



EYFS (Reception) Curriculum Overview/Long Term Plan Cycle B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Local Area 	Toys 	Arctic Adventures 	Significant Explorers 	Beside the seaside 	Pirates 
Focus topics	Starting School My New Class New Beginnings Ourselves My Family Feelings	Celebrations Autumn Materials	Winter Polar regions Climates Contrasting environments Hibernation Where do you live? Customs around the world	Signs of Spring Climates Contrasting environments Hibernation Where do you live? Customs around the world	Summer Healthy Eating Changes Dental Hygiene	Transitions and changes Imagination Jobs
'Wow' moments / Key Events	Transition Birthdays Harvest Autumn Trail	Remembrance Day Halloween Diwali World Space Week Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit	Winter Walk Valentines Day Pancake Day Chinese New Year Food tasting – different cultures	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt	Science Day/experience Sports day Carer visits	Family picnic School trip Transition Healthy Eating Week World Environment Day
Key Texts	Rainbow fish The colour monster Super me Elmer Nursery Rhymes Diwali	The three little pigs Remember remember the fifth of November The naughty bus Owl Babies Stick Man Dear Santa	Goldilocks and the three bears Be brave little penguin The snail and the whale Why should I brush my teeth That's not my penguin The great race	Jack and the beanstalk Oliver's Vegetables Baby animals Supertato Handas surprise Egg Hunt	Little red riding hood The sharing shell What the ladybird heard at the seaside The magic paintbrush Billy's bucket Shark in the park	Gingerbread man Two naughty pirates Commotion in the ocean Whatever next Pirates love underpants The Jolly postman
Literacy - Comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. <i>Actions to retell the story.</i> <i>Story Maps.</i>	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. <i>Information leaflets about animals in the garden/plants and growing.</i> <i>World Book Day Activities.</i> <i>Timeline of how plants grow.</i>	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

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<p>Literacy - Word Reading</p>	<p>Linking sounds to letters. Phonic Sounds: See phonics FS2 overview. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by soundblending. Phonic Sounds: See phonics FS2 overview. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Introducing di-graphs. Phonic Sounds: See phonics FS2 overview. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Begin to read simple sentences. Phonic Sounds: See phonics FS2 overview. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Read and understand simple sentences. Phonic Sounds: See phonics FS2 overview. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: See phonics FS2 overview. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Literacy – Writing</p>	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation/initial sounds.</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p>Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p>Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

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<p>Mathematics</p>	<p>Mathematical experiences: Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shape recognition.</p> <p>Pattern and early number: Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting. Recognise numbers in the environment. A number every week 'Number of the week'.</p>	<p>Numbers within 6: Number bonds to 5. Count up to six objects. One more and one fewer. Order numbers 1 to 6. Conservation of numbers within six.</p> <p>Addition and subtraction within 6: Explore zero. Addition and subtraction to 6.</p> <p>Shape and Sorting: Describe, and sort 2-D & 3- D shapes. Describe position.</p> <p>Calendar and Time: Days of the Week. Seasons. Sequencing daily events.</p>	<p>Numbers within 10: Number bonds to 10. Count up to ten objects. Represent, order and explore numbers to ten. One more or fewer, one greater or less. Subitising to 5. Odd numbers and even numbers.</p> <p>Addition and subtraction within 10: Explore addition as counting on and subtraction as taking away.</p> <p>Measures: Estimate, order compare, discuss and explore capacity, weight and lengths.</p>	<p>Grouping and Sharing: Counting and sharing in equal groups. Grouping into fives and tens. Relationship between grouping and sharing.</p> <p>Doubling and halving: Doubling. Halving. The relationship between them.</p> <p>Shape and Pattern: Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns.</p>	<p>Numbers within 20: Count up to 20 objects and recognise different representations. Order and explore numbers to 20. One more and one fewer.</p> <p>Addition and subtraction within 20: Addition as counting on and subtraction as taking away within 20. Compare 2 amounts recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Shape and Pattern: Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Begin to have a depth of numbers within 20: Verbally count beyond 20. Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards.</p> <p>Visualise map and build Being able to repeat patterns, I can follow and give instructions, describe pattern and explore pattern rules.</p> <p>Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
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<p>Communication and Language</p>	<p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</p>					
	<p>Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Individual speech assessment.</p>	<p>Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.</p>	<p>Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.</p>	<p>Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.</p>	<p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.</p>	<p>Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.</p>

