



Milton Mount Primary School

EYFS Curriculum Document

INTENT

At Milton Mount Primary School, our Early Years Foundation Stage Curriculum is designed to promote and encourage all children to be confident, inquisitive and independent happy learners. We aim to provide all children with the best start to their education that enables them to fulfil their full potential and achieve future success, regardless of their various starting points and backgrounds.

Do More

All children have access to an ambitious, broad and balanced curriculum, which has been personalised to our own context to include awe and wonder as we point out, notice and appreciate the beauty in nature as the seasons change or a minibeast that is found in the garden. We aim to develop and foster the characteristics of effective learning in every child, through our carefully planned learning opportunities and most importantly, have lots of fun! The curriculum is flexible, play based and builds on the children's interests and fascinations. This promotes ownership of, and motivation in learning as we strongly believe that creativity in our curriculum is essential. It has the ability to enthral, can be the hook to fire imaginations, and drives motivation. It is what gives our curriculum excitement and makes learning irresistible.

Know More

Learning is organised so that the curriculum is delivered through a combination of adult led activities and continuous provision opportunities, encouraging children to develop their learning independently through discovery, exploration, curiosity and challenge. Our skilled staff are trained to plan in the moment and extend learning through key questioning, such as "I wonder". Whilst the children's interests are at the heart of our curriculum, we ensure that we provide all pupils with a broad range of experiences and opportunities covering a variety of festivals and celebrations giving them the cultural capital they need for future success.

Remember More

We carefully plan the provision opportunities, offering a wealth of new and first-hand experiences with time given to consolidate learning, in both the outdoor and indoor spaces. We also provide ample opportunity for children to revisit previous learning to ensure it is embedded such as 'bumping into' resources and experiences that will help them remember more. The environment is language rich and we expose the children to words of the week which we revisit at different times. We ensure that all children's individual needs are met through careful planning and assessment, identifying and addressing any issues and implementing early intervention or additional support if required using a little and often approach.

Experience More

We provide the children with a learning environment which is fully inclusive and inspiring. We invite visitors in to enhance the topics such as firefighters and parents to discuss their religions. High quality interactions with familiar adults, support the development of communication and language, and oracy skills as these are fundamental to children's life chances. We use the school grounds including the pond and forest for planned activities that link to our key texts such as finding the 'real' Goldilocks in the woods or Bog Baby by the pond. We plan in local walks and visits that enhance the topics we are teaching such as a visit to the farm.

Consider more

We are committed to providing the children with the best possible start to their school life, teaching them essential skills and knowledge, and giving them memorable experiences that allow them to be inquisitive learners. We plan in time for the children to review their learning journals to reflect on their learning journey so far and make links between home and school. We believe that the children and parent's first experiences of school should be happy and positive, enabling the children to develop a lifelong love of learning and have

the skills and knowledge to be prepared and excited to move into Key Stage 1. This is in line with the whole school motto 'Learning Together for Life'. We are dedicated to building solid foundations for all of our children, giving them the best chance of success, both now and in the future.

IMPLEMENTATION

- Each half term, the children are introduced to two or more core texts, which is designed to provide inspiration for their learning, whilst also providing the flexibility for them to follow their own interests and ideas. Exciting 'hooks' are planned to immediately engage the children in new learning taking place.
- Children learn by playing and exploring, being active and thinking critically and creatively and we offer them plenty of opportunities to develop these key skills. Children are taught through a balance of child-led and adult-led activities and the timetable is structured, so that children have directed teaching sessions every day, whilst ensuring they have long periods of child-led learning time so they can become fully immersed in their play.
- Children learn through adult-led group sessions for reading, writing and maths, and this allows the teacher to check for understanding, identify and respond to misconceptions quickly and provide immediate verbal feedback, which results in a strong impact on the acquisition of new learning.
- Previous learning is continually revisited and built upon, and retrieval strategies are used to help the children to embed and deepen their knowledge, and make progress in their learning by knowing more and remembering more.
- Children are provided with plenty of time to engage in 'exploration' throughout the day, and are offered a variety of carefully planned experiences, to engage and challenge them in the provision. We aim to provide children with opportunities that many of them may not have experienced before. We have a list of 30 things that we want all children to have experienced by the end of the year which we share with parents.
- The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.
- The environment is constantly reviewed and adapted, so that the children are consistently building on prior knowledge, and making progress with their learning. Resources are carefully chosen to ensure progression and to meet all of the children's individual needs.
- The Prime Areas are given the highest priority in the Autumn term, to lay the foundations for children's success in all other areas of the learning, as we move through the year.
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Communication and Language

- Initial assessments and speech screening in the autumn term for children identified as working below age related expectations, allow us to identify any specific needs the children may have. We plan and deliver early intervention, so that all children, including the most disadvantaged and those with SEND can be successful in their learning journey.
- Our Oracy framework equips children to learn physical, linguistic, cognitive, social, and emotional skills, so they gain the tools to be confident and effective communicators.
- We place high importance on creating and developing a language rich environment, where children's language is developed through high quality interactions with adults, through exposure to new and exciting vocabulary, through opportunities to play different roles, and through retelling familiar stories, songs and rhymes.
- We develop story language through Helicopter stories, our focus on traditional tales in the Autumn term, our high quality core texts, and repeated reads.

Personal, Social and Emotional Development

- PSED is taught through our weekly circle times as well as in the moment. We teach key knowledge such as how to stay healthy, keeping ourselves and our bodies safe, and celebrating diversity in the world.
- We place high importance on developing positive relationships with the children, and for them to develop positive relationships with each other. The children are taught key skills such as turn taking, and co-operative play, through all areas of learning, and when conflicts arise, we help the children to verbalise why they are upset. We teach the children specific language to help solve problems independently.
- We believe in developing a growth mindset in our children, and support them to develop resilience, by encouraging them to keep trying, and not give up! We celebrate mistakes and teach the children that they learn from them.
- We use The Colour Monster as an introduction to the 'Zones of Regulation' to teach the children to identify their emotions and give them strategies to use to learn to self-regulate.

Physical Development

- We have a large outside area, where we promote physical development, through the use of a wide variety of equipment, such as the bikes and scooters, the climbing frame and the use of brooms and brushes to develop core muscles. We use our play trail regularly, to improve balance and co-ordination skills. We have weekly dough disco sessions to improve fine motor development, and start PE sessions in the Spring term where we teach specific skills.
- Opportunities to develop fine motor skills are always present in the provision, with playdough, fine motor activities and woodwork, where the children's hand muscles are strengthened through the manipulation of the playdough. We track the children's pencil grip development and support the children to hold a pencil and to use it efficiently, when they are ready to do so.

