



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



# EYFS Handbook

2025 - 2026



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## GLC Early Years Policy

|  |             |
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| This Policy was ratified by the Board of Directors on: | Summer 2024 |
| This Policy will be reviewed by the GLC Board on:      | Summer 2025 |

### 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

[https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf). 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 September. 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](#).

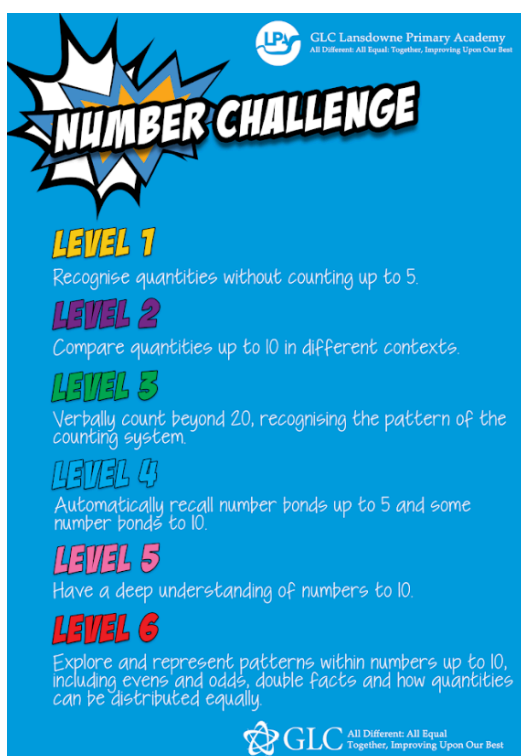
### **Formal learning in Reception**

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.

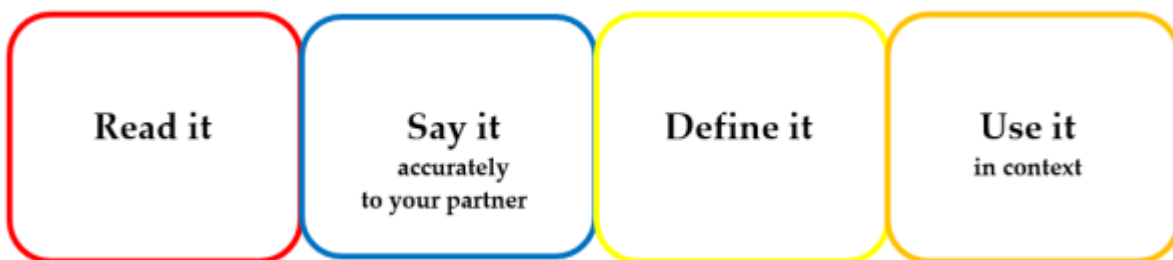
Key teaching and learning approaches are outlined in the Trust Teaching and Learning policy and are centred around the GLC pedagogy wheel and signature strategies:

- Trust Teaching and Learning policy: [Teaching and Learning Policy Booklet 2025-2026](#)

## 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:



[Deliberate Vocabulary Development slides](#) [Use to inform above]

Teach and expect pupils to use increasingly challenging technical vocabulary in their explanations. Support pupils to explain their thinking clearly, concisely and confidently applying the principles outlined in the Teaching WalkThru: ‘Say it again better’ [Teaching WalkThrus, Vol 1, p:98]

## 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 ‘ShREC’ approach [EEF research], which includes four evidence-informed strategies to support high quality interactions within the environment.

### HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The ‘ShREC’ approach



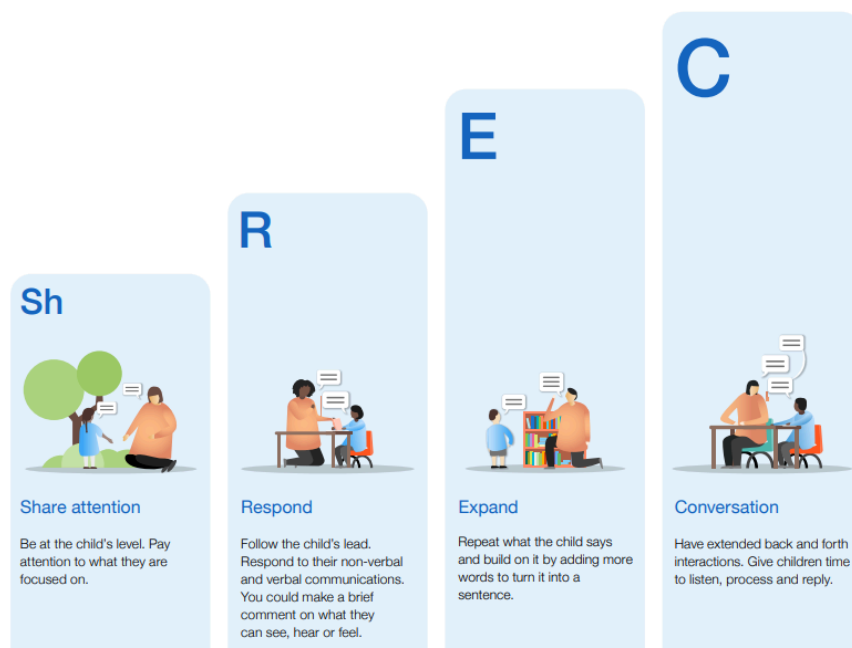
The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

*“When done well, high quality interactions often look effortless but they are not easy to do well.”*

EEF Guidance Report,  
Preparing for Literacy



This resource supports the ‘Preparing for Literacy’ guidance report.



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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory guidance [2021].

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Members of staff do, however, use school iPads to take photographs and videos to use

as evidence to support the regular observation assessment cycle in the EYFS. These photographs are shared with parents via Class Dojo, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork completed at the home visit / parent information sessions.

