GLC All Different: All Equal
Together, Improving Upon Our Best



EYFS Handbook

2026 - 2027









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GLC Early Years Policy

This Policy was ratified by the Board of Directors on:	Summer 2026
This Policy will be reviewed by the GLC Board on:	Summer 2027

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community. This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC; -
  The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.
We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

Early Years Policy

1. Aims

This policy will provide a clear indication of the GLC's expectations and will act as a key vehicle to achieve outstanding outcomes for every child.

This policy aims to ensure that in every academy within the GLC:

- A consistently rigorous approach to teaching for learning so that every child makes good progress and no child is left behind;
- Children access a broad and balanced curriculum that gives them the knowledge and skills needed for good progress through school and life;
- A close working partnership between staff and parents and/or carers; - Every child is included and supported through equality of opportunity and anti discriminatory practice.

2. Legislation

This policy is based on requirements set out in the Early Years Foundation Stage Statutory Framework: Early Years Foundation Stage statutory framework. This document also complies with our funding agreement and articles of association.

3. Admissions/ Structure

Entering a new situation can be a daunting experience for a young child and/or parent. Within the GLC we believe in the importance of a smooth transition between settings [home/pre school/ nursery].

Nursery

Pupils can start in Nursery once they are 3 and are entitled to 15 hours funded childcare. We also have a 30 hour provision. In the GLC, pupils can attend morning or afternoon sessions.

Visits are arranged to allow parents/carers to look around the setting and talk to staff about how to apply for a place.

If parents are successful at gaining a place they will receive a phone call with details of the induction arrangements. This will be an in school visit before the child starts to allow staff to gather information about the child and to start developing the key person relationship. Staff will collect information about the whole child [development and academic achievement], routines, interests, medical information, family unit and any additional needs that will ensure the smooth transition for the child into the setting. There will also be information about the members of staff that they will see in the setting.

Parents will also receive half termly overviews about the Nursery routines and what their child will be learning.

Pupils will have a transition period to allow staff to support each individual child as required, and information will be given at the in school visit. This will be specific to each child to ensure their individual needs are met.

Reception

Reception pupils start in the September of the academic year that they turn 5. Open days will be held in November to allow parents to look around the setting and talk to staff about how to apply for a place. Applications have to be sent to Thurrock and places are allocated according to their criteria:
https://www.thurrock.gov.uk/primary-school-admissions/applying-for-primary-school-place

Once places have been allocated, a welcome letter will be sent to the family, which will include dates for transition and parent information sessions during the summer term. Children may be visited at their pre-school or Nursery and parents will have an in school visit with the class teacher. All visits are to allow

staff to gather information about the child and also to start developing relationships between the child and teacher. At the visits it is important for staff to collect information about the whole child [development and academic achievement], routines, interests, medical information, family unit and any additional needs that will ensure the smooth transition for the child into the setting.

Parents will be invited to an information session about school expectations, routines and start dates in July. Parents will receive an information booklet [online] about Reception containing information about the academy, members of staff that they will see in the setting and what they will be learning.

Pupils will have a short staggered entry during September but timescales can be variable to meet the needs of the child.

4. Curriculum

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive relationships

At the GLC, we know that building positive relationships with young children is an essential task and a foundational component of good teaching. We recognise that all children grow and thrive in the context of close and dependable relationships that provide nurturance, security, and responsive interactions. We aim to have a strong partnership between children, practitioners and parents and carers.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development

All our learning environments are organised to provide all children, including those with SEND needs, with a rich, varied and safe place to play, explore and learn. We believe that the way the physical environment is designed and configured influences how children feel, act and behave. Our environment allows growth and development through carefully planned activities and resources which children can independently access in defined play areas. We view the environment as the third teacher to facilitate their own learning.

Areas of Learning

The EYFS is made up of three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are four specific areas of learning:

- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

4.1 Planning

All areas are delivered through a well-planned approach, with a balance of adult led and child initiated activities. Throughout the foundation stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals [ELG's] which are the goals or targets for children to achieve by the end of Reception. We follow a half termly topic based approach which allows flexibility to ensure that both children's needs and interests are taken into account. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. The topics that we incorporate into our planning are:

Nursery

Autumn 1 - All About Me
Autumn 2 - We Are Family
Spring 1 - Where I Live
Spring 2 - Take One Picture
Summer 1 - Invent and Explore
Summer 2 - Earth Explorers

Reception

Autumn 1- All About Me
Autumn 2- People Who Help Us
Spring 1- An Eye on London/ Dinosaurs
Spring 2- Take One Picture
Summer 1- Our World
Summer 2- Life Cycles

Long term maps which include an overview of the curriculum for Nursery and Reception can be found in appendix 1.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where we believe a child may have a special educational need or disability that has not previously been acknowledged, we will work closely with the parents/carers and any relevant professionals to establish the child's needs and to secure any action that may be required. Reasonable adjustments will be made, on an individual basis, for children with disabilities so that they can make full use of our facilities.

Phonics

We use a whole school programme to teach phonics which is called Read, Write Inc. It is a programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. In Reception the sessions last for 35 minutes. In Nursery, Read, Write, Inc. is taught for 15-30 minutes daily. Formal assessments are carried out half termly, however, children are able to move between groups before the end of a half term, if needed. Pinny time [recap of sounds] and Fred Talk [oral blending] happens throughout the Foundation Stage every day. The progression of how many sounds we expect children to know at the end of each half term in Nursery and Reception can be found in appendix 2.

Nursery Core Text

A 15 minute core text session is taught daily. Different texts are explored each half term [see the English policy]. The texts link to writing opportunities in the wider curriculum, as well as in focussed, adult led

activities.

Nursery Maths

A 15 minute maths session also takes place each day in Nursery to secure all aspects of mathematics, including number, pattern and shape, space and measures. Opportunities are provided throughout the environment to ensure that the skills being taught are available for children to explore independently.

An example of a nursery timetable can be found in appendix 3.

To ensure children achieve the expected standard at the end of Nursery we have introduced English and Maths milestones that allow children to achieve small steps at the end of each half term that will support them meeting the expected standard at the end of the academic year. See appendix 4.

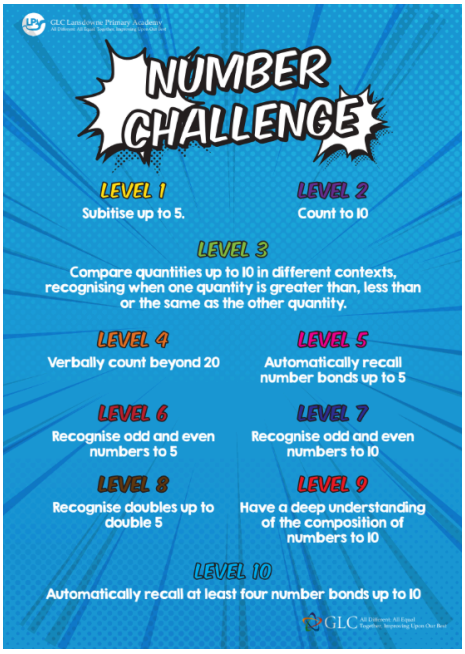
Formal learning in Reception

In Reception, we follow a formalised learning approach for writing and maths which includes a short carpet session followed by all children sitting at tables completing an independent activity with the support from the class teacher and early years practitioner. Children will have the opportunity to complete a weekly writing and maths task in their books. As the academic year progresses, the time spent accessing an independent activity at the table increases depending on the academic ability and development of each child.

For English, we follow the Ruth Miskin Talk Through Stories programme to support children's vocabulary development, comprehension and enjoyment of stories. Children will have the opportunity to revisit the same story multiple times throughout the week and then complete different writing tasks each day.

Monday: weekend news
Tuesday: character description
Wednesday: setting description
Thursday: sequencing the story
Friday: retell of the story

For Maths, we follow NCETM and White Rose schemes of work to support children's understanding of number and numerical pattern. Children will have opportunities throughout the week to practise number formation and focus activities based on the learning outcome for the week. We also ensure enhanced activities are planned to include current, prior and gaps in learning. Children also take part in the GLC Number Challenge which focuses on a different area of the EYFS curriculum. Each half term children will be assessed against the level in focus.



To support children achieving the Early Learning Goals [ELG]

at the end of Reception we have introduced English and Maths milestones that allow children to achieve small steps at the end of each half term that will support them meeting the good level of development at the end of the academic year. See appendix 5.

Children will also take part in circle time once a week that links to our topic as well as focusing on PSED. An example of a Reception timetable can be found in appendix 6.

