


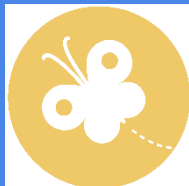










Planning is used as a guide and not a "tick list". This is to ensure that staff have the flexibility to respond to individual needs, interests and cultures when appropriate.

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Whole School Christian Values						
	LOVE	PEACE	WISDOM	HOPE	FRIENDSHIP	HONESTY
Theme						
Books/Texts	<p>Super Duper You</p> <p>Owl Babies</p> <p>All kinds of Babies</p> <p>Brothers & Sisters</p> <p>Just Because</p> <p>If I Had a Hundred Mummies</p> <p>There's a House inside my Mummy</p> <p>Home Sweet Home</p> <p>All Kinds of People</p> <p>You Choose</p> <p>Charlie Cook's Favourite Book</p> <p>The Paper Dolls</p> <p>Marvellous Me (Inside and Out)</p>	<p>Changing Seasons (Autumn and winter)</p> <p>Wide Awake Hedgehog</p> <p>Leafy the Pet Leaf</p> <p>Pumpkin soup</p> <p>Polar Bear, Polar Bear, What do you Hear?</p> <p>My First Diwali Story</p> <p>My First Nativity Story</p> <p>Moggs Christmas</p> <p>The Jolly Christmas Postman</p> <p>Christmasaurus</p> <p>Goldilocks and The Three Bears</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>Little Red Riding Hood</p> <p>Gingerbread Man</p>	<p>Pirates's Love Underpants</p> <p>Ten Little Pirates</p> <p>That's Not My Pirate</p> <p>The Snail and The Whale</p> <p>Smiley Shark</p> <p>The Fish Who Could Wish</p> <p>Bright Stanley</p> <p>Tiddler</p> <p>Barry the Fish with Fingers</p> <p>The Singing Mermaid</p> <p>Rainbow fish</p>	<p>The Very Hungry Caterpillar</p> <p>Miffy (story sack)</p> <p>Mad about Minibeasts</p> <p>Oliver's Vegetables</p> <p>Sam Plants a Sunflower</p> <p>Growing Frogs</p> <p>The Teeny Weeny Tadpole</p> <p>Who's in the egg?</p> <p>Non Fiction Life Cycle books</p> <p>Tap the Tree</p> <p>Mia Makes a Meadow</p>	<p>The Jolly Postman</p> <p>Mog and the VET</p> <p>My Mummy is a Plumber</p> <p>You Can't Call an Elephant in an Emergency</p> <p>Ness the Nurse</p> <p>How a fire engine works</p> <p>People Who Help Us book series</p>	<p>The Colour Monster Goes to School</p> <p>Harry and the Dinosaurs go to School</p> <p>Starting School</p> <p>See Inside your Body</p> <p>Why Shouldn't I Eat Junk Food?</p> <p>Staying Safe in the Sun</p> <p>Little princess, I want my Potty!</p> <p>Kitchen Disco</p>

