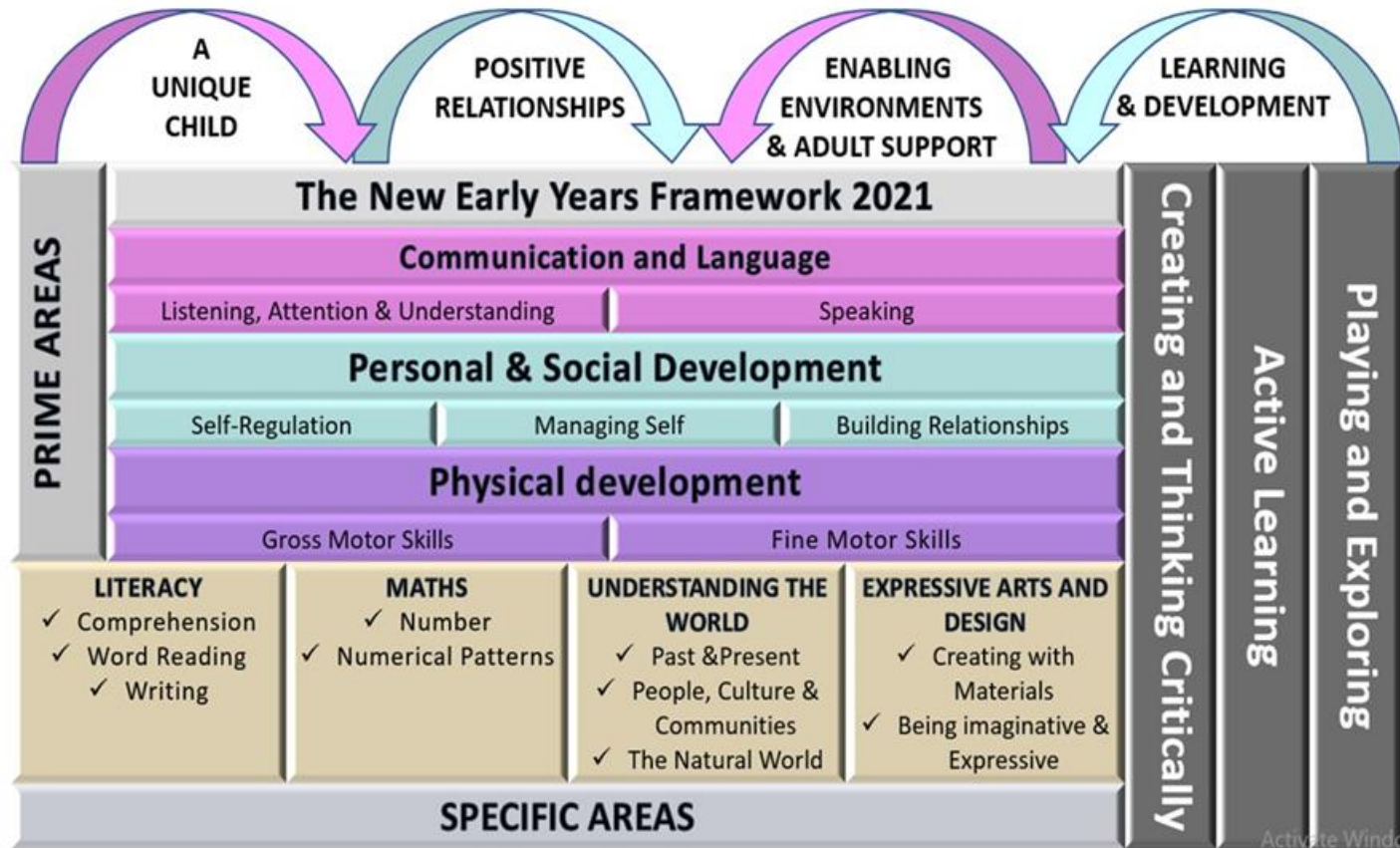




# Nursery Long Term Plan



At St Anne’s Catholic Primary School, we offer a curriculum rich in spirituality, wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



# Nursery Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>	<p><b>My Nursery</b> Where do I belong?</p> <p>Transition Welcome to Nursery workshop. My day at Nursery My classroom and outdoor environment. Special people in my class family. Special people in my family.</p>	<p><b>Marvellous Me</b> Who Am I?</p> <p>I am special and unique. My feelings. Celebrating birthdays My Body-Body parts, I can move. Babies-I have changed! Look at Me Now workshop. Nativity and Christmas</p>	<p><b>Once Upon a Time</b></p> <p>Traditional Tales. The Three Bears-story sequencing, hard and soft, porridge party. The Three Little Pigs- story sequencing, homes, forces, vegetable stew.</p>	<p><b>All Creatures Great and Small</b></p> <p>On the Farm- observing animal characteristics and features. At the Zoo- observing animal characteristics and features. Animals that live in other environments e.g. In the Jungle, Under the sea, In the garden etc. Life Cycles.</p>	<p><b>Ready, Steady, Grow</b></p> <p>Planting seeds and observing growth over time. Basic needs of plants. Growing Up. People Who Help Us- People and their roles in the community and in stories.</p>	<p><b>On the Move</b></p> <p>Transport-things that go over land, water and through the air. My special journeys- holidays, visiting family and friends, days out. Teddy Bears picnic. Transition-My journey to Reception.</p>
<b>ADDITIONAL THEMES THREADED ACROSS THE YEAR</b>	<p><b>Kings and Queens</b> Text: • The Birthday Crown by Davide Cali</p> <p>Nursery Rhyme: • Humpty Dumpty</p>	<p><b>Kings and Queens</b> Text: • Shhh! Don't Wake the Royal Baby! By Martha Mumford</p> <p>Nursery Rhyme: • Humpty Dumpty</p> <p><b>Weather and Seasons</b> The season of Autumn. Observing daily weather conditions.</p> <p><b>Looking After Our World</b> Human responsibility for our earth.</p>	<p><b>Kings and Queens</b> Text: • Prince of Pants by Alan MacDonald</p> <p>Nursery Rhyme: • The Queen of Hearts</p> <p><b>Weather and Seasons</b> The season of Winter. Observing daily weather conditions.</p> <p><b>Looking After Our World</b> Pollution - Causes and harm to the earth.</p>	<p><b>King and Queens</b> Text: • King for a Day by Dr. Thomishia Booker</p> <p>Nursery Rhymes • Old King Cole</p> <p><b>Weather and Seasons</b> The season of Spring. Observing daily weather conditions.</p> <p><b>Looking After Our World</b> Care for living things and the environment.</p>	<p><b>King and Queens</b> Text: • Peppa Meets the Queen.</p> <p>Nursery Rhyme: • Sing a Song of Sixpence</p> <p><b>Weather and Seasons</b> The season of Spring. Observing daily weather conditions.</p> <p><b>Looking After Our World</b> Reduce, reuse, recycle</p>	<p><b>King and Queens</b> Text: • Busy Royal Family by Campbell Books.</p> <p>Nursery Rhyme: • The Grand Old Duke of York</p> <p><b>Weather and Seasons</b> The season of Summer. Observing daily weather conditions.</p>

	<i>AUTUMN 1</i>	<i>AUTUMN 2</i>	<i>SPRING 1</i>	<i>SPRING 2</i>	<i>SUMMER 1</i>	<i>SUMMER 2</i>
SELECTION OF QUALITY TEXT TITLES	<p>Lulu's First Day by Anna McQuinn</p> <p>Mouse's Big Day by Lydia Monks</p> <p>Happy by Emma Dodd.</p> <p>The Jar of Happiness by Ailsa Burrows.</p> <p>All Kinds of People by Emma Damon</p> <p>The Squirrels Who Squabbled by Rachel Bright.</p> <p>It Was a Cold, Dark Night by Tim Hopgood</p> <p>Non-fiction books</p> <p>Poems and rhymes</p> <p>Children's Bible</p>	<p>Is that What Friends Do? By Marjorie Newman</p> <p>Five Minutes Peace by Jill Murphy</p> <p>So Much by Trish Cooke</p> <p>Owl Babies by Martin Waddell</p> <p>Peepo by Janet Ahlberg</p> <p>Ten Little Fingers and Ten Little Toes by Mem Fox and Helen Oxenbury</p> <p>The Best Diwali Ever by Sonali Shah</p> <p>Non-fiction books</p> <p>Poems and rhymes</p> <p>Children's Bible</p>	<p>The Smiley Snowman by Christina Butler</p> <p>Here Comes Jack Frost by Kazuno Kohara</p> <p>Once Upon a Time...by Nick Sharratt</p> <p>Who's Been Eating My Porridge? by