Teaching and Learning

The Early Years classroom is organised to allow children to investigate and learn securely and safely. There are areas where the children can be active, explore and investigate, be creative and imaginative or be quiet and reflective. The classroom is set up with clearly defined learning areas, where children are able to find and locate equipment and resources independently. The EYFS class also has a stimulating outdoor area which children have access to throughout their day. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children space to explore, the ability to use their senses and to be physically active and exuberant. We plan activities, have key vocabulary displayed and resources that support the children to access the outdoors that help develop in all 17 areas of learning and believe that the different weather types only add to the experiences that children can be a part of. Appropriate clothing is vital and all parents are reminded of the learning benefits that exploring outdoors brings in all weather conditions.

We ensure all practitioners have appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. All staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Arrangements are in place for the professional supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. It fosters a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Practitioners have weekly training and support as part of the wider CPD programme. They also attend relevant training specific to the EYFS.

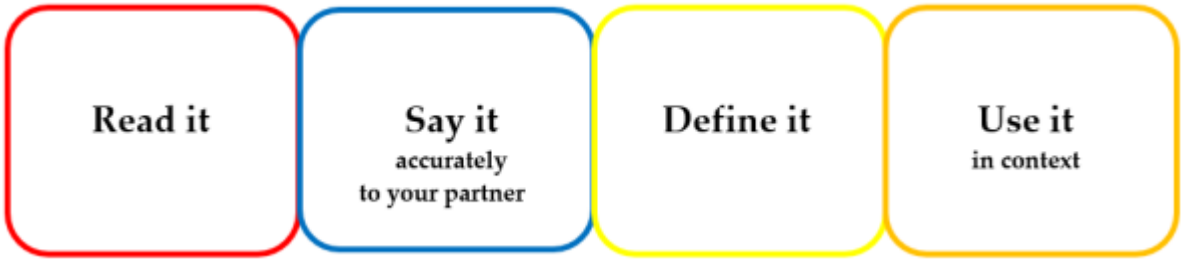
Key teaching and learning approaches are outlined in the Trust Teaching and Learning policy and are centred around the GLC pedagogy wheel and signature strategies:

- Trust Teaching and Learning policy: Teaching and Learning Policy & Handbook 2026-2027

Deliberate vocabulary development

The process of learning new words needs to be taught deliberately and explicitly as part of teacher instruction. Pupils with the weakest prior knowledge and most limited vocabulary will find this more difficult; new words do not just *'sink in'*. Without deliberate practice, new words are likely to be forgotten easily.

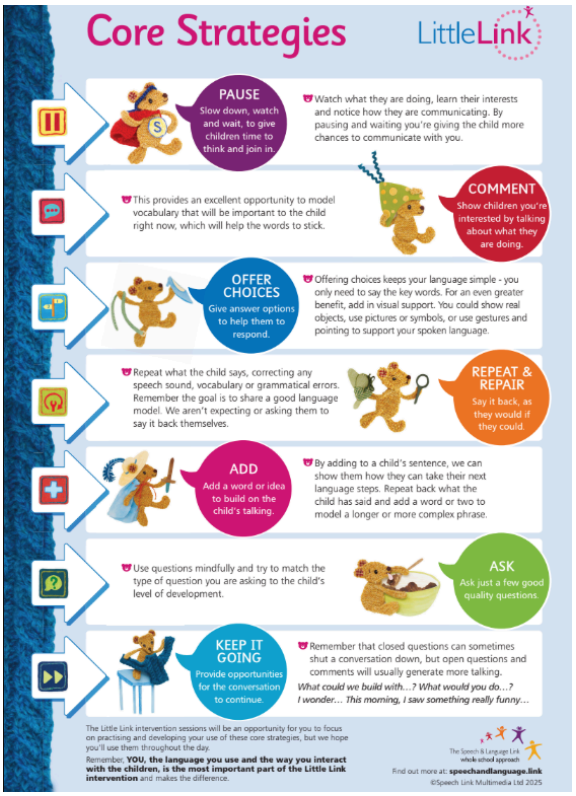
The agreed Trust approach to explicitly teaching vocabulary, spanning across the curriculum, is:



Play

Learning through play underpins our approach to teaching and learning in the foundation stage and all areas of the curriculum are delivered through a well-planned approach, with a balance of adult led and child initiated activities. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Skilled practitioners use play to model, exploit and develop language acquisition and development. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and help them make sense of their world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning at their own level and pace.

Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. Children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language. As children grow older, and as their development allows, the balance gradually shifts towards more formal learning, ready for year 1. We follow the Core Strategies from the Speech and Language Link programmes, which includes seven evidence-informed strategies to support high quality interactions within the environment.



We believe that access to an Early Years play based curriculum is essential for all children, including those with Special Educational Needs and Disabilities. For some children with SEND, in reception and beyond, increasingly more personalised approaches are used to ensure that they can access their curriculum alongside more targeted provision with enhanced support.

Attendance

At the GLC we believe that children who attend regularly, arrive and are collected on time are more secure and better able to engage with the learning environment. We view good attendance and punctuality as

vitally important for the learning and well-being of children. Good habits of attendance and punctuality are key skills for adult life. We support that regular attendance will enable children to make the best start to their education. Poor attendance and punctuality, even at the earliest age, can affect achievement in later life. Establishing good habits from the start is very important.

5. Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment [RBA] and Speech and Language Link programme.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development;
- Not yet reaching expected levels ['emerging']

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally [referring to the Development Matters guidance] and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority. In Nursery, regular updates on your child's learning will be sent via class dojo and the school newsletter. In Reception, pupils have a WOW book, maths and a literacy book. We also use formative assessment records [see appendix 7] in Maths and Topic to support end of half term assessments, which are shared with parents as a half termly report.

All teachers participate in regular moderation activities, in school, across the GLC and as part of Local Authority events.

Within the final term of both Nursery and Reception, we provide a written report to parents, reporting their child's progress against the prime areas and the specific areas of learning and characteristics of effective learning. We provide an opportunity for the parents to discuss this with the EYFS teacher during an open session at the end of the year or alternatively the parents can arrange a meeting.

6. Parents and Home Learning

We strive to create and maintain an effective partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate fully in their child's education. As well as the Nursery and Reception visit days we offer termly parent and child sessions to give them the opportunity to share their child's learning environment, have time to talk informally with the practitioners and to meet other parents. We also offer parents a variety of learning workshops to provide advice and information on how they can best support their child's learning. Parents are welcomed and encouraged to share information about their child, to ask questions and discuss their child's learning with the teachers. Formal parent meetings are offered, twice per year, where parents have the opportunity to speak with the teachers to discuss their child's progress and development, their next steps in learning and to view their child's work. At the GLC we value the importance of the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential.

Induction/Preparation for Starting at the GLC

In order to ensure every child makes the best possible start into their school journey, the following activities can be completed at home to get them ready for school:

- Where possible children to be toilet trained [reduced timetable may be put in place if needed];

- Communicate their needs and no longer having a dummy;
- Listen to and follow simple instructions;
- Being able to take off/put on coats and shoes independently;
- Walking into school independently without the use of a pushchair;
- Feed themselves using cutlery;
- Drinking from a suitable bottle for their age;
- Recognise their own name;
- Build up finger muscles by doing fine motor activities such as: playdoh, drawing, painting and threading;
- Practise counting to 10;
- Identify basic shapes [square, circle, triangle, rectangle] and colours
- Begin to recognise and say their Set 1 sounds using the RWI programme. Parent pages can be accessed here: https://www.ruthmiskin.com/parents/

Home Study

Weekly home study is set which incorporates the whole curriculum but also has a basic skills focus. These pieces of homework build on what has been covered in class so they can further practise and secure this content. There is also a holiday homework set so children can continue to practise basic skills and also complete a fun collaborative project which introduces the new topic. Further details can be found within the GLC Home Study policy.

7. Welfare and Safeguarding

Children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The school complies fully with the safeguarding and welfare requirements detailed in the statutory framework for the Early Years Foundation Stage (EYFS) (September 2026).

Mobile Phones, Electronic Devices and Digital Safety:

Members of staff do not use personal mobile phones or handset devices in the classroom and are strictly prohibited from taking photographs or recordings on personal devices.

School-owned iPads are used exclusively to capture photographs and videos to support observation, assessment, and evidence of learning. These images are shared with parents via ClassDojo, displayed in class, or published on the school website, subject to written parental consent collected during induction.

The school has statutory regard to Department for Education guidance on children's screen use in early years settings [https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use] . Screen use in Nursery and Reception is limited, carefully planned, age-appropriate, and directly linked to a clear learning, communication, or accessibility objective. In line with the guidance and best practice, no screens are used for pupils in the 2-year-old nursery and below.

Screens do not replace high-quality adult interaction, practical play, stories, physical activity, or outdoor learning.

All digital content is checked prior to use; advertising, autoplay features, algorithm-driven feeds, and unsuitable artificial intelligence (AI) tools are prohibited. Appropriate assistive technology for pupils with SEND is provided according to individual need.

Safer Recruitment, Staff Suitability and Volunteers

We adhere to safer recruitment procedures outlined in the EYFS framework, Keeping Children Safe in Education (KCSIE), and relevant statutory guidance regarding regulated activity.

