

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Marvellous Me! /Traditional Tales</b>  What makes me special?	<b>Let's Celebrate!</b>  Who is God to me?	<b>Polar Explorers!</b>  How can we look after our World?	<b>People Who help us!</b>  How can I contribute to my community?	<b>Minibeasts!</b>  Why did God create minibeasts?	<b>Castles and Knights!</b>  How can we honour/follow God's word?
Focus topics	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Celebrations Autumn /Winter	Winter Polar regions Climates Contrasting environments Hibernation Where do you live? Customs around the world Lunar new year	Who helps me? Emergency services Doctors/dentists Vets The community Recycling	Minibeasts Classification Habitats Bug hotels Life Cycles Why are minibeast so important?	What is a castle? Living in a castle Kings and queens Knights and armour Summer celebrations
'Wow' moments / Key Events	Transition Birthdays Harvest Autumn Trail Diwali	Remembrance Day Diwali Guy Fawkes/Bonfire Night Nursery Rhyme week Children in Need National Tree Week Advent/Nativity Santa Visit Pantomime	Winter Walk Valentines Day Pancake Day Chinese New Year	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Queen's Birthday	Farm visit or Wolsley	Prince and princess Fun Day Transition Sports Day
Talk Through Stories Texts	Traditional Tales 3 Little Pigs The Enormous Turnip Goldilocks and the 3 Bears The Little Red Hen Funny Bones	Nursery Rhymes	Lost and Found Polar Express	Iggy Peck Architect	Superworm	The Queens Hat
Other Key Texts	Meer Kat Mail (link to KS1)	The Jolly Christmas Postman Christmas Stories/Nativity	Stories from Islam Tiny ants The Seven Kittens	Information texts based on people who help us	The Very Hungry Caterpillar Argh Spider! What the Ladybird Heard	Information texts – Kings and Queens

<p><b>Literacy - Comprehension</b></p>	<p><b>Listening to stories.</b> Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Beginning to retell stories.</b> Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.  <i>Actions to retell the story.</i> <i>Story Maps.</i></p>	<p><b>Retelling stories with the recently introduced vocabulary.</b> Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p><b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.  <i>Information leaflets about animals in the garden/plants and growing.</i> <i>World Book Day Activities.</i> <i>Timeline of how plants grow.</i></p>	<p><b>Explaining the stories they have listened to or have read themselves.</b> Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b> Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<p><b>Literacy - Word Reading</b></p>	<p><b>Linking sounds to letters.</b> <b>Phonic Sounds:</b> Little Wandle <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p><b>Begin to read words by sound blending.</b> <b>Phonic Sounds:</b> Little Wandle <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Introducing di-graphs.</b> <b>Phonic Sounds:</b> Little Wandle <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Begin to read simple sentences.</b> <b>Phonic Sounds:</b> Little Wandle <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p><b>Read and understand simple sentences.</b> <b>Phonic Sounds:</b> Little Wandle <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p><b>Reading and understanding sentences with fluency including some common exception words.</b> <b>Phonic Sounds:</b> Little Wandle <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. <b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b> <b>Read words consistent with their phonic knowledge by sound-blending;</b> <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>
<p><b>Literacy – Writing</b></p>	<p><b>Representing name and initial letter sounds.</b> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p><b>Writing CVC words.</b> Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p>	<p><b>Caption Writing and Tricky Words.</b> Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p><b>Begin to write simple sentences. 'Hold and write a sentence'.</b> Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p><b>Writing simple sentences. 'Hold and write a sentence'.</b> Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p><b>Writing simple sentences and phrases that can be read by others.</b> Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. <b>Write recognisable letters, most of which are correctly formed.</b> <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p>

<b>Mathematics</b>	<b>Whiterose-</b> Getting to know you Match, sort and compare Talk about measure and patterns	<b>Whiterose-</b> It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	<b>Whiterose-</b> Alive in 5 Mass and capacity Growing 6,7,8 Length, height, time	<b>Whiterose-</b> <b>Length, height and time</b> <b>Building 9 and 10</b> <b>Explore 3D shapes</b>	<b>Whiterose-</b> <b>To 20 and beyond</b> <b>How many now</b> <b>Manipulate, compose and decompose</b> <b>Sharing and grouping</b>	Have a deep understanding of number to 10, including the composition of each number.  <b>Whiterose-</b> <b>Sharing and grouping</b> <b>Visualise, build and map</b> <b>Make connections</b> <b>Consolidation</b>
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<b>Communication and Language</b>	<b>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</b>					
<b>Physical Development</b>	<b>Gross Motor:</b> Yoga Ball skills- sending and receiving  Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	<b>Gross Motor:</b> Dance linked to Christmas play (line Dancing)  Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.	<b>Gross Motor:</b> Gymnastics  Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.	<b>Balance</b> <b>Gross Motor:</b> Swimming / ball skills  Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	<b>Gross Motor:</b> <b>field</b> <b>games/swimming</b> Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	<b>Gross Motor:</b> <b>multiskills/swimming</b> Races / team games involving gross motor movements dance related activities. Gymnastics / Balance <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b> <b>Demonstrate strength, balance and coordination when playing.</b> <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>