Nick Ward</p> <p>The Bear Who Would Not Share by Oakley Graham</p> <p>Huff &amp; Puff: Can You Blow Down? by Claudia Rueda</p> <p>Non-fiction books</p> <p>Poems and rhymes</p> <p>Children's Bible</p>	<p>Dear Zoo by Rod Campbell</p> <p>Monkey Puzzle by Julia Donaldson</p> <p>What The Ladybird Heard by Julia Donaldson</p> <p>Tanka, Tanka, Skunk by Steve Webb</p> <p>Fluffy Chick by Rod Campbell</p> <p>When Will it be Spring?' by Catherine Walters</p> <p>I Can Eat a Rainbow by Olena Rose</p> <p>Non-fiction books</p> <p>Poems and rhymes</p> <p>Children's Bible</p>	<p>The Enormous Turnip by Irene Yates</p> <p>Jack and the Beanstalk by Nina Filipek</p> <p>Sunny's Seeds by Sunny Mai</p> <p>Ten Seeds by Ruth Brown</p> <p>Flora's Flowers by Debi Gliori</p> <p>Jasper's Beanstalk by Nick Butterworth.</p> <p>Non-fiction books</p> <p>Poems and rhymes</p> <p>Children's Bible</p>	<p>Please Don't Chat to the Bus Driver by Shen Roddie</p> <p>Incredible Journey by Tom Burlinson</p> <p>The Train Ride by June Crebbin</p> <p>Toot Toot Beep Beep by Emma Garcia</p> <p>I Like Trains by Daisy Hirst</p> <p>On the Way Home by Jill Murphy</p> <p>The Growing Story by Ruth Krauss</p> <p>Mouse's Big Day by Lydia Monks</p> <p>Non-fiction books</p> <p>Poems and rhymes</p> <p>Children's Bible</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CELEBRATIONS AND EVENTS ENRICHMENT OPPORTUNITIES	<b>Celebrations &amp; Events</b> National Poetry Day	<b>Celebrations &amp; Events</b> Bonfire Night Diwali –The Festival of Light Remembrance Day World Nursery Rhyme week Anti-bullying Week Nativity	<b>Celebrations &amp; Events</b> Christmas and Epiphany Lunar New Year National Story Telling Week Children’s Mental Health Awareness Week Valentine’s Day	<b>Celebrations &amp; Events</b> World Book Day British Science Week Autism Awareness Week Pancake Day Lent-Ash Wednesday Mother’s Day Easter Bonnet & Egg Hunt Holy Week	<b>Celebrations &amp; Events</b> Mental Health Awareness Week Walk to School week Healthy Eating Week Easter Pentecost	<b>Celebrations &amp; Events</b> Physical Development workshop Teddy Bear’s Picnic Father’s Day Transition to Reception
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners build children's language effectively.</p> <p><b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p> <p>Through <b>daily rhyme time</b>, singing, music and playground chants children begin to internalise language patterns and repeated refrains. Performances include the Christmas Nativity and nursery rhyme showcase provide children with the opportunity to <b>perform confidently</b> to an audience.</p>					

	<i>AUTUMN 1</i>	<i>AUTUMN 2</i>	<i>SPRING 1</i>	<i>SPRING 2</i>	<i>SUMMER 1</i>	<i>SUMMER 2</i>
RELIGIOUS EDUCATION	<p><b><u>Creation-God the Creator</u></b> Know that God created the world and that we should say thank you to him. Know that we start our prayers with the Sign of the Cross.</p>	<p><b><u>God our Father Cares for Us</u></b> know that they are loved and cared for and that their families are a gift from God. They will know when they should say sorry.</p> <p><b><u>Advent-Getting Ready</u></b> Know that Christmas is Jesus' birthday and that Mary is his mother.</p>	<p><b><u>Christmas-Mary the Mother of Jesus</u></b> know that Christmas is Jesus' birthday and that Mary is his mother.</p> <p><b><u>Baptism-My Name</u></b> Know that Baptism is a ceremony where babies are named. They will know that water is used in Baptism.</p>	<p><b><u>Lent-Jesus and His Father</u></b> know that God is the Father of Jesus and that the sign of the cross is about God and Jesus. They will know that purple is a colour used at this time.</p> <p><b><u>Holy Week-Hearing</u></b> Know that sometimes people go away and that people die. Know that Jesus dies.</p>	<p><b><u>Easter- 'ALLELUIA'</u></b> Know that Jesus came back to life and that Alleluia is a word used to show that we are happy.</p> <p><b><u>Special Celebrations</u></b> know that celebrations are happy occasions. That a wedding is a special celebration when people love each other. People wear special clothing</p> <p><b><u>Pentecost-The Air Around Us</u></b> Know that air makes things happen. They will know red is the colour for this time of the year.