



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

St-Osyth C of E Primary School Planning overview

Year Group: Reception

Foundation Stage planning is used as a guide and not a "tick list". This is to ensure that teachers have the flexibility to respond to individual needs, interests, festivals and cultures when appropriate.

EYFS Curriculum	Assessing in EYFS	Curriculum Planning
<p>The Early Years Foundation Stage, which underpins the curriculum in our Reception classes, is distinct in its challenging identity. The curriculum, by which we mean the learning and development undertaken by every child, is planned in accordance with 'The Early Years Foundation Stage Statutory Framework 2017'. The curriculum is clear on 'Setting the standards for learning, development and care.'</p> <p>There are 4 overarching principles that form the foundation of the curriculum.</p> <ol style="list-style-type: none"> 1. Every child is unique. 2. Children learn to be strong and independent through positive relationships. 3. Children learn and develop in enabling environments. 4. Children learn and develop in different ways and at different rates. <p>(The Characteristics of Effective Learning)</p>	<p>The learning and development of each child is recorded through the use of assessment in two ways.</p> <p>Firstly and predominantly children are observed and assessed through play and therefore given next steps to make individual progress. Observations are recorded on Tapestry, which allows parents/carers to be up to date with their child's learning. Parents/carers are also able to upload observations onto Tapestry, adding valuable information about the child's learning and experiences at home. On Tapestry, observations are linked to the 7 areas of learning and development mentioned in the non-statutory document called 'The Early Years Outcomes.' This document gives an indication as to where children should be depending on the months they've been on the planet. Across the year the children build their skills and knowledge to reach the 'Early Learning Goals' by the end of the Reception year, outlined in the EYFS Profile Handbook.</p> <p>Assessment through play is the main way of monitoring individual progress, but adult led learning also occurs across the 7 areas of learning and development. This learning is recorded in Learning Journeys to monitor progress. Once these skills are embedded, the children begin to naturally utilise them during child-initiated play.</p> <p>On entry to Reception at our school, all children will undertake a baseline assessment in order to ascertain stages of development, strengths and needs. Many children have followed an EYFS programme at nursery and the records made by practitioners in that setting also provide vital information on individual attainment and requirements for the coming year.</p>	<p>Careful and flexible planning between all the staff in contact with the children ensure a wide, varied and effective curriculum is delivered. Overall themes are decided and interests are entwined within. 'Pop up' role play boxes are available for children to follow their 'in the moment' interests.</p> <p>In EYFS, the three prime areas for learning are:</p> <ul style="list-style-type: none"> • Communication and language • Physical development • Personal, social and emotional development <p>With 4 additional, specific areas:</p> <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the world • Expressive arts and design <p>At the start of the year we focus heavily on the prime areas, so that each child is settled to then maximise learning</p>

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
UW = Understanding the World EAD = Expressive Arts and Design

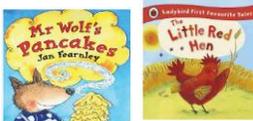


Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	Year A) Guess Who? (Ourselves) Year B) There's no place like home! (Houses and Homes)	Year A) Dark Nights/Let's Celebrate! Year B) It's cold outside/Festivals and Celebrations	Year A) What's in the toy box? Year B) Digging for Dinosaurs	Year A) Baking and making/Spring into Spring Year B) Down on the farm/New life	Year A) What's your superpower? Year B) Terrific Transport	Year A) Down at the bottom of the garden Year B) Ready, steady, dive!
Suggested Books/Texts	 <p>It's Okay to be Different by Todd Parr , The Great Big Book of Families by Mary Hoffman, Avocado Baby by John Burningham, Peace at Last by Jill Murphy, Leaf Man by Lois Ehlert, , Goldilocks, Pete the cat – rocking in my school shoes. Whiffy Wilson- The wolf who wouldn't go to school. The three little pigs. The house that Jack built. A traditional version of Hansel and Gretel, A traditional version of Sleeping Beauty;</p> <p>Non Fiction: our bodies, Homes, bears, signs of winter.</p>	 <p>Diwali, Guy Fawkes, Festivals of light, Rama and Sita, The Owl Who Was Afraid of the Dark by Jill Tomlinson. Whatever Next by Jill Murphy, Runaway Chapatti, Pumpkin Soup, Nativity Story, Donkeys First Xmas, Johnny Zucker and Jan Barger series, Stick man. Here Comes Jack Frost? by Kazuno Kohara, One Snowy Night by Nick Butterworth, Winnie in Winter by Valerie Thomas</p> <p>Non Fiction: celebrations and festivals, around the world, books about space and the moon, nocturnal animals, day and night, owls, under the sea, seasons Thinking about the Seasons: Winter by Clare Collinson, All About Animals in Winter by Martha E.H. Rustad</p>	 <p>The Dragon Machine by Helen Ward, Chinese new year, Dinosaur Roar by Paul Stickland, Dinosaurs in my School, 'The Great Race' (CNY), The Dirty Great Dinosaur by Martin Waddell Essential: Linus the Vegetarian T. Rex by Robert Neubecker Desirable: Saturday Night at the Dinosaur Stomp by Carol Diggory-Shields, Gigantosaurus by Jonny Duddle, That Rabbit Belongs to Emily Brown by Cressida Cowell & Neal Layton, Dogger Shirley Hughes, Lost in the Toy Museum: An Adventure David Lucas.</p> <p>Non Fiction: Toys through the ages, Dinosaurs, How toys work.</p>	 <p>Mr Wolf's Pancakes by Jan Fearnley, The Gingerbread Man, The Ugly Duckling, Little Red Hen, Ketchup on Your Cornflakes? by Nick Sharrat, The Giant Jam Sandwich by John Vernon Lord, Strega Nona by Tomie dePaola Farmyard hullabaloo by Giles andreae, muddle farm by Axel</p> <p>Non Fiction: Cook books, instructions, Spring, animals, growing, changes to materials - cooking</p>	 <p>Vet by Rebecca Hunter Dentist by Rebecca Hunter Firefighter by Rebecca Hunter Police Officer by Rebecca Hunter, Supertato by Sue Hendra, The Train Ride by June Crebbin, Naughty Bus by Jan Oke, People who help us Topsy and Tim, Oh No George by Chris Haughton; The Cat in the Hat by Dr Seuss; The Tale of Tom Kitten by Beatrix Potter; Mouse Mess by Linnea Riley; There's a Lion in My Cornflakes by Michelle Robinson, Hairy Maclary–Rumpus at the Vet by Lynley Dodd, Little Red Riding Hood, Willie's Fire Engine by Charles Keeping;</p> <p>Non-fiction: The People Who Help Us - series from Wayland/ A Day in the Life of, series from Watts, vehicles, Transport,</p>	 <p>The Very Hungry Caterpillar by Eric Carle, Tadpole's Promise by Jeanne Willis, Jasper's Beanstalk by Nick Butterworth, Oliver's Vegetables by Vivian French, Diary of a fly, A traditional version of Jack and the Beanstalk; Caterpillar Butterfly by Vivian French, The Butterfly Dance by Suzanne Barton, The Teeny Weeny Tadpole by Sheridan Cain, Growing Frogs by Vivian French, A Seed In Need by Sam Godwin , Oliver's Milkshake by Vivian French, Ten Seeds by Ruth Brown_Grandpa's Garden by Stella Fry, Eddie's Garden and How to Make Things Grow by Sarah Garland</p> <p>Non Fiction: lifecycle books, books about food and vegetables.</p>
Write Stuff Links	Whole school book/film	Poetry: firework poem. Shape or acrostic	Non-chronological report: Dinosaur/toy	Instructions: Making a pancake or gingerbread man And /Or Recount: of trip to Jimmy's Farm	Letter writing: writing to visitors to our class or to find out about their job.	Whole school book/film