All staff and volunteers engaging in regulated activity (including any teaching, training, instruction, care, or supervision carried out frequently—defined as more than 3 days in a 30-day period—or overnight) undergo mandatory identity checks, reference verification, enhanced DBS checks, and Children's Barred List checks prior to commencing duties. In line with statutory requirements, supervision by a staff member does not exempt a volunteer from regulated activity status if the frequency threshold is met.

Occasional volunteers who do not engage in regulated activity (e.g., assisting on a single non-overnight day trip or infrequent PTA event) are managed in accordance with the school's volunteer risk-assessment procedures and will not be permitted to undertake unsupervised regulated activity.

Promoting Health, Hygiene and Nutrition

Infection Prevention: The school implements strict hygiene and infection control procedures, taking prompt, appropriate action when children become unwell.

Dietary Needs, Food Allergies & Anaphylaxis Safety

All meals, snacks, and drinks provided are healthy, balanced, and nutritious, with fresh drinking water freely accessible at all times. The school manages food allergies and anaphylaxis risks in full accordance with DfE statutory guidance on allergy safety in schools.

Prior to admission, detailed dietary, health, and allergy information is established with parents/carers. For any pupil with a diagnosed allergy, an Individual Healthcare Plan (IHP) and Allergy Action Plan are established, regularly updated, and shared across all teaching, supervisory, and catering staff.

Allergy safety is managed as a whole-school responsibility. All staff receive training to identify allergen risks, recognise signs of allergic reactions and anaphylaxis, and administer emergency treatment. The school maintains stocked, in-date emergency Adrenaline Auto-Injectors (AAIs) on site for emergency response. Refer to the Trust Allergy Policy for more detailed information.

Oral Health

Oral hygiene is promoted through curriculum activities and parent guidance regarding the effects of sugar, regular tooth brushing, and drinking water. Supervised tooth brushing is provided for children attending 30-hour provision in accordance with national safety standards.

Safer Eating and Choking Prevention

At least one staff member holding a valid full Paediatric First Aid (PFA) certificate is present in the room whenever children are eating meals or snacks. Children are maintained within direct sight and hearing at all times, with staff seated facing them to actively monitor for silent choking or allergic reactions. Pupils in the early years are supervised when eating by a Paediatric First Aider monitoring each table - ensuring pupils remain in sight and hearing.

Children must remain safely seated (in highchairs or appropriately sized chairs) in a designated eating area with minimised distractions; walking or running while eating is not permitted. Food textures and preparation are tailored to each child's individual developmental stage through ongoing discussions with parents/carers.

All food served by the setting or brought in home-packed lunches must be prepared safely:

- Small round fruits (grapes, cherry tomatoes, strawberries) must be cut lengthways into quarters.
- Cylindrical foods (carrots, sausages, cucumber) must be cut lengthways into thin batons rather than round discs.
- High-risk items, including whole nuts, seeds, popcorn, marshmallows, jelly cubes, and hard sweets, are strictly prohibited.

Any choking incident requiring staff intervention (such as back pats) is formally recorded, communicated to parents/carers on the same day, and regularly reviewed to identify potential trends and refine safety measures.

Rest, Sleep and Medical Needs

Any Nursery or Reception pupil who requires rest or sleep due to fatigue, medical conditions, or SEND is provided with a dedicated, clean, firm, and flat rest space. Children under two are placed **on their back**, in their **own separate sleep space**, on a **firm, flat, firm-surfaced** sleep surface — a cot, bed or suitable mattress on the floor. Babies **aged 12 months and under only sleep in a cot**. Sleep spaces contain only a **firm, flat, waterproof mattress** and lightweight bedding tucked in no higher than the child's shoulders, or a fitted baby sleep bag. **No** pillows, cot bumpers, wedges, straps, loose bedding or toys are permitted in sleeping areas. All cots and mattresses met the DFE safety standards.

Resting children remain within direct sight and hearing of staff at all times to monitor breathing and comfort safely. Individual care plans and risk assessments specify arrangements for children with specific medical or developmental needs.

Banned Dog Breeds

In accordance with Section 1 of the Dangerous Dogs Act 1991, banned dog breeds—specifically including the XL Bully type—must not be kept or brought onto school premises at any time, even if the dog possesses a Certificate of Exemption.

Wraparound Care Provision

When EYFS pupils attend school-run breakfast or after-school care, the safeguarding and welfare requirements set out in Section 3 of the EYFS framework apply fully.

The EYFS setting strictly adheres to statutory welfare standards through the following core responsibilities:

- Behaviour Management: Proactive, developmentally appropriate support tailored to individual needs (corporal punishment is strictly prohibited).
- Premises and Equipment: Rigorous daily checks to ensure all indoor/outdoor spaces, furniture, and resources remain safe, secure, and hygienic.
- First Aid Cover: A qualified Paediatric First Aid (PFA) certificate holder on site at all times when children are present, and on all off-site outings.
- Records and Risk Assessments: Timely maintenance and review of all statutory records, administrative policies, and operational risk assessments.

Toileting and Intimate Care

We provide a safe, hygienic, and dignified environment for all pupils, recognising that toileting independence develops at different rates.

- Prompt, Dignified Care: Children who soil or wet themselves are cleaned and changed promptly by staff to prevent distress and ensure health and hygiene.
- Parental Communication: Parents/carers are informed of changing incidents to ensure open communication and a collaborative approach to the child's well-being.
- Parental Preference: Parents are welcome to come into school to change their child if they prefer; however, this is entirely optional and never required by the school.
- Support and Guidance: We actively support families navigating toilet training by signposting helpful external resources and local services, such as Family Hubs, to help children achieve independence.

Inclusion, Equality, and Special Educational Needs (SEN)

Across the GLC, we value diversity, reject discrimination, and ensure every child and family is treated fairly to help pupils reach their full potential.

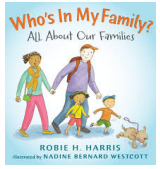
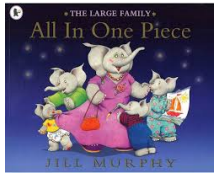
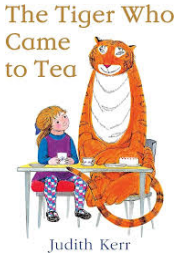
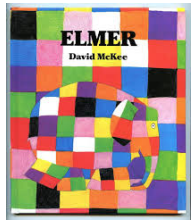
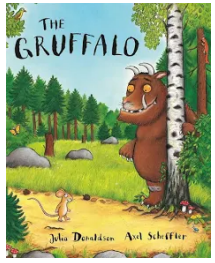
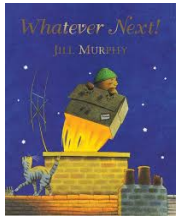
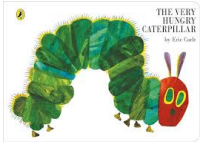
- **Targeted Planning:** We use practitioner knowledge and ongoing assessments (formative and summative) to set realistic, challenging goals tailored to individual learning needs.
- **Inclusive Practice:** We support all learners by:
    - Building on children's interests and prior knowledge to foster confidence.
    - Utilising varied teaching strategies and diverse, non-stereotypical resources.
    - Stretching pupils whose cognitive understanding exceeds their language skills.
    - Maintaining a safe, inclusive environment where every child is valued.
- **Early Identification and Internal Support:** Concerns raised by staff or parents are promptly referred to the SENCO and Inclusion team. Support includes universal Language Link screening, EAL assistance, nurture provision, and targeted 1:1 or small-group interventions.
- **External Referrals:** Where additional specialist support is required, referrals are made to external agencies, including Speech and Language Therapy, Educational Psychology, School Nursing, and Health or Social Care Services.

