

Firs Farm Nursery Long term Plan

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic based texts	All about me Peepo Monkey puzzle Funny bones Elmer Marvellous me: Inside and out What I like about me It's ok to be different I am enough	In our world Shark in the park Giraffes can't dance Children just like me Whoever you are My world, your world We all went on safari The barefoot book of children	Tell me a story Peace at last The tiger who came to tea Guess how much I love you Kipper Paper dolls	Pattern Room on the broom Each peach pear plum Hairy Mcclairey from Donaldson's Dairy A squash and a squeeze	Journeys We're going on a bear hunt The Gruffalo The Gruffalo's child Zog The snail and the whale Whatever next Rosie's walk We're going on a lion hunt What the ladybird heard	Growing & Changing The very hungry caterpillar The rainbow fish The koala who could The tiny seed From head to toe When I was a baby Oliver's vegetables
<i>Trips Experiences tbc</i>	Transition School Tour		Farm visit	Walk Wetlands Chicks	Little City	Tatem Park
Seasonal Calendar	Autumn World Smile Day World Values Day Diwali	Autumn/Winter Leaf Hunt Anti-bullying week World Kindness Day	Winter Reception/Y1 Nativity Christmas card making	Winter/Spring Shrove Tuesday Mother's Day Eid	Spring Earth Day World Bee Day	Summer Father's Day Sports Day

<u>Core texts</u>	Owl Babies	Nursery Rhyme week	Brown Bear Brown Bear what do you see?	The dinosaur that pooped a planet	Duck in the Truck	Jasper' s Beanstalk
	The Colour Monster	We are Going on a Leaf Hunt	Jack and the beanstalk	The Rainbow Fish	Sydney and the Seven Seas	Little Red Hen
	The Runaway Chapati	Dear Santa	3 little pigs	The Kings Pants	Harry and the Dinosaurs go on Holiday	Alien's love underpants
<u>Other texts</u>	Dear Zoo 5 minutes peace	Where's Spot? Gingerbread man	Love Makes a Family	Hug	Matisse's Magical Trail	Great Big Cuddle
	Handa's Surprise	The Oxford Treasury of Nursery Rhymes	A piece of cake	Change Stars with Us	1 to 20 Animals a Plenty	Everywhere Babies
		Stick man	Baby Goes to Market	Dinosaur Roar	Over the Hills and Far, Far Away	Errol's Garden
		The Jolly postman at Christmas			The Train Ride	

COMMUNICATION AND LANGUAGE

EYFS Statutory Framework (2025): Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

COMMUNICA
TION AND
LANGUAGE
Listening,
Attention and
Understanding
Speaking

- Focusing attention during an adult led carpet session for 5 minutes - Following and understanding simple instructions - Linking objects to what they are used for - Talking about what we are doing - Asking simple questions - Learning lots of new vocabulary (feelings, animals, fruits, linked to routines, times of day and learning environment)	- Focusing attention and concentrating during an adult led carpet session - Following instructions when not own choice - Engaging short exchanges with others - Speaking in phrases/ sentence with more words - Expressing feelings - Talking about stories and joining in with stories - Starting conversations and asking questions - Learning lots of new vocabulary (story words, size, growth, environment)	- Focusing attention and concentrating during an adult led carpet session for 10 minutes and during self-chosen activities - Understanding prepositions - Following a two-part instruction - Talking for longer in conversations - Role play - Joining in with stories, rhymes and songs - Learning lots of new vocabulary (story words, size, growth, environment)
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PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT
EYFS Statutory Framework (2025): Educational Programme

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED Building Relationships Managing Self Self-Regulation	- Talking to and making friends - Taking to adults - Separating from parents/carer - Choosing what to play - Sharing - Communicating when needing toilet - Learning some Nursery rules - Naming and talking about feelings - Building relationships and going to adults for comfort - Accepting when can't get what want		- Playing co-operatively - Showing empathy and understanding how others are feeling - Talking to visitors that come in to Nursery - Talk about likes and dislikes - Understanding actions have consequences - Develop independence in going to the toilet - Know the rules and boundaries in Nursery - Know there are different rules inside and outside		- Playing in a group and asking friends to play - Confidence in sharing ideas and experiences both adults and children - Taking risks and trying new things - Developing a “can do” attitude - Developing independence in put on coat and dressed and undressed - Understanding equipment needs to be used safely - Regulating behaviour using feeling vocabulary - Explaining what has happened when upset - Solving conflicts through talking	
Key Stories	'Things I like' by Anthony Browne '10 Little Fingers, 10 Little Toes' by Mem Fox. The Family Book by Todd Parr	<i>Little Red Riding Hood</i> <i>Rosie's Walk</i> by Pat Hutchins	Oliver's Vegetables by Vivian French I Don't Want to Wash my Hands Tony Ross	'Elmer' by David McKee.	'Giraffes Can't Dance' by Giles Andrea	The Very Hungry Caterpillar by Eric Carle The Tiny Seed by Eric Carle The Growing Story by Ruth Krauss Babies Don't Eat Pizza by Diane Danzig. Whose Toes Are Those by Jabari Asim Ten Little Fingers and Ten Little Toes by Mem Fox