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
 UW = Understanding the World EAD = Expressive Arts and Design



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

Ideas for Role Play	House Baby Clinic	Clothes shop/Shoe shop Builders Yard/Arctic Area	Dino Dig/Toy shop Builders Yard/Garage	Bakery/Pizzeria School/farm	Vets/Doctors Police Station/Fire station	Supermarket Ice cream shop
Possible Investigation(s)/ Enquiry questions	<p>Science Five Senses scavenger hunt</p> <p>Parts of the body – outside Parts of the body - inside</p> <p>Soap bubble prints Experiment</p> <p>Paper towel colour mixing</p> <p>What happens in Autumn?</p> <p>Crime scene – what happened here? Who could it be? Why? What can we do next?</p> <p>What material will make the best cloak for LRRH?</p> <p>RE What is good news? What good news stories do we find in the Bible?</p> <p>HISTORY/GEOGRAPHY Looking at babies to adult (own immediate history) People in their family – mum, dad, brother, sister, grandparents etc Events in their own lives – starting school, birth of baby brother/sister, christening, achievements/success Links to Vintonna house – old peoples home Houses and buildings in the local area Natural/manmade</p>	<p>Science Leaf rubbings</p> <p>Fizzy colours experiment</p> <p>Is space empty?</p> <p>Light and dark – torches</p> <p>Book – what makes a rainbow/prism experiment</p> <p>Can you make the bulb light up?</p> <p>RE Are all celebrations the same?</p> <p>What happens in my house at Christmas?</p> <p>Why do Christians perform nativity plays at Christmas?</p> <p>HISTORY/GEOGRAPHY Through celebrations and festivals – Who was Guy Fawkes, Rama and Sita etc.</p> <p>How do different countries celebrate?</p> <p>Sims and diffs in celebrating e.g. Christmas and talk about past events – traditions</p>	<p>Science How does the toy move?</p> <p>What is a dinosaur?</p> <p>RE Why do people say sorry? Why do Christians say ‘it doesn’t matter’ when people make mistakes?</p> <p>HISTORY/GEOGRAPHY Old and new toys – what toys did they have as a baby compared to now? Past eras – Jurassic period – as a long time ago</p>	<p>Science Food science experiments</p> <p>How do we make bread?</p> <p>No cook recipes</p> <p>Animal lifecycles</p> <p>Where does milk come from?</p> <p>Animals and their young</p> <p>Animals that live on a farm</p> <p>On the farm Science experiments</p> <p>RE Why do Christians put three crosses in an Easter garden?</p> <p>HISTORY/GEOGRAPHY Old and new cooking equipment/kitchens Old recipes to follow Famous cooks through history/on tv now</p>	<p>Science Crime scene – police</p> <p>Sims and diffs – vehicles Land sea and air</p> <p>Materials – ramps and cars</p> <p>RE What do Christians say the Holy Spirit is like?</p> <p>HISTORY/GEOGRAPHY Nurses – then and now – Florence and Mary Transport then and now – manmade buildings and cars for example. Occupations and the job that people choose to do.- sims and diffs compared to others</p>	<p>Science What do plants need to grow?</p> <p>How to grow a bean</p> <p>Minibeasts</p> <p>Bug hunt</p> <p>Where do bugs live?</p> <p>Do all bugs bite?</p> <p>RE What does the creation story teach Christians about God?</p> <p>HISTORY/GEOGRAPHY Growing own vegetables in own locality</p> <p>Plants in the priory</p> <p>Comparing environments – garden, park, beach</p>
Personal, Social and Emotional Development	<p>MR 30-50M -I can play in a group, extending and elaborating play ideas, e.g.</p>	<p>MR 40-60M -I can explain my own knowledge and understanding, and ask appropriate questions of others. (They listen to what</p>	<p>MR 40-60M -I can take steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>MR ELG -I can play co-operatively, taking turns with others. SCSA</p>	<p>MR ELG -I can show sensitivity to others’ needs and feelings, and form</p>	<p>MR ELG -I can take into account others’ ideas about how to organise their activity. EXC</p>

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
 UW = Understanding the World EAD = Expressive Arts and Design