</p>	<p><b><u>God's Family</u></b> Be able to give thanks for someone who cares for them. They will know that Sunday is an important day.</p> <p><b><u>Continuous Unit</u></b> Know that Mary is the mother of Jesus who loved and cared for him. Be able to recall one special story from the Bible, God's special book.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	As a Catholic school, Gospel values and our school mission are embedded in our curriculum, and all aspects of school life. Through this ethos all children are supported to: see themselves as a valuable individuals, 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 including personal hygiene, know and talk about the different factors that support their overall health and wellbeing: This is taught through story, texts, play based learning and experiences.					
<b>Managing Self and Building Relationships</b>	<p><b>JIGSAW</b> <b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• I understand how it feels to belong and that we are similar and different.</li> <li>• I understand how feeling happy and sad can be expressed.</li> <li>• I can work together and consider other people's feelings.</li> <li>• I can use gentle hands and understand that it is good to be kind to people.</li> <li>• I am starting to understand children's rights and this means we should all be allowed to learn and play.</li> <li>• I am learning what being responsible means.</li> </ul>	<p><b>JIGSAW</b> <b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>• I know how it feels to be proud of something I am good at.</li> <li>• I can tell you one way I am special and unique.</li> <li>• I know that all families are different.</li> <li>• I know there are lots of different houses and homes.</li> <li>• I can tell you how I could make new friends.</li> <li>• I can use my words to stand up for myself.</li> </ul>	<p><b>JIGSAW</b> <b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• I understand what a challenge is.</li> <li>• I can keep trying until I can do something.</li> <li>• I can set a goal and work towards it.</li> <li>• I know some kind words to encourage people with.</li> <li>• I can start to think about the jobs I might like to do when I'm older.</li> <li>• I can feel proud when I achieve a goal.</li> </ul>	<p><b>JIGSAW</b> <b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</li> <li>• I can tell you some of the things I need to do to be healthy.</li> <li>• I know what the word 'healthy' means and that some foods are healthier than others.</li> <li>• I know how to help myself go to sleep and that sleep is good for me.</li> <li>• I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</li> <li>• I know what to do if I get lost and how to say NO to strangers.</li> </ul>	<p><b>JIGSAW</b> <b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can tell you about my family.</li> <li>• I understand how to make friends if I feel lonely.</li> <li>• I can tell you some of the things I like about my friends.</li> <li>• I know what to say and do if somebody is mean to me.</li> <li>• I can use Calm Me time to manage my feelings.</li> <li>• I can work together and enjoy being with my friends.</li> </ul>	<p><b>JIGSAW</b> <b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• I can name parts of my body and show respect for myself.</li> <li>• I can tell you some things I can do and some food I can eat to be healthy.</li> <li>• I understand that we all start as babies and grow into children and then adults.</li> <li>• I know that I grow and change.</li> <li>• I can talk about how I feel moving to School from Nursery.</li> <li>• I can remember some fun things about Nursery this year.</li> </ul>
<b>Self- Regulation</b>	Controlling own feelings and behaviours -Applying personalised strategies to return to a state of calm -Being able to curb impulsive behaviours -Being able to concentrate on a task -Being able to ignore distractions -Behaving in ways that are pro-social -Planning -Thinking before acting -Delaying gratification -Persisting in the face of difficulty.					