Phonics

- All of our staff are trained to deliver the 'Read Write Inc' programme to teach phonics. This systematic approach gives the children a secure foundation on which to build future learning and allows all children to have a broad knowledge of sounds from the start of Reception. All children are regularly assessed to ensure rapid rates of progress.
- Children needing further support to 'keep up' with phonics are targeted across the week based on their needs.

Reading and Writing

- Reading is given high priority and the children read regularly with both the teachers and the teaching assistants. The books that they read in school and those that are sent home, match their phonic knowledge, so that they can apply their learning, with the aim of becoming successful, confident and fluent readers.
- We want to develop a real love of reading with our children, and recognise the importance of story time to promote this. We read stories daily and plan in sessions where stories are told and brought alive through a variety of different strategies, including helicopter stories, and role play.
- We offer writing opportunities throughout our learning environment. As well as being taught the mechanics of writing through adult led writing sessions, we promote writing within our continuous provision through exciting hooks. Children are encouraged to write about their own interests, and from their own first-hand experiences.

Maths

- In Reception, we follow the NCETM Scheme of work and the children are taught through whole class inputs and adult led sessions. This scheme promotes the teaching of a broad and balanced curriculum, where the importance of understanding number is valued, alongside teaching about shapes, measures and patterns using White Rose.
- We recognise the importance of using and applying mathematical skills. Every day, we teach a short session, where we practise specific mathematical skills, revisit previous learning and address misconceptions.
- We start every day by looking at the number of children we have in school and what that amount looks like on a tens frame, in a numeral and with numicon. We also expose children to larger numbers with our 100 days of school countdown.
- Opportunities to explore and develop mathematical concepts are always offered in our continuous provision, and our high-quality learning environment and meaningful interactions with adults, support children in developing mathematical thinking and discussion. The children learn through games and tasks using concrete manipulatives and pictorial structures and representations which are practised, applied and recorded within their own child-led exploration.

Wider Curriculum

- Our wider curriculum is taught through the learning areas; 'Understanding the World' and 'Expressive Arts and Design.' EYFS teachers have a good understanding of how the Early Learning Goals feed into the National Curriculum and in reverse, subject leaders throughout the school are also aware of the key Early Learning Goals that link to each foundation subject and the progression of the subject.
- Exciting, purposeful and contextual activities are planned to build on children's natural curiosity and we encourage the children to think like a 'scientist' when exploring how plants grow, or like an 'artist' when painting in the style of Kandinsky. Opportunities to explore and create are always available in our continuous provision.

Interventions

- Our inclusive approach means that all children learn together, but we have a range of additional support for children that need it. This includes, for example, sessions for developing listening and attention skills, social skills, fine motor skills, phonics, handwriting and mathematics. All of these are planned carefully and are flexible based on children's needs.

Partnership with Parents/Carers

- We know the importance of strong parental partnerships and every effort is made to develop positive relationships with the parents and carers.
- In order to empower parents and carers to support their child's learning at home, we send weekly newsletters inform parents of upcoming learning and tips and ideas to support at home.
- We invite parents to curriculum evenings to share how we teach different concepts in school, we communicate regularly through our online platform, Dojo.
- We build strong relationships with parents through our transition process and maintain an open door policy throughout the year so we can have good communication both ways.

IMPACT

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

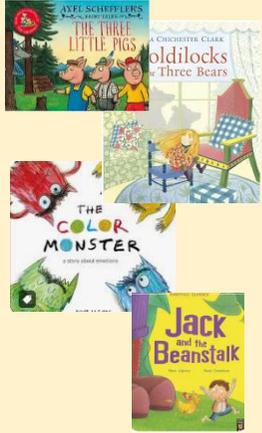
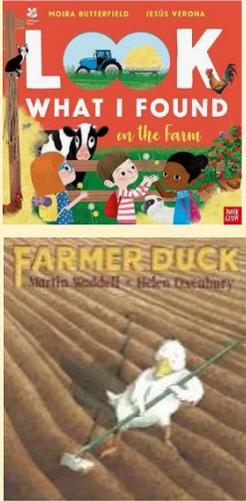
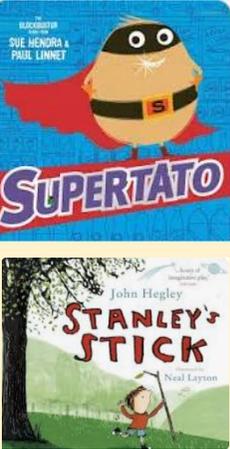
All adults in the setting have excellent knowledge of the children and can talk about their developmental needs, their abilities and their interests. We value our time with the children and if we're partners in play, we will be able to talk about and understand the children's needs. Children feel that adults enjoy their company and value the time spent with them.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, and put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Children with SEN are tracked closely and we use Development Matters alongside external guidance to help us monitor their needs and put strategies in place to support them. Our assessment judgements have been moderated both in school and externally with local schools and others in our trust.

The Characteristics of Effective Learning

<p>Characteristics of Effective Learning When observing and supporting play, staff will be looking to develop and support children's characteristics as these are key to overall learning development.</p>	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
<p>Over Arching Principles</p>	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. We aim understand each child's unique needs, abilities and interests so that we can support them with their full potential.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff, parents/carers and children. This promotes independence across the EYFS curriculum. We see parents as the child's first teacher and practitioner's the second and aim to build strong links with families to mutually support each other to do the very best for each child.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. We see the environment as the third teacher, and aim to ensure that our provision meets the needs of the children in order for them thrive.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others and ensure we are meeting their needs appropriately in order for them to succeed.</p> <p><i>PLAY: At Milton Mount Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of learning through play. We carefully plan our timetable to allow the children time to be fully immersed in their play, with adults available to support play through quality interactions. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>