At the GLC we comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare of children;
- Promote good health by:
  - preventing the spread of infection and taking appropriate action when children are ill;
  - ensuring that meals, snacks and drinks are healthy, balanced and nutritious. Information is obtained about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water is available and accessible to children at all times. We record and act on information from parents and carers about a child's dietary needs;
- We promote good oral health, as well as good health in general, in the early years by talking to our children and parents about:
  - the effects of eating too many sweet things;
  - the importance of brushing your teeth;
  - the importance of drinking water.

We have introduced supervised tooth brushing for our 30 hour children and we follow [statutory guidance](#) for safety around supervised tooth brushing.

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies, and procedures required for safe efficient management of the setting and to meet the needs of the children.

Further details are contained in the policies contained in the table at the end of this policy.

## **Toileting**

We are committed to providing a safe, hygienic, and dignified environment for all children, including those who may need support with toileting. We recognise that children develop at different rates and will provide intimate care for any pupil who has soiled themselves during the school day. This includes changing their clothing and cleaning them in a timely manner to prevent distress, embarrassment, and health concerns. We will communicate with parents as needed to ensure a collaborative approach to the child's well-being and to inform them of the incident. If a parent wishes to come to school to change their child themselves, they are welcome to do so, but we will not require them to do so. We encourage parents whose children are struggling with toilet training to seek support from resources like the local family hub. Engaging with these services can provide valuable guidance and strategies to help children achieve independence.

## **Inclusion**

Across the GLC we support all children to achieve their full potential. We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly and all children and their families are valued.


In the EYFS we set realistic and challenging expectations that meet the needs of the children when planning. In planning we ensure that we meet the needs of all the learners using practitioner’s knowledge and both formative and summative assessment procedures.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children’s learning needs and interests;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children’s progress and taking action to provide support as necessary.

If staff or parents identify a concern regarding a child’s progress, the school would refer the child to the SENCO or Inclusion team. We use a range of strategies to support children, these may include internal support via Language & Speech Link. All children are screened using language link, EAL team, nurture provision, small group or individual interventions. In addition, referrals can be made to external agencies such as speech therapists, Educational Psychologist, school nurse, health or social services.

### Key Documentation

|  |   |
|--|---|
| Statutory policy or procedure for the EYFS | <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a>   |
| EYFS Statutory Framework                   | <a href="https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf">https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf</a> |
| Development Matters                        | <a href="https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf">https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf</a>   |
| Early Years Foundation Stage Profile       | <a href="https://assets.publishing.service.gov.uk/media/65253bc12548ca000ddd050/EYFSP_2024_hanbook.pdf">https://assets.publishing.service.gov.uk/media/65253bc12548ca000ddd050/EYFSP_2024_hanbook.pdf</a>   |
| Reception Baseline Assessment [RBA]        | <a href="https://www.gov.uk/government/collections/reception-baseline">https://www.gov.uk/government/collections/reception-baseline</a>   |
| Planning [templates and non-negotiables]   |  Planning  |

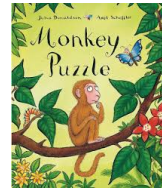
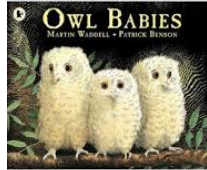
|   |   |
|---|---|
| Safeguarding policy and procedures  | See safeguarding and child protection policy                |
| Procedure for responding to illness   | See health and safety policy                                |
| Administering medicines policy  | See first aid policy  |
| Emergency evacuation 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**

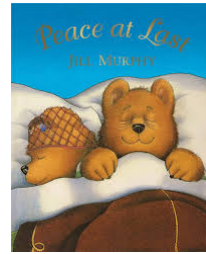
| NURSERY  | AUTUMN TERM   |  | SPRING TERM  |  | SUMMER TERM   |  |
|--|---|--|--|--|---|--|
|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|  | All About Me  | We are Family  | Where I Live   | Take One Picture   | Invent and Explore  | Earth Explorers  |
| Reading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



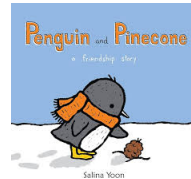
Owl Babies  
Martin Waddell



Peace at Last  
Jill Murphy

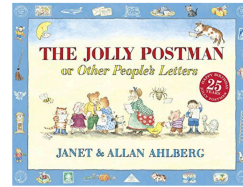


Penguin and Pinecone  
Salina Yoon

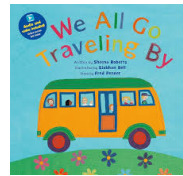


Stickman  
Julia Donaldson

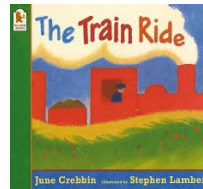
Allan Ahlberg



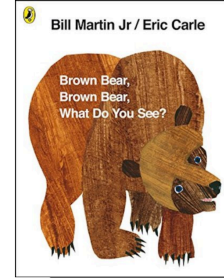
We All Go Travelling By  
Sheena Roberts



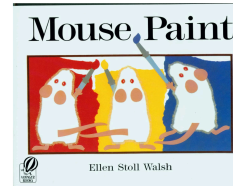
The Train Ride  
June Crebbin



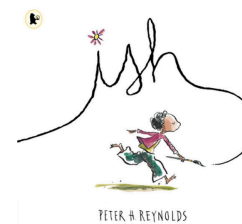
Topsy and Tim go on an aeroplane  
Jean and Gareth Adamson



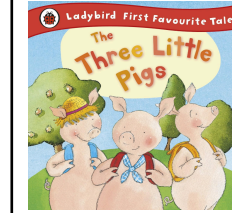
Mouse Paint  
Ellen Stoll Walsh



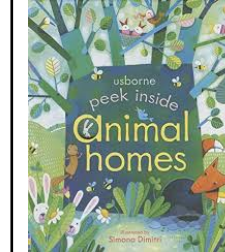
Ish  
Peter H Reynolds



Ladybird First Favourite Tales



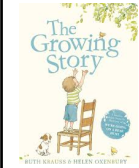
Peep inside Animal homes  
Ann Milbourne