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Physical Development	<p>Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting#</p> <p>Athletics</p>	<p>Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.</p> <p>Invasion games</p>	<p>Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.</p> <p>Gymnastics</p>	<p>Balance Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance</p>	<p>Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.</p> <p>Wall/net games</p>	<p>Team games Gross Motor: Races / team games involving gross motor movements balance related activities.</p> <p>Striking and fielding</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	<p>Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip</p> <p>Dough disco and wiggle whilst we squiggle.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Dough disco and wiggle whilst we squiggle.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p> <p>Dough disco and wiggle whilst we squiggle.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p> <p>Dough disco and wiggle whilst we squiggle.</p>	<p>Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p> <p>Dough disco and wiggle whilst we squiggle.</p>	<p>Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego.</p> <p>Dough disco and wiggle whilst we squiggle.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p>

						<p>Begin to show accuracy and care when drawing.</p>
<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions.</p> <p>* Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>						<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>

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Personal, Social and Emotional Development	Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.	Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
	PSHE Focus: Keeping safe	PSHE Focus: Bullying Matters	PSHE Focus: Relationships	PSHE Focus: Diversity matters	PSHE Focus: Money Matters	PSHE Focus: Drug Education
Understanding the World	Past and Present Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the	Past and Present Toys in the past Focus Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and	People, Culture and Communities Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Antarctica Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day How do we know that new babies are special?	Past and Present David Attenborough and other significant explorers. Feelings in the past and present-how do we feel/did we feel and why? People, Culture and Communities Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Antarctica How do some people talk to God? Thinking about peoples jobs and how they are important.	Past and Present Roles of different jobs around us. What jobs do our family members do? Seaside in the past How have we changed since we were born? People, Culture and Communities Why should we care for others?	Past and Present Seaside in the past and significant pirates Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

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<p>difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.</p> <p>People, Culture and Communities</p> <p>Describing their environment around them.</p> <p>Can they locate their home on google maps?</p> <p>Exploring what makes a family. The varying members of a family unit.</p> <p>What is God's job?</p> <p>The Natural World</p> <p>Local Study</p> <p>Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p>begin to understand why maps are so important to postmen.</p> <p>People, Culture and Communities</p> <p>Links to festivals: Bonfire night Diwali Christmas</p> <p>Role play – Christmas home scene.</p> <p>Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p> <p>What is a prophet?</p> <p>The Natural World</p> <p>Exploring light and dark. How can we see in the dark?</p> <p>Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p>The Natural World</p> <p>Seasons – Winter – differences and changes over time – weather, animals and plants.</p> <p>Melting ice experiments.</p> <p>Non fiction arctic environment and animals.</p> <p>Comparing the Arctic to their local environment.</p>	<p>The Natural World</p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>The Natural World</p> <p>The seaside-coastal features</p> <p>Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. Plants</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Pirates</p> <p>Why should we care for others?</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World</p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants.</p> <p>Exploring the differences between land and water.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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Expressive Arts and Design	<p>Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.</p> <p>Drawing and mark making</p>	<p>Creating with Materials: Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.</p> <p>Junk Modelling</p>	<p>Creating with Materials: Winter pictures and scenes. Chinese New Year - lanterns</p> <p>Sculptures- working with clay</p>	<p>Creating with Materials: Spring pictures. African Artwork.</p> <p>Puppet making</p>	<p>Creating with Materials: Making smoothies Healthy Eating collages.</p> <p>Weaving</p>	<p>Creating with Materials: Flower artwork.</p> <p>Design a product with function.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – toy shop and then Christmas grotto.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Winter songs. Role-play – Antarctica Small world - arctic explorer. Chinese New Year songs.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs. Role-play – Travel agent Small world – Castles and Dragons.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Role-play – Seaside Small world play – farmyards.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – Seaside</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
SMSC	<p>Mutual respect. We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p>	<p>Mutual Tolerance. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law. 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>Individual liberty. 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>Democracy. 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>	<p>British Values. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment	<p>In-house baseline data National Reception Baseline Assessment (RBA) Observations on Dojo Parent/pupil meeting – settling in.</p>	<p>Observations on Dojo Phonics Assessment Target Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings Parents Evening</p>	<p>Observations on Dojo Phonics assessment Maths assessment Target Tracker data updated Pupil progress meetings In-house moderation Cluster moderation. EYFS team meetings Parent/pupil meeting – sharing targets.</p>	<p>GLD predictions Observations on Dojo Phonics assessment Target Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings Parents Evenings</p>	<p>Observations on Dojo Phonics assessment Target Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on Dojo Target Tracker data updated Cluster moderation End of Year Data submitted End of year Report to parents.</p>

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