<b>Fine Motor:</b> Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	<b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	<b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	<b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	<b>Fine Motor:</b> Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.	<b>Fine Motor:</b> <b>Holding a pencil effectively in preparation for fluid writing using the tripod grip.</b> Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</b>
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<b>Personal, Social and Emotional Development</b>	<b>Self-Regulation:</b> Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions.  * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.				<b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b> <b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b>	
	<b>Managing Self:</b>  New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.	<b>Managing Self:</b>  Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	<b>Managing Self:</b>  Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	<b>Managing Self:</b>  Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	<b>Managing Self:</b>  Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day. Winning and losing. Changing me - Look how far I've come!  <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</b> <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b>
	<b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.				<b>Work and play cooperatively and take turns with others.</b> <b>Form positive attachments to adults and friendships with peers.</b> <b>Show sensitivity to their own and to others' needs.</b>	
	<b>My happy Mind Meet my Brain</b>  <b>Value- generosity</b>	<b>My happy Mind- Celebrate</b>  <b>Value- Trust</b>	<b>My Happy mind- Appreciation</b>  <b>Value- perseverance</b>	<b>My happy Mind- Relate</b>  <b>Value- forgiveness</b>	<b>My Happy Mind- Engage</b>  <b>Value- Service</b>	Transition Wellbeing units (Kapow)  <b>Value- respect</b>

## Year B- EYFS Curriculum Overview/Long Term Plan

<p><b>Understanding the World</b></p>	<p><b>Past and Present</b></p> <p>Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the</p>	<p><b>Past and Present</b></p> <p>Links to festivals: Bonfire night, Diwali, Xmas</p> <p>Can talk about what they have done with their families during Christmas’ in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and</p>	<p><b>Past and Present</b></p> <p>Famous explorers Visit to Ironbridge</p>	<p><b>Past and Present</b></p> <p><b>Schools in the past</b></p>	<p><b>Past and Present</b></p> <p>Role –play – garden centre.</p>	<p><b>Past and Present</b></p> <p>Exploring Castles. Do homes look like castles? Are there some castles in the present?</p> <p>Role-play – Knights and Princesses in the castle.</p>
<p><b>Understanding the World</b></p>	<p>difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.</p> <p><b>People, Culture and Communities</b></p> <p>Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.</p>	<p>begin to understand why maps are so important to postmen.</p> <p><b>People, Culture and Communities</b></p> <p>Links to festivals: Bonfire night Diwali Christmas</p> <p>Role play – Christmas home scene.</p> <p>Cultural Events –Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p>	<p><b>People, Culture and Communities</b></p> <p>Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences.</p> <p>Significant cultural events: Pancake Day Easter Mother’s Day</p>	<p><b>People, Culture and Communities</b></p> <p><b>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p>	<p><b>People, Culture and Communities</b></p> <p>Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring China</p> <p>Islam</p>	<p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p><b>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</b></p> <p><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</b></p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></p>

## Year B- EYFS Curriculum Overview/Long Term Plan

<p><b>Understanding the World</b></p>	<p><b>The Natural World</b></p> <p>Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p><b>The Natural World</b></p> <p>Everyday materials</p>	<p><b>The Natural World</b></p> <p>Seasons – Winter – differences and changes over time – weather, animals and plants.</p> <p>Melting ice experiments.</p> <p>Non fiction arctic environment and animals.</p> <p>Comparing the Arctic to their local environment.</p>	<p><b>The Natural World</b></p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. (link to people who help and uses of materials Year ½)</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p><b>The Natural World</b></p> <p>Care and concern for living things. Planting Sunflowers, beans and other flowers.</p> <p>Observing minibeasts.</p> <p>Looking after the caterpillars.</p>	<p><b>The Natural World</b></p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants.</p> <p>Water play</p> <p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p><b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Creating with Materials:</b></p> <p>Self portraits</p> <p>Use of the continuous provision and how to use the paint and workshop areas.</p> <p>Autumn pictures.</p> <p>Mixing colours and exploring textures.</p> <p>Junk modelling (Baby Bear’s Chair)</p>	<p><b>Creating with Materials:</b></p> <p>Linking colours to festivals.</p> <p>Firework pictures.</p> <p>Rocket models.</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas.</p> <p>Clay diva lamps</p> <p>Clay house tile</p>	<p><b>Creating with Materials:</b></p> <p>Winter pictures and scenes.</p> <p>Chinese New Year - lanterns</p> <p>DT- fairground</p>	<p><b>Creating with Materials:</b></p> <p>Spring pictures.</p> <p>Flower artwork.</p> <p>Painting colour splay.</p>	<p><b>Creating with Materials:</b></p> <p>Moving monsters</p>	<p><b>Creating with Materials:</b></p> <p>Summer pictures.</p> <p>Life in colour</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Share their creations, explaining the process they have used.</b></p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Harvest songs.</p> <p>Role-play – home corner.</p> <p>Small world play</p> <p><b>I want to play in a band- Music</b></p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Christmas songs.</p> <p>Performing the Nativity.</p> <p>Role-play – home corner (enhanced with Christmas)</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Winter songs.</p> <p>Role-play – the arctic.</p> <p>Small world - arctic explorer.</p> <p>Chinese New Year songs.</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Easter songs.</p> <p>Role-play – home scene.</p> <p>Small world /puppets- people who help us</p> <p>Music- zoo time</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Spring songs.</p> <p>Role-play – garden centre.</p> <p>Small world play – farmyards.</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs –</p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher.</b></p> <p><b>Sing a range of well-known nursery rhymes and songs.</b></p> <p><b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></p>

## Year B- EYFS Curriculum Overview/Long Term Plan

<p><b>SMSC</b></p>	<p><b>Mutual respect.</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p>	<p><b>Mutual Tolerance.</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Rule of law.</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><b>Individual liberty.</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy.</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>British Values.</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p><b>Assessment</b></p>	<p>Speech Assessment (NELI) National Reception Baseline Assessment (RBA) Observations on Dojo Baseline on Insight Tracker  Parent/pupil meeting – settling in.</p>	<p>Observations on Dojo LW assessment Insight Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on Dojo Insight Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings  Parent/pupil meeting – sharing targets.</p>	<p>GLD predictions Observations on Dojo LW assessment Insight Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on Dojo Insight Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on Dojo Insight Tracker data updated End of Year Data submitted  End of year Report to parents.</p>