Texts Linked to our Values	Love Guess How Much I Love You Love you Forever What Colour is Love? No Matter What!	Peace All Kinds of Beliefs What I Believe I am Peace Peace is an Offering Malala Yousafzai- focus The Peace Book The Colour Monster	Wisdom Superworm What the Ladybird Heard The Gruffalo We're going on a bear hunt A Squash and A Squeeze Chicken's Can't See in the Dark	Hope The Three Wishes Wisp - A story of Hope by Zana Fraillon That's not a daffodil How do you make a rainbow?	Friendship I'm Sorry Best Friends or Not? Is That What Friends Do? Don't Call me Special Whoever You Are My World your World Handa's surprise The Rainbow Fish Sharing a Shell The Smartest Giant in Town	Honesty Don't tell lies Lucy! Tell the truth
Provocations / Investigations	Shops and the Local Area Different types of Homes Family Photographs on Tapestry	Weather changes Leaf collecting Forest activities Christmas Decorations Materials- Strong and weatherproof Big Bad Wolf hair dryer experiment.	Water play Buried Treasure Sensory play trays	Weather changes. spring/summer Life cycles Growth - experiments and plant growth Visit to MSN Library Visit to Church to meet Father Guy/Father Philip	Visitors who work in public services. 	Role play school Investigating effects on bodies from exercise, wellbeing activities Sports Day. Visit to MSN Nature Reserve or Train Station
Personal, Social and Emotional Development	0-3 Find ways to calm themselves, through being comforted by their key person. Establish their sense of self. 3-4 Develop their sense of responsibility and membership of a community Settling in at Nursery, Introducing rules and routine. Names and pictures on peg labels- finding my own space Jigsaw PSHE Scheme- Being Me in My World	0-3- feel strong enough to express a range of feelings. Are talking about their feelings in more elaborated ways "I am happy because" 3-4 Talk about their feelings using words like happy or sad. Talking about celebrations and family traditions Ready, Respectful, Caring - rules and routines Jigsaw PSHE Scheme- Celebrating Difference	Discussing wise choices and repairing relationships. 0-3 Express preferences and decisions, try new things and establish autonomy 3-4- Select and use activities and resources, with help when needed. Jigsaw PSHE Scheme- Dreams and Goals	Learning about growth and development of ourselves. 0-3 Notice and ask questions about differences, such as skin colour, types of hair, gender, SEND etc. 3-4 Begin to understand how others might be feeling Jigsaw PSHE Scheme- Healthy Me	What makes a good friend? 0-3 develop friendships with other children 3-4 Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Jigsaw PSHE Scheme- Relationship	Transition to school, building confidence and encouraging independence 0-3 Feel confident when taken around the local area (or in school) and enjoy exploring new places with their key person. 3-4 Show more confidence in new social situations Jigsaw PSHE Scheme- Changing Me

Physical Development Gross Motor: Soft play gym/Yoga in the studio Parachute games Balance Bikes Climbing frame & slide Forest School area	Gross Motor: 0-3 Fit themselves into spaces, like tunnels, dens and large boxes, and move in and around them. 3-4 Start taking part in some group activities, which they make up for themselves, or in teams. I can draw lines and circles using large scale movements	Gross motor: 0-3 Gradually gain control of their whole body through continual practice of large movements – kicking a ball, rolling, crawling etc. 3-4 Continue to develop their movement, balancing, riding (scooters, bikes and trikes) and ball skills I can draw lines and circles using large scale movements	Gross motor: 0-3 Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stomp to music. 3-4 Use large muscle movements to wave flags and streamers, paint and make marks.	Gross motor: 0-3 Clap and stomp to music. 3-4 Are increasingly able to remember sequences and patterns of movements which are related to music and movement Challenge to cross the playground without touching the floor Digging/weeding flowerbeds Build a bug hotel/house Ball games Fine motor: 0-3 Explore different materials and tools 3-4 choose the right resources to carry out their own plan, Fine motor seed planting. Exploring natural materials with hands. Tap-a-shape Dough Gym Fine Motor assessment	Gross motor: 0-3 Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks. Using the field to run, play and explore on a large scale Draw chalk flames on the outdoor area – children use long-handed brushes and water to wash them away. Fine motor: 3-4 Use a comfortable grip with good control when using pens and pencils Experiment with pre-writing shapes.	Fine motor, tying a tie/shoelaces, buttons and zips. Explore healthy choices and the effect movement has on our bodies. Gross motor: 0-3 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing zips. 3-4 Be increasingly independent meeting their own care needs eg, brushing teeth, using the toilet, washing and drying their hands thoroughly. Using Zone 5 play equipment as part of transition to school. Join Reception class Forest School. Fine motor: 0-3 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 3-4 Starts to eat independently and learning how to use a knife and fork. Make healthy choices about food and drink, activity and tooth brushing Encouraging independence with coats/zips and putting shoes on etc. Experiment with mark making initial letters of names and other pre-writing shapes,
Fine motor: Funky fingers Playdough Threading Mark making Tap A Shape Pegs to Paper Set 1	Different size boxes for constructing Ensuring the area is safe, walk barefoot over different surfaces to experience texture. Large scale easel for mark making Chalking on playground Mops, brushes and water Den building, exploring the outdoor space, bike riding, balancing. Sensory room exploration. Fine Motor: 0-3 explore different materials and tools I can use one handed tools and equipment such as scissors, pens & pencils etc. Self portraits, threading, chunky grip tool use (pens, crayons etc) Playdough- Gingerbread cutters, googly eyes, buttons etc to make family. Cutting activities, tweezers, filling and emptying	Exploring the forest area and starting Forest School sessions. Large scale easel for mark making Chalking on playground Mops, brushes and water Fine motor: 3-4 Uses one handed tools and equipment eg, making snips in paper with scissors. I can use one handed tools and equipment such as scissors, pens & pencils etc. Christmas Crafts Dough Gym introduction Cutting activities, tweezers, filling and emptying containers, hammering & chopping	Under the Sea themed Dance- Performance for Parents? Move body like underwater sea creatures Fine motor: 0-3 Develop manipulation and control. 3-4 choose the right resources to carry out their own plan, Tweezers and tongs for pincer grip practice Split pin sea creatures Fishing game			