PSHE is threaded through every aspect of our curriculum. In addition to this we follow the PSHE JIGSAW SCHEME including RSE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PHYSICAL DEVELOPMENT</b>	<p><i>Physical Development is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor skills are developed. The outdoor learning area also offers a wide ranging opportunities for children to develop this prime area of development. 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.</i></p>					
<b>GROSS MOTOR</b>	<p>Enjoy energetic play. Begin to show an awareness of space within the setting. Explore and co-ordinate different parts of the body to achieve particular actions. Introduce moving in time to music. Join in with simple movements at more than one speed. Experience skipping, hopping, jumping etc.</p>	<p>Growing ability to follow instructions and stop on command. Travelling skills at different speeds and in different directions. Move spontaneously to a variety of stimuli in a range of ways e.g. Crawl, spin, roll, stretch, twist, curl, reach. Play games such as follow the leader. Begin to talk about the movements they make. Balance to walk along a line.</p>	<p>Experience balancing in a fixed position to hold a shape. Explore jumping and landing safely from a short height. Balance on various body parts. Dance using stimuli from the natural environment- growing plants, sounds of the weather, festive music- Lunar new year e.g. ribbon dance. Using tools to sweep. Climbing using ropes, hanging using bars.</p>	<p>Travelling in a variety of ways within a given space. Explore large body movements. Copy and repeat movements to favourite music. Steer a variety of wheeled equipment e.g. balance bikes. Move freely with pleasure and confidence in response to stimuli.</p>	<p>Develop movement skills through games with balls, beanbags, cones and hoops. Begin to collaborate in throwing, rolling, fetching and receiving games. Use equipment to develop increasing control and co-ordination of movements. Jump and land safely. Construct with a range of large equipment e.g. large materials, long lengths of fabric and planks etc.</p>	<p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Move in a range of ways, such as slithering, rolling, crawling, jumping, skipping and hopping, adjusting speed or change direction to avoid obstacles. Show increasing control in using equipment for climbing, scrambling, sliding and swinging.</p>
<b>FINE MOTOR</b>  <i>Handwriting (pencil grip and letter formation, including directionality).</i>	<p>Observe how to use equipment and tools safely. Begin to join in with action songs and finger rhymes. Explore fastenings, buttons, toggles and zips e.g. jigsaws, clothes in role play. Begin to develop use of basic tools e.g. use of glue stick, mark making equipment, construction equipment, dough etc. Draw self-portraits.</p>	<p>Begin to develop fine motor skills using 'Dough Disco, finger gym activities. Begin to develop hand-eye co-ordination through a range of activities using a variety of one-handed tools and equipment. Begin to hold a range of tools correctly and comfortably e.g. glue stick, paint brush, musical instruments etc. Begin to operate equipment by means of pushing and pulling movements.</p>	<p>Develop hand and arm muscles by using a range of finger and action songs. Hold a range of tools/mark making tool correctly or comfortably. Mark make and manipulate using chalk, crayons, pencils, pens etc. Manipulate a range of malleable materials using tools. Demonstrate the ability to pour.</p>	<p>Explore threading and tracing. Use a variety of one-handed tools and equipment. Hold a range of tools correctly and comfortably e.g. Paint brush, cooking utensils etc. Begin to know and understand that equipment and tools have to be used safely. Develop mark making and manipulate chalk and pens etc. Draw self-portraits.</p>	<p>Use hands to manipulate, and explore effect on objects and materials. Develop hand-eye co-ordination using a range of activities using fine motor control e.g. can throw and catch a bean bag or ball. Use muscles for self-help skills. Demonstrate an ability to use mark making tools with a comfortable grip.</p>	<p>Develop control of a variety of tools e.g. scissors, pegs, gardening tools, ICT equipment etc. Use a fork, spoon, knife to cut, Build and be able to thread. Demonstrate an ability to use mark making tools beginning to use a tripod grip. Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and 'small world' activities.</p>
<i>Get Set 4 PE</i>	Introduction to PE Unit 1	Introduction to PE Unit 2	Gymnastics	Dance	Ball Skills	Games

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LITERACY</b>	<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>Developing a love and passion for Reading-Children will be read to daily and share books with adults and peers throughout the school day. Children will take home a book from the class library to share at home.</p>					
<b>COMPREHENSION</b>	<p>Explore a range of stories, rhymes, songs, poems and vocabulary through: listening to adults, other children, talking stories. Explore and respond to stories and vocabulary using props, finger puppets, small world, role play, masks.</p>	<p>Explore a range of stories, rhymes, songs, poems and vocabulary through: listening to adults, other children, talking stories. Begin to retell a story they have just heard. Recall information e.g. character, setting, answer questions, discuss pictures and photographs. Use pictorial and visual clues in order to retell familiar rhymes, stories.</p>	<p>Continue to explore a range of stories, rhymes, songs, poems and vocabulary through: listening to adults, other children, talking stories. Begin to predict what they think the story or rhyme etc. is about. Use pictorial and visual clues in order to retell familiar rhymes, stories etc.</p>	<p>Continue to explore a range of stories, rhymes, songs, poems and vocabulary through: listening to adults, other children, talking stories. Explore and respond to stories and vocabulary using props, finger puppets, small world, role play, masks. Recall information in more detail e.g. character, setting, plot, answer questions and discuss pictures and photographs.</p>	<p>Explore and respond to stories and vocabulary using props, finger puppets, small world, role play, masks. Retell and recall familiar stories. Discuss main sequence, characters and events. Predict what they think the story/rhyme is about. Suggest simple endings, possible plot events, character traits and feelings.</p>	<p>Predict what they think the story/rhyme is about. Discuss main sequence, characters and events. Recognise some familiar vocabulary by sight in relation to learning theme or words that are important to them.</p>