Michael Recycle  
Ellie Bethal



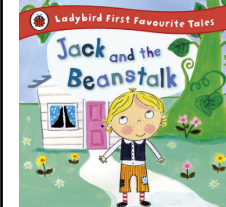
Pirates Love Underpants  
Claire Freedman



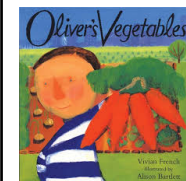
Somebody Swallowed Stanley  
Sarah Roberts


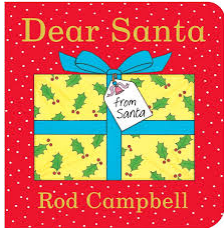
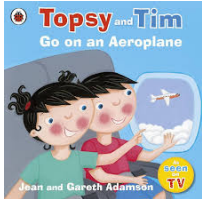
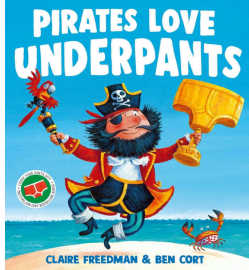


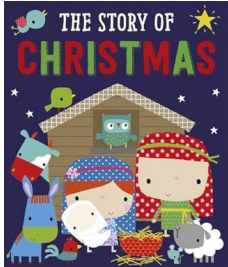



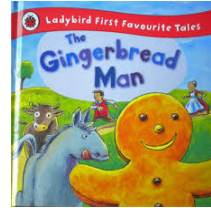




Jack and the Beanstalk  
Ladybird First Favourite Tales



Oliver's Vegetables  
Vivian French



|  |   |   |   |   |  |   |
|--|---|---|---|---|--|---|
|  |   |  <p>Dear Santa<br/><i>Rod Campbell</i></p>  |  |   |   |   |
| <p>Texts &amp; rhymes to support Literacy lessons and wider curriculum</p> |  |  <p>The Story of Christmas</p>            |  |  |  <p>The Gingerbread Man<br/><i>Ladybird First Favourite Tales</i></p>  |  <p>From Seed To Sunflower<br/><i>Mari Schuh</i></p>  |

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

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

|                              |  |  |  |   |                     |                    |
|------------------------------|--|--|--|---|---------------------|--------------------|
|                              | <i>Use a comfortable grip with good control when holding pens and pencils.</i> | <i>Use a comfortable grip with good control when holding pens and pencils.</i>   | <i>Use a comfortable grip with good control when holding pens and pencils.</i> |   |                     |                    |
| Maths                        |  |  |  |   |                     |                    |
| Visits/Visitors Themed Weeks | Black History Month<br>Harvest Festival  | Diwali<br>Anti-Bullying Week<br>World Nursery Rhyme Week<br>Remembrance Day<br>Children in Need<br>Christmas<br>EYFS Christmas Performance | National Story Telling Week<br>Chinese New Year                                | World Book Day<br>Easter<br>Mother's Day<br><br><b>Trip to Barleylands Farm weeks 4-6</b> | Walk to school week | Fathers Day<br>Eid |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <p>Personal, Social and Emotional Development</p> <p>SCARF</p> | <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>• Marvellous me!</li> <li>• I'm special</li> <li>• People who are special to me</li> </ul>   | <p>Valuing Difference</p> <ul style="list-style-type: none"> <li>• Me and my friends</li> <li>• Friends and family</li> <li>• Including everyone</li> </ul>  | <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>• People who help me and keep me safe</li> <li>• Safety indoors and outdoors</li> <li>• What's safe to go into my body</li> </ul>                                     | <p>Rights &amp; Respect</p> <ul style="list-style-type: none"> <li>• Looking after myself</li> <li>• Looking after others</li> <li>• Looking after my environment</li> </ul>   | <p>Being my best</p> <ul style="list-style-type: none"> <li>• What does my body need?</li> <li>• I can keep trying!</li> <li>• I can do it!</li> </ul>                 | <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• Growing and changing nature</li> <li>• When I was a baby</li> <li>• Girls, boys and families</li> <li>• Transition</li> </ul> |
| <p>Physical Development</p>                                    | <p>Use large-muscle movements to paint and make marks</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> | <p>Use large-muscle movements to paint and make marks</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> | <p>Use large-muscle movements to paint and make marks</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> | <p>Use large-muscle movements to paint and make marks</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> | <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> | <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p>                             |
| <p>Understanding the World</p> <p>RE - SACRE</p>               | <p>Explore changes in some food. What happens when you crack an egg?</p>   | <p>Think about how their own family is made up e.g. brothers/sisters.</p>  | <p>Explore how things work. Consider how the wheels on a car are round.</p>  | <p>Understand the key features of the life cycle of a butterfly.</p> <p>Know that there are</p>  | <p>Continue developing positive attitudes about the differences between people.</p>  | <p>Plant seeds and care for growing plants.</p> <p>Explore the life cycle of a plant.</p>  |

|                                   |  |  |  |  |   |   |
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|                                   |  | <p>Explore Autumn leaves and changes.</p> <p>Environmental sound walks.</p> <p>Begin to make sense of their own life-story and family's history.</p> | <p>Explore space travel in story 'Whatever Next'.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore floating and sinking.</p> | <p>different countries in the world and talk about the differences they have experienced or seen in photos (exploring foods from different countries)</p> <p>Using senses to explore new and unfamiliar foods.</p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (exploring homes from different countries)</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore different animal homes.</p> <p>Explore collections of materials with similar and/or different properties.</p> | <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>                            |
| <p>Expressive Arts and Design</p> | <p>Self Portraits - draw, explore colour and materials</p> <p>Singing and joining in with actions for different nursery rhymes</p> | <p>Family Portraits - draw, explore colour and materials</p> <p>Moving around like fireworks/making firework noises.</p>                             | <p>Moving around like different modes of transport.</p> <p>Taking a pretend journey to the moon.</p>   | <p>Using colour and shape appropriately to represent different fruit/vegetables.</p> <p>Drawing and representing the life cycle of a butterfly.</p>  | <p>Bob the Builder asks children to design and build a new home for Fred.</p>   | <p>Modelled drawings of real life flowers/life cycles.</p> <p>Acting out the life cycle of a flower.</p> <p>Singing growing song.</p> |