						Pink is for Boys by Robb Pearlman
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PHYSICAL DEVELOPMENT EYFS Statutory Framework (2025): Educational Programme Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Physical Development Gross Motor Fine Motor	- Jumping - Walking, running and climbing on different levels and surfaces - Running in straight line - Using cars, tricycles and pushing self - Make large circles and lines in air using different equipment - Moving to music - Control in holding jugs, hammers and mark making tools - Large movements (up and down and circular) when using tools - Preference for a dominant hand	- Thinking about how to move in different situations - Catching and throwing a large ball - Galloping (pre-skipping) around an open space - Climb confidently on climbing frame independently - Using a knife and fork - Threading large objects - Using large tweezers to pick up objects 3 finger pencil grips	- Spatial awareness and running and changing direction - Confidence in using a range of climbing equipment - Summer 2 -Introduce children to bikes and climbing equipment Reception playground - Using scissors to make snips - Hold pencil to make marks using a 4 finger grip moving towards a 3 finger grip - Writing name - Threading smaller objects			

	- Hold pencil to make marks using a fist grip - Imitate patterns for pre-handwriting eg zig zag, clockwise and anti-clockwise circles		Copy some letters of their name - this must be modelled with adult support to ensure correct formation	Using tweezers to pick up smaller objects		
Physical Development (PE session)	Body management: Use of outdoor and adventure playground equipment	Body Management: Introduction to the apparatus Games: Focus on moving with control & coordination	Dance: Action rhymes & rhythms Games: Focus on sending skills, rolling activities	Body management: "I can travel under, over and through apparatus" Games: Focus on aiming activities	Dance: Dance a story Games: Focus on throwing and catching activities	Body management: "I can travel on different parts of my body" Games: Focus on kicking and dribbling activities

LITERACY

EYFS Statutory Framework (2025): Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

	• sharing high-quality stories and poems with children • learning a range of nursery rhymes and action rhymes • activities that develop focused listening and attention, including oral blending • attention to high-quality language with children		
Comprehension	Sharing high-quality stories and poems & attention to high-quality language with children through <u>daily-story time</u> and <u>weekly focus text</u> • sharing books with adults • Commenting on favourite stories • Joining in with Nursery Rhymes	Sharing high-quality stories and poems & attention to high-quality language with children through <u>daily-story time</u> and <u>weekly focus text</u> • Five key concepts about print: - 1. print has meaning 2. the names of the different parts of a book 3. print can have different purposes 4. page sequencing 5. we read English text from left to right and from top to bottom) • Simple structure of stories (once upon a time is the beginning and the end is the end) • Join in with repeated words and phrases from familiar stories	Sharing high-quality stories and poems & attention to high-quality language with children through <u>daily-story time</u> and <u>weekly focus text</u> • Embed five key concepts about print • Make predictions about stories • Talk about and retell stories using story vocabulary • Retrieve familiar stories that already heard and recall repeated refrains
Word Reading	Learning a range of nursery rhymes and action rhymes and engaging in activities that develop focused listening and attention, including oral blending • Familiar logos and labels within the environment. • Learn a range of Nursery Rhymes • Exploring and recognising and recognise environmental, instrumental & body percussion (linked to music) • Find and identifying familiar letters (Letters in name)	Learning a range of nursery rhymes and action rhymes and engaging in activities that develop focused listening and attention, including oral blending • Recognising own name • Initial sounds in familiar words (own name, mummy, etc) • Exploring and recognising and recognise environmental, instrumental & body percussion (linked to music)	Learning a range of nursery rhymes and action rhymes and engaging in activities that develop focused listening and attention, including oral blending • Identify initial sounds in words • Identify object with the same sound. E.g. Teddy and toast • Oral blending • Oral Segmenting