<b>WORD READING</b>	<p>Explore a range of fiction, non-fiction texts, pictures, videos, ICT. Join in with sound effects, missing words, etc. Letters and Sounds Phase 1</p>	<p>Explore stories and vocabulary using props, finger puppets, small world, role play, masks, etc. Develop reading like behaviour through practitioner modelling e.g. hold book correct way up, turn pages. Begin to show an awareness of direction (left-right, top-bottom). Begin to identify with personal symbols.</p>	<p>Begin to identify with local symbols/ logos. Join in with simple repeated words and phrases. Explore a range of non-fiction texts (pictures, videos, photographs, ICT etc.) in relation to the learning theme and own interests. Explore rhyme and alliteration.</p>	<p>Begin to recognise their name in print. Explore a range of non-fiction texts (pictures, videos, photographs, ICT etc.) in relation to the learning theme and own interests. Explore alliteration and rhyme through a range of experiences and activities.</p>	<p>Recognise their name and begin to notice other names and words in print. Explore and respond to stories and vocabulary using props, finger puppets, small world, role play, masks, etc. Talks about favourite books. Begin to use non-fiction texts to develop thinking and talk in relation to the learning theme.</p>	<p>Discuss characters, plots, settings and endings. Display reading like behaviour with growing confidence: identify and use simple book language. Recognise some familiar vocabulary by sight. Recognise and use, with increased frequency letter sounds. Develop their ability to blend.</p>
<b>PHONICS</b>	<p><i>Letters and Sounds Phase 1 Aspect 1 - General sound discrimination - Environmental sounds. Singing Phonics</i></p>	<p><i>Letters and Sounds Phase 1 Aspect 2 - Instrumental Sounds. Aspect 3 – Body Percussion. Singing Phonics</i></p>	<p><i>Letters and Sounds Phase 1 Aspect 4 - Rhythm and rhyme. Aspect 5 - Alliteration. Singing Phonics</i></p>	<p><i>Letters and Sounds Phase 1 Aspect 5 - Alliteration. Aspect 6 – Voice Sounds Singing Phonics</i></p>	<b>Read Write Inc. Phonics</b>	<b>Read Write Inc. Phonics</b>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WRITING	Begin to explore and experiment with a range of mark-making tools, including ICT. Talk, mark and draw pictures, in a variety of learning activities linked to all curriculum areas.	Personalise their own work. Begin to use mark making with growing confidence. Ascribe meanings to marks that they make.	Personalise their own work with a mark that represents their name. Develop increasing control of mark making tools.	Begin to distinguish between writing and drawing in books and their own work. Demonstrate a growing awareness of and use some conventions of writing e.g. Read back in order to convey meaning.	Use mark making with increased confidence and for a greater variety of purposes: cards, lists and signs. Begin to show an awareness of the conventions of writing. Begin to recognise and use some writing like symbols in their mark making.	Communicate their thinking in relation to thoughts, ideas and experiences when writing. Recognise and use with increased frequency, writing like symbols, some known letters and sounds. Personalise their own work with some or all of their name. Begin to recognise and use some sounds in their mark making.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHEMATICS	<i>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 5, 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 counters and fives 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.</i>					
NUMBER	Listen to, join in and respond to number rhymes, songs, stories and games, saying and using number names up to 5. Use some number names and number language accurately. Show an awareness of some numbers in print and within the new environment.	Join in and respond to number rhymes, songs, stories and games, saying and using number names to 5 plus. Recognise that anything can be counted e.g. claps. Show curiosity, comment or ask questions about numbers. Begin to recognise some number symbols of personal importance e.g. 3, I am 3 years old.	Subitise up to 3 objects e.g. recognise groups with 1, 2, or 3 objects without counting. Count everyday objects e.g. Cars using 1-1 correspondence to 3. Recognise number symbols of personal importance e.g. house number. Represent numbers up to 3, using fingers. Use 1ps as part of number activities.	Appreciate that numbers can identify how many objects are in a set and to know that the last number in the count gives the total. Recognise some numbers in print within different environments. Recognise, say and identify numerals 1 to 3. Record numbers through mark making, beginning to use simple tally. Record numbers through mark making.	Demonstrate reliable and sustained use of 1-1 correspondence in a range of activities. Count using everyday objects up to 5. Respond to number rhymes, songs and stories saying and using number names to 10. Understand the cardinal principle, that the number given represents the total number in a group. Represent numbers up to 5 using fingers	Count using everyday objects up to 5. Order numbers in the range 1 to 5. Count out a smaller number of objects (up to 5) from a larger group. Recognise, say, identify and select numerals 1 to 5. Estimate with growing confidence the size of a set of objects. Recognise and use 1p, 2p and 5p in number activities.