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

	<p>building up a role-play activity with other children. -I can initiate play, offering cues to peers to join them. -I can keep play going by responding to what others are saying or doing. -I can demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults. 40-60M -I can initiate conversations, attend to and take account of what others say. SCSA 30-50M -I can select and use activities and resources with help. -I can welcome and value praise for what they have done. -I can be confident to talk to other children when playing, and will communicate freely about my own home and community. (Talking about themselves during CI) MFB 30-50M -I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others. (board games. Memory games using occupation cards/ characters.) -I can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. (They learn our school routine.)</p>	<p>others say during CI and adult led, beginning to talk about their opinions.) SCSA 30-50M -I can enjoy the responsibility of carrying out small tasks. -I can be more outgoing towards unfamiliar people and more confident in new social situations. - e.g. the lunch staff/other teachers. -I can show confidence in asking adults for help. 40-60M -I can be confident to speak to others about own needs, wants, interests and opinions. (Circle time to develop these skills.) MFB 30-50M -I can be aware of my own feelings, and know that some actions and words can hurt others' feelings. -I can usually adapt behaviour to different events, social situations and changes in routine. 40-60M -I can be aware of the boundaries set, and of behavioural expectations in the setting. (They are aware of the school rules and follow them.)</p>	<p>SCSA 40-60M -I can describe myself in positive terms and talk about my abilities. MFB 40-60M -I can understand that my own actions affect other people, for example, become upset or try to comfort another child when they realise they have upset them -I can begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p>Circle time to develop these skills.</p> <p>Chn to speak about their interests- discussing what they got up to over the Christmas break in groups, developing their confidence.</p>	<p>ELG -I can be confident to try new activities, and say why I like some activities more than others. MFB ELG -I can talk about how I and others show feelings, talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>positive relationships with adults and other children. SCSA ELG -I can say when I do or don't need help. EXC -I can talk about the things I enjoy, and are good at, and about the things I don't find easy. MFB ELG -I can work as part of a group or class, and understand and follow the rules. EXC -I know when and how to stand up for myself appropriately.</p>	<p>-I can play group games with rules. -I can understand that someone else's point of view can be different from mine. -I can resolve minor disagreements through listening to each other to come up with a fair solution -I can understand what bullying is and that this is unacceptable behaviour. SCSA ELG -I can be confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activities. EXC -I can be confident to speak to a class group. -I can be resourceful in finding support when I need help or information. -I can talk about the plans I have made to carry out activities and what I might change if I were to repeat them. MFB ELG -I can adjust my behaviour to different situations, and take changes of routine in my stride. EXC -I can know some ways to manage my feelings and am beginning to use these to maintain control. -I can listen to others' suggestions and plan how to achieve an outcome without adult help. -I can stop and think before acting and I can wait for things I want.</p>
<p>Physical Development</p> 	<p>MH 30-50M Gross motor: -I can mount stairs, steps or climbing equipment using alternate feet. -I can walk downstairs, two feet to each step while carrying a small object.</p>	<p>MH 30-50M Gross motor: -I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>MH Gross motor: 30-50M -I can catch a large ball. Daily outdoor CI play. They show control throwing and catching- Dinosaur eggs! 40-60M -I can negotiate space successfully when playing racing and chasing</p>	<p>MH Gross motor: 40-60M Daily outdoor CI play. -I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>MH Gross motor: ELG -I can show good control and co-ordination in large and small movements. (They move confidently in a range of ways. They independently safely negotiate space.) Daily outdoor CI play.</p>	<p>MH Gross motor: Daily outdoor CI play. ELG -I can move confidently in a range of ways, safely negotiating space. EXC -I can hop confidently and skip in time to music. Fine motor:</p>

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
 UW = Understanding the World EAD = Expressive Arts and Design



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

<p>-I can stand momentarily on one foot when shown. -I can draw lines and circles using gross motor movements. Fine motor: -I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp. -I can copy some letters, e.g. letters from their name – label self portraits. -Introduce Dough Disco - songs related to the topic. - Introduce Squiggle while you wiggle to develop muscle tone to put pencil pressure on paper. HSC In accordance with individual needs. 30-50M -I can tell adults when I am hungry or tired or when I want to rest or play. -I can understand that equipment and tools have to be used safely. -I can gain more bowel and bladder control and can attend to toileting needs most of the time myself. -I can usually manage washing and drying my hands.</p>	<p>-I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Daily outdoor CI play. -Jump off objects and land appropriately-like an exploding firework. -Experiments with ways of moving 40-60M -I can experiment with different ways of moving. -I can jump off an object and lands appropriately. Fine motor: 30-50M -I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors. -They create Bonfire pictures using a variety of tools. -I can hold a pencil near point between first two fingers and thumb and uses it with good control. -Dough Disco daily- songs related to the topic -Squiggle while you wiggle to develop muscle tone to put pencil pressure on paper 40-60M -I can show a preference for a dominant hand. -I can begin to use anticlockwise movement and retrace vertical lines. -I can begin to form recognisable letters – letterjoin. They copy the letters to write a Christmas Card. HSC In accordance with individual needs. 30-50M -I can observe the effects of activity on my body. -I can dress with help, e.g. put my arms into an open-fronted coat or shirt when held up, pull up my own trousers, and pull up my zipper once it is fastened at the bottom.</p>	<p>games with other children, adjusting speed or changing direction to avoid obstacles. Fine motor: 40-60M Dough Disco daily- songs related to the topic. Squiggle while you wiggle to draw lines and circles -They confidently hold their pencil with a tripod grip. -I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. HSC In accordance with individual needs. 40-60M -I can usually stay dry and clean during the day. -I can show understanding of how to transport and store equipment safely. ELG -I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>-I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. Fine motor: Dough Disco daily- songs related to the topic and Squiggle while you wiggle cont. -I can use simple tools to effect changes to materials. -I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed cont. HSC In accordance with individual needs. 40-60M -I can eat a healthy range of foodstuffs and understands need for variety in food. They are willing to try a variety of healthy food grown at school/locally. -I can show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. -I can practice some appropriate safety measures without direct supervision.</p>	<p>Fine motor: 40-60M Dough Disco daily- songs related to the topic and Squiggle while you wiggle to draw lines and circles using gross motor movements – as needed. -I can handle tools, objects, construction and malleable materials safely and with increasing control. ELG -I can handle equipment and tools effectively, including pencils for writing. -I can hold paper in position and use my preferred hand for writing, using a correct pencil grip. HSC In accordance with individual needs. 40-60M -I can show understanding of the need for safety when tackling new challenges, and considers and manages some risks. (Children are dressing and undressing themselves with more independence for P.E. They manage their own hygiene independently. The children talk about the need for exercise and the effects it can have on the body. They can say why we need to stay healthy and safe.)</p>	<p>Dough Disco daily- songs related to the topic and Squiggle while you wiggle to draw lines and circles using gross motor movements – as needed. EXC -I can begin to be able to write on lines and control letter size HSC ELG In accordance with individual needs. -I can know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. EXC -I can know about and can make healthy choices in relation to healthy eating and exercise. -I can dress and undress independently, successfully managing fastening buttons or laces.</p>
--	---	--	--	--	--