EYFS Curriculum Map 2025-26

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Key texts	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 	<p><u>Key texts</u></p> 
<p>Repeated reads</p> <p>We read a book across a week so children know it really well, and we then focus on teaching vocabulary from the text the following week</p> <p><u>PSED</u></p> <p>These books are a <i>starting point</i> for exploring the many topics that can be covered.</p>	<p><u>Repeated reads</u> As above</p> <p><u>PSED Link</u> The Colour Monster (emotions/ self regulation- one colour a week) All are welcome (celebrating difference) Love Coleen Averiss (transition to school) <u>Black History Month</u> Where are you from? Coming to England</p>	<p><u>Repeated reads</u> As above</p> <p><u>PSED Link</u> Pink is for Boys (neurodiversity/Christmas) Where Bjorn Belongs (neurodiversity/Christmas) It's a No Money Day (link to harvest/ donations) The Christmas Story (RE) The Best Diwali ever (RE)</p>	<p><u>Repeated reads</u></p>  <p><u>PSED Link</u> Hats of Faith (RE) Astro girl (black female astronaut) Giraffes can't dance (perseverance/mental health week- 11th May) The perfect fit (celebrating difference and link to maths) My magic family (different families) Love grows everywhere (different types of love)</p>	<p><u>Repeated reads</u></p>  <p><u>PSED Link</u> What happened to you? (discussion around physical disabilities) Talking is not my thing (neurodiversity) The proudest Blue/ Not Now Noor! (Ramadan) This is me (Down Synndrome)</p>	<p><u>Repeated reads</u></p>  <p><u>PSED Link</u> A Superpower like mine (Dr Ranj) explore our Superpowers My Hair (celebrating and learning about differences) The Lion Inside (being brave) My daddies (different families)</p>	<p><u>Repeated reads</u></p>  <p><u>PSED Link</u> Julian is a mermaid (diversity) The Koala who could- (change/ moving on) The Little Tree (transition) The Paper Dolls (transition) After the fall- perseverance, being brave</p>

Enrichment opportunities	Crime Scene for 3 Little Pigs/ wanted posters for the wolf	Find Little Red Riding Hood in the woods and listen to her story.	Introduce World map- Our links with the world-invite parents	Farm trip	Visits from People who help us: Police officer/ Paramedic/ firefighter/ Chartwells	Visit the pond/ go pond dipping/ find Bog Baby
Experiences	Audio recording of baby bear/	Tasting different breads	Beegu spaceship crash landing on the playground	Making butter	Evil pea on the loose!	Goodbye Bog Baby party and picnic
Visitors	Making porridge	Gingerbread Man on the Loose	Local Walk to the woods to find Beegu	100 days of school	Forest day- stick hunting/ making	Gallery
	Meet key people from school	Posting a letter/ Post office role play	Astronaut training day		International Day	Poetry performance
		Baking Biscuits	Meet Lupin/ other dog			Visits to year 1
		Christmas performance	Dogs Trust workshop- Mrs Knight			Visitor to learn about Eid
		Lighthouse Company Christmas workshop	Take class dog home			Visit from a baby/ toddler (PSED)
		Visitor to learn about Diwali				Drumming workshop

Communication and Language/ Literacy

UNCRC Articles 12 and 13.

We will identify children early on who are behind in their Communication and Language using the Wellcomm program and support them using strategies suggested by Wellcomm, as well as looking at documents such as 'Universally speaking'. Children who have SALT targets will be given additional support to work on these. We will assess children with speech production issues who are not under SALT and give additional support where possible.

Key Vocabulary

We aim to provide an environment that is rich in language, through adult- child, child- child and adult- adult interactions. We will do this through thinking carefully about how our continuous provision allows opportunities for talk and for enriching vocabulary, planning enhanced provision that will entice children to talk to each other and to adults, who can scaffold their vocabulary. We read high quality texts on a daily basis, containing rich vocabulary.

Word mats for each key text for vocabulary to support writing- Spring onwards	The Three Little Pigs Goldilocks Jack and the Beanstalk	Little Red Riding Hood The Little Red Hen Billy Goats Gruff The Gingerbread Man (Talk for Writing)	Beegu	Farmer Duck	Supertato	Bog Baby
	<i>Huffed, puffed, squeal, collapse</i> <i>Sneaked, scorching, just right</i> <i>Courageous, twisted, lurk, thundered</i>	<i>Splendid, bouquet, hurried, strayed, wicked</i> <i>Very well, harvested,</i> <i>Trot, bellowed, luscious, tumbled</i> <i>Sly, popped, sprinted,</i>	<i>Word mat: Beegu alien spaceship friendly looked</i> Oh no George! <i>Word mat: George, Harris, dog, Oh no, good, love, said, thinks, sorry, well done,</i>	<i>Word mat: Farmer Duck, work, lazy, quack, fed up, meeting cow sheep waddled</i> Look what I found on the farm <i>Word Mat: Pig piglet, cow, calf, horse, foal, sheep, goat, lamb, chicken, tractor, farmer</i>	<i>Word mat: Frozen, vegetables, evil pea, Supertato, rescue, trolley, crime</i> Stanley's stick <i>Word mat: Stick, carried, whistle, guitar, dinosaur, names, pretend, station,</i>	<i>Word mat: Bog Baby, magic, bluebells, boggly eyes, spiky tail, cake crumbs, shells, love, belong</i> Yucky Worms <i>Word mat: Yucky, worm, wriggle, friends, earth, cast, rain, bristles,</i>

<p>Tier 2 vocabulary- teach following reading a story</p> <p>Review words from the story When might you? When might someone say? Agree or not? What's the word?</p>			<p><u>Repeated stories</u></p> <p>Leo and the Octopus <i>relax, impressed, determined, nervous, challenging, calm, confuse, darted</i></p> <p>A Little bit Brave <i>Daring, stomped, adventure scurrying, proud, familiar, whimpered gobbled</i></p> <p>One Snowy night <i>Cosy, miserable, snuggled, scraping, fierce, chuckle, shoved, shivering</i></p>	<p><u>Repeated stories</u></p> <p>Smalls Big Dream <i>Marvelled, gazed, beamed, escaped, snuggled, stumbled, courage</i></p> <p>Elmer <i>slipped away, absolutely, serious, burst, gasped, celebrate, decorate</i></p> <p>On the way home <i>sneaking cramped soaring vast gloomy slithering struggled</i></p>	<p><u>Repeated stories</u></p> <p>Ruby's worry <i>Explore, discovered, wondered, enormous, barely, unexpected, shrink, tumbled</i></p> <p>Where the wild things are <i>mischief, roared, staring, terrible, tumble, lonely, blinking</i></p> <p>The extraordinary gardener <i>Imagination, wild, ordinary, roamed, soared, longed, discovered</i></p>	<p><u>Repeated stories</u></p> <p>After the Fall <i>Eventually, grand, fortunately, admit, perfect, terrified</i></p> <p>The Koala who could <i>Risky, clung, adventure, chatter, keen, leap, welcoming</i></p> <p>Dogger <i>Belonged, fond, anxiously, searched, exciting, terrible, practising, staring</i></p>
<p>Key Concepts</p>	<p>What- when reading stories</p>	<p>Where- when reading stories</p>	<p>Who- when reading stories</p>	<p>How- when reading stories</p>	<p>Why- when reading stories</p>	<p>When- when reading stories</p>
<p>Structured talk/ oracy</p>	<p>Stem sentence- 'I feel ___ when___' (link to Colour monster)</p>	<p>Stem sentence- 'I wish for ___' (link to Christmas wishes)</p>	<p>Stem sentence- 'I think ___ (link to Beegu text- I think Beegu has gone to the train track because...)</p>	<p>Stem sentence</p> <p>I know that...</p> <p>The best part was (link to trip)</p> <p>'First we, next we, then we...'- (link to farm trip)</p>	<p>Stem sentence</p> <p>I like/ don't like because___' (link to vegetables)</p>	<p>Stem sentence "I don't think you should/ I do think you should___ Because—"' (link to Bog Baby conscience alley)</p>