<i>NUMERICAL PATTERN</i>	Join in with reciting numbers to 3. Say some number names in sequence. Begin to use language of "more" in role play.	Join in with reciting numbers to 5. Make comparison between 2 sets of objects. Use some number language such as 'more' and 'a lot'.	Join in with reciting numbers to 5 plus. Count forwards and backwards within the number sequence 1 to 5. Match groups with the same number of objects (one to three).	Recite numbers to 5. Demonstrate increased confidence spotting errors when reciting. Experience using vocabulary one more, one less during singing and rhyme time/ routines/ games etc. Begin to estimate the size of a set of everyday objects.	Join in with reciting numbers to 10. Begin to spot errors when numbers are missing. Match and compare the number of objects in two sets, recognising when the sets contain the same number of objects. Compare 2 or more sets of objects, identifying similarities and differences in terms of number.	Recite numbers to 10. Say the number that is 1 more/ 1 less up to 5. Compare sets of objects identifying more, less, equal numbers. Use mathematical language of more than/less than when adding one/taking one. Estimate with growing confidence the size of a set of objects.
<i>SHAPE, SPACE AND MEASURE</i>	Know the visual timetable of the day. Play with and explore a range of shapes and objects. Begin to know own personal clock through routines e.g. later. Explore objects of different size. Sort and match sets of objects using given criteria.	Count down or up to important events e.g. Advent Calendar. Begin to explore pattern in a range of activities, in order to develop spatial awareness. Use a range of natural and man-made objects and collections to create patterns. Explore weights of different size. Develop spatial awareness by using jigsaws, tracks, small world.	Explore, talk about and use names of familiar 2D shapes. Recognise and continue a repeating pattern. Talk about shapes or arrangements. Explore personal clock through the sequence of nursery life. Begin to understand the sequence of the days of the week. Use 1ps as part of number activities. Explore using money during role play.	Begin to show an understanding of positional language. Use language of size e.g. large, small, bigger, smaller, long, short, longer, shorter. Use timers during playful activities to begin to understand the units of time 1, 2 and 3 minutes. Use timers to measure and set challenges.	Begin to sort, match and compare sets of objects using given criteria. Capacity – full and empty. Explore 'How many will fit?' Relate personal clock to significant times in the day e.g. breakfast, lunch, bedtime. Explore and describe a simple journey using appropriate language.	Begin to explore, talk about and use names of familiar 3D and 2D shapes e.g. flat, curved, straight. Use mathematical names for 3D and 2D shapes in relation to experiences e.g. ball, sphere, ice cream, cone. Use language of size and length when exploring and comparing objects. Recognise and use 1p, 2p and 5p coins and use in role play situations. Know the sequence of the days of week.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>UNDERSTANDING THE WORLD</b>	<p><i>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.</i></p> <p>Children develop a positive sense of themselves and others. They 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>					
<b>PAST AND PRESENT</b>	<p>Become familiar with the Nursery visual timetable and daily routines e.g. wake and shake, snack time, story time, home time.</p>	<p>Begin to explore the passage of time through the seasons – Autumn. Begin to sequence events in their own lives. Explore and understand their personal timeline e.g. baby, toddler, starting Nursery. Begin to share special events in their lives such as birthdays etc.</p>	<p>Continue to explore the passage of time through the seasons – Winter. Continue to share significant events in their lives such as Christmas and Baptism. Sequence events in their own lives.</p>	<p>Continue to explore the passage of time through the seasons – Spring. Explore and discuss a range of life cycles e.g. life cycle of a chicken, duckling. Extend understanding of their personal timeline. Use vocabulary of time in discussions.</p>	<p>Confidently share significant events of their own lives and the lives of other people familiar to them e.g. a family member, teacher, visitor etc. Use a wider range of vocabulary of time in discussions.</p>	<p>Continue to explore the passage of time through the seasons – Summer. Holidays. Begin to differentiate between past and present. Know the days of the week song and talk about the days attaching some personal significance e.g. Thursday is swimming class.</p>
<b>PEOPLE, CULTURE AND COMMUNITIES Mission Statement</b>	<p>All About Me information. Name and talk about their family members e.g. using photograph display. Name key practitioners and discuss their role within the setting.</p>	<p>Begin to be aware that each of us is special and unique. Begin to explore special events e.g. birthday, starting Nursery, new baby in the family. Explore relevant celebrations and festivals e.g. Diwali, Advent, Baminelli.</p>	<p>Comment on and ask questions about where they live. Continue to explore special events e.g. Christmas, Baptism. Explore relevant celebrations and festivals e.g. Lunar New Year.</p>	<p>Role play and share stories about their family life e.g. Mum, Dad, brothers, sisters, grandparents. Talk about trips out. Show an interest in other people’s roles in the community and in stories. Explore relevant celebrations and festivals e.g. Mother’s Day, Lent, Holy Week.</p>	<p>Have an awareness of environmental print e.g. road signs, traffic signs etc. Develop simple mapping skills through journeys. Gain greater knowledge of people and places. Explore relevant celebrations and festivals e.g. Easter, special celebrations, weddings.</p>	<p>Show an interest in other people’s roles in the community and in stories. Explore the Reception environment and find out about practitioners. Continue to explore special events e.g. holidays, starting Reception. To explore relevant celebrations and festivals e.g. Pentecost.</p>