|                             |  |  |  |  |  |   |
|-----------------------------|--|--|--|--|--|---|
|                             |  | Take part in a pretend party for baby bear.<br><br>Joining in with songs for Christmas performance   |  | Singing Butterfly song/acting out the life cycle.  |  |   |
| <b>CONTINUOUS PROVISION</b> |  |  |  |  |  |   |
| Physical Development        | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br>Go up steps and stairs, or climb up apparatus, using alternate feet.<br>Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br>Match their developing physical skills to tasks and activities in the setting.<br>Be increasingly independent as they | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br>Go up steps and stairs, or climb up apparatus, using alternate feet.<br>Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br>Match their developing physical skills to tasks and activities in the setting.<br>Be increasingly independent as they | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br>Go up steps and stairs, or climb up apparatus, using alternate feet.<br>Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br>Match their developing physical skills to tasks and activities in the setting.<br>Be increasingly independent as they | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br>Go up steps and stairs, or climb up apparatus, using alternate feet.<br>Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br>Match their developing physical skills to tasks and activities in the setting.<br>Be increasingly independent as they get dressed and | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br>Go up steps and stairs, or climb up apparatus, using alternate feet.<br>Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br>Match their developing physical skills to tasks and activities in the setting.<br>Be increasingly independent as they get dressed and | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br>Go up steps and stairs, or climb up apparatus, using alternate feet.<br>Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br>Match their developing physical skills to tasks and activities in the setting.<br>Be increasingly independent as they get dressed and undressed. |

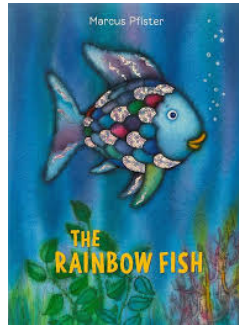
|                            |   |   |   |   |   |  |
|----------------------------|---|---|---|---|---|--|
|                            | get dressed and undressed.  | get dressed and undressed.  | get dressed and undressed.  | undressed.  | undressed.  |  |
| Understanding the World    | Exploring the natural world<br>Weather box<br>Exploring raisins/currants and how they change<br>Exploring habitat of a frog   | Exploring the natural world<br>Weather box<br>Ice melting   | Exploring the natural world<br>Weather box<br>Ice melting<br>Floating & Sinking   | Exploring the natural world<br>Weather box<br>Exploring inside of fruits/vegetables   | Exploring the natural world<br>Weather box<br>Observing/ exploring shadows<br>Exploring strength/suitability of different materials to build a home   | Exploring the natural world<br>Weather box<br>Plant seeds and care for growing plants.<br>Explore root vegetables  |
| Expressive Arts and Design | Rhyme time/Sing a song<br>Exploring musical instruments<br>Role play<br>Dressing up<br><br>Self Portraits - draw, explore colour and materials<br><br>Developing skill of using glue to join pieces of paper together (glue sticks and spreaders with PVA glue) | Rhyme time/Sing a song<br>Exploring musical instruments<br>Role play<br>Dressing up<br>Christmas cards<br>Firework drawings/paintings.<br><br>Beginning to use objects to represent other things. E.g. creating shapes in playdough area<br>"That's Mummy",<br>"That's a cake for | Rhyme time/Sing a song<br>Exploring musical instruments<br>Role play<br>Dressing up<br><br>Developing skill of using masking tape to join junk modelling boxes and bottle tops to create a mode of transport. | Rhyme time/Sing a song<br>Exploring musical instruments<br>Role play<br>Dressing up<br>Mother's Day cards<br><br>Using colour for a purpose. Selecting the colour to represent what they are painting.<br>Painting different fruit and vegetables (e.g. | Rhyme time/Sing a song<br>Exploring musical instruments<br>Role play<br>Dressing up<br><br>Paintings to represent own home. Some identifiable houses/flats etc<br><br>Using 2D/3D shapes and blocks to Print and create homes (triangles, | Rhyme time/Sing a song<br>Exploring musical instruments<br>Role play<br>Dressing up Father's day cards<br><br>Real life paintings of flowers, minibeasts all around. Using different colours for purpose.<br><br>Using scissors to add new elements to dough e.g. herbs.<br>Moulding the dough |

|  |  |  |  |   |   |   |
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|  |  | <p>baby bear".</p> <p>Autumn leaf rubbings</p> <p>Developing skills as they sprinkle glitter to add sparkle to art work.</p> |  | <p>pineapple, watermelon.</p> <p>Using halved fruit and vegetables to print with using paint. Looking at the pattern it leaves behind</p> | <p>rectangles, squares)</p> <p>Junk modelling to create their own home. Deciding on different boxes, shapes to represent their home. Thinking about windows/doors</p> | <p>using different techniques such as long sausage shape for stem. Combining real leaves and petals to dough to add extra element.</p> <p>Colour mixing</p> |
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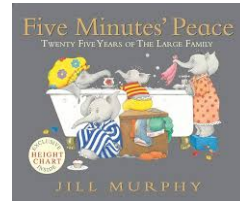
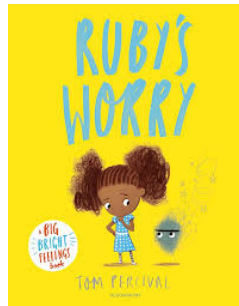
## Appendix 1 - Reception Long Term Map