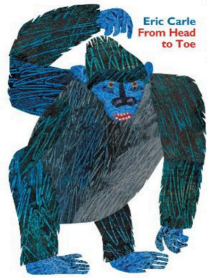
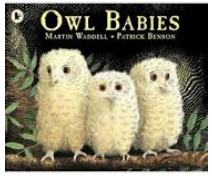
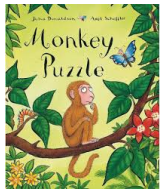
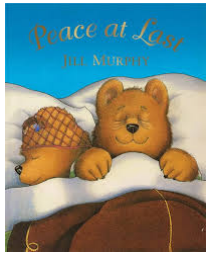
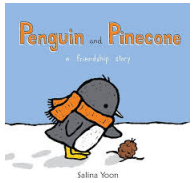
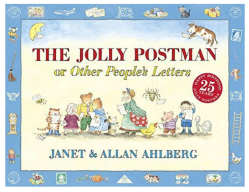
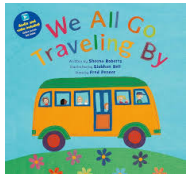
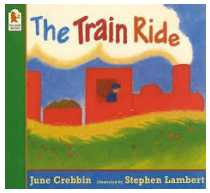
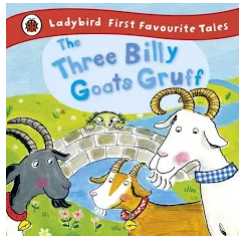
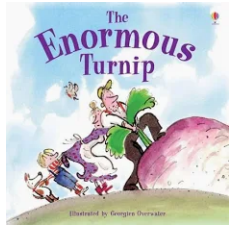
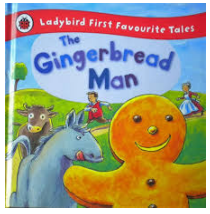
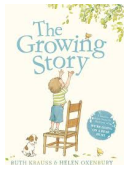
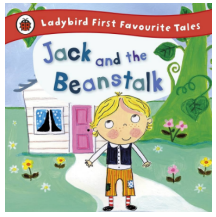
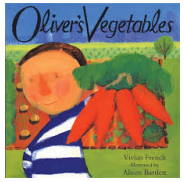
Key Documentation

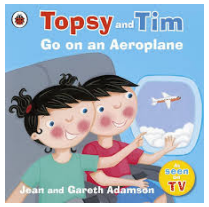
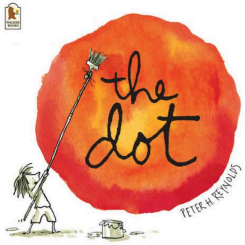
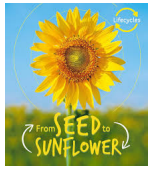
Statutory policy or procedure for the EYFS	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
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Development Matters	https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf
Early Years Foundation Stage Profile	https://assets.publishing.service.gov.uk/media/65253bc12548ca000dddf050/EYFSP_2024_handbook.pdf
Reception Baseline Assessment [RBA]	https://www.gov.uk/government/collections/reception-baseline

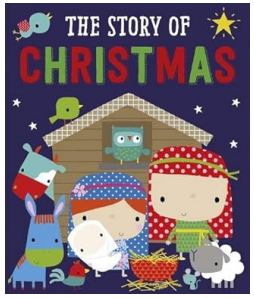
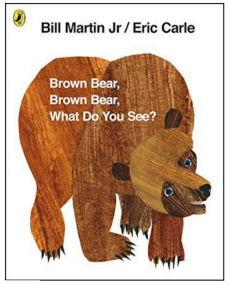
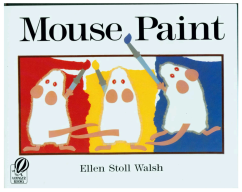
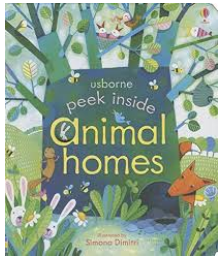
Planning [templates and non-negotiables]	Planning
Safeguarding policy and procedures	See safeguarding and child protection policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See first aid policy
Emergency evacuation procedure	See health and safety policy and fire evacuation procedures
Procedure for checking the identity of visitors	See safeguarding and child protection policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding and child protection policy
Procedure for dealing with concerns and complaints	See complaints policy
Equality Policy	Equality of opportunity policy
Health and Safety [incl release of children]	Health and Safety policy

Appendix 1 - Nursery Long Term Map

NURSERY	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	We are Family	Where I Live	Take One Picture	Invent and Explore	Earth Explorers
Reading	RWI [picture cards]	RWI [4 sounds]	RWI [7 sounds]	RWI [10 sounds]	RWI [13 sounds]	RWI [16 sounds]
Storytime [adapted from Talk through Stories]	LuLu Loves Nursery *Camilla Reid*  From Head to Toe *Eric Carle*	Who's in my family? *Robie Harris*  All In One Piece *Jill Murphy*  Monkey Puzzle *Julia Donaldson*	The Tiger who came to Tea *Judith Kerr*  In every house on every street *Jess Hitchman* 	Elmer *David McKee*  The Gruffalo (2 weeks) *Julia Donaldson* 	The Little Red Hen *Ladybird First Favourite Tales*  Whatever Next *Jill Murphy*  The Three Little Pigs	We're going on a Bear Hunt *Michael Rosen*  The Very Hungry Caterpillar *Eric Carle*  The Growing Story *Ruth Krauss & Helen Oxenbury*

	 Owl Babies *Martin Waddell* 	 Peace at Last *Jill Murphy*  Penguin and Pinecone *Salina Yoon*  Stickman *Julia Donaldson*	The Jolly Postman *Allan Ahlberg*  We All Go Travelling By *Sheena Roberts*  The Train Ride *June Crebbin*  Topsy and Tim go on an aeroplane *Jean and Gareth Adamson*	Three Billy Goats Gruff *Ladybird First Favourite Tales*  The Enormous Turnip *Katie Daynes* 	*Ladybird First Favourite Tales*  The Gingerbread Man *Ladybird First Favourite Tales* 	 Somebody Swallowed Stanley *Sarah Roberts*  Jack and the Beanstalk *Ladybird First Favourite Tales*  Oliver's Vegetables *Vivian French* 

		 Dear Santa *Rod Campbell* 				
Texts & rhymes to support Literacy lessons and wider curriculum	SPARKYARD	SPARKYARD The story of christmas	SPARKYARD	SPARKYARD The Dot *Peter H Reynolds* 	SPARKYARD Michael Recycle *Ellie Bethal* 	SPARKYARD From Seed To Sunflower *Mari Schuh* 

				Brown, Bear , What do you see? *Eric Carle*  Mouse Paint *Ellen Stoll Walsh*  Ish *Peter H Reynolds* 	Peep inside Animal homes *Ann Milbourne* 	

Communication and Language	Listening skills Learn new vocabulary Using new vocabulary through the day by joining in with songs and rhymes Use longer sentences of four to six words. Use talk to organise themselves and their play.	Listening skills Learn new vocabulary Begin to use a wider range of vocabulary. Begin to understand a question that has two parts. Begin to understand 'why' questions. Sing a repertoire of songs. Learn some rhymes, be able to talk about familiar books. Use longer sentences of four to six words. Be able to express a point of view.	Listening skills Learn new vocabulary Use a wider range of vocabulary. Understand a question that has two parts. Understand 'why' questions. Sing a repertoire of songs. Learn many rhymes, be able to talk about familiar books and be able to tell a story. Use longer sentences of four to six words.	Listening skills, including paying attention to more than one thing at a time. Learn new vocabulary Use a wider range of vocabulary. Understand a question that has two parts. Understand 'why' questions. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a story. Use longer sentences of four to six words.	Listening skills, including paying attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question that has two parts. Understand 'why' questions. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Develop their communication and pronunciation to	Listening skills, including paying attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question that has two parts. Understand 'why' questions. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Develop their communication and pronunciation to include multisyllabic words. Use longer sentences of four to six words.

		Use talk to organise themselves and their play.	Be able to express a point of view. Start a conversation with an adult or friend. Use talk to organise themselves and their play.	Be able to express a point of view. Start a conversation with an adult or friend. Use talk to organise themselves and their play.	include multisyllabic words. Use longer sentences of four to six words. Be able to express a point of view and begin to debate when they disagree. Start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play.	Be able to express a point of view and to debate when they disagree. Start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play.
Writing Progression	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Write some or all of their name. Write some letters accurately. Hear and write some initial sounds in words.	Write some or all of their name. Write some letters accurately. Hear and write some initial sounds in words. Write CVC Words	Write some or all of their name. Write some letters accurately. Hear and write some initial sounds in words. Write CVC words Write captions [2 CVC words]

	Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.	Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.	Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.			
Maths	**Number Milestone**: I can subitise to 3. I can recite numbers to 5. I can use fingers to represent amounts.	**Numerical Pattern Milestone**: I can talk about patterns of events. I can compare size. I can compare length. I can compare capacity. I can compare weight.	**Numerical Pattern milestones:** I can talk about patterns.	**Numerical Pattern milestones:** I can talk about position. I can describe a familiar route. I can talk about shape.	**Number Milestone**: I can say the total amount of objects I have. I can say a number for each thing I touch up to 5. I can match numerals to amounts.	**Consolidation** I can talk about position. I can talk about patterns. I can say the total amount of objects I have. I can say a number for each thing I touch up to 5. I can match numerals to amounts.
Visits/Visitors Themed Weeks	Black History Month Harvest Festival	Diwali Anti-Bullying Week World Nursery Rhyme Week	National Story Telling Week Chinese New Year	World Book Day Easter Mother's Day	Walk to school week	Fathers Day Eid