	containers, hammering & chopping					
Communication and Language	<p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions Understand and act on longer sentences</p> <p>3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions</p> <p>Talk time based around topic, Christian value or Wellcomm assessment Story times Group Times Helicopter stories</p>	<p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions Understand and act on longer sentences</p> <p>3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions</p> <p>Hide a range of characters around the outdoor area – play I spy / or children must hunt for the characters and describe to a friend where they are located</p> <p>Talk time based around topic, Christian value or Wellcomm assessment Story times Group Times Helicopter Stories</p>	<p>Talk time based around topic, Christian value or Wellcomm assessment Story times Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions Understand and act on longer sentences</p> <p>3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions</p> <p>Non-Fiction facts- Home learning for Tapestry discussion</p>	<p>Talk time based around topic, Christian value or Wellcomm assessment Story times Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions Understand and act on longer sentences</p> <p>3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions</p>	<p>Talk time based around topic, Christian value or Wellcomm assessment Story times Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions Understand and act on longer sentences</p> <p>3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions</p>	<p>Talk time based around topic, Christian value or Wellcomm assessment Story times Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions Understand and act on longer sentences</p> <p>3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions</p>
Literacy	Phonics	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:
Phonics- Little Wandle Letters and Sounds Revised.	<p>Little Wandle Letters and Sounds Revised- Foundations for Phonics</p> <p>Reading: 0-3 Enjoys sharing books with an adult</p>	<p>Little Wandle Letters and Sounds Revised- Foundations for Phonics</p> <p>Reading: 0-3 Say some of the words in songs or rhymes</p>	<p>Little Wandle Letters and Sounds Revised- Foundations for Phonics</p> <p>Reading:</p>	<p>Little Wandle Letters and Sounds Revised- Foundations for Phonics</p> <p>Reading: 0-3 Ask questions about the book</p>	<p>Little Wandle Letters and Sounds Revised- Foundations for Phonics</p> <p>Reading: 0-3 Repeat words and phrases from familiar stories</p>	<p>Little Wandle Letters and Sounds Revised- Foundations for Phonics</p> <p>Reading: 0-3 Notice some print, such as the first letter of their name, a</p>