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
UW = Understanding the World EAD = Expressive Arts and Design



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

<p>Communication and Language</p> 	<p>LA 30-50M -I can listen to others one to one or in small groups, when conversation interests me. -I can focus attention – still listen or do, but can shift my own attention. (Chn share All about me bags/bears – talk in front of peers) U 30-50M -I can understand the use of objects (e.g. “What do we use to cut things?” E.g. knives and forks during lunchtime.) -I can show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture, e.g. put Goldilocks on the chair. -I can respond to simple instructions, e.g. to get or put away an object. S 30-50M -I can retell a simple past event in correct order (e.g. went down slide, hurt finger). -I can use vocabulary focused on objects and people that are of particular importance to them.</p>	<p>LA 30-50M -I can listen to stories with increasing attention and recall -I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. -I can follow directions (if not intently focused on my own choice of activity). U 30-50M -I can begin to understand ‘why’ and ‘how’ questions e.g. in relation to stories. 40-60M -I can respond to instructions involving a two-part sequence. S 30-50M -I can begin to use more complex sentences to link thoughts (e.g. using and, because). -I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. -I can use intonation, rhythm and phrasing to make the meaning clear to others. -I can build up vocabulary that reflects the breadth of my experiences. -I can use talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’</p>	<p>LA 40-60M -I can maintain my attention, concentrate and sit quietly during appropriate activity. -I can have two-channelled attention – can listen and do for a short span. E.g. at the malleable table creating ‘Dinosaur’ fossils and chatting. ELG -I can listen attentively in a range of situations. U 40-60M -I can follow a story without pictures or props. -I can listen and responds to ideas expressed by others in conversation or discussion. Chn to discuss their Christmas break in key groups. S 30-50 -I can question why things happen and gives explanations. Asks e.g. who, what, when, how. -i can use a range of tenses (e.g. play, playing, will play, played). 40-60 -I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. -I can use language to imagine and recreate roles and experiences in play situations.</p>	<p>LA ELG -I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions or actions. U 40-60M -I can understand humour, e.g. nonsense rhymes, jokes. Change the names in Nursery Rhymes to their names. E.g. ‘Old Macdonald’ S 40-60M -I can link statements and sticks to a main theme or intention.</p>	<p>LA ELG -I can give my attention to what others say and respond appropriately, while engaged in another activity. U ELG -I can follow instructions involving several ideas or actions. S 40-60M -I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. -I can introduce a storyline or narrative into my play. ELG -I can express myself effectively, showing awareness of listeners’ needs. -I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>LA EXC -I can listen to instructions and follow them accurately, asking for clarification if necessary. -I can listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at worship. U ELG -I can answer ‘how’ and ‘why’ questions about my experiences and in response to stories or events. EXC -After listening to stories I can express views about events or characters in the story and answer questions about why things happened. -I can carry out instructions which contain several parts in a sequence. S ELG -I can develop my own narratives and explanations by connecting ideas or events. EXC -I can show some awareness of the listener by making changes to language and non-verbal features. -I can use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. -I can recount experiences and imagine possibilities, often connecting ideas.</p>
--	--	---	--	--	--	--