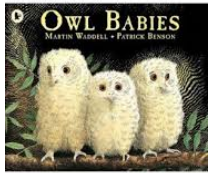
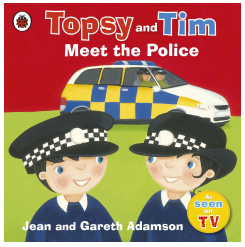
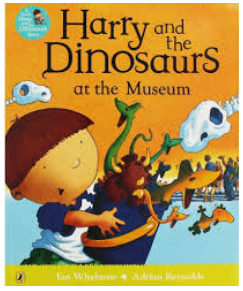
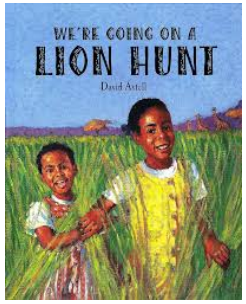
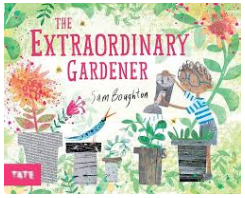
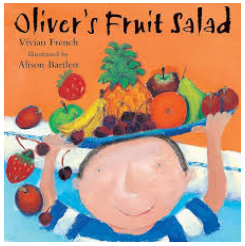
		Remembrance Day Children in Need Christmas EYFS Christmas Performance				**Trip to Thorndon Park - Gruffalo Child**
Personal, Social and Emotional Development SCARF	Me and My Relationships • Marvellous me! • I'm special • People who are special to me	Valuing Difference • Me and my friends • Friends and family • Including everyone	Keeping Safe • People who help me and keep me safe • Safety indoors and outdoors • What's safe to go into my body	Rights & Respect • Looking after myself • Looking after others • Looking after my environment	Being my best • What does my body need? • I can keep trying! • I can do it!	Growing and Changing • Growing and changing nature • When I was a baby • Girls, boys and families • Transition
Physical Development	Use large-muscle movements to paint and make marks Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand	Use large-muscle movements to paint and make marks Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand	Use large-muscle movements to paint and make marks Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand	Use large-muscle movements to paint and make marks Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand	Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand	Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand

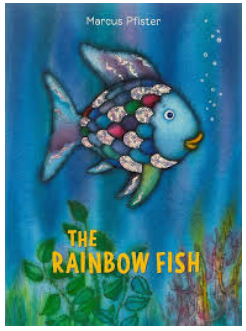
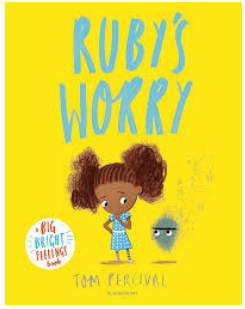
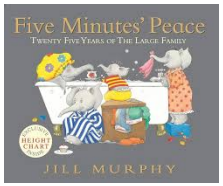
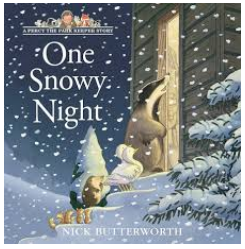
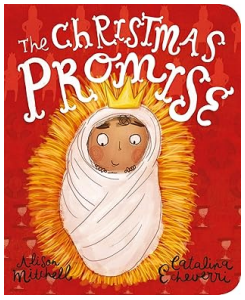
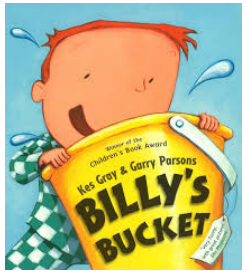
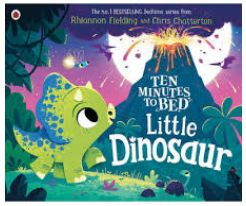
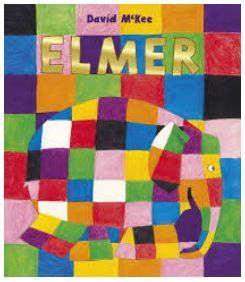
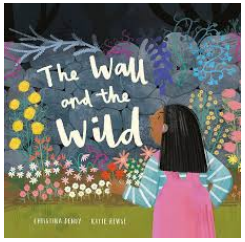
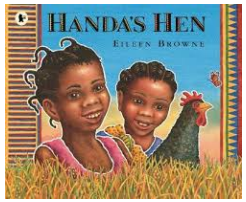
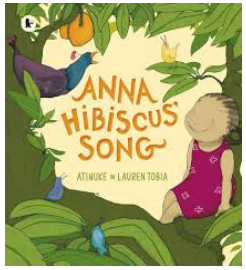
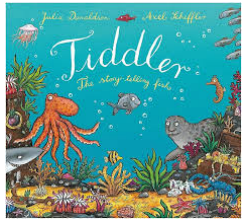
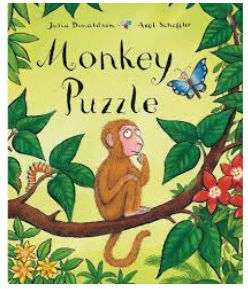
Understanding the World RE - SACRE	Develop positive attitudes towards my friends by calling them by their name. Begin to talk about my feelings and the feelings of others. Express a point of view and debate when I disagree.	Begin to make sense of my life story Talk about members of my family Name and describe people who are familiar to them.	Recognise some environments that are different from the one in which they live. Show interest in different occupations. Talk about what they see, using a wide vocabulary Explore how things work. Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people. [Easter]	I can talk about the differences between materials and changes I notice. I can explore and talk about different forces I can feel. I can talk about the differences between materials and changes I notice. I can talk about the differences between materials and changes I notice. I can talk about the differences between materials and changes I notice. I can explore and talk about different forces I can feel. I can explore and talk about different forces I can feel.	To begin to understand the need to respect and care for the natural environment and all living things. To understand the key features of the life cycle of an animal. To be able to plant seeds and understand how to care for growing plants. To begin to understand the need to respect and care for the natural environment and all living things. To understand the key features of the life cycle of a plant. To understand the key features of the life cycle of a plant
Expressive Arts and Design	Explore different materials.	Respond to what I have heard using marks to represent noises	Take part in simple pretend play, using an object to represent	Explore colour and colour mixing.		

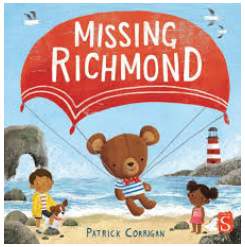
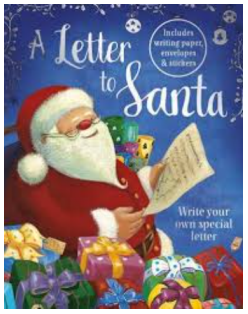
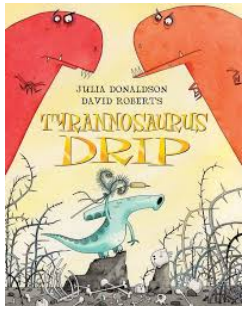
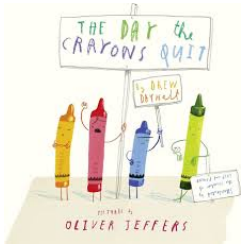
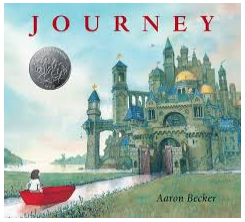
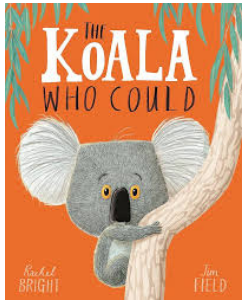
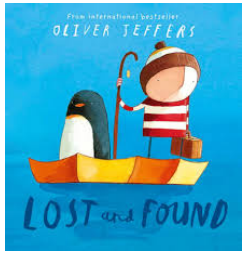
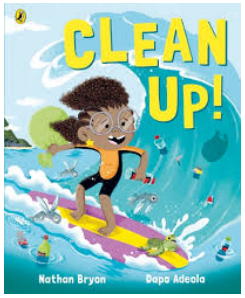
		Explore materials and create my own ideas.	something else even though they are not similar.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc		
CONTINUOUS PROVISION						
Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. Be increasingly independent as they get dressed and undressed.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. Be increasingly independent as they get dressed and undressed.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. Be increasingly independent as they get dressed and undressed.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. Be increasingly independent as they get dressed and undressed.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. Be increasingly independent as they get dressed and undressed.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. Be increasingly independent as they get dressed and undressed.