<b>THE NATURAL WORLD</b>	<p>Use their senses, and talk about what they see, hear etc. Observe, draw or paint pictures of God’s creation.</p>	<p>Explore aspects and changes of the seasons - Autumn. Observe and talk about changes in weather and nature during this time. Begin to understand growth through change over time e.g. birth to now. Name body parts. Be aware of light and dark, day and night.</p>	<p>Explore aspects and changes of the Seasons- Autumn to Winter. Observe and talk about changes in weather and nature during this time. Understand hot and cold. Sort objects and clothes for different types of weather. Explore materials that are hard and soft. Explore forces, objects that we can move with air.</p>	<p>Explore ways that we keep ourselves healthy. Learn about how to care for living things and the environment. Examine animals to observe characteristics and features. Developing understanding of new life, life cycles. Communicate what is seen and what is happening. Show care and concern for, living things. Describe features of other environments.</p>	<p>Explore aspects and changes of the Seasons-Spring. Observe and talk about changes in weather and nature during this time. Plant seeds and observe growing over time. Begin to conduct experiments, such as plants without water. Communicate what is seen and what is happening. Understand people and their roles in the community and in stories.</p>	<p>Explore aspects and changes of the Seasons- Spring to Summer. Observe and talk about changes in weather and nature during this time. Begin to conduct experiments e.g. floating and sinking. Communicate what is seen and what is happening.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<i>EXPRESSIVE ARTS AND DESIGN</i>	Expressive Art and Design involves developing a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.					
<i>CREATING WITH MATERIALS</i>	Explore media and materials on a large and small scale using a range of colours, shapes, smells and textures. Begin to make purposeful, mark-making across the provision. Use body parts and a variety of objects to print pattern and sequence.	Begin to find differences in colour. With support use tools across the provision, safely and purposefully. Work in both 2D and 3D, using a range of media and materials e.g. printing, cutting, rolling, sticking, moulding. Experiment with clay and dough, rolling, cutting, pressing, moulding etc.	Begin to use lines and shapes to enclose spaces and to represent objects. Look at the work of a range of artists, both that use colour 'accurately' and those who choose unconventional colours. Begin to talk about their observations of textures and experiences e.g. 'smooth', 'shiny', 'prickly', 'soft' and 'hard'.	Continue to use lines and shapes to enclose spaces and to represent objects. Children to add or mix media. Begin to understand some of the tools, techniques and processes involved in food preparation. Experiment with sculpture using clay and dough, rolling and cutting.	Explore and with support respond to a range of artwork, sculpture and artefacts. Begin to talk about their plan when they explore, mix, and use colour. With support use tools across the provision, safely and purposefully.	Develop exploration of using lines and shapes to enclose spaces and to represent objects. Explore designs of real e.g. castles, vehicles etc. before making their own. Record constructions with photographs or drawings. Sort, discuss and feel different fabrics.
<i>BEING IMAGINATIVE AND EXPRESSIVE</i>	Sing songs linked to daily nursery routines and play. Show respect and care for instruments. Explore different instruments including homemade. Role play different characters and roles. Children to listen and respond to, music and dance from a range of cultures and genres.	Develop control when playing instruments. Play sound-matching games. Listen, respond and begin to retell stories that they hear and know. Role play different characters and roles. Children to listen and respond to, music and dance from a range of cultures and genres.	Recreate sound effects to accompany stories. Experiment with, and change the sounds that instruments can make. Listen and respond to, music and dance from a range of cultures and genres. Represent and respond to what they see, hear, smell, touch and feel.	Continue to explore various instruments using a range of techniques. Have an awareness about music played and songs sung. Role play different characters and roles. Move and express themselves to rhymes, music, sounds and stories. Listen to, imitate and recount stories based on their own experiences and about people and places they know well.	Listen to a variety of sounds and music. Talk about favourite sounds, songs and music. Children to sing in large and small groups. Continue to recount and re-tell well known stories. Engage in imaginative play and role play. Copy dance movements and to put together a sequence of movements.	Children to share their favourite songs with other children. Children to have the opportunity to sing solo. Play a conducting game with an adult. To decide on a signal for start and stop. Continue to recount and re-tell well known stories. Engage in imaginative play and role play.