<p>3-4 Understand the 5 concepts of print</p> <p>Story time: Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary</p> <p>Story Sacks Story provocations Books and print in the environment</p> <p>Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing</p> <p>See Physical development & writing progression document.</p>	<p>3-4 Understand the 5 concepts of print</p> <p>Story time: Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary</p> <p>Story Sacks Story provocations Books and print in the environment</p> <p>Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing</p> <p>See Physical development & writing progression document.</p>	<p>0-3 Pay attention and responds to the picture or words 3-4 Understand the 5 concepts about print</p> <p>Story time: Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary</p> <p>Story Sacks Story provocations Books and print in the environment</p> <p>Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing</p> <p>See Physical development & writing progression document</p>	<p>3-4 Understand the 5 concepts about print</p> <p>Story Time: Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary</p> <p>Story Sacks Story provocations Books and print in the environment</p> <p>Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing</p> <p>See Physical development & writing progression document</p>	<p>3-4 Understand the 5 concepts about print</p> <p>Story Time: Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary</p> <p>Story Sacks Story provocations Books and print in the environment</p> <p>Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing</p> <p>See Physical development & writing progression document</p>	<p>bus or door number or familiar logo 3-4 Understand the 5 concepts about print</p> <p>Story Time: Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary</p> <p>Story Sacks Story provocations Books and print in the environment</p> <p>Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing</p> <p>See Physical development & writing progression document</p>
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Mathematics	0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles.	0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles.	0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles.	0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles.	0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles.	0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles.
Puzzles						
Games						
Measuring						
Weighing	3-4 Compare amounts, saying 'lots', 'more' or 'same'.	3-4 Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy	3-4 Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy	3-4 Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy	3-4 Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy	3-4 Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy
Building	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy					
White Rose	Maths group time: White Rose Maths- Block 1	Maths group time: White Rose Maths- Block 2	Maths group time: White Rose Maths- Block 3	Maths group time: White Rose Maths	Maths group time: White Rose Maths	Maths group time: White Rose Maths
	How big is your shoe? Measuring activity. Measure children using string and attach a poem to send home. Outlines of houses- making a street and children can record numbers of how many people live in their houses. Exploring height differences between friends and family. Counting family members Exploring shapes - homes, face features etc.	Exploring shapes Christmas decorations (circles for snowmen ,triangles for trees etc) weighing ingredients for Christmas baking Spot and count Christmas object/decoration hunts Weighing ingredients for gingerbread men Counting toppings Cards – teach the children some simple card games, snap, matching pairs		Measuring growth (plants/grass/cress and ourselves) comparing and recording Patterns on caterpillars Spots on ladybirds (combining amounts or counting) Counting eggs into a basket	Exploring shapes for transport pictures Measuring distances travelled with paper planes, boats etc. Comparing size, countries, transport Weigh parcels of different shapes and sizes	Exploring routines and time

Understanding the World	<p>0-3 Make connections between the features of their family and other families Notice differences between people</p> <p>3-4 Begin to make sense of their own life-story and family's history.</p> <p>Exploring home and family, discussing who makes up their family. Images of different homes in the small world area. Mirrors to look at facial features. Role Play- Home environment.</p>	<p>0-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>3-4 Talk about what they see, using a wide vocabulary.</p> <p>Observe seasonal changes. Leaf picking, forest school, natural artwork, frozen items, Make a dream catcher.</p>	<p>0-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>3-4 Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Shell and pebble investigation Science experiments-sea foam, floating/sinking.-oil in liquid etc.</p>	<p>0-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>3-4 Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Planting seeds, observing growth. Forest activities, seasonal changes.</p> <p>Plant a bee/butterfly friendly area- pollinator party!</p> <p>Roleplay area- lab coats, jars, magnifying glasses, identification sheets, bugs and creatures</p> <p>Roleplay camping set up, den building and materials for shelters.</p> <p>Look at a birds nest</p>	<p>0-3 Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.</p> <p>3-4 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 3-4 Show interest in different occupations.</p> <p>Discuss occupations as we introduce teachers/school staff, crossing patrol etc. Explore healthy choices relating to food, safety on the road, in the sun etc.</p> <p>Road safety provocation- road drawn on the ground, signs to start and stop. Zebra crossings</p>	<p>0-3 Notice differences between people</p> <p>3-4 Begin to make sense of their own life-story and family's history.</p> <p>Researching different countries children have visited, trying foods from other countries. Beach provocation Exploring sand and water</p>
Expressive Arts and Design	<p>0-3 Join in with songs and rhymes, making some sounds. Explore a range of sound makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally.</p> <p>3-4 Join different materials and explore different textures. Draw with increasing complexity and detail, such</p>	<p>0-3 Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>3-4 Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>0-3 Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>3-4 Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc.</p>	<p>0-3 Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</p> <p>3-4 Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing.</p>	<p>0-3 Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>3-4 Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>0-3 Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>3-4 Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>