Understanding the World	Exploring the natural world Weather box Exploring raisins/currants and how they change Exploring habitat of a frog	Exploring the natural world Weather box Ice melting	Exploring the natural world Weather box Ice melting Floating & Sinking	Exploring the natural world Weather box Exploring inside of fruits/vegetables	Exploring the natural world Weather box Observing/ exploring shadows Exploring strength/suitability of different materials to build a home	Exploring the natural world Weather box Plant seeds and care for growing plants. Explore root vegetables
Expressive Arts and Design	Rhyme time/Sing a song Exploring musical instruments Role play Dressing up Self Portraits - draw, explore colour and materials	Rhyme time/Sing a song Exploring musical instruments Role play Dressing up Christmas cards Firework drawings/paintings.	Rhyme time/Sing a song Exploring musical instruments Role play Dressing up	Rhyme time/Sing a song Exploring musical instruments Role play Dressing up Mother's Day cards	Rhyme time/Sing a song Exploring musical instruments Role play Dressing up	Rhyme time/Sing a song Exploring musical instruments Role play Dressing up Father's day cards

Appendix 1 - Reception Long Term Map

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who's Who/ All About Me	Influential People/ People Who Help Us	An Eye on London/ Dinosaurs	Take One Picture	Invention & Exploration/ Our World	Going Green/ Life Cycles
Reading	RWI		RWI		RWI	
Suggested texts to support English and wider curriculum	Owl Babies *Martin Waddell*  The Colour Monster [updated grey] *Anna Llenas*  	Topsy & Tim Meet the Police *Jean & Gareth Adamson*  Five Minutes Peace Jill Murphy	Harry and the Bucketful of Dinosaurs Visit the Museum ***Ian Whybrow***  Billy's Bucket *Kes Gray*	Luna Loves Art *Joseph Coelho*  Elmer *David McKee*	We're Going on a Lion Hunt *David Axtell*  Handa's Hen *Eileen Browne*	The Extraordinary Gardener *Sam Boughton*  Oliver's Fruit Salad *Vivian French* 

	The Rainbow Fish *Marcus Pfister*  Ruby's Worry *Tom Percival* 	 One Snowy Night Nick Butterworth  The Christmas Promise by Alison Mitchell  Missing Richmond Patrick Corrigan	 Gigantosaurus *Jonny Duddle*  Ten minutes to bed little dinosaur *Rhiannon Fielding*  Tyrannosaurus Drip *Julia Donaldson*	 Katie and the Mona Lisa *James Mayhew*  The Wall and the Wild *Christina Dendy*  The Day the Crayons Quit *Drew Daywalt*	 Anna Hibiscus Song *Atinuke*  Tiddler *Julia Donaldson*  The Koala who Could *Rachel Bright*	A Little Bit Brave *Nicola Kinnear*  Monkey Puzzle *Julia Donaldson*  After the Fall *Dan Santat*  Clean Up *Nathan Bryon*

		 A Letter to Santa  <u>Wider curriculum</u> Firefighter The Best Diwali Ever 	 The Queen's Hat  National Geographic: My First Books of Dinosaurs I Love Chinese New Year **L is for London** **Paul Thurlby**	 Journey *Aaron Becker* 	 Lost and Found *Oliver Jeffers* 	 How do Butterflies Grow Michael Recycle Somebody Swallowed Stanley
Literacy	Weekend news	Weekend news	Weekend news	Weekend news	Weekend news	Weekend news

	Character description Setting description Retell the story Creative writing	Character description Setting description Retell the story Creative writing	Character description Setting description Retell the story Creative writing	Character description Setting description Retell the story Creative writing	Character description Setting description Retell the story Creative writing	Character description Setting description Retell the story Creative writing
Maths White Rose/ NCETM	Baselines Subitising to 5. 1:1 correspondence to 5 [and beyond]. Composition of 3 and 4. Count beyond ten. Continue, copy and create an A/B repeating pattern. Compare length, weight and capacity [Long/short, heavy/light, full/empty].	Comparing amounts using more or fewer than and also identifying when groups are equal up tp 10. Composition of 5. Representing 5 using fingers and objects. Match subitised quantities to numerals. Order numbers to 5. Compose and decompose shapes so that children recognise a shape can have other shapes within it,	Composition of 5 and missing parts. Equal and unequal groups. Introduced '5 and a bit' structure. One more and one less. Composition of 6 and 7 as 2 groups with a focus on '5 and a bit' structure. Compare length, weight and capacity [longest/shortest, heaviest/lightest, half full/half empty]	Subitising within 6. Explore doubles. Count larger amounts [up to 20]. Representing numbers using fingers and tens frames [up to 10]. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes to develop spatial reasoning	Comparing larger numbers [to 10 as a minimum expectation and up to 20] . Explore composition of numbers to 10 [number bonds to 7, 8, 9, 10.] Select, rotate and manipulate shapes to develop spatial reasoning skills.	Introducing how to use a Rekenrek. Use rekenreks to consolidate subtising to 5 and explore composition of numbers to 10. Compare groups of objects up to 10 using more, fewer than or equal to. Investigate 'part' and 'wholes' to show composition to 10.

		just as numbers can.		skills [puzzles/ tangrams]		
Visits/Visitors Themed Weeks	Recycle week Grandparents Day Harvest Festival Black History Month Library visit	Diwali Anti-Bullying Week World Nursery Rhyme Week Remembrance Day Children in Need Christmas EYFS performance Important people visitors	Fossil hunters visit Chinese New Year	World Book Day Easter Mother's Day Church visit	Walk to school week	Call of the Wild Father's Day Eid Live Butterfly Garden
Communication and Language	Listening to and understanding stories Retelling stories Asking and answering questions Learn and understand new vocabulary Speaking in full sentences using conjunctions and	Listening to and understanding stories Retelling stories Asking and answering questions Learn and understand new vocabulary Speaking in full sentences using conjunctions and	Listening to and understanding stories Retelling stories Asking and answering questions Learn and understand new vocabulary Speaking in full sentences using conjunctions and	Listening to and understanding stories Retelling stories Asking and answering questions Learn and understand new vocabulary Speaking in full sentences using conjunctions and	Listening to and understanding stories Retelling stories Asking and answering questions Learn and understand new vocabulary Speaking in full sentences using conjunctions and	Listening to and understanding stories Retelling stories Asking and answering questions Learn and understand new vocabulary Speaking in full sentences using conjunctions and

	correct tense Describe events in some detail	correct tense Describe events in some detail	correct tense Describe events in some detail	correct tense Describe events in some detail	correct tense Describe events in some detail	correct tense Describe events in some detail
Personal, Social and Emotional Development SCARF	Me and my relationships • All about me • Who can help me • My feelings	Valuing difference • I'm special, you're special • Same and different	Keeping myself safe • Keeping safe • Listening to my feelings	Rights & responsibilities • Looking after special people • Caring for our world • Looking after money	Being my best • Bouncing back when things go wrong • Yes, I can! • Healthy body	Growing and changing • Seasons • Life stages • Me and my body - girls & boys
Physical Development	Coordination (Footwork) Movement development	Static & Partner balance Dance & Gymnastics	Coordination (Ball skills) Throwing & catching skills	Dynamic balances Gymnastics - jumping/assault courses	Reaction & response Tennis & badminton	Ball chasing Football & hockey
Understanding the World						
RE - RE Today	Which stories are special and why?	Why do Christians perform Nativity plays at Christmas?	Which places are special and why? ***Understand that some places are***	Why do Christians put a cross on their Easter garden?	Which people are special and why?	Where do we belong?

		Recognise that people have different beliefs and celebrate special times in different ways.	***special to members of their community.***			
Science			Dinosaurs diet		Nature walk - senses	Life cycle of a butterfly Planting - cress
Geography	***Draw information from a simple map.***	Understand and discuss important people in the community [3 weeks] - ***Talk about members of their immediate family and community.*** ***Name and describe people who are familiar to them.***	Dinosaur habitats		Similarities and differences between our local area and another Log in - Oddizzi ***Draw information from a simple map.*** ***Recognise some environments that are different from the one in which they live.*** Similarities and differences between	Seasons sorting activity - ***Understand the effect of changing seasons on the natural world around them.*** Litter pick - sorting/recycling

					countries - ***Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.***	
History	Family Tree - ***Talk about members of their immediate family and community.***		Fossil Hunters - ***Comment on images of familiar situations in the past.*** Timeline - ***Comment on images of familiar situations in the past.***			
Expressive Arts and Design						
Art/DT	Painting - Self Portraits Making - Create/draw	Sculpture - Christmas salt dough decoration	Sculpture - Fossil making Making - Chinese New Year -	Dioramas Sculptures -Henry Moore Print- Andy		Junk Modelling - superheroes [Michael Recycle]

	where they live ***Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.***	Sculpture- Diva lamps - Diwali ***Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.***	lanterns/dragons ***Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.***	Warhol Experimental Art - Damien Hurst Painting - Henri Rousseau Drawing - Van Gogh ***Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.***		***Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.***
Music/Drama		Music -			Video diary of	

		Christmas performance ***Listen attentively, move to and talk about music, expressing their feelings and responses.*** ***Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.***			our community [2 weeks]	
CONTINUOUS PROVISION						
Understanding the World	***Exploring the natural world*** **Describe what they see, hear and feel whilst outside.**	***Exploring the natural world*** **Describe what they see, hear and feel whilst outside.**	***Exploring the natural world*** **Describe what they see, hear and feel whilst outside.**	***Exploring the natural world*** **Describe what they see, hear and feel whilst outside.**	***Exploring the natural world*** **Describe what they see, hear and feel whilst outside.**	***Exploring the natural world*** **Describe what they see, hear and feel whilst outside.**

