycles, and look at the wider world. Comparing their local environment in Bassingham to Kenya develops advanced geographical thinking, as children analyse differences in climate, habitats, lifestyles, and transport. Exploring lifecycles, animal classification, and food chains introduces core biological concepts, teaching pupils to observe structural changes over time and understand how living things survive. Historically, sequencing human growth from baby to elderly and comparing toys and holidays from the past solidifies their understanding of change. By the end of the term, children are able to express their own ideas, draw accurate maps, make detailed observations, and show a deep sense of responsibility for	

	questions, and take their first steps toward understanding chronology, geography, and scientific testing.				looking after the natural world, leaving them perfectly prepared for Year 1.	
Expressive Arts and Design Early Learning Goal Creating with Materials Being Imaginative and Expressive <i>The school uses the Charanga music scheme to ensure a highly interactive, progressive, and fully inclusive approach to music education from the very start of Reception. This structured program provides teachers with high-quality digital resources, diverse musical genres, and clear lesson pathways that effortlessly build children's confidence in listening, singing, and exploring rhythm and pulse.</i> <i>Working alongside these music lessons teachers will deliver progressive art lessons, building upon skills that will also be transferred into continuous provision.</i>	The year begins with a creative focus on identity, community, and settling in, directly connecting to the "Let’s Explore" project. Guided by the Charanga framework (Me), children start by finding their singing voice and practicing starting and stopping when following a leader. Using the context of exploring their new classroom environment, the school grounds, and their home village of Bassingham, children learn to listen attentively to environmental sounds, copy simple rhythms back, and explore body percussion. Inspired by conversations about their families, places they have visited on holiday, and creating simple maps for journeys, they use materials to match colors and objects. Imaginative play is supported through play-based role-play, where children take on the roles of local helpers like doctors, police officers, nurses, and librarians, building confidence as they explore their surroundings. Children will begin to learn who to create self portraits using a variety of resources and techniques.	As the curriculum transitions into the colder months, the focus shifts to sounds, rhythms, and modern inventions, aligning perfectly with the "Marvellous Machines" project. Musically, children begin to find a steady, matching pulse and are introduced to the concepts of dynamics (loud and quiet) and tempo (fast and slow) through festive and seasonal songs (My Stories). Inspired by learning about daily technology, electricity, and the role of firefighters and the armed forces, children use their voices expressively to chant, shout, or whisper in role-play. In design technology, they look closely at how household machines and transport have changed over time, children will draw their own designs and use classroom resources to safely combine materials and construct their own functional machines. Their imaginative play deepens as they create storylines together, acting out scenarios that explore how everyday technology helps us.	In the first half of the Spring term, music learning focuses on introducing physical instruments and controlling sounds, weaving directly into the "Long Ago" project. Children learn to handle untuned percussion instruments safely and with respect, discovering how to shake, tap, or scrape them to alter their sounds (Everyone!). Inspired by historical stories of kings, queens, and how they have changed from babies, as well as what school, clothes, toys, and vehicles were like when their grandparents were children, children use instruments creatively to add sound effects to narratives. In art, pupils experiment with texture by tearing, cutting, and layering a variety of materials to create collage. Role-play expands into complex "small worlds" where they use blocks, toys, and construction kits to recreate scenes from the past and display historical memories.	As spring arrives, the creative curriculum focuses heavily on nature, health, and local agriculture, connecting seamlessly to the "Ready, Steady, Grow" project. Musically, children practice matching vocal pitch, learning to sing the rising and falling shapes of familiar melodies (Our World). They listen to and appraise traditional songs linked to farming and nature, trying to move their bodies in time to the music. Inspired by learning about life on a farm, baby animals, growing seeds, and exploring a healthy lifestyle (including fruit, vegetables, and teeth brushing), children develop their observational art skills. They practice sketching spring flowers, mixing their own colors intentionally to paint plants, and shaping malleable materials like clay or salt dough. They also practice baking techniques, working together to share creative ideas.	The learning extends globally as children explore incredible creatures worldwide, aligning directly with the "Animal Safari" project. In music, children take their first steps into simple improvisation (Big Bear Funk). Using Charanga rhythms, they learn to clap back their own unique musical answers and experiment with playing a single note on a tuned instrument in time with a steady pulse. Art and design draw deep inspiration from Kenyan culture and worldwide animal habitats, encouraging children to explore patterns, textures, and printing techniques to recreate animal skins, scales, and features. Pupils select specific resources with a purpose, learning to rotate, fit together, and alter materials to construct 3D animal models. They use complex small worlds to act out wild safari adventures, learning how to care for pets and wild animals collaboratively with their peers.	The final term brings the year's learning together through celebration and reflection, connecting beautifully to the "On the Beach" project. Musically, children look back at their favorite pieces, confidently singing a range of well-known songs from memory in a unified group (Reflect, Rewind and Replay). They perform collaboratively for an audience, adding confident physical movements and choosing their own instruments to play along in time. Inspired by a real-world visit to the aquarium, exploring seashore life, and comparing modern beach holidays with those from the past, children work on a large scale to create complex underwater coral reef collages and seashore scenes. They evaluate their creations aloud, explaining how they joined materials to keep things safe. The year wraps up with pupils inventing and recounting stories about marine life, beach safety, and coastal helpers, showing high independence and readiness for Year 1.