Phonemes	Settling in, building relationships and routine	s a t p i n m	d g o c k e	u r h b f	l j v w y z	recap
Nursery Rhymes	1,2,3,4,5 Once I Caught a Fish Alive Head, Shoulders, Knees and Toes If You're Happy and You Know it	Two Little Dickie Birds Humpty Dumpty I hear Thunder Sing a song of Sixpence When I was 1 I played the drum	Five Little Ducks Hickory Dickory Dock	Five Little Monkeys Humpty Dumpty	The Wheels on the Bus Five Little Speckled Frogs	There's a Tiny Caterpillar on a leaf Oh, we're off to start Reception
Writing	• Making marks with fingers (lines, zigzags, circles) • Make marks tools such as sticks in mud, large paint brushes in water, in the air with ribbon sticks, on the floor with large chalk • Large movements (up and down and circular) when using tools • Preference for a dominant hand • Hold pencil to make marks using a fist grip • Imitate patterns for pre-handwriting eg zig zag, clockwise and anti-clockwise circles		• Making lines and marks using pens and pencils represent writing • Tracing/Copying letters from name • Write some recognisable letters from name • Talking about drawings and mark making • Give meaning to marks (adults scribing)		• Writing name correctly • Write some letters to assign meaning eg M for Mummy or S for sun • Using combinations of lines, circles and curves, or letter-type shapes to communicate meaning • Draw representation of a person/ picture • Story scribing • Begin to understand that writing is directional from left to right and top to bottom in English	

MATHS

EYFS Statutory Framework (2025): Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Maths Number	WR Block 4 Counting 1 –Hear and say number names WR Block 5 Counting 2 –Begin to order number names Counting - count to 5 by rote using actions and songs WR Block 6 Subitising 1 – I see 1,2,3 Cardinality - Sense of one and two items. - Noticing Number (Birthday number, house number) - Count on fingers WR Block 1 Comparison 1 – More than, fewer than, same Comparison - Identifying which group has more, same, less	WR Block 10 Counting 3 –Move and label 1,2,3 WR Block 13 Counting 4 –Take and give 1,2,3 Counting 1:1: counting up to 3 objects - Saying numbers in correct order when counting object. (Stable order) WR Block 9 Subitising 2 –Show me 1,2,3 Cardinality (How many?) - Matching some numbers to qualities - Talk about number in environment (at school and home) - Representing number to 5 on fingers WR Block 16 Comparison 2 – Compare and sort collections Comparison - Recognising when quantity is the same - Identifying which group has more, same, less	WR Block 21 Counting 5 –Show Me 5 WR Block 21 Counting 6 –Stop at 1,2,3,4,5, Counting - Count to 10 by rote using actions and songs 1:1: counting up to 5 objects - Count actions as well as objects up to 5 WR Block 15 Subitising 3 – Talk about dots WR Block 20 Subitising 4 – Make games and Actions Cardinality (How many?) - Subitise up to 3 - Match number 1-5 to quantities - Knowing last number signify how many in a group WR Block 24 Comparison 3 – Match, sort Compare Comparison - Using vocabulary more, less, fewer, the same
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Numerical Patterns	WR Block 3 Pattern 1 – Explore repeats WR Block 7 Pattern 2 – Explore join in with repeats Pattern • Daily routines • Noticing patterns and arranging things in patterns • Colour sorting WR - Block 2 Shape, space and measure 1 – Explore and build with shapes and objects WR - Block 8 Shape, space and measure 2 – Explore Position and space Shape • Selecting appropriate shapes for building and stacking • Matching shapes Spatial Awareness • Insert puzzles	WR Block 12 Pattern 3 – Explore Patterns WR Block 17 Pattern 4 – Lead on repeats Pattern • Simple sequence of events. (first next) • Simple repeating patterns WR - Block 11 Shape, space and measure 3 – Explore Position and routes Shape • Talk about and explore 2D and 3D shapes Spatial Awareness • Positional language	WR Block 19 Pattern 5 – Making patterns together WR Block 19 Pattern 6 – My own pattern Pattern • Correcting errors in simple patterns • Recognising More complex patterns (AAB) WR - Block 14 Shape, space and measure 4 – Match, talk, push and pull WR - Block 18 Shape, space and measure 5 Start to Puzzle Measures • Comparisons between objects rating to length, size, weight, capacity Shape • Using shapes approximately in pictures • Differences between shapes • Name some 2D shapes
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UNDERSTANDING THE WORLD