<p>Speaking and Listening opportunities</p> <p>(Not limited to but including)</p>	<p>Start 'Birthday Walks' looking back at photos of each child at each year of their life and how they have changed- parent and child together where possible.</p> <p>Introduce thinking thumbs (oracy)</p> <p>Repeated stories</p> <p>Learn nursery rhymes with song bag (video for website)</p>	<p>Birthday Walks</p> <p>Christmas performance of the Gingerbread Man (choral recall)</p> <p>Introduce talk partners</p> <p>Story maps</p> <p>Repeated stories</p> <p>Learn to recite seasonal poems by heart (poetry basket)</p>	<p>Birthday walks</p> <p>Introduce helicopter stories and tales toolkit to structure storytelling</p> <p>Each child takes Beegu home for the night and talks to the class about their time together. Practise asking questions and teach a question is something we don't know yet that we want to find out.</p> <p>Repeated stories</p> <p>PE</p> <p>Learn to recite seasonal poems by heart (poetry basket)</p>	<p>Birthday walks</p> <p>Helicopter Stories</p> <p>Hot seating the duck</p> <p>Freeze framing Farmer Duck</p> <p>Repeated stories</p> <p>Learn to recite seasonal poems by heart (poetry basket)</p> <p>PE</p>	<p>Birthday walks</p> <p>Helicopter Stories</p> <p>Questions for our visitors</p> <p>Repeated stories</p> <p>Learn to recite seasonal poems by heart (poetry basket)</p> <p>PE</p>	<p>Birthday walks</p> <p>Helicopter Stories</p> <p>Conscience alley for Bog Baby</p> <p>Repeated stories</p> <p>Learn to recite seasonal poems by heart (poetry basket) performance for new children/parents</p> <p>PE</p>
<p>Writing</p>	<p><u>Initial sounds</u></p> <p>(Model writing crime scene report- words recipe for porridge- list labelling pictures with initial sounds.</p> <p>Daily Name writing</p> <p>Story maps</p> <p>Model correct grip</p> <p>Letter formation</p> <p>Pattern and fine motor work</p>	<p><u>CVC Words</u></p> <p>E.g., dog, dig, pig, cat, on, at, top, man, alongside a visual.</p> <p>Introduce Fred fingers for spelling/writing (pinch the sounds)</p> <p>Daily Name writing/ handwriting</p> <p>Story maps- already drawn</p> <p>Model correct grip</p> <p>Pattern booklets for handwriting</p> <p><u>Common Exception words</u></p> <p>the I a</p>	<p><u>Short Phrase (introduce word boundaries, spaces between words)</u></p> <p>E.g., a dog, the alien, my mum, I can, the cat, I am, it is a</p> <p>Daily handwriting letter families</p> <p><u>Adult Led</u></p> <p>Can you make a wanted poster for the evil pea?</p> <p>Can you write about Beegu's crash?</p> <p>Can you write a Lost poster for Beegu</p> <p>What would you take to space?</p> <p><u>Enhancements/ideas</u></p> <p>Draw/ caption characters</p> <p>Speech bubbles for vegetables</p> <p>Sentences to match pictures</p> <p>Story maps</p> <p>How will we free Supertato from the ice?</p>	<p><u>Caption - subject + verb (who/doing) or adjective/object</u></p> <p>Learn about capital letters, full stops and question marks</p> <p>The cow sits</p> <p>The hen clucks.</p> <p>Can you help?</p> <p>A red cat</p> <p>A pink pig</p> <p>The egg is blue</p> <p>The wool is scratchy</p> <p>The duck feeds</p> <p>The ducks works</p> <p>Daily handwriting handwriting families</p> <p><u>Adult Led</u></p> <p>Can you write about what the duck does in the story?</p> <p>If you were a farmer what animals would you have on your farm?</p>	<p><u>Sentence Subject + Verb + Object (who/doing/what)</u></p> <p>Introduce and Daily handwriting letter of the week</p> <p>Supertato rescues the carrot.</p> <p>The doctor helps people.</p> <p>The pea is on the loose.</p> <p><u>Adult Led</u></p> <p>Write about the crime scene (the evil pea is back)/ character description</p> <p>Write a wanted poster for the evil pea</p> <p>Write about what you want to be when you grow up.</p> <p>Write about what Stanley's stick could be</p> <p>Describe your stick- poem</p> <p>Short story</p>	<p><u>Sentence Subject + Verb + object</u></p> <p>The bees make honey.</p> <p>I have six legs.</p> <p>The snails slides on the pot.</p> <p>Bog Baby sucks his toes.</p> <p>I make silky webs.</p> <p>Use some capital letters and full stops.</p> <p>Morrells handwriting booklets</p> <p><u>Common Exception words</u></p> <p>put go your</p>