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

Marcus Pfister



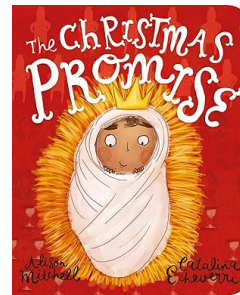
Ruby's Worry  
Tom Percival



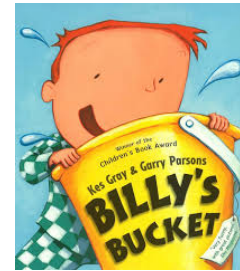
One Snowy Night  
Nick Butterworth



The Christmas Promise  
Alison Mitchell



Missing Richmond  
Patrick Corrigan



Gigantosaurus  
Jonny Duddle



Ten minutes to bed  
little dinosaur  
Rhiannon Fielding

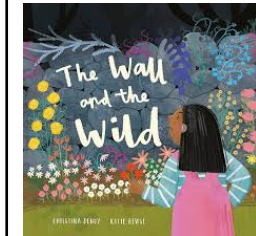


Tyrannosaurus Drip  
Julia Donaldson

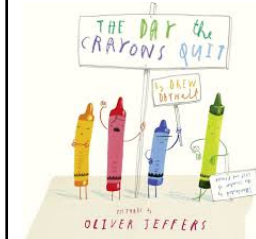
Katie and the Mona Lisa  
Lisa James Mayhew



The Wall and the Wild  
Christina Dendy

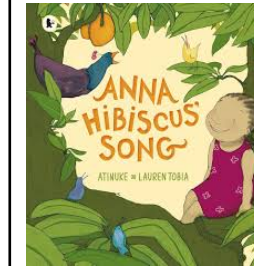


The Day the Crayons Quit  
Drew Daywalt

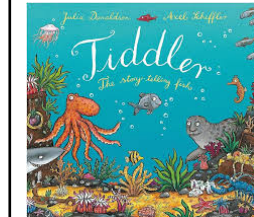


Journey  
Aaron Becker

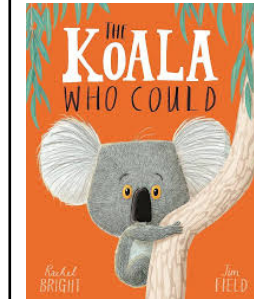
Song  
Atinuke



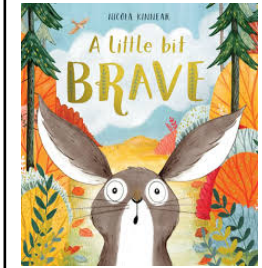
Tiddler  
Julia Donaldson



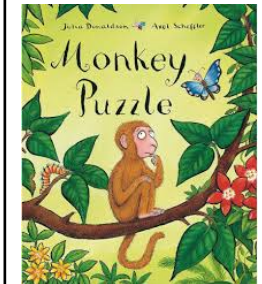
The Koala who Could  
Rachel Bright



Lost and Found  
Oliver Jeffers



Monkey Puzzle  
Julia Donaldson



After the Fall  
Dan Santat



Clean Up  
Nathan Bryon

|                               |  |   |  |   |   |   |
|-------------------------------|--|---|--|---|---|---|
|                               |  |  <p>Firefighter<br/>The Best Diwali Ever</p> |  <p>National Geographic: My First Books of Dinosaurs<br/>I Love Chinese New Year<br/><b>L is for London</b><br/>Paul Thurlby</p> |  <p>Weekend news<br/>Character description<br/>Setting description<br/>Retell the story<br/>Creative writing</p> |  <p>Weekend news<br/>Character description<br/>Setting description<br/>Retell the story<br/>Creative writing</p> |  <p>How do Butterflies Grow<br/>Michael Recycle<br/>Somebody Swallowed Stanley</p> |
| English                       | Weekend news<br>Character description<br>Setting description<br>Retell the story<br>Creative writing | Weekend news<br>Character description<br>Setting description<br>Retell the story<br>Creative writing                          | Weekend news<br>Character description<br>Setting description<br>Retell the story<br>Creative writing   | Weekend news<br>Character description<br>Setting description<br>Retell the story<br>Creative writing  | Weekend news<br>Character description<br>Setting description<br>Retell the story<br>Creative writing  | Weekend news<br>Character description<br>Setting description<br>Retell the story<br>Creative writing  |
| Maths<br>White Rose/<br>NCETM | Baselines<br>Subitising to 5.<br>1:1   | Comparing by matching,<br>including when  | Composition of 5<br>and missing parts. Equal and   | Subitising within 6. Explore<br>doubles. Count  | Comparing numbers. Explore<br>composition of  | Introducing Rekenrek. Use<br>rekenreks to   |

|                                     |   |  |  |  |   |  |
|-------------------------------------|---|--|--|--|---|--|
|                                     | <p>correspondence. Composition of 3 and 4. Count beyond ten. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p> | <p>groups are equal. Composition of 5. Representing 5. Connect 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.</p> | <p>unequal groups. Introduced '5 and a bit' structure. One more and one less. Composition of 7 as 2 groups with a focus on '5 and a bit' structure. Compare length, weight and capacity.</p> | <p>larger amounts. Representing numbers using fingers and tens frames. 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.</p> | <p>numbers to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> | <p>explore counting. Compare groups of objects. Investigate 'part' and 'wholes'. Composition of numbers to 10.</p> |
| <p>Visits/Visitors Themed Weeks</p> | <p>Recycle week<br/>Grandparents Day<br/>Harvest Festival<br/>Black History Month<br/>Library visit</p>   | <p>Diwali<br/>Anti-Bullying Week<br/>World Nursery Rhyme Week<br/>Remembrance Day<br/>Children in Need<br/>Christmas<br/>EYFS performance</p>  | <p>Fossil hunters visit<br/>Chinese New Year</p>   | <p>World Book Day<br/>Easter<br/>Mother's Day<br/>Church visit</p>   | <p>Walk to school week</p>  | <p>Call of the Wild<br/>Father's Day<br/>Eid<br/>Live Butterfly Garden</p>   |