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

<p>Literacy</p> 	<p>Phonics- Letters and Sounds Recapping Phase 1 and beginning Phase 2</p> <p>R</p> <p>30-50M</p> <ul style="list-style-type: none"> -I can enjoy rhyming and rhythmic activities. Singing familiar songs 'Miss Polly had a dolly,' 'Old MacDonald' etc. -I can listen to and join in with stories and poems, one-to-one and also in small groups. -I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. -I can listen to stories with increasing attention and recall. -I can show an interest in illustrations and print in books and print in the environment. -I can recognise familiar words and signs such as own name and advertising logos -I can look at books independently. -I can handle books carefully. -I know information can be relayed in the form of print. -I can hold books the correct way up and turn pages. -I know that print carries meaning and, in English, is read from left to right and top to bottom. <p>40-60M</p> <ul style="list-style-type: none"> -I can hear and say the initial sound in words. <p>W</p> <p>30-50M</p> <ul style="list-style-type: none"> -I can sometimes give meaning to marks as I draw and paint. Self Portraits, copying/writing their names. -I can ascribe meanings to marks that I see in different places. <p>40-60M</p> <ul style="list-style-type: none"> -I can begin to break the flow of speech into words. -I can hear and say the initial sound in words. 	<p>Phonics- Letters and Sounds Phase 2</p> <p>R</p> <p>30-50M</p> <ul style="list-style-type: none"> -I can show awareness of rhyme and alliteration. -I can recognise rhythm in spoken words. I am beginning to be aware of the way stories are structured. -I can suggest how the story might end. -I can describe main story settings, events and principal characters. <p>40-60M</p> <ul style="list-style-type: none"> -I can segment the sounds in simple words and blend them together, knowing which letters represent some of them. -I can begin to read words and simple sentences. <p>Pictures/words of items related to Bonfire Night</p> <ul style="list-style-type: none"> -I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books. <p>Children begin to enjoy an increasing range of books including fiction and non-fiction. E.g. facts about Diwali/Rama and Sita.</p> <p>W:</p> <p>40-60M</p> <ul style="list-style-type: none"> -I can give meaning to marks they make as I draw, write and paint. -I can segment the sounds in simple words and blend them together, knowing which letters represent some of them. To describe firework pictures, items related to Diwali and Christmas. -I can write my own name and other things such as labels, captions. <p>Literacy context: Lists and labels Diwali, Guy Fawkes, festivals of light, captions, letters</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Phonics- Letters and Sounds Recapping Phase 2 and Start Phase 3</p> <p>R</p> <p>40-60M</p> <ul style="list-style-type: none"> -I can link sounds to letters, naming and sounding the letters of the alphabet. -I can enjoy an increasing range of books. -I can understand that information can be retrieved from books and computers <p>W</p> <p>40-60M</p> <ul style="list-style-type: none"> -I can link sounds to letters, naming and sounding the letters of the alphabet. -I can attempt to write short sentences in meaningful contexts. <p>ELG</p> <ul style="list-style-type: none"> -I can use my phonic knowledge to write words in ways which match my spoken sounds. <p>Literacy context: Captions & Instructions, Non-Fiction Texts and Stories, Non-Fiction Writing</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Phonics- Letters and Sounds Phase 3</p> <p>R</p> <p>40-60M</p> <ul style="list-style-type: none"> -I can continue a rhyming string. <p>ELG</p> <ul style="list-style-type: none"> -I can use my phonic knowledge to decode regular words and read them aloud accurately. -I can read simple sentences and begin to understand what I have read. <p>W</p> <p>40-60M</p> <ul style="list-style-type: none"> -I can continue a rhyming string. -I can attempt to write short sentences in meaningful contexts cont. <p>ELG</p> <ul style="list-style-type: none"> -I can write some irregular common words. <p>Literacy context: Labels and captions, Lists, and recipes</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Phonics- Letters and Sounds Phase Recapping Phase 3 and Start Phase 4</p> <p>R</p> <p>ELG</p> <ul style="list-style-type: none"> -I can read and understand simple sentences. -I can read some common irregular words. -I can demonstrate understanding when talking with others about what I have read. <p>EXC</p> <ul style="list-style-type: none"> -I can describe the main events in the simple stories I have read. <p>W:</p> <ul style="list-style-type: none"> -I can read my own written sentences back. -I can begin to include features of narrative in my writing. -I can begin to write 2 syllable words. <p>Literacy context: Labels, lists, simple report sequences, Captions, Greetings Cards & Letters, Descriptive writing</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Phonics- Letters and Sounds Phase 4</p> <p>R</p> <p>EXC</p> <ul style="list-style-type: none"> -I can read phonically regular words of more than one syllable as well as many irregular but high frequency words. -I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. <p>W</p> <p>ELG</p> <ul style="list-style-type: none"> -I can write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <p>EXC</p> <ul style="list-style-type: none"> -I can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. -I can use key features of narrative in my own writing and stories. <p>Transition:</p> <ul style="list-style-type: none"> -They can write their first and last name -They write about what they have liked doing in their Reception year <p>Literacy context: Labels, lists, simple instructions, Letters, retelling traditional stories – with a twist, maps, recounts</p> <p>Use ongoing assessments and planning to inform differentiation</p>
--	---	---	--	--	--	--

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
UW = Understanding the World EAD = Expressive Arts and Design



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

	<p>-I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Draw/mark make/initial sounds- What would you like to be when you're older? Draw/mark make/initial sounds- My favourite traditional tale. Draw/mark make- My family</p> <p>Literacy context: Lists and labels, Repetitive chants / rhymes, Oral Retelling,</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>					
<p>Mathematics</p> 	<p>N 30-50M -I can use some number names and number language spontaneously. -I can use some number names accurately in play -I know that numbers identify how many objects are in a set. -I can sometimes match numeral and quantity correctly. -I can show curiosity about numbers by offering comments or asking questions. -I can compare two groups of objects, saying when they have the same number. -I can show an interest in number problems. -I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. -I can show an interest in numerals in the environment. -I can show an interest in representing numbers. -I can realise that not only objects, but anything can be</p>	<p>N 30-50M -I can recite numbers in order to 10. -I can begin to represent numbers using fingers, marks on paper or pictures. 40-60M -I can count objects to 10, and begin to count beyond 10. -I can count out up to six objects from a larger group. -I can select the correct numeral to represent 1 to 5, then 1 to 10 objects. -I can count an irregular arrangement of up to ten objects. -I can use the language of 'more' and 'fewer' to compare two sets of objects. -I can say the number that is one more than a given number. -I can find one more or one less from a group of up to five objects, then ten objects. SSM 40-60M -I can begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. -I can select a particular named shape. -I can order two items by weight or capacity.</p>	<p>N 40-60M -I can find the total number of items in two groups by counting all of them. -In practical activities and discussion, I can begin to use the vocabulary involved in adding and subtracting. -I can record, using marks that they can interpret and explain. -I can begin to identify own mathematical problems based on own interests and fascinations. ELG -I can count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. -Using quantities and objects, I can add and subtract two single-digit numbers and count on or back to find the answer. More and fewer whilst discussing what the children are having for lunch. SSM 30-50M -I can use positional language.</p>	<p>N ELG -I can solve problems, including doubling, halving and sharing. SSM ELG -I can recognise, create and describe patterns. -I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>N EXC -I can solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. SSM 40-60M -I can order two or three items by length or height. -I can begin to use everyday language related to money. ELG -I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>N EXC -I can estimate a number of objects and check quantities by counting up to 20. Chn to solve problems that include combining groups of 2s, 5s, 10s. SSM EXC -I can estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> <p>Use ongoing assessments and planning to inform differentiation</p>