			<p>The best part of me Worry box Thank you cards Get well soon cards Label people who help us Colour and label planet Earth Valentines- I love your kindness etc Crash reports Questions for Beegu Drawings of Beegu/labels Word hunt Captions to match photos of astronaut day</p> <p><u>Common Exception words</u> my you he she</p>	<p>Can you write an animal fact? Can you describe the farm treasures? Can you write about the farm trip?</p> <p><u>Enhancements/ideas</u> Letter to the farmer List of jobs Labelling/ captions to match pictures Speech bubbles Fact file- who am I? Flap book Labelling/ captions to match pictures Non- fiction class book Labels in nature area</p> <p><u>Common Exception words</u> to of have</p>	<p>Enhancements/ideas Speech bubbles Drawing and sentences about the book/ characters Making own stories Questions for the pea Exploring vegetables- shopping lists Supermarket signs Writing with sticks Writing what different sticks might be</p> <p><u>Common Exception words</u> said are no</p>	
Phonics/ Word reading	See phonics progression document. Children not on track will have phonics tutoring to ensure they keep up.					
<p>Personal, Social, Emotional Development (PSED)</p> <p>UNCRC Articles 12,13,14,24 and 30</p> <p>PSED is ongoing throughout the year and we respond in the moment as well as based upon observations and assessments to support children's needs and development.</p>	<p><u>Self-regulation focus</u></p> <p>Use the Colour Monster book to discuss emotions and strategies for dealing with them.</p> <p>Describe different feelings; Identify who can help if they are sad, worried or scared; Identify ways to help others or themselves if they are sad or worried.</p> <p>Introduce the Golden Rights (Be Kind, Be Safe, Be Fair, Try Your Best and class rules and systems including recycling and respecting environment)</p> <p>NSPCC PANTS</p> <p>Name special people in their lives – family houses and circle of friends (year 1 who is special to us?)</p>	<p><u>Self-regulation focus</u></p> <p>Use the Colour Monster book to discuss emotions and strategies for dealing with them. Introduce Colour Monster strategies box/ resources to support self-regulation</p> <p>Name and discuss different types of feelings and emotions; Learn and use strategies or skills in approaching challenges; Model resources</p> <p>Model games box for taking turns</p> <p>Teach how to do up a zip</p> <p>Play fighting social story</p> <p>Turn taking interventions (model, support building relationships and teach play skills)</p>	<p><u>Building relationships focus</u></p> <p>Talk about similarities and differences; Valuing Difference</p> <p>Be sensitive towards others and celebrate what makes each person unique</p> <p>Recognise that we can have things in common with others</p> <p>Use speaking and listening skills to learn about the lives of their peers (Link with Oh no George)</p> <p>Learn about saying sorry (grape analogy)- you can't take back actions/ words</p> <p>NSPCC PANTS</p> <p>Learn about animal vs human needs and caring for others.</p>	<p><u>Managing self focus</u></p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Yoga and relaxation/ Looking after ourselves</p> <p>100 days of school- look back through learning journals/ sense of achievement.</p> <p>Dojo Growth Mindset- a secret about the brain</p>	<p><u>Building relationships focus</u></p> <p>What makes a good friend</p> <p>Being a good friend</p> <p>Dojo Growth Mindset- The magic of Mistakes</p> <p>Teamwork</p> <p>Celebrating friendships</p> <p>Learn about first aid and what to do in an emergency</p> <p>Oral health (visit from a dentist)</p> <p>International day-celebrating difference</p> <p>NSPCC pants</p>	<p><u>Managing self focus</u></p> <p>Name and recognise how healthy choices can keep us well. Eating healthily/ A rainbow of food- no food is bad</p> <p>Feel resilient and confident in their learning. Reflect upon learning we have done so far in Reception and the progress we have made.</p> <p>Dojo Growth Mindset- The Incredible Power of Yet</p> <p>Sun safety</p> <p>Sports day</p> <p><u>Transition</u></p> <p>Link with Bog Baby and discuss how we have to say</p>

	<p>Teach children to wash hands properly and use the toilets safely and respectfully.</p> <p>Teach self-organisation at home time-visuals</p> <p>Teach handwashing</p> <p>Teach appropriate toilet use and routines</p> <p>Teach how to put on a coat</p>	<p>Teach how to say stop I don't like it</p>	<p><u>Building relationships</u></p> <p>My family</p> <p>Special people</p> <p>Sharing</p> <p>I am unique</p> <p>My interests</p> <p>Similarities and differences</p>			<p>goodbye- the children will belong in year 1 now</p> <p>The Little Tree – link to talk about needing to change/ grow/ move on</p> <p>Teachers to come down to EY Sessions in year 1</p> <p>Transition books with photos</p> <p>Video of year 1</p> <p>Verbal handover plus transition notes</p> <p>Talking to younger children coming for stay and play sessions</p>
PSED Texts	<p>The Colour Monster (emotions/ self-regulation - one colour a week)</p> <p>All are welcome (celebrating difference)</p>	<p>Pink is for Boys Where Bjorn Belongs (neurodiversity/Christmas)</p> <p>It's a No Money Day (link to harvest/ donations)</p> <p>Talking is not my thing (neurodiversity)</p>	<p>Hats of Faith (RE)</p> <p>Astro girl (black female astronaut)</p> <p>Giraffes can't dance (perseverance/mental health week)</p> <p>The perfect fit (celebrating difference and link to maths)</p> <p>My magic family (different families)</p>	<p>What happened to you? (discussion around physical disabilities)</p> <p>The proudest Blue/ Not Now Noor! (celebrating and learning about differences- link with Ramadan/RE)</p> <p>This is me Down Syndrome Day</p>	<p>A Superpower like mine (Dr Ranj) explore our Superpowers</p> <p>My Hair (celebrating and learning about differences)</p>	<p>My daddies (different families)</p> <p>Julian is a mermaid (diversity)</p>
<p>Physical Development</p> <p>UNCRC Articles 24 and 31.</p> <p>Fine motor control in provision weekly</p>	<p>Focus on gross motor development for the first term in the outside area- set out rules for bikes/scooters/ ball games</p> <p>Daily name writing</p> <p>Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Focus on gross motor development for the first term in the outside area- Consolidate rules for bikes/scooters/ ball games</p> <p>Start Dough Disco</p> <p>Teach how to use cutlery (Chartwells)</p> <p>Daily name writing</p>	<p>Start PE session in the big hall. Get Set 4 P.E planning</p> <p><i>Introduce PE sessions in the hall- Introduction to PE</i></p> <p>Teach throwing and catching- eyes on the ball- large ball</p> <p>Introduce parachute games</p> <p>Continue Dough Disco</p> <p>Daily handwriting</p>	<p>Get Set 4 P.E planning</p> <p><i>Introduce PE sessions in the hall- Dance unit 1</i></p> <p><i>Introduce play trail (PPA)</i></p> <p>Daily handwriting</p> <p>Introduce 'magic pencil time' weekly taught line drawing of a plant or animal to develop pencil control</p> <p>Trip to Farm- play area</p>	<p>Get Set 4 P.E planning</p> <p><i>Introduce PE sessions in the hall—Gymnastics unit 1</i></p> <p>Daily handwriting – Morells handwriting book</p> <p>Teach ways of moving each week and add posters to physical area</p>	<p>Get Set 4 P.E planning</p> <p><i>Introduce PE sessions in the hall- Games unit 1</i></p> <p>Daily handwriting- Morells handwriting book</p> <p><i>Sports day and learning how to participate in different races. (Egg and spoon, running, relay, water, dressing up, hurdles, bean bag) Discuss winning and losing graciously, competing as an individual or a team.</i></p>