|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   |  | Important people visitors  |  |  |  |  |
| Communication and Language                              | <p>Listening to and understanding stories</p> <p>Retelling stories</p> <p>Asking and answering questions</p> <p>Learn and understand new vocabulary</p> <p>Speaking in full sentences using conjunctions and correct tense</p> <p>Describe events in some detail</p> | <p>Listening to and understanding stories</p> <p>Retelling stories</p> <p>Asking and answering questions</p> <p>Learn and understand new vocabulary</p> <p>Speaking in full sentences using conjunctions and correct tense</p> <p>Describe events in some detail</p> | <p>Listening to and understanding stories</p> <p>Retelling stories</p> <p>Asking and answering questions</p> <p>Learn and understand new vocabulary</p> <p>Speaking in full sentences using conjunctions and correct tense</p> <p>Describe events in some detail</p> | <p>Listening to and understanding stories</p> <p>Retelling stories</p> <p>Asking and answering questions</p> <p>Learn and understand new vocabulary</p> <p>Speaking in full sentences using conjunctions and correct tense</p> <p>Describe events in some detail</p> | <p>Listening to and understanding stories</p> <p>Retelling stories</p> <p>Asking and answering questions</p> <p>Learn and understand new vocabulary</p> <p>Speaking in full sentences using conjunctions and correct tense</p> <p>Describe events in some detail</p> | <p>Listening to and understanding stories</p> <p>Retelling stories</p> <p>Asking and answering questions</p> <p>Learn and understand new vocabulary</p> <p>Speaking in full sentences using conjunctions and correct tense</p> <p>Describe events in some detail</p> |
| Personal, Social and Emotional Development<br><br>SCARF | <p>Me and my relationships</p> <ul style="list-style-type: none"> <li>• All about me</li> <li>• Who can help me</li> <li>• My feelings</li> </ul>  | <p>Valuing difference</p> <ul style="list-style-type: none"> <li>• I'm special, you're special</li> <li>• Same and different</li> </ul>  | <p>Keeping myself safe</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Listening to my feelings</li> </ul>  | <p>Rights &amp; responsibilities</p> <ul style="list-style-type: none"> <li>• Looking after special people</li> <li>• Caring for our world</li> <li>• Looking after</li> </ul>   | <p>Being my best</p> <ul style="list-style-type: none"> <li>• Bouncing back when things go wrong</li> <li>• Yes, I can!</li> <li>• Healthy body</li> </ul>   | <p>Growing and changing</p> <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Life stages</li> <li>• Me and my body - girls &amp; boys</li> </ul>  |

|   |   |   |  |   |  |  |
|---|---|---|--|---|--|--|
|   |   |   |  | money   |  |  |
| Physical Development                      | Coordination (Footwork)   | Static & Partner balance  | Coordination (Ball skills)   | Dynamic balances  | Reaction & response  | Ball chasing   |
|   | Movement development  | Dance & Gymnastics  | Throwing & catching skills   | Gymnastics - jumping/assault courses  | Tennis & badminton   | Football & hockey  |
| Understanding the World<br><br>RE - SACRE | Which stories are special and why?<br><br>Family Tree             | Which people are special and why?<br><br>Understand and discuss important people in the community | Which places are special and why?<br><br>Fossil Hunters<br>Timeline<br>Dinosaur habitats<br>Dinosaurs diet | What times are special and why?   | Where do we belong?<br><br>Nature walk - senses<br>Similarities and differences between our local area and another<br>Similarities and differences between countries | What is special about our world?<br><br>Life cycle of a butterfly<br>Seasons sorting activity<br>Planting - cress<br>Litter pick - sorting/recycling |
| Expressive Arts and Design                | Painting - Self Portraits<br>Making - Create/draw where they live | Sculpture - Christmas salt dough decoration<br>Music - Christmas performance<br>Sculpture- Diva   | Sculpture - Fossil making<br>Making - Chinese New Year - lanterns/dragons                                  | Dioramas<br>Sculptures - Henry Moore<br>Print- Andy Warhol<br>Experimental Art - Damien Hurst | Video diary of our community   | Junk Modelling - superheroes   |

|                                       |  |  |  |   |  |   |
|---------------------------------------|--|--|--|---|--|---|
|                                       |  | lamps - Diwali   |  | Painting - Henri<br>Rousseau<br>Drawing - Van<br>Gogh   |  |   |
| <b>CONTINUOUS PROVISION</b>           |  |  |  |   |  |   |
| <b>Understanding<br/>the World</b>    | Exploring the<br>natural world<br>Weather box  | Exploring the<br>natural world<br>Weather box<br>Ice melting<br>Planting -<br>daffodils  | Exploring the<br>natural world<br>Weather box<br>Ice melting<br>Floating &<br>Sinking        | Exploring the<br>natural world<br>Weather box<br>Planting -<br>sunflowers   | Exploring the<br>natural world<br>Weather box<br>Observing/<br>exploring<br>shadows          | Exploring the<br>natural world<br>Weather box<br>Observational<br>drawing<br>Butterfly garden                         |
| <b>Expressive Arts<br/>and Design</b> | Rhyme time/Sing<br>a song<br>Exploring<br>musical<br>instruments<br>Role play<br>Dressing up | Rhyme time/Sing<br>a song<br>Exploring<br>musical<br>instruments<br>Role play<br>Dressing up<br>Christmas cards<br>Firework displays | Rhyme time/Sing<br>a song<br>Exploring<br>musical<br>instruments<br>Role play<br>Dressing up | Rhyme time/Sing<br>a song<br>Exploring<br>musical<br>instruments<br>Role play<br>Dressing up<br>Mother's Day<br>cards | Rhyme time/Sing<br>a song<br>Exploring<br>musical<br>instruments<br>Role play<br>Dressing up | Rhyme time/Sing<br>a song<br>Exploring<br>musical<br>instruments<br>Role play<br>Dressing up<br>Father's day<br>cards |