EYFS Statutory Framework (2021): Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

UW The Natural World (Science)	All about Me Linked texts - Owl Babies (Living things and their Habitats, Humans) - Explore the surrounding natural environment - Explore natural objects from the surrounding environment <i>what we see our environment (school and home)</i> <i>what we see when I play outside such as splashing in puddles or digging in mud</i> <i>Use senses to explore small world to make links to word they have seen (animals zoo/ farm?)</i>	In our World Linked texts -We are going on a Leaf Hunt, Handa's Surprise (Living things and their Habitats, Humans) - Explore the surrounding natural environment - Explore natural objects from the surrounding environment <i>Use senses to explore the world around</i> <i>Explore how things work (how to use Nursery equipment)</i>	Exploring forces (provision) (Forces) - Feel forces - Explore how things work - Explore how objects/materials are affected by force - Gravity - Cars, balls and guttering - Water - Wind		Exploring Light – In provision (Light & Electricity) - Exploring Torches & battery powered toys - Shining light through different materials (linked to computing)	Growing & Changing Linked texts – The very hungry caterpillar, The tiny seed, When I was a baby (Humans, Animals Plants) (Linked to scarf) Growing and changing in nature/ When I was a baby - Learn about the life cycles of animals - Compare adult animals to their babies - Observe how baby animals change over time - Grow a plant - Observe Life cycles (Caterpillars) - Observe decay
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	Me and my relationships (Humans) Marvellous Me - Learn about how to take care of themselves - Learn about their senses				
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UW Past and Present (History)	<u>My History</u> What is my History? <i>People who are special to me</i> <i>Self and who live with</i> <i>Family and pets</i> <i>Remember times that are special to me</i> (Celebrations) - say who I am and who I live with - talk about any pets I may have - talk about my extended family - becoming familiar with patterns in the daily routines - Comment on recent pictures of celebrations in my life - Talk about what we are doing now and what might happen later or tomorrow for example I can talk about the visual timetable to say what is coming ne	<u>Chronology</u> What comes First, next, then? My day Stories - Talk about what we are doing now and what might happen later or tomorrow - Talk about the visual timetable to say what is coming next. - Talk about stories – What comes First, next then?	<u>King Charles</u> Who is King Charles? - Know King Charles is the King of England - Talk about King Charles Family (Royal Family)	<u>My Family History</u> What is the same and what is different? Then and now My holiday memories/ journeys - My own and my family's history (grandparents, parents, etc.) - Talk about some of my own and my family's history (grandparents, parents, etc.) <i>Nursery children 'History' can mean yesterday or last week)</i> - beginning to make sense of my own life story and my family's history for	<u>Growing and Changing in Nature</u> How do things change? When I was a baby Decay Life cycles Grow a plant Observe Chicks? - Talk about what we are doing now and what might happen later or tomorrow for example I can talk about the visual timetable to say what is coming next - beginning to notice how things change for
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					example when looking at photographs of myself and my family	example when a banana turns black or flowers are growing • know that I am growing up and changing (baby pictures) • understand simple 'why?' questions such as – 'why do you think the caterpillar got fat?
UW People, Culture and Communities (Geography)	Our environment What do we see at home and Nursery? <u>Locational Knowledge</u> • Know the place of resources and things in the Nursery. <u>Place Knowledge</u> • Talk about what I see in my own environment (school and home) <u>Geographical Skills and</u>	Celebrations Who celebrates? <u>Locational Knowledge</u> • Beginning to have an awareness that there are other countries in the world <u>Human and Physical Geography</u> • Talk about similarities and differences in relation to friends or family, in		Valuing differences What is the same? What is different? <u>Human and Physical Geography</u> • Talk about similarities and differences in relation to friends or family, in people, countries and communities • Developing a positive attitude about the	My home and places I know Where do you go to... shop / play / eat? <u>Place Knowledge</u> • Talk about my home and the places that I know like the park, the shops, the library Journeys Where have you travelled?	