	Weather box	Weather box Ice melting Planting - daffodils	Weather box Ice melting Floating & Sinking	Weather box Planting - sunflowers	Weather box Observing/ exploring shadows	Weather box Observational drawing Butterfly garden
Expressive Arts and Design	Rhyme time/Sing a song Exploring musical instruments - ***Explore and engage in music making and dance, performing solo or in groups.*** Role play- ***Develop storylines in their pretend play*** Dressing up	Rhyme time/Sing a song Exploring musical instruments - ***Explore and engage in music making and dance, performing solo or in groups.*** Role play - ***Develop storylines in their pretend play*** Dressing up Christmas cards Firework displays	Rhyme time/Sing a song Exploring musical instruments - ***Explore and engage in music making and dance, performing solo or in groups.*** Role play - ***Develop storylines in their pretend play*** Dressing up	Rhyme time/Sing a song Exploring musical instruments - ***Explore and engage in music making and dance, performing solo or in groups.*** Role play - ***Develop storylines in their pretend play*** Dressing up Mother's Day cards	Rhyme time/Sing a song Exploring musical instruments - ***Explore and engage in music making and dance, performing solo or in groups.*** Role play ***-Develop storylines in their pretend play*** Dressing up	Rhyme time/Sing a song Exploring musical instruments - ***Explore and engage in music making and dance, performing solo or in groups.*** Role play - ***Develop storylines in their pretend play*** Dressing up Father's day cards
ENHANCED PROVISION						
		Post Office role play - writing a letter to Santa.				
OUTSIDE AREA - VOCABULARY						

	Maths: Count, match, sort Water: Pour, splash, wet Sand/Constructio n: Build, stack, join EAD: Make, draw, paint Physical: Run, jump, throw Mud Kitchen: Mud, mix, pour Exploratory: Find, look, touch	Maths: Number, one more, one less Water: Mix, drip, flow Sand/Constructio n: Dig, carry, lift EAD: Build, mix, colour Physical: Catch, kick, balance Mud Kitchen: Water, stir, blend Exploratory: Feel, hear, smell	Maths: Shape, size, position Water: Bubble, clear, smooth Sand/Constructio n: Assemble, construct, design EAD: Design, create, imagine, Physical: Skip, hop, move Mud Kitchen: Dirt, add, cook Exploratory: See, listen, move	Maths: Time, add, subtract Water: Float, sink, absorb Sand/Constructio n: Measure, fix, support EAD: Model, shape, pattern Physical: Climb, reach, stretch Mud Kitchen: Sand, bake, serve Exploratory: Explore, discover, investigate	Maths: Estimate, total, compare Water: Rinse, frothy, murky Sand/Constructio n: Connect, demolish, build EAD: Compose, perform, display Physical: Race, chase, play Mud Kitchen: Flowers, recipe, eat Exploratory: Test, try, check	Maths: Equal, half, share Water: Sea, pond, puddle Sand/Constructio n: Bridge, tunnel, road EAD: Invent, combine, unique Physical: Bounce, roll, slide Mud Kitchen: Knead, pretend, share Exploratory: Learn, know, understand

END OF DAY READING						
	All Are Welcome The Colour Monster Goes to School My Hair [Black History Month] ***Compare and contrast characters from stories, including figures from the past.***	A letter to Santa ***Compare and contrast characters from stories, including figures from the past.***	***Compare and contrast characters from stories, including figures from the past.***	***Compare and contrast characters from stories, including figures from the past.***	***Compare and contrast characters from stories, including figures from the past.***	The Very Impatient Caterpillar ***Compare and contrast characters from stories, including figures from the past.***

Appendix 2 - RWI progression

	Nursery		
	Aut 2	Spr 2	Sum 2
Phonics (sounds)	4	10	16 Orally blend

	Reception					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Phonics (sounds)	16-24	25-30	25-30	31-34	35-40	41-46
Reading level	Group B	Group C	Ditty	Red 	Green	Green / purple

Reception Red Word Challenge

Autumn 1	Autumn 2
I the is	we me no
Spring 1	**Spring 2**
he she do as	was put of my
Summer 1	**Summer 2**
come all you	they his are her

Appendix 3 - Nursery Timetable

8.20 – 9.00		9.00 – 9.30	9.30-11.20	11.20-11.40	11.40 -12.30	12.30-12.45	12.45 -1.00	1.00-3.00	3.00 - 3.20
Monday	Morning Meeting	RWi Carousel	Independent Learning Small group input Planned interactions	Storytime / Get ready for home Lunch / Pinny time	Lunch	Morning Meeting	RWi Carousel	Independent Learning Small group input Planned interactions	Storytime Get ready for home
Tuesday	Morning Meeting	RWi Carousel	Independent Learning Small group input Planned interactions	Storytime / Get ready for home Lunch / Pinny time		Morning Meeting	RWi Carousel	Independent Learning Small group input Planned interactions	Storytime Get ready for home
Wednesday	Meeting Meeting	RWi Carousel	Independent Learning Small group input Planned interactions	Storytime / Get ready for home Lunch / Pinny time		Morning Meeting	RWi Carousel	Independent Learning Small group input Planned interactions	Storytime Get ready for home
Thursday	Morning Meeting	RWi Carousel	Independent Learning Small group input Planned interactions	Storytime / Get ready for home Lunch / Pinny time		Morning Meeting	RWi Carousel	Independent Learning Small group input Planned interactions	Storytime Get ready for home
Friday	Morning Meeting	RWi carousel	Independent Learning Small group input Planned interactions	Storytime / Get ready for home Lunch / Pinny time		Morning Meeting	RWi carousel	Independent Learning Small group input Planned interactions	Storytime Get ready for home

Appendix 4 - Nursery Maths Milestones

GLC All Different: All Equal
Together, Improving Upon Our Best

GLC Nursery Maths Progression Document

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
From week 4: 10 minute input. 1 planned interaction.	Morning/afternoon meeting Snack 10 minute input. 1 planned interaction.	Morning/afternoon meeting Snack 10 minute input. 1 planned interaction.	Morning/afternoon meeting Snack 10 minute input. 1 planned interaction.	Morning/afternoon meeting Snack 10 minute input. 1 planned interaction.	Morning/afternoon meeting Snack 10 minute input. 1 planned interaction.
Number Milestone: I can subitise to 3. I can recite numbers to 5. I can use fingers to represent amounts.	**Numerical Pattern Milestone**: I can talk about patterns of events. I can compare size. I can compare length. I can compare capacity. I can compare weight.	**Numerical Pattern milestones:** I can talk about patterns.	**Numerical Pattern milestones:** I can talk about position. I can describe a familiar route. I can talk about shape.	**Number Milestone**: I can say the total amount of objects I have. I can say a number for each thing I touch up to 5. I can match numerals to amounts.	**Consolidation**

Appendix 4 - Nursery English Milestones

GLC All Different: All Equal Together, Improving Upon Our Best

GLC Nursery Writing Progression Document

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daily dough disco as part of RWI carousel. Weekly pre-writing activity.	Daily fine motor activity as part of RWI carousel. Weekly dough disco for targeted pupils. Weekly pre-writing activity.	Weekly fine motor activity for targeted pupils. Daily handwriting/fine motor as part of RWI carousel. Weekly writing activity [in book]	Weekly fine motor activity for targeted pupils. Daily handwriting/fine motor as part of RWI carousel. Weekly writing activity [in book]	Weekly fine motor activity for targeted pupils. Daily handwriting/fine motor as part of RWI carousel. Weekly writing activity [in book]	Weekly fine motor activity for targeted pupils. Daily handwriting/fine motor as part of RWI carousel. Weekly writing activity [in book]
Use large-muscle movements to wave flags and streamers, paint and make marks. *Use one-handed tools and equipment, for example, making snips in paper with scissors.* *Show a preference for a dominant hand.*	*Use large-muscle movements to wave flags and streamers, paint and make marks.* *Use one-handed tools and equipment, for example, making snips in paper with scissors.* *Show a preference for a dominant hand.*	*Use large-muscle movements to wave flags and streamers, paint and make marks.* *Use one-handed tools and equipment, for example, making snips in paper with scissors.* *Show a preference for a dominant hand.*	*Write some or all of their name.* *Write some letters accurately.* *Hear and write some initial sounds in words.*	*Write some or all of their name.* *Write some letters accurately.* *Hear and write some initial sounds in words.* *Write CVC Words*	*Write some or all of their name.* *Write some letters accurately.* *Hear and write some initial sounds in words.* *Write CVC words* *Write captions [2 CVC words]*