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
 UW = Understanding the World EAD = Expressive Arts and Design



	<p>counted, including steps, claps or jumps.</p> <p>40-60M</p> <ul style="list-style-type: none"> -I can recognise some numerals of personal significance. -I can recognise numerals 1 to 5. -I can count up to three or four objects by saying one number name for each item. -I can count actions or objects which cannot be moved. -I can estimate how many objects they can see and check by counting them. I can find one more or one less from a group of up to five objects, Chn recognise numerals in the environment- e.g. The number of their house. They recognise numerals of personal significance and represent them, (how old they are on their family drawing) Number songs. They begin to count actions and represent numerals with their fingers. <p>SSM</p> <p>30-50M</p> <ul style="list-style-type: none"> -I can show an interest in shape and space by playing with shapes or making arrangements with objects. -I can show awareness of similarities of shapes in the environment. -I can show interest in shape by sustained construction activity or by talking about shapes or arrangements. -I can show interest in shapes in the environment. -I can use shapes appropriately for tasks. -I can begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p>40-60M</p> <ul style="list-style-type: none"> -I can use familiar objects and common shapes to create and recreate patterns and build models. 	<p>Chn to use language to name and describe 2D shapes, 2D rockets.</p> <p>To create and recreate patterns- firework patterns.</p> <p>To order 2/3 objects by their weight – Christmas presents.</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>40-60M</p> <ul style="list-style-type: none"> -I can describe their relative position such as 'behind' or 'next to'. -I can use everyday language related to time. -I can order and sequence familiar events. -I can measure short periods of time in simple ways. <p>Use ongoing assessments and planning to inform differentiation</p>			
--	---	--	---	--	--	--



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

	<p>Chn to notice 2D shapes in our school environment. They play with shapes in the block area They use language related to shape to talk about everyday objects. They use positional language.</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>					
<p>Understanding the World</p> 	<p>W 30-50M -I can talk about why things happen and how things work. -I can develop an understanding of growth, decay and changes over time. Autumn walk/changes observing plants/animals/ natural materials. Caring for our environment. Materials and their properties. PC 30-50M -I can show interest in the lives of people who are familiar to me -I can understand some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends or family. 40-60M Sharing their transition bag, discussing significant events/their family. Self-portraits- they understand that some things make them unique and can talk about similarities and differences in relation to friends/family. T 30-50M -I know how to operate simple equipment, e.g. turns on CD player and uses remote control. -I can show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>W 30-50M -I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world. -I can talk about some of the things I have observed such as plants, animals, natural and found objects. -I can show care and concern for living things and the environment. 40-60M -I can talk about the features of their own immediate environment and how environments might vary from one another. Autumn walk/changes Lights- candles (Diwali) Melting/freezing- ice/snow Exploring change and decay (seasonal) Comparing environments (Space) PC 30-50M -I can remember and talk about significant events in my own experience. -I can recognise and describe special times or events for family or friends. -I can show interest in different occupations and ways of life. Chn to learn about Diwali, celebrated by Hindus and Sikhs. Food tasting. Chn to recognise the similarities and differences between them and other religions Christianity during Christmas/the Nativity. Learn the Nativity story and act it out. Joins in with family customs/routines- Birthdays.</p>	<p>W 40-60M -I can look closely at similarities, differences, patterns and change. Winter walk/changes Melting/freezing- ice/snow Day and night animals- diurnal/nocturnal PC ELG -I can understand that other children don't always enjoy the same things, and am sensitive to this. Chn discuss their Christmas break and how they joined in with family routines. E.g. their stocking at the end of their bed. End Jan/Beg Feb -Chinese New Year- the similarities and differences between religions and customs. When do we usually see fireworks? Food tasting T 40-60M -I can use ICT hardware to interact with age-appropriate computer software. Children to navigate themselves around on Google expeditions- exploring a Dinosaur museum and learning facts. Chn to begin to navigate themselves on Espresso, to watch a video about Dinosaurs on IWB</p>	<p>W ELG -I can understand similarities and differences in relation to places, objects, materials and living things. -I can make observations of animals and plants and explain why some things occur, and talk about changes. Spring walk/ changes. Food from other cultures – sims and diffs PC ELG -I can understand similarities and differences between myself and others, and among families, communities and traditions. Easter- family customs/similarities and differences. 22nd March Mother's Day. Joining in with family customs. Pancake Day- routines and customs of things that they bake/make at home. T 40-60M -I can complete a simple program on a computer. Children introduced to Microsoft word- its purpose and how to use it. – type their name</p>	<p>W ELG -I can understand similarities and differences in relation to places, objects, materials and living things. -Stranger danger -Road safety -Investigating reflective surfaces – how to be seen in the dark. PC ELG -I can talk about past and present events in my own life and in the lives of family members. EXC -I can understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Visitors from different occupations to talk to the children about their jobs. Children are happy to talk about past and present events in their own lives and their families- discussing their Easter break. Similarities and differences between families, communities and traditions- comparing Easter breaks. Children understand that others don't always enjoy the same things and are sensitive to this. Father's Day T ELG -I can recognise that a range of technology is used in places such as</p>	<p>W EXC -I can say how the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. -I can say the properties of some materials and can suggest some of the purposes they are used for and am familiar with basic scientific concepts such as floating, sinking and experimentation. Summer walk/Changes. -Linked to growing Patterns in the environment/animal patterns. -They make observations of plants- food and growth. Growing/ Living/not living – related to insects, animals or plants – sims and diffs, patterns and change. Caring for living things Journey of wool from sheep to jumper Chn to know how environments/places can be different. A Farm house compared to their home. PC EXC -I can understand the difference between past and present events in my own lives and some reasons why people's lives were different in the past. -I can understand that other children have different likes and dislikes and that they may be good at different things.</p>