<i>Computing</i>	Alongside our subscription to Mini Mash and Purple Mash, our Computing scheme for the EYFS includes play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving. These activities are integrated into our EYFS curriculum.					

## Development Matters: End of 3 to 4 Year Olds Expectations - Holistic / Best Fit Judgement

COMMUNICATION AND LANGUAGE	PSED	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
<p><b>Listing, Attention and Understanding</b></p> <p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p><b>Speaking</b></p> <p>Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p><b>Self-Regulation</b></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p> <p><b>Managing Self</b></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p> <p><b>Building Relationships</b></p> <p>Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk with others to solve conflicts.</p>	<p><b>Gross Motor Skills</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor Skills</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p><b>Comprehension</b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> </ul> <p>• the names of the different parts of a book • page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Word Reading</b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> </ul> <p>• the names of the different parts of a book • page sequencing</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial</li> <li>• sound, such as money and mother.</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>	<p><b>Number</b></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually-subitising. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p> <p><b>Numerical Patterns</b></p> <p>Recite numbers past 5. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p><b>Shape, Space &amp; Measure</b></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p><b>Past and Present</b></p> <p>Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.</p> <p><b>People, Culture and Communities</b></p> <p>Talk about what they see, using a wide vocabulary. Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>The Natural World</b></p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>	<p><b>Creating with Materials</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>

<p>CHARACTERISTICS OF EFFECTIVE TEACHING &amp; LEARNING</p>	<p><i>Playing and Exploring:</i> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><i>Active Learning:</i> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><i>Creating and Thinking Critically:</i> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to reach their own conclusions.</p>
<p>OVERARCHING PRINCIPLES</p>	<p><i>Unique Child</i> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><i>Positive Relationships</i> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><i>Enabling environments</i> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><i>Learning and Development:</i> Children develop and learn at different rates. We must be aware of children who need greater support than others and provide timely intervention.</p> <p><b>PLAY</b> at St Anne's Catholic Primary School we understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early years' education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>

<p>OUR BRITISH VALUES</p>	<p><b>Taught through our extensive range of texts carefully selected to teach children to have an understanding of their own place in the world and the absolute need to empathise with others.</b></p> <p><b>Also taught through ASSEMBLIES, PSHE, CIRCLE TIMES</b></p>	<p><b>Mutual respect</b></p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Rule of law</b></p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><b>Individual liberty</b></p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>
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<p><i>ASSESSMENT OPPORTUNITIES</i></p>	<ul style="list-style-type: none"> <li>• Meeting with parent.</li> <li>• Transition meeting with 'Angels' provision.</li> <li>• Transition documents from other previous settings.</li> <li>• Meeting with Health visitor.</li> <li>• Baseline assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going observation and assessments</li> <li>• Baseline analysis</li> <li>• Pupil progress meetings</li> <li>• Parents evening</li> <li>• EYFS phase meetings</li> <li>• In house moderation</li> <li>• Writing/reviewing IPPs</li> </ul>	<ul style="list-style-type: none"> <li>• On-going observation and assessments</li> <li>• Data analysis</li> <li>• Trust moderation</li> <li>• EYFS team meetings</li> <li>• Phase meeting and internal moderations</li> <li>• Writing/reviewing IPPs</li> </ul>	<ul style="list-style-type: none"> <li>• On-going observation and assessments</li> <li>• Spring term data.</li> <li>• Pupil progress meetings</li> <li>• Parents evening</li> <li>• EYFS phase meetings</li> <li>• In house moderation</li> <li>• Writing/reviewing IPPs</li> </ul>	<ul style="list-style-type: none"> <li>• On-going observation and assessments</li> <li>• Data analysis</li> <li>• Trust moderation</li> <li>• EYFS team meetings</li> <li>• Phase meeting and internal moderations</li> <li>• Writing/reviewing IPPs</li> </ul>	<ul style="list-style-type: none"> <li>• Summer term data and analysis.</li> <li>• Pupil progress meetings.</li> <li>• Annual parent report.</li> <li>• Transition meetings internal.</li> <li>• Transition meeting external.</li> </ul>
<p><i>PARENTAL INVOLVEMENT</i></p>	<p>Nursery Intake meeting Home/School Agreement Stay and Play, Welcome to Nursery parent workshop All About Me family activity booklet Reading Parent's Evening Home Learning Curriculum overview Wow moments</p>	<p>Reading Look at Me Now! Parent workshop Nativity performance Reading Home Learning Curriculum overview Wow moments</p>	<p>Reading Parent's Evening Home Learning Curriculum overview Wow moments</p>	<p>Reading Mother's Day song Home Learning Curriculum overview Wow moments</p>	<p>Reading Spring &amp; Easter parent workshop Home Learning Curriculum overview Wow moments</p>	<p>Reading Transition meeting. Physical Development interactive workshop. Teddy Bear's Picnic. Home learning Curriculum overview Wow moments Annual report</p>