Use a comfortable grip with good control when holding pens and pencils.	*Use a comfortable grip with good control when holding pens and pencils.*	*Use a comfortable grip with good control when holding pens and pencils.*			

Appendix 5 - Reception Maths Milestones

GLC Reception Maths Progression Document

GLC All Different: All Equal Together, Improving Upon Our Best

NCETM Mastering Number Coverage: NCETM mastering number weekly overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
20 minute carpet session. Focus activity to be completed in groups of 6. 1 outcome per week including number formation as starter activity in books.	20 minute carpet session. Carousel 5 activities. Children to complete 1 x 10 minute activity a day.	20 minute carpet session. Carousel 5 activities. Children to complete 1 x 15 minute activity a day. Number formation to be recorded in books.	20 minute carpet session. Carousel 5 activities. Children to complete 1 x 20 minute activity a day. Number formation to be recorded in books.	20 minute carpet session. Carousel 5 activities. Children to complete 1 x 20 minute activity a day. Number formation to be recorded in books.	15 carpet session. Whole class teaching. Record outcomes in books. Number formation to be recorded in books.
Subitising to 5. 1:1 correspondence to 5 [and beyond]. Composition of 3 and 4. Count beyond ten. Continue, copy and create an A/B repeating pattern. Compare length, weight and capacity [Long/short, heavy/light] **ELG**: Subitise (recognise quantities without counting) up to 5.	Comparing amounts using more or fewer than and also identifying when groups are equal. Composition of 5. Representing 5 using fingers and objects. Match subitised quantities to numerals. Order numbers to 5. Compose and decompose shapes so that children recognise a shape can have other shapes within it,just as numbers can. **ELG**: Compare quantities up to 10 in different contexts, recognising	Composition of 5 and missing parts. Equal and unequal groups. Introduced '5 and a bit' structure. One more and one less. Composition of 6 7 as 2 groups with a focus on '5 and a bit' structure. Compare length, weight and capacity [longest/shortest, heaviest/lightest, half full/half empty] **ELG**: Verbally count beyond 20, recognising the pattern of the counting system	Subitising within 6. Explore doubles. Count larger amounts [up to 20]. Representing numbers using fingers and tens frames [up to 10]. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes to develop spatial reasoning skills [puzzles/ tangrams] **ELG:** Automatically recall (without reference to rhymes, counting or other	Comparing larger numbers [to 10 as a minimum expectation and up to 20] . Explore composition of numbers to 10 [number bonds to 7, 8, 9, 10.] Select, rotate and manipulate shapes to develop spatial reasoning skills. **ELG**: Have a deep understanding of number to 10, including the composition of each number	Introducing how to use a Rekenrek. Use rekenreks to consolidate subtising to 5 and explore composition of numbers to 10. Compare groups of objects up to 10 using more, fewer than or equal to. Investigate 'part' and 'wholes' to show composition to 10. **ELG**: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how

	when one quantity is greater than, less than or the same as the other quantity		aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.		quantities can be distributed equally.

Appendix 5 - Reception English Milestones

GLC All Different: All Equal Together, Improving Upon Our Best

GLC Reception Writing Progression Document

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
15 minute carpet session. Carousel 5 activities. Children to complete 1 activity a day. 2 pieces of writing in books a week. Focus on name writing and letter formation.	10 minute handwriting 20 minute carpet session. Carousel 5 activities. Children to complete 1 activity a day. 2 pieces of writing in books a week. Focus on name writing and letter formation.	10 minute handwriting 20 minute carpet session. Whole class writing task with outcome in books. Focus on letter formation, CVC word writing, and hold a sentence informed by pupil assessment.	10 minute handwriting 20 minute carpet session. Whole class writing task with outcome in books. Focus on letter formation, CVC word writing, and hold a sentence informed by pupil assessment.	10 minute handwriting 20 minute carpet session. Whole class writing task with outcome in books. Focus on simple sentences including capital letters, finger spaces and full stops.	15 minute carpet session. Whole class writing task with outcome in books. Focus on simple sentences including capital letters, finger spaces and full stops.
Write their name. *Spell common exception words matched to the school's phonic programme* - I, the, is	*Form lower-case and capital letters correctly* – l, i, t, u , j, y [long ladder] *Spell common exception words matched to the school's phonic programme* - we, me, no	*Write their name.* *Form lower-case and capital letters correctly* – v,w,x,z [zig zag] *Spell words by identifying the sounds and then writing the sound with letter/s.* *Spell common exception words matched to the school's phonic programme* - he, she, do, as	*Form lower-case and capital letters correctly* – m,n,p,r,b,h,k [one-armed robots] *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.* *Re-read what they have written to check that it makes sense.* *Spell common exception words matched to the*	*Form lower-case and capital letters correctly* – a,d,c,o,f,e,s,q,g [curly caterpillars] *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.* *Re-read what they have written to check that it makes sense.* *Spell common exception words matched to the*	ELG's: 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. Write simple phrases and sentences that can be read by others. *Spell common exception words matched to the school's phonic*

			school's phonic programme - was, put, of, my	*school's phonic programme* - you, come, all	*programme* - his, they, are, her

Appendix 6 - Reception timetable

Class: Mrs Ige Half term: Spring 1															
8.30 - 8.45		8.45 – 9.25	9.25-9.35	9.35-10.20	10.20-10.35	10.35-11.00	11.00-11.10	11.10-11.30	11.30 -12.30 Lunch	12.30-12.50	12.50-1.15	1.15-2.30	2.20 - 2.30	2.30 - 2.50	2.50-3.00
Monday	Registration - settling in/name writing	RWI whole class/carousel	Brain Break	9.35-9.45 - Letter Formation Core Text Input: 15 mins Carousel: 20 mins	Brain Break Snack	Additional PPA - 10.30-11.30 Get ready for lunch Pinny time				Registration/ Mindfulness	Maths: Input: 10 mins Carousel: 15 mins	Independent Learning Interventions: RWI 1:1 Name writing Maths	Tidy up time	Story	Get ready for home
Tuesday	Registration - settling in/name writing	RWI whole class/carousel	Brain Break	Core Text Input: 15 mins Carousel: 20 mins	Brain Break Snack	Maths: Input: 10 mins Carousel: 15 mins	Brain Break Daily Mile	Topic Get ready for lunch Pinny time		Registration/ Mindfulness	Independent Learning Interventions: RWI 1:1 Name writing Maths		Tidy up time	Story	Get ready for home
Wednesday	Registration - settling in/name writing	RWI whole class/carousel	Brain Break	Core Text Input: 15 mins Carousel: 20 mins	Brain Break Snack	Maths: Input: 10 mins Carousel: 15 mins	Brain Break Daily Mile	Topic Get ready for lunch Pinny time		Registration/ Mindfulness	Independent Learning Interventions: RWI 1:1 Name writing Maths		Tidy up time	Story	Get ready for home
Thursday	Registration - settling in/name writing	RWI whole class/carousel	Brain Break	Core Text Input: 15 mins Carousel: 20 mins	Brain Break Snack	Maths: Input: 10 mins Carousel: 15mins	Brain Break Daily Mile	Topic Get ready for lunch Pinny time		Registration/ Mindfulness	Independent Learning Interventions: RWI 1:1 Name writing Maths		Tidy up time	Story	Get ready for home
Friday	Registration - settling in/name writing	RWI whole class/carousel	NCETM Maths Input	9.30-11.30 –PPA: PE/PSHE/Core Text						Registration/ Mindfulness	Independent Learning Interventions: RWI 1:1 Name writing Maths		Tidy up time	Celebration Assembly	Get ready for home

Appendix 7 - Formative Assessment Record

GLC All Different: All Equal Together, Improving Upon Our Best

Formative Assessment Record: Literacy – Autumn 1

Pupils targeted for GLD	Task: To answer comprehension questions. DM: Demonstrate understanding of what has been read to them.	Task: To write facts about butterflies. DM: Write simple phrases and sentences that can be read by others.	Task: To write a letter. DM: Write recognisable letters. Spell words by identifying sounds in them. Write simple phrases and sentences that can be read by others.	Task: To write a postcard. DM: Spell words by identifying sounds in them. Write simple phrases and sentences that can be read by others.	Task: To write a riddle. DM: Learns rhymes. Spell words by identifying sounds in them. Write simple phrases and sentences that can be read by others.	Task: To write about a sea creature. DM: Spell words by identifying sounds in them. Write simple phrases and sentences that can be read by others.
Frank						
Evelyn						
Jayden						
Evelyn-Rose						
Charlotte						
Charley						
Maryam						
Tommy						
Nellie						
Evie						
Selina-Rose						
Danilas						
Ricky						
Amaya						
Brittany						
Jaxon						
Primrose						
Catherine						
Michael John						
Joey						
Zahra						
Marcel						
Harrison						
Alannah						
Teddy						
Asael						
Rome						
Anastasia						
Dami						