Foundational skills of EYFS.	The Autumn term focuses on developing the critical baseline skills of spatial awareness, self-regulation, and bodily coordination through child-led and structured play. During the projects "Let’s Explore" and "Marvellous Machines," children transition from simple exploration to purposeful manipulation of standard tools and classroom materials. Moving from vocal exploration in the Charanga unit (Me) to practicing dynamics and tempo in (My Stories) builds advanced listening discrimination, rhythmic recall, and auditory tracking. Engaging in small-world play and role-playing local helper roles strengthens communication, narrative creation, and collaborative problem-solving. By learning to safely cut, tear, join, and combine diverse physical materials, pupils develop the vital fine motor control and visual-spatial reasoning necessary to build a secure foundation for all future artistic and structural learning.		During the Spring term, the expressive arts curriculum intentionally expands to develop the children's analytical design skills, vocal accuracy, and tactile curiosity. Exploring the projects "Long Ago" and "Ready, Steady, Grow" challenges pupils to manipulate a wider variety of textures and malleable materials, such as clay, salt dough, and baking ingredients. Musically, handling untuned percussion instruments safely in (Everyone!) and learning to match pitch in (Our World) improves physical dexterity, hand-eye coordination, and internal pulse recognition. Children apply these skills directly to their artwork by moving from random decoration to conscious colour-mixing, observational sketching, and precise texture-layering. This progression encourages children to voice their design thoughts aloud, build complex multi-stage narratives in their play, and think critically about how to alter materials to achieve a specific purpose.		The Summer term serves to consolidate the year's artistic techniques while stretching the children's creative independence, critical evaluation, and presentation skills. Through the worldwide themes of "Animal Safari" and "On the Beach," children take full ownership of their creations by selecting specific tools and fixing techniques with absolute purpose. Taking their first steps into musical improvisation in (Big Bear Funk) and building toward a unified group performance in (Reflect, Rewind and Replay) embeds long-term auditory memory, physical confidence, and group synchronisation. Artistry reaches mastery as children design complex, large-scale 3D models and collaborative multi-media installations. By explaining their joining methods, evaluating their work aloud, and co-creating intricate storylines with peers, children develop the advanced communicative fluency, physical control, and critical thinking required for a confident transition into Year 1.	

Whole-School Curriculum Alignment	Preparing Pupils for Year 1
To ensure a seamless pedagogical transition, our Reception curriculum is explicitly aligned with the schemes, sequencing, and methodologies used throughout Key Stage 1 and beyond at Bassingham: Foundation Subjects: Our termly themes are adapted from Cornerstones, providing direct conceptual pathways into the Year 1 history, geography, science, and art curriculum. Phonics & Early Reading: Read Write Inc. (RWI) is taught daily, establishing a consistent phonics routine that continues directly into Key Stage 1. Mathematics: White Rose Maths frameworks are utilised to build deep, early mastery of number concepts, matching the whole-school maths approach. PSHE & Well-being: Jigsaw modules are integrated alongside our school values to support continuous personal, social, and emotional development.	We actively bridge the gap between the EYFS and Key Stage 1 environments through a structured progression strategy throughout the summer term: Increasing Stamen: The duration of direct adult-guided teaching and expectations for independent focused work are gradually increased. Developing Learning Behaviours: The Characteristics of Effective Teaching and Learning are explicitly nurtured to foster the "can-do" attitude required for the Year 1 curriculum. Whole-School Integration: Pupils are fully embedded in daily school life, assemblies, and whole-school celebration days.
Transition	Statutory & Framework References
A robust transition package ensures every child is prepared and comfortable moving forward: Data & Profile Handover: Reception teachers provide the Year 1 team with a comprehensive handover of each child's strengths, next steps, and learning styles using the EYFS Profile and Characteristics of Effective Learning. Transition Visits: Children participate in up to four half-day transition sessions in their new Year 1 classroom during the summer term. Pedagogical Continuity: Year 1 autumn term classrooms implement continuous provision strategies, ensuring the learning environment feels familiar and safe.	This long-term curriculum has been cross-referenced with, and informed by, the following statutory guidance, research, and school policies: • <i>EYFS Statutory Framework (January 2024) & Development Matters</i> guidance • <i>Early Excellence: ‘Transition to Year 1 – Getting it right from the start’</i> • <i>Abstract Language: ‘Putting Words Together’</i> (Ann Locke, 1995) • Bassingham Primary School Values & Whole School Celebration Calendar 