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
 UW = Understanding the World EAD = Expressive Arts and Design



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

	<p>-I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Children to take a 'selfie' on an iPad for their self-portrait. Introduce CD player in each classroom for children to independently play music/stories. Introduce chn to the computers/how to use a mouse. Introduce the Beebots. Chn begin to learn how to programme them with an adult.</p>	<p>T 30-50M -I can understand that information can be retrieved from computers. Children to create a fireworks picture on the computer. Making marks and clicking to select colours. Understanding the need for being safe on iPads/Computers/phones- pin codes to protect them. Chn to programme the Beebots independently. Cameras- how to take a photograph and scroll through. Space rock cakes recipe – find online.</p>	<p>Children to show increasing control creating pictures. Cameras- how to delete photos.</p>		<p>homes and schools. Go on a walk around the school to identify different types of technology- e.g. the kitchen and office. Children to use beebots linking to direction Google expeditions-Chn to learn facts. Chn identify a range technology at home and at school e.g. Alexa. Chn independently and safely use technology to enhance their play e.g. cameras, iPads.</p>	<p>Chn to discuss the past and present in their life- Nursery to Reception- then the future. Reception to Year One. Transition to Y1- getting to know Reception staff. Why were people's lives different in the past- linked to technology/their grandparents. T ELG -I can select and use technology for particular purposes. EXC -I can find out about and use a range of everyday technology. -I can select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train. Create farm animals, selecting colours and showing good control. Children to select different applications linked to their current interests. E.g. Microsoft Word, Espresso Videos, paint 3D etc. Chn find out about and use an increasing range of technology. Smart watches- for exercise/digital clocks. Monitoring the weather.</p>
<p>Expressive Arts and Design</p> 	<p>EMM 30-50M -I can enjoy joining in with dancing and ring games. -I can sing a few familiar songs. -I can explore and learn how sounds can be changed. -I can use various construction materials. -I can begin to construct, stack blocks vertically and horizontally and make enclosures and create spaces. -I can realise that tools can be used for a purpose. Making e.g. 'The Three Little Pigs' house of bricks-beginning to construct, stacking blocks. Character collages</p>	<p>EMM 30-50M -I can begin to move rhythmically. -I can imitate movement in response to music. -I can explore colour and how colours can be changed. -I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. -I can begin to be interested in and describe the texture of things -I can join construction pieces together to build and balance. 40-60M -I can explore the different sounds of instruments. -I can explore what happens when I mix colours.</p>	<p>EMM 30-50M -I can tap out simple repeated rhythms. 40-60M -I can begin to build a repertoire of songs and dances. -I can understand that different media can be combined to create new effects. -I can manipulate materials to achieve a planned effect. -I can construct with a purpose in mind, using a variety of resources. What could we use to join materials? Making Chinese New Year Lanterns- using techniques needed to shape, assembly and join materials they are using.</p>	<p>EMM 40-60M -I can experiment to create different textures. -I can use simple tools and techniques competently and appropriately. -I can select tools and techniques needed to shape, assemble and join materials I am using. Mother's Day cards- Manipulates materials to achieve a planned effect. Easter cards- Understands that different media can be combined to create new effects. Texture- linked to an artist. - Pollock Using foods to paint with.</p>	<p>EMM 40-60M -I can select appropriate resources and adapt work where necessary. ELG -I can sing songs, make music and dance, and experiment with ways of changing them. Occupations- Chn see how colours can be changed making 'fire.' Chn independently use media and materials thinking about their use and purposes. Colour mixing – tones Seurat – pointillism – pics BI 40-60M</p>	<p>EMM ELG -I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EXC -I can develop my ideas through selecting and using materials and working on processes that interest me -Through explorations, I can find out and make decisions about how media and materials can be combined and changed Father's Day cards -Why and how have they made They independently develop their ideas, using materials and working on processes that interest them.</p>

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
 UW = Understanding the World EAD = Expressive Arts and Design



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

	<p>Children to create self-portraits Clay faces on trees Picasso – portraits – natural portraits- Giuseppe – fruit face BI 30-50M -I can develop preferences for forms of expression. -I can sing to myself and make up simple songs. -I can notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there. -I can engage in imaginative role-play based on my own first-hand experiences. -I can use available resources to create props to support role-play. CD player- chn to dance to a song of choice. Play familiar songs- chn to copy rhythms to them during key person time.</p>	<p>Chn to make Diwali lamps during Diwali using a variety of tools, and techniques. Chooses particular colours for a purpose. Combining media to decorate Christmas trees. Chn to create simple representations of their interests. Chn to create simple representations of Bonfire Night/ Diwali/Christmas Artist focus – Kandinsky BI: 30-50M -I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. -I can capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60M -I can create simple representations of events, people and objects. -I can choose particular colours to use for a purpose. -I can play alongside other children who are engaged in the same theme. Chn to build a repertoire of songs/dances during Christmas. Dance/Mime to space music Introducing narratives into their play- playing alongside others Santa's workshop and post office. In the home corner- waiting for Father Christmas to arrive etc. Explores the sounds of instruments- singing and shaking instruments to Jingle Bells etc Changing words to Nursery rhymes Adding musical instruments to nursery rhymes Beginning to describe the texture. E.g. ice, tree bark, etc. Chn engage in their interests during CI and build stories around them and objects.</p>	<p>Mondrian focus? BI 30-50M -I can use movement to express feelings. -I can create movement in response to music. -I can make up rhythms. 40-60M -I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Dinosaur collage bones Shape dinosaurs Movable dinosaurs/3D forms Dinosaur feet Cotton bud dinosaur bones Clay sculptures Mixing media – e.g. making different slimes and doughs with the children – following instructions. BI 40-60M -I can introduce a storyline or narrative into my play.</p>	<p>-I can play cooperatively as part of a group to develop and act out a narrative. Children sing songs, make music and dance independently and experiment with changing them Chn represent their own ideas thoughts and feelings through design and technology, art, music, dance, role play and stories Children sing familiar songs linked to occupations. Chn act out different occupations in role play – creating a narrative with peers.</p>	<p>They explore with materials and combine and change them. Matisse L'Escargot – snail collage Van Gogh – Sunflowers BI ELG -I can use what I have learnt about media and materials in original ways, thinking about uses and purposes. -I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. EXC -I can talk about the ideas and processes which have led me to making music, designs, images or products. -I can talk about features of my own and others work, recognising the differences between mine and the strengths of others. Music/designs/images/products? -Chn comment on the features of their own and others' work. Chn recognise the differences and strengths of others.</p>
--	---	---	--	--	---	---