	<u>Fieldwork</u> • Use senses to explore • Sometimes ask questions about things in my direct environment	people, countries and communities • Developing a positive attitude about the differences between people, countries and communities		differences between people, countries and communities	Linked to holidays they have been on a places they have been and stories they have heard <u>Locational Knowledge</u> • Beginning to have an awareness that there are other countries in the world	
		<u>Geographical Skills and Fieldwork</u> • Comment on recent pictures of celebrations or special times in my life e.g. Holidays			<u>Geographical Skills and Fieldwork</u> Comment on recent pictures of celebrations or special times in my life e.g. Holidays	
UW People, Culture and Communities (RE)	Which people are special and why? Me and my special people My culture (continue into Autumn 2)	What times are special and why? <i>Strand: Believing</i> <u>Personal special times and celebrations: linked to celebrations</u> <i>Diwali, Christmas, Eid, Easter</i>			Which places are special and why? Linked to places visited that are special to them: <i>Places of worship they know and some may have been to</i>	

Technology (Computing)	• Operate a mechanical toy • Swipe an iPad using the touch screen	• Learn to use remote control • Operate a mechanical toy Take a photograph on an iPad	• Make toys move or work by pressing switches • Use a simple programme on an interactive whiteboard
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EXPRESSIVE ARTS AND DESIGN

EYFS Statutory Framework (2021): Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EAD Creating with Materials Being Imaginative and Expressive	• know the names of some colours • Mix paints to see what happens • Draw 'potato people' (no neck or body) • Begin to draw other things from memory • Use an object to represent something else even though it is not similar for example; I can use a brick and pretend it is a car • Explore using different materials to create a picture/model • use playdough in different ways for example rolls, cuts, squashes, twists • play with familiar resources for example kettle from the home corner	• use all kinds of cardboard boxes etc to make things • use one handed tool with greater control • join different materials and explore different textures for example using masking tape, glue etc • understand how to use lines to enclose a space and to represent an object • can select the correct tools for a purpose such as scissors to cut • Begin to use language heard, in my role play – for example calling to my friends 'It's tidy up time' or 'It's story time' imitating a teacher	• Explore with different colours of paint • Choose a colour for a purpose • Know how to use loose parts (e.g. I can use buttons to represent pasta on a plate during role-play) • Draw a happy face and a sad face • Draw a face/ person using an enclosed space. • Pretend to be somebody else during role play for example 'the mummy' or the 'baby' • Play an imaginary game with the small world for example animals or dinosaurs
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	re-enact a personal experience in a simple way such as a car or train ride pretending to steer and be the drive	Make' small world' using blocks or other construction	Develop a simple storyline in my pretend play
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EAD Being Imaginative and Expressive (Music)	Listening and Appraising/Playing/ Improvising and composing - Exploring and recognising sounds (environmental, instrumental, body percussion linked to phonics) Singing & performing - Sing favourite songs and rhymes - Starting and stopping with signals - Copying simple actions and patterns - Copying pitch		Listening and Appraising - Respond to what heard – can you use your quiet voice? Singing & performing - Learn variety of songs - Pitch - Singing high and low - Starting and stopping with signals Playing - Copy simple actions and patterns - Use musical instruments - make different sounds Improvising and composing - Use musical instruments to express my feelings		Singing & performing - Learn variety of songs - Pitch - Singing high and low - Starting and stopping with signals Improvising and composing - Create a song using a tune known - Learn simple sequence of movements in response to music	
Songs to learn	1,2,3,4,5 Once I Caught a Fish Alive Head, Shoulders, Knees and Toes If You're Happy and You Know it	Jingle Bells We Wish You a Merry Christmas I'm a Little Snowman Songs for Christmas Christmas Pudding,	When Goldilocks Went to the house of the Bears	I'm special	The Wheels on the The Seed Song	bus Oh We're off to Start Reception

Music Experiences	Singing – Christmas Sing Along (in class)			Performing – Songs to parents		
Assessment Opportunities	• Moderation of Baseline Data to ensure starting points are secure • Data inputted into Insight 3 times a year Baseline (Autumn 2), Mid-Point (Spring 2) and End Point (Summer 2) • Regular Moderation with team • Regular Progress meetings with the Nursery team to discuss gaps and the adaptations to provision and support needed to close them					
Unique child	• Every child has a focus week where teachers follow the child’s interests and individual needs • Children have free flow access to enabling indoor and outdoor environments for child-initiated learning through play					
Parent Partnership	Home visits Staggered Start Tapestry	Tapestry Parents evening Reading café Maths cafe	Tapestry	Tapestry Parents Evening Reading café	Tapestry	Tapestry Sports Day Nursery Graduation Reading café