## Appendix 2 - RWI progression

|                  | Nursery |       |                    |
|------------------|---------|-------|--------------------|
|                  | Aut 2   | Spr 2 | Sum 2              |
| Phonics (sounds) | 4       | 10    | 16<br>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<br> | Green | Green / purple |

### Reception Red Word Challenge

| Autumn 1          | Autumn 2            |
|-------------------|---------------------|
| I<br>the<br>is    | we<br>me<br>no      |
| Spring 1          | Spring 2            |
| he<br>she<br>do   | as<br>of<br>my      |
| Summer 1          | Summer 2            |
| was<br>put<br>you | come<br>all<br>said |

### 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                         |
|---|-----------------|--------------|---|--|-----------------------|-----------------|--------------|---|-------------------------------------|
| M<br>o<br>n<br>d<br>a<br>y                | Morning Meeting | RWi Carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime /<br>Get ready for home<br><br>Lunch /<br>Pinny time | L<br>u<br>n<br>c<br>h | Morning Meeting | RWi Carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime<br><br>Get ready for home |
| T<br>u<br>e<br>s<br>d<br>a<br>y           | Morning Meeting | RWi Carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime /<br>Get ready for home<br><br>Lunch /<br>Pinny time |                       | Morning Meeting | RWi Carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime<br><br>Get ready for home |
| W<br>e<br>d<br>n<br>e<br>s<br>d<br>a<br>y | Meeting Meeting | RWi Carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime /<br>Get ready for home<br><br>Lunch /<br>Pinny time |                       | Morning Meeting | RWi Carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime<br><br>Get ready for home |
| T<br>h<br>u<br>r<br>s<br>d<br>a<br>y      | Morning Meeting | RWi Carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime /<br>Get ready for home<br><br>Lunch /<br>Pinny time |                       | Morning Meeting | RWi Carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime<br><br>Get ready for home |
| F<br>r<br>i<br>d<br>a<br>y                | Morning Meeting | RWi carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime /<br>Get ready for home<br><br>Lunch /<br>Pinny time |                       | Morning Meeting | RWi carousel | Independent Learning<br>Small group input<br>Planned interactions | Storytime<br><br>Get ready for home |

Appendix 4 - Nursery Maths Milestones

GLC Nursery Maths Progression Document

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

**Appendix 4 - Nursery English Milestones**

**GLC Nursery Writing Progression Document**

| Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|---|---|---|---|--|--|
| <p>Whole class ‘<b>Dough Disco</b>’ at least once per week [copy finger movements and gestures].</p> <p>Small group fine motor activity once per week [large muscle movement &amp; fine motor strength].</p> <p>Focus on fine motor strength and good pencil control.</p> | <p>Whole class ‘<b>Dough Disco</b>’ at least once per week [copy finger movements and gestures].</p> <p>Children complete one directed writing activity per week with outcome in book [if appropriate].</p> <p>[large muscle movement &amp; fine motor strength].</p> <p>Focus on fine motor strength and good pencil control. Drawing a picture that looks like something.</p> | <p>Whole class ‘<b>Dough Disco</b>’ at least once per week [copy finger movements and gestures].</p> <p>Children complete one directed writing activity per week with outcome in book [if appropriate].</p> <p>Focus on forming initial sound(s) in name.<br/>Continue to focus on Drawing a picture that looks like something (where still needed)</p> | <p>Up to 10 minute carpet session.</p> <p>Children complete one directed writing activity per week with outcome in book [if appropriate].</p> <p>Focus on name writing and formation of initial sounds.</p> | <p>Up to 10 minute carpet session.</p> <p>Children complete one directed writing activity per week with outcome in book [if appropriate].</p> <p>Focus on name writing (where still needed) Moving onto using print and letter knowledge in their early writing [initial sounds and CVC words]</p> | <p>Up to 10 minute carpet session.</p> <p>Children complete one directed writing activity per week with outcome in book [if appropriate].</p> <p>Focus on using print and letter knowledge in their early writing [CVC words &amp; caption writing].</p> |
| <p><i>Opportunities to develop fine motor skills:</i></p>   |   | <p><i>Drawing circles, lines and wavy lines.</i></p>  | <p><i>Write some or all of their name.</i></p>  | <p><i>Write some or all of their name.</i></p>   | <p><i>Write some or all of their name.</i></p>   |

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>-using tweezers/tongs</li> <li>- peeling small stickers</li> <li>-threading different sized beads/pasta</li> <li>- cutting using scissors</li> <li>- Placing pegs on peg boards</li> <li>- Stretching elastic bands onto numicon boards.</li> </ul> <p>Opportunities to cross the midline - Paint, chalk or make marks on large vertical surfaces.</p> <p>Model and support [hand over hand guidance] a comfortable grip with good control when holding pens and pencils.</p> | <p><i>Drawing circles, lines and wavy lines.</i></p> <p><i>Add some marks to their drawings, which they give meaning to.</i></p> <p><i>Make marks on their picture to stand for their name.</i></p> | <p><i>Add some marks to their drawings, which they give meaning to.</i></p> <p><i>Being to form initial sound(s) in name.</i></p> | <p><i>Write some letters accurately.</i></p> <p><i>Hear and write some initial sounds in words.</i></p> | <p><i>Write some letters accurately.</i></p> <p><i>Hear and write some initial sounds in words.</i></p> <p><i>Write CVC Words</i></p> | <p><i>Write some letters accurately.</i></p> <p><i>Hear and write some initial sounds in words.</i></p> <p><i>Write CVC words</i></p> <p><i>Write captions [2 CVC words]</i></p> |
|--|---|---|---|---|--|