<p>Mathematics</p> <p>See Maths Progression Document</p> <p>Maths songs</p> <p>Size: When Goldilocks went to the house...</p> <p>Counting songs: 5 little ducks, 5 little speckled frogs, 10 green bottles, 1,2,3,4,5, 10 little monkeys</p>	<p>Subitising</p> <p>→Subitise objects & sounds</p> <p>→ Subitise within 5 focusing on die patterns</p> <p>→Introduction to 2D shape through 2D shape group names: circles, triangles, rectangles, squares, pentagons</p> <p>Counting, ordinality & Cardinality</p> <p>→ Focus on the 'five-ness of 5'</p> <p>→Practise object counting skills</p> <p>→Match numerals to quantities within 10</p> <p>→Verbal counting beyond 20</p> <p>→Focus on ordinality & that each number is one more than the previous</p> <p>→SSM through our 'What happened once upon a time?' topic</p> <p>→Size comparisons through Stories: Goldilocks & The 3 Billy Goats Gruff</p> <p>→Intro to measure using non-standard units in our 'huff puff test'</p> <p>→ Positional language when drawing the inside of our homes</p>	<p>Composition</p> <p>→ Explore how all numbers are made of 1s</p> <p>→ Explore the concept of 'whole' and 'part'</p> <p>→ Focus on the composition of 3, 4 and 5</p> <p>→ Focus on 6 and 7 as '5 and a bit'</p> <p>SSM in our continuous provision:</p> <p>See Maths provision map for details</p> <p>Comparison</p> <p>→ Comparison of sets - 'just by looking'</p> <p>→ Comparison of sets - by matching</p> <p>→Use the language of comparison: more than, fewer than, an equal number</p>	<p>Subitising</p> <p>→Subitise within 5 focusing on die patterns</p> <p>White Rose Maths:</p> <p>→Compare, size, Mass & Capacity</p> <p>Counting, ordinality & Cardinality</p> <p>→Counting: focus on ordinality</p> <p>→See that each number is one more than the previous number</p> <p>→Focus on the 'staircase' pattern and ordering numbers</p> <p>White Rose Maths:</p> <p>→Circles and triangles</p> <p>→Positional language</p>	<p>Composition</p> <p>→Focus on 5</p> <p>→Focus on 6 and 7 as '5 and a bit'</p> <p>→Compare sets & use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p> <p>→Doubles</p> <p>→ Odd and even numbers</p> <p>White Rose Maths:</p> <p>→Shapes with 4 sides</p> <p>→Time</p> <p>Comparison</p> <p>→Focus on ordering of numbers to 8</p> <p>→Use language of less than</p> <p>White Rose Maths:</p> <p>→Compare mass (2)</p> <p>→Compare capacity (2)</p>	<p>Subitising</p> <p>→Subitising to 6, including unstructured arrangements</p> <p>→Introduce the rekenrek</p> <p>White Rose Maths:</p> <p>→Length & Height</p> <p>→Time</p> <p>Counting, ordinality & Cardinality</p> <p>→Counting larger sets and things that cannot be seen</p> <p>→Review & Assess - Number patterns</p> <p>→Review & Assess – Counting</p> <p>White Rose Maths:→3D Shapes</p> <p>→Spatial Awareness</p> <p>→Patterns</p>	<p>Composition</p> <p>→Composition '5 and a bit'</p> <p>→ Automatic recall of bonds to 5</p> <p>→Review and Assess Composition of 10</p> <p>White Rose Maths:</p> <p>→Spatial reasoning</p> <p>→Match, rotate, manipulate shapes</p> <p>Comparison</p> <p>→Comparison linked to ordinality</p> <p>→Review & Assess - Comparison</p>
<p>Understanding the World</p> <p>The Natural World (Foundations of Science)</p> <p>Outdoor learning - each class visit the forest, learning about the seasons and animal and plant life. Our garden will be an ongoing project for children and they will help us weed, plant and grow different plants throughout the year</p>	<p>Introduce the seasons wheel display in the class, which will be referred to throughout the year. Each Month we move the hand onto the corresponding Month and talk about which season we are in- what might we see.</p> <p>Introduce the nature area- display seasonal natural items in here and children can add to the display with their 'nature treasures' throughout the year.</p> <p>Plant bulbs in our growing patch</p>	<p>Go and observe the apple trees in the orchard and draw what they look like at this stage in the year. (Beginning of Aut 2 or end of Aut 1) Tap the magic tree</p> <p><i>Look at deciduous and evergreen trees</i></p> <p>Explore the use of wheat and flour to make dough (link to Little Red Hen) changes of state</p>	<p>Look for and recognise the signs of winter in our outside area.</p> <p>Feed the birds and provide shelter for minibeasts.</p> <p>Go and observe the apple trees in the orchard and draw what they look like at this stage in the year.</p> <p><i>Learn about Planet Earth- look at different parts of the world/ different terrains.</i></p> <p>Learn about rain ice and water Changes of state- leave water in small containers to freeze</p>	<p>Go on a nature hunt on the school grounds/forest to look for emerging signs of spring.</p> <p>Go and observe the apple trees in the orchard and draw what they look like at this stage in the year.</p> <p>Introduce 'the magic pencil'- learn to draw flowers and animals</p> <p>Trip to the farm- learn about a horse, sheep, cow, chickens and ducks, goat, pig and key facts about them.</p>	<p>To grow our own vegetables in our growing patch from seed and learn about their life cycle.</p> <p>To identify the changes in seasons in our woodland throughout our school year. Use photos taken through the year as a visual prompt.</p>	<p>Go on a nature hunt to look for and identify signs of summer in our woodland.</p> <p>To go pond dipping in our pond to learn about the animals that live in our pond.</p> <p>To go on a minibeast hunt to look for similarities and differences with pond minibeasts.</p> <p>Go and observe the apple trees in the orchard and draw what they look like at this stage in the year.</p>