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
 UW = Understanding the World EAD = Expressive Arts and Design



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

<p>Possible Trips/Visits/Experiences</p>	<p>ENGAGE- Dress up as traditional character/tea party</p> <p>Crime scene</p> <p>ENGAGE: Librarian visit to get children 'hooked on books'</p> <p>ENGAGE- Children wear their slippers to school – talk about their likes. Sims and diffs,</p> <p>ENGAGE: Parent and baby to visit?</p> <p>ENGAGE: Local walk/I spy different buildings/Vintona House?</p>	<p>ENGAGE – Visit from Rev. Sharon or visit church?</p> <p>ENGAGE: Arrange for the children to watch a pantomime based on a familiar fairy-tale.</p> <p>Make Chapattis</p> <p>ENGAGE: Join Year 6 in Space Dome?</p> <p>ENGAGE: Zoo trip – penguins and aquarium</p>	<p>ENGAGE- Dino dig</p> <p>ENGAGE: Owl visit?</p> <p>ENGAGE: Chinese New Year party</p> <p>ENGAGE: Colne Valley Railway Visit/ Colchester Toy museum</p> <p>World Book Day- 3RD March</p>	<p>ENGAGE: Cooking activities</p> <p>Science activities</p> <p>ENGAGE: Cooking and story afternoon with parents? (possibly non-cook recipes, so ready to take home)</p> <p>ENGAGE: Colchester Institute – cookery school/Pizza Express Colchester</p> <p>ENGAGE- Trip to Hastys' Farm, learning about different animals, feeding and caring for.</p>	<p>ENGAGE – coastguard (Mark/Liam), paramedic (Marks contact – Scott), firefighter (Malcom), bus driver (Jeff contact – John Sutton) visitors to school. Colchester Institute – send a chef?</p> <p>Visit Clacton train station? – community bus for free travel? Or Clacton Police station?</p> <p>ENGAGE- Arrange a trip around school to meet people who are there to help the children. Ask each person to introduce themselves and explain what they do to help children in school. Take a photo of each person for the children to refer to. Before walking around, ask the children to choose a partner or friend to hold hands with.</p>	<p>ENGAGE- Take children to the school garden and explore the area. Children to ask questions about what they see, hear and feel. How do plants change at different times of year? Talk about the terms 'migration' and 'hibernation' and link to animals the children may have seen in their local woodland. Link this to food sources for these animals. Take photos of interesting things.</p> <p>ENGAGE- parent day – minibeast bug hotels (bottles, sticks)</p> <p>ENGAGE- Priory Visit</p> <p>ENGAGE- Brightlingsea beach school visit</p>
<p>Parental Engagement</p>	<p>End of topic celebration Learning journey sharing Parent meeting (settling in) Tapestry meeting</p> <p>Newsletter for parents</p>	<p>End of topic celebration/Festive Friday Learning journey sharing Parent meeting (appointments) Focus children parents in Reading/ phonic meeting</p> <p>Newsletter for parents</p>	<p>End of topic celebration Learning journey sharing Focus children parents in Writing meeting Newsletter for parents</p>	<p>End of topic celebration/Easter Stay and Play Learning journey sharing Parent meeting (appointments) Maths meeting Focus children parents in Newsletter for parents</p>	<p>End of topic celebration Focus children parents in Learning journey sharing Newsletter for parents</p>	<p>End of topic celebration/ Graduation Learning journey sharing End of year report/Tapestry CD Sports day and Picnic Welcome to KS1 (Y1) parents meeting Focus children parents in Newsletter for parents</p>
<p>Assessment</p>	<p>Baseline – Number and sound assessment</p> <p>Learning journeys Tapestry TT DM Statements/Gap analysis Observations/Next Steps Transition passports Intervention groups</p>	<p>End of term assessment Learning journeys Tapestry TT DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's</p>	<p>Ongoing assessment Learning journeys Tapestry TT DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update/EHCP referrals?</p>	<p>End of term assessment Learning Journeys Tapestry TT DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update</p>	<p>Ongoing assessment Learning journeys Tapestry TT DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update</p>	<p>End of term assessment Learning Journeys Tapestry TT DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update</p>
<p>Moderation</p>	<p>Baseline moderation (in house)</p>	<p>Cluster moderation event with trust schools</p>	<p>In house moderation</p>	<p>Preschool links moderation event</p>	<p>LA moderation event</p>	<p>In house moderation with SLT/Year 1</p>

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
 UW = Understanding the World EAD = Expressive Arts and Design



Believe Succeed & Grow

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School



Believe Succeed & Grow

Action Planning	Prepare Action plan Consider previous year exit data and current entry data EYPP spend	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment
Transition	All children in... Week 1: Mornings only. Week 2: Half days with lunch. Week 3: Full time.			Reception staff get to know Nursery children in their setting in preparation for transition	Home visits begin. Nursery visits cont. Year one teachers begin visiting Reception children, read stories etc.	3 transition days into Y1 for Reception children.
Characteristics of Effective Learning Playing & Exploring: Encourage children to 'have a go' and explore their new environment Active learning: Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging Creating & Thinking Critically: Encourage open ended thinking Model being a thinker, showing that you don't always know						

PSED = Personal, Social and Emotional Development C&L = Communication and Language PD = Physical Development Lit = Literacy Mat = Maths
UW = Understanding the World EAD = Expressive Arts and Design