## Appendix 5 - Reception Maths Milestones

### GLC Reception Maths Progression Document

#### 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. Number formation to be recorded in books.  | 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.  |
| <p>Subitising to 5. 1:1 correspondence.</p> <p>Composition of 3 and 4.</p> <p>Count beyond ten.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p><b>ELG:</b> Subitise (recognise quantities without counting) up to 5.</p> | <p>Comparing by matching, including when groups are equal.</p> <p>Composition of 5.</p> <p>Representing 5. Connect 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.</p> <p><b>ELG:</b> Compare quantities up to 10 in</p> | <p>Composition of 5 and missing parts. Equal and unequal groups.</p> <p>Introduced '5 and a bit' structure. One more and one less.</p> <p>Composition of 7 as 2 groups with a focus on '5 and a bit' structure.</p> <p>Compare length, weight and capacity.</p> <p><b>ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system</p> | <p>Subitising within 6.</p> <p>Explore doubles. Count larger amounts.</p> <p>Representing numbers using fingers and tens frames. 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.</p> <p><b>ELG:</b> Automatically recall (without</p> | <p>Comparing numbers.</p> <p>Explore composition of numbers to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p><b>ELG:</b> Have a deep understanding of number to 10, including the composition of each number</p> | <p>Introduce rekenrek. Use rekenreks to explore counting. Compare groups of objects.</p> <p>Investigate 'part' and 'wholes'. Composition of numbers to 10. <b>ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | different contexts,<br>recognising when one<br>quantity is greater than,<br>less than or the same as<br>the other quantity |  | reference to rhymes,<br>counting or other aids)<br>number bonds up to 5<br>(including subtraction<br>facts) and some number<br>bonds to 10, including<br>double facts. |  |  |
|--|--|--|--|--|--|

**Appendix 5 - Reception English Milestones**

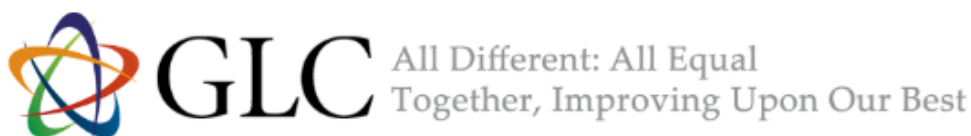
**GLC Reception Writing Progression Document**

| 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.                                 | 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.                                   | 15 minute carpet session. 20 minute small group activity. Writing outcome twice a week in books. Focus on CVC writing.  | 15 minute carpet session. 20 minute small group activity. Writing outcome twice a week in books. Focus on CVC writing.   | 15 minute carpet session. 20 minute small group activity. Writing outcome twice a week in books. Focus on simple sentences.  | 15 minute carpet session. Whole class writing task with outcome in books. Focus on simple sentences including capital letters, finger spaces and full stops.  |
| <p><i>Write their name.</i></p> <p><i>Form lower-case and capital letters correctly – m,a,s,d,t</i></p> <p><i>Spell common exception words matched to the school’s phonic programme - I, the, is</i></p> | <p><i>Write their name.</i></p> <p><i>Form lower-case and capital letters correctly – i,n,p,g,o,c</i></p> <p><i>Spell common exception words matched to the school’s phonic programme - we, me, no</i></p> | <p><i>Form lower-case and capital letters correctly – k,u,b,f,e,l,h</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Spell common exception words matched to the school’s phonic programme - he, she, do, as</i></p> | <p><i>Form lower-case and capital letters correctly – r,j,v,y,w,z,x</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Spell common exception words matched to the school’s phonic programme - was, put, of, my</i></p> | <p><i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i></p> <p><i>Re-read what they have written to check that it makes sense.</i></p> <p><i>Spell common exception words matched to the school’s phonic programme - you, come, all</i></p> | <p><b>ELG’s:</b></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>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 programme - his, they, are, her</i></p> |

## Appendix 6 - Reception timetable

| Class: Mrs Ige<br>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<br>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<br><br>Core Text Input: 15 mins<br>Carousel: 20 mins | Brain Break<br><br>Snack | Additional PPA - 10.30-11.30<br><br>Get ready for lunch<br><br>Pinny time |                               |  |                      | Registration/ Mindfulness | Maths: Input: 10 mins<br><br>Carousel: 15 mins                              | Independent Learning<br><br>Interventions: RWI 1:1<br>Name writing<br>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<br>Carousel: 20 mins                                     | Brain Break<br><br>Snack | Maths: Input: 10 mins<br>Carousel: 15 mins                                | Brain Break<br><br>Daily Mile | Topic<br><br>Get ready for lunch<br><br>Pinny time |                      | Registration/ Mindfulness | Independent Learning<br><br>Interventions: RWI 1:1<br>Name writing<br>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<br>Carousel: 20 mins                                     | Brain Break<br><br>Snack | Maths: Input: 10 mins<br>Carousel: 15 mins                                | Brain Break<br><br>Daily Mile | Topic<br><br>Get ready for lunch<br><br>Pinny time |                      | Registration/ Mindfulness | Independent Learning<br><br>Interventions: RWI 1:1<br>Name writing<br>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<br>Carousel: 20 mins                                     | Brain Break<br><br>Snack | Maths: Input: 10 mins<br>Carousel: 15mins                                 | Brain Break<br><br>Daily Mile | Topic<br><br>Get ready for lunch<br><br>Pinny time |                      | Registration/ Mindfulness | Independent Learning<br><br>Interventions: RWI 1:1<br>Name writing<br>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<br><br>Interventions: RWI 1:1<br>Name writing<br>Maths |   | Tidy up time | Celebration Assembly | Get ready for home |

**Appendix 7 - Formative Assessment Record**



**Formative Assessment Record: Literacy – Autumn 1**

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