	KAPOW Look for and identify the signs of autumn in our outside area.	KAPOW Learn to recognise different types of weather	overnight- hang on trees to watch melt throughout the day. DE Explore outer space The moon Astronaut training day KAPOW- Recognise how animals prepare for Winter	Make butter- link to cows- <u>observing</u> Learn about farm animals and animal baby names KAPOW- Recognise changes outside in Spring		<i>Strawberry picking</i> KAPOW- recognise changes outside in Summer.
Kapow		I am a scientist- Push or pull I am a scientist- Float or sink (in provision) I am a scientist- freeze or melt (in provision)	Our beautiful planet- Exploring outdoors/ looking after our planet/ caring for the earth.- link to Beegu Animal Adventures- Living/ non living	I am a scientist- loud or quiet- link to music Animal adventures- On the farm/ animal homes- link to Look what's on the farm	KAPOW- Investigate the mixture needed to build a sandcastle (in provision) Our beautiful planet- Plants- identifying and naming and plant parts/ planting seeds- link to The Extraordinary Gardener	Animal adventures- describing minibeasts- link to Yucky Worms I am a scientist- light or dark
Understanding the World Past & Present (Foundations of History)	Birthdays- we will celebrate birthdays in the Montessori way by discussing each year of the child's life, looking at photos and demonstrating that they have been around the world another time. Oracy opportunities discussing starting school, how it is the same/different to nursery.	Introduce past, present, future vocabulary hanging on a line in class- when something is discussed or learnt about we will add in to the 'timeline'. Things can be moved e.g. Christmas in the future becomes present becomes past Little Red hen- mill	Our garden - will be an ongoing project for children and they will help us weed, prune, plant and grow different plants throughout the year and track changes as time progresses and seasons change. -observe changes over time- reset after winter Moon landing- On the moon	Farm – Compare Farmer Duck doing everything by hand to modern machines that do things nowadays- look at apple collecting machines/ ploughs The story machine- typewriter	Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers- VISITORS	Science week- compare Jess French minibeast adventures with Eleanor Anne Ormerod
Understanding the World People, Culture and Communities (Foundations of RE/ Geography) Article 30	Birthday walks Oracy opportunity/ Talk about their immediate family- who lives in your house? Make little houses Read All Welcome here	Birthday walks It's a No Money Day (link to harvest/ donations) Read the Christmas story and learn about how Christians celebrate Christmas. Tell the story of Diwali with puppets and learn about how Hindus celebrate Diwali.	Birthday walks Hats of Faith (RE) The perfect fit (celebrating difference and link to maths) Read and retell the story behind Lunar New Year and how it is celebrated. <i>Make 'our links with the world' display'</i> <i>We start saying the register in a different language each week. We look at which country the</i>	The proudest Blue/ Not Now Noor! (celebrating and learning about differences- link with Ramadan/RE) Learn about how Muslims celebrate Ramadan Learn about how Hindu's celebrate Holi Learn about how Christians celebrate Easter- tell Easter story through Godly play	Talk about the lives of the people around them and their roles in society, Such as – people who help us (Police, Firefighters etc) Learn about how Jewish people celebrate Passover A Superpower like mine (Dr Ranj) explore our Superpowers My Hair (celebrating and learning about differences) <u>International day-</u> learn about a variety of cultures	Julian is a mermaid (diversity) Learn about how Muslims celebrate Eid

<p>families in our cohort throughout the year.</p>			<p><i>language is spoken in, that country's flag, where it is in the world it is, and a few photos and music from that country.</i></p> <p>Beegu going home with each child and looking at photos of different children's experiences</p> <p>Local walk – look at maps/ aerial views</p> <p>Look at different terrains- countryside, city, desert, arctic</p> <p>Learn about solar system and different planets</p>	<p>Map of the farm and farm visit</p>	<p>we have in our school- look at life in other countries</p>	
<p>Expressive Arts and Design – being imaginative and expressive</p> <p>(Foundations of Music)</p> <p>Oracy opportunities for presentational talk</p>	<p>Develop storylines in their pretend play- model role play and small world play</p> <p>Learn a range of nursery Rhymes- introduce the song bag and have in continuous provision. Use actions and or Makaton.</p>	<p>Christmas performance to parents- choral recall of the Gingerbread Man and Christmas songs.</p> <p>Learn to recite seasonal poems with actions and expression</p>	<p>Introduce 'helicopter stories' as an opportunity for children to perform daily.</p> <p>Learn to recite seasonal poems with actions and expression</p>	<p>Helicopter stories</p> <p>Learn to recite seasonal poems with actions and expression</p> <p>Music sessions-, body percussion, follow a rhythm, listen for environmental sounds, instrumental sounds and body sounds</p> <p>Learn to recite seasonal poems with actions and expression- performance</p>	<p>Helicopter stories</p> <p>Learn to recite seasonal poems with actions and expression</p> <p>Music sessions- Follow a rhythm, explore tempo, learn some songs with Makaton signs, explore pitch and dynamics (we're going on a bear hunt)</p>	<p>Helicopter stories Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Music sessions- Big band- learn about an orchestra. Follow a rhythm using instruments, play tuned and untuned instruments and compare, perform in a 'band'</p> <p>Learn to recite seasonal poems with actions and expression- performance</p> <p>Drumming workshop (visitor)</p>
<p>Expressive Arts and Design – – Creating with materials- (Foundations of Art and DT)</p> <p>UNCRC Article 29.</p>	<p>We aim to teach or model a range of skills and give a range of experiences over each half term to develop children's art and design skills following Access Art scheme units where appropriate</p>					

Mark making/ Drawing	Observational drawing - Pumpkins	Line drawing self portrait	Line drawing of Beegu with pen	Introduce the magic pencil with this activity, https://www.accessart.org.uk/mark-making-and-sound-part-two/ and following on from this, model drawing plants and animals step by step. Collecting, Arranging, Drawing https://www.accessart.org.uk/collecting-arranging-drawing/	Continue magic pencil	Continue magic pencil Observational drawing/ painting of a minibeast for a gallery.
Painting and Printing	Artist focus - Jackson Pollock Model watercolours- teach how to use paintbrushes carefully, washing in between colours and using brush for different effects.	Artist focus- Alma Thomas Model colour mixing primary colours with poster paint- make a colour mixing reference chart with the children. Introduce self-access paints in classrooms- need dependant Printing with natural objects/food e.g. leaves, pine cones.	Artist focus- Kandinsky circles Using different painting and printing techniques to make all the planets Galaxy Painting https://www.accessart.org.uk/galaxy-painting/ Experience: explore working with paint on different surfaces and in different ways coloured, sized and shaped paper. Explore using different brush types.	Artist Focus- Yayoi Kusama polka dots- experiment with painting with cotton buds Burton Hathow Ducklings https://www.accessart.org.uk/burton-hathow-ducklings/ Watercolour daffodils- model sketching lightly first and painting over	Artist focus- Alison Lapper artist who painting with her mouth and feet- link to what is your superpower Printing repeating patterns with vegetables	Artist focus- Lucy Arnold Observational drawing/ painting of a minibeast for a gallery- show acrylic paint
3d work/ textiles (DT)	Introduce and model how to make using junk modelling – model Sellotape dispenser	Cardboard Creations https://www.accessart.org.uk/top-tips-for-cardboard-creations/ Learn to make a basket with a handle- joining	Introduce clay- access art clay play	Model flange/ brace join	Weaving Make Supertato from real veg Artist focus Giuseppe Arcimboldo – collage veg faces plate face challenge	Clay model linked to minibeasts or bog baby.
Cooking- everybody once a term as a minimum	Porridge (link to Goldilocks)	Baking Gingerbread	Making playdough	Making playdough Making butter from cream Cooking pancakes or easter cakes	Making playdough Cooking linked to international day.	Making playdough
Repeated poem Children learn the words and actions to the following poems each half term. They will learn to		Robin is my name	Popcorn	Noisy Farm	Eggs	Hands