	<p>as representing a face with a circle and including details.</p> <p>Mark making Self portraits Self Portraits by a range of artists. Andy Warhol style Pop Art portraits. Making instruments out of familiar resources (pots/pans/lids etc) Building homes, 2D and 3D. Learning new songs/rhymes and dances.</p>	<p>Mark making Christmas role play Christmas decorations, using different techniques and media. Christmas songs and dances</p>	<p>Join different materials and explore different textures.</p> <p>Mark making Sensory experiences- playdough, sand and water, sequins and glitter.</p>	<p>Mark making Flower crafts Natural pictures/prints Easter craft activities Marbling techniques Egg decorating Easter chicks Grass heads Mother's Day crafts Easter Bonnet competition Easter songs/hymns</p>	<p>Mark making Exploring sand and water (beach theme) Postcards model making vehicles Holiday/camping role play When I'm driving in my car song/actions Road safety role play</p>	<p>Mark making School role play</p>
Experiences	<p>Parents/families to share photos from memorable times.</p> <p>Where do I find things at nursery? Do the children know where the key places are?</p>	<p>Make Porridge with different toppings</p> <p>Make gingerbread men/ decorate</p> <p>Visit to school to watch the reception classes nativity</p> <p>Nursery Christmas Party</p> <p>Church Visit- Share a Christmas song</p>	<p>Woodland visit for minibeast hunt and explore animal homes/signs of animals.</p> <p>A listening walk around school grounds for animals.</p>	<p>Growing experiments</p> <p>Visit woodland and school gardens/ raised beds to see stages of growth.</p> <p>Easter bunny visit</p> <p>Have a Butterfly Ball- Children arrive dressed in bright colours like a butterfly!</p> <p>Tadpoles or Caterpillars to grow/hatch</p>	<p>Arts Week</p> <p>Camping provocation</p> <p>Visits from professionals; doctors/vets/police/firefighters. Mrs Marshall- road safety.</p>	<p>Pre-schoolers Leavers celebrations</p> <p>Visit from school staff</p> <p>ENGAGE- Pre-schoolers visit school as often as possible.</p>
Parental Engagement	<p>Making relationships with parents</p> <p>Tapestry</p> <p>Newsletter with ideas based around current topics/ learning.</p> <p>Share key vocabulary</p> <p>Home Learning Challenges</p>	<p>Tapestry</p> <p>Newsletter with ideas based around current topics/ learning</p> <p>Share key vocabulary</p> <p>Home Learning Challenges</p> <p>Parent's Evening</p>	<p>Tapestry</p> <p>Newsletter with ideas based around current topics/ learning/vocabulary</p> <p>Home Learning Challenges</p> <p>Dance performance</p>	<p>Tapestry</p> <p>Newsletter with ideas based around current topics/ learning/vocabulary</p> <p>Charity Fundraiser</p>	<p>Tapestry</p> <p>Newsletter with ideas based around current topics/ learning/vocabulary</p> <p>Parent's Evening</p>	<p>Tapestry</p> <p>Newsletter with ideas based around current topics/ learning/vocabulary</p>
Celebrations/ traditions		<p>Diwali</p> <p>Christmas</p>	<p>New year</p> <p>Pancake day</p> <p>World book day</p>	<p>Easter</p> <p>Mother's Day</p>	<p>Father's Day</p>	<p>Pre school leavers party/celebration</p>

Assessment	Baseline – Checkpoints Use ongoing assessments and planning to inform differentiation	End of term assessment Checkpoints Wellcomm all children Use ongoing assessments and planning to inform differentiation	Ongoing assessment Use ongoing assessments and planning to inform differentiation Wellcomm- Language for Life	End of term assessment Checkpoints Wellcomm for Amber outcomes Use ongoing assessments and planning to inform differentiation	Ongoing assessment Use ongoing assessments and planning to inform differentiation	End of term assessment Checkpoints Transition forms for reception Use ongoing assessments and planning to inform differentiation Wellcomm- Language for Life
<p align="center">Characteristics of Effective Learning</p> <p align="center">Playing & Exploring: Encourage children to 'have a go' and explore their new environment</p> <p align="center">Active learning: Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging</p> <p align="center">Creating & Thinking Critically: Encourage open ended thinking Model being a thinker, showing that you don't always know</p>						