perform some throughout the year.						
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<p>Assessment Opportunities</p>	<p>Check Nursery Assessments</p> <p>EYFS team meetings</p> <p>Parents evening</p> <p>Target tracker PITA In-house - Baseline data on entry (A4 sheet) by end of week 5</p> <p>National Baseline data by end of week 6</p> <p>Phonic baseline assessment booklet</p> <p>Maths baseline assessment sheet</p> <p>Gaps analysis and groups/trends- look at interventions and provision</p>	<p>Ongoing formative assessments</p> <p>End of term report</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Phonics booklet</p> <p>Maths assessment sheet</p> <p>Phonics and maths tracking</p> <p>End of term Target Tracker PITA</p> <p>Steps on TT for Literacy and maths – for children not on track.</p> <p>Gaps analysis and groups/trends- look at interventions and provision</p>	<p>Ongoing formative assessments</p> <p>Moderation (arrange with Greensands or locality)</p> <p>EYFS team meetings</p> <p>Parents evening</p> <p>Phonics assessment booklet</p> <p>Maths assessment sheet</p> <p>ELG meeting for parents (mid term)</p> <p>Pupil progress meeting</p>	<p>Ongoing formative assessments</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Phonics booklet</p> <p>Maths assessment sheet</p> <p>Phonics and maths tracking</p> <p>End of term Target Tracker PITA</p> <p>Steps on TT for Literacy and maths – for children not on track.</p> <p>Gaps analysis and groups/trends- look at interventions and provision</p> <p>Interim report</p>	<p>Ongoing formative assessments</p> <p>Moderation (arrange with Greensands or locality)</p> <p>EYFS team meetings</p> <p>Pupil progress meeting</p> <p>Any children to focus on for GLD</p>	<p>Ongoing formative assessments</p> <p>EYFS team meetings</p> <p>End of term Target Tracker PITA</p> <p>Submit GLD to County- You can take this info from TT</p> <p>End of year reports</p> <p>Steps on TT for Literacy and maths</p> <p>Phonics and maths tracking</p>
<p>Parent/Carer involvement</p>	<p>Staggered Start and parents settling children</p> <p>Home visits</p> <p>6 weeks in meeting Dojo This week sent every Friday Parents in for birthdays</p> <p>Parents evening</p>	<p>Parents in for launching home reading- talk in the hall followed by reading with child in class- <i>send home phonics flashcards/soundmat/ info on how support</i></p> <p>Christmas Show Bedtime stories Parent phonics/ reading workshop-</p> <p>End of term report including how to help at home</p>	<p>Parents Evening</p> <p>Parents joining us on local walk</p> <p>Parent/ carers workshop/ ELG meeting (followed by helping to build a rocket say goodbye to Beegu)</p> <p>Our links with the world</p> <p>Beegu home visits and write ups</p> <p>Parents in for birthdays</p>	<p>Parents in to read WBD in March</p> <p>Parent helpers for trip</p> <p>Go over 50 things to do and get parents to share what they have done so far.</p> <p>End of term report including how to help at home</p> <p>Parents in for birthdays</p>	<p>Parent volunteers for people who help us.</p> <p>International day</p> <p>Holiday photos for photo album</p> <p>Sent home Parent voice form for input into ELG's.</p> <p>Parents in for birthdays</p>	<p>End of year report</p> <p>Parent feedback on reports</p> <p>Parents in for birthdays</p> <p><u>New starters</u></p> <p>Stay and Play sessions with parents</p>

		Parents in for birthdays				Session without parents – tea coffee and parent workshop in the hall New admissions evening
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The Rights of the Child – highlighted rights should be a main focus.

Article 12: Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 13: Every child must be free to say what they think and to seek and receive information, as long as it is legal.

Article 14: Every child has the right to think and believe what they want and to practise their religion.

Article 23: A child with a disability has the right to live a full and decent life and play an active role in the community.

Article 24: Every child has the right to the best possible health.

Article 28: Every child has the right to an education.

Article 29: Every child has a right to develop their talents, personality and abilities.

Article 30: Every child has the right to learn and use the language, customs and religion of their family.

The development of SMSC and the promotion of British Values in the EYFS Curriculum

We have thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Social and Cultural development which permeates all areas of our EYFS provision.

<p>Spiritual We are: Encouraging awe and wonder for environment Encouraging appreciation of nature Encouraging children to reflect on their experiences, individually and in group time Supporting development of imagination and creativity through stories and open-ended creative provision</p>	<p>Moral We: Encourage community involvement in thinking about values to promote e.g. being honest Promote values through stories at large group time Discuss values and feelings eg The Colour Monster Apply a reward system rewarding attitudes e.g. being kind Ensure staff modelling of values Support children's following of rules</p>
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Planning for and offering magical moments
Acknowledging of the importance of enjoyment to well-being through having fun
Encouraging awe and wonder for objects
Encouraging strong key person relationships

Use a restorative approach
Use conflict resolution techniques to encourage children's understanding of feelings of others

Social

We:
Encourage children to form friendships
Support social skills and development throughout play and learning experiences
Support table manners throughout snack and lunch times
Teach self-care habits – blowing noses, covering mouth when coughing
Support inclusion of children within play and challenge any stereo typing
Support transition process from feeder nurseries and into Yr1
Support development of respectful behaviour e.g. listening to others, not invading other children's space
Share a wide range of inclusive texts/stories and social stories with children

Cultural

We:
Encourage appreciation of cultures of others as they arise from home backgrounds and within the books shared
Encourage children to tell us about and share their own cultural celebrations and customs
Encourage bi-lingual children to use their home language, as well as English and discuss importance of this with parents
Challenge stereo –typical language and ensure all types of families feel accepted and respected
Provide quality inclusive resources
Ensure all our children feel understood and comfortable whatever regardless of background

British Values

We:

Encourage children to see their role in the bigger picture, to know their views count, value each other's views and values and talk about their feelings, eg when they do/not need help, vote with a show of hands.

Support the decisions our children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Ensure our children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Help children develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Encourage our children to treat others as they want to be treated

Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Discuss similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.