Thomas Bullock & Lyng Church of England Primary Academy

Curriculum Map 2025/26

Year Reception: Cherry, Antarctica & Arctic classes

Reception EYFS Long Term Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible theme *These may be adapted at various points to allow for children's interests to flow through the provision*	Marvelous Me & the World I live in *(Friendships, transition, people who help us, family and local community)*	Celebrations *(Harvest, Diwali, Hanukka, Christmas, Bonfire Night)*	A journey in time. *(Space, dinosaurs, pirates, under the sea)*		How does it grow? *(Living and growing)*	How do we grow? *(Growth and Change)* Terrific Tales *(Traditional Tales)*
Special events / trips		High Lodge Gruffalo Trail	Pensthorpe - dinosaurs			Gressenhall museum traditional tales workshop
Values	Respect	Honesty	Creativity	Responsibility	Resilience	Environment
Focus Text(s)	The Colour Monster [goes to school] 2 week transition Ruby's Worry The colour of us The Little Red Hen	The Gruffalo's child Little Glow The miracle of Hannukah Leah's star	Whatever next! Astro Girl How to catch a star Little Books – Neil Armstrong	Rainbow fish Dinosaurs love underpants Harry and the bucketful of dinosaurs The worrysaurus	Handa's surprise Supertato Oliver's vegetables.	The gingerbread man The 3 Billy goats gruff The tortoise and the hare
Optional satellite Text(s)	Owl Babies Stick Man The Rainbow fish The Big Book of Families Pete the Cat.	The Nativity Letters to Father Christmas Eid Supertato carnivals	The Skies above my Eyes The Man on the Moon Aliens love underpants You Can't Eat a Princess Toys in space The great Space Map	Stomp, dinosaur stomp! T-Rex who lost his specs. The dinosaur who lost her voice Dinosaur bones	It starts with a seed. The enormous potato. Jack and Beanstalk The Little Gardener Bonkers about Beetroot	Snail Trail Superworm The diary of a fly The growing story The dot Dandylion
'Wow' Moments / opportunities	Autumn Trail Remembrance Day Nurse/ Police/ Firefighter visit Harvest time Birthdays Favourite songs	Guy Fawkes/ Bonfire Night/ Christmas/ Nativity Diwali Hanukah Remembrance Day Black history Month	Chinese New Year Lent Random Acts of Kindness Week Valentines Day Planetarium Visit/ Virtual Experience	Walk to the Park/ picnic Planting Seeds Easter Weather experiments nature scavenger hunt Mothers Day Queen's birthday	Posting a letter Map work – finding treasure Roar! Dinosaur Adventure Park trip Start of Ramadan Eif	Father's Day Healthy Eating Week Transitions End of term experience How I've grown production and video

Thomas Bullock & Lyng Church of England Primary Academy

Curriculum Map 2025/26

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	Talent Show What do I want to be when I grow up? Video for parents	World Space Week Stories by the fireside Anti-Bullying Week	Space Cadet Training	Easter Bonnet Parade Polytunnel Growing Frogspawn/ butterflies	D-day Dinosaur Eggs Fossil hunt and creation	
Personal, Social and Emotional Development	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.**					
Managing Self – Self Regulation	Who's in our class? Transitions. Discussion on feelings. Classroom routines & rules. Making friendships. Dreams and Goals Pol-ed: 'transitions' & 'asking for help	Getting on and falling out. How to deal with anger and emotions. Developing confidence to try new things. Encourage children to explain to others how they thought about a problem or emotion and how they dealt with it. Pol-ed: 'my feelings' & 'making friendships'.	Going for goals. Good to be me feelings. Celebrating differences. Explore how they and others may feel in varying situations. Becoming independent NSPCC – PANTS School Values Pol-ed: 'my relationships'	How to deal with different feelings in the classroom. What makes a good friend? Looking after our planet. Giving strategies to remain calm in challenging or new situations. Dealing with situations independently. School Values Pol-ed: 'my beliefs'	Working in groups independently. Look after others. Friendships. Dreams and goals. Show resilience and perseverance in the face of challenge. Confidently sharing ideas in class. School values. Pol-ed: 'my rights and responsibilities'	Changes and Transitions to year 1. Taking part in sports day – winning and losing. Look how far I've come! School values. Pol-ed: 'my body'
Physical Development	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.**					
	Managing own personal hygiene. Whole class snack & lunch times.	PE: Real PE Fine motor: Pencil control/ letter writing. Drawing.	PE: Real PE Fine motor letter formation/ pencil control.	PE: Real PE Fine motor pencil control, writing CVC/ CVCC words.	PE: Real PE Fine motor pencil control, writing sentences.	PE: Real PE Sports day practise & ball skills.

Thomas Bullock & Lyng Church of England Primary Academy

Curriculum Map 2025/26

Year Reception: Cherry, Antarctica & Arctic classes

	Drawing lines and circles with gross motor movements. Hold pencil/ paintbrush beyond whole hand grasp Develop pencil grip Safe gross motor movements. PE: Real PE Threading, cutting, weaving Cooperation games Climbing	Gross motor: air writing. Threading, cutting, weaving Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference to dominant hand Teach and model correct letter formation. Managing own personal hygiene.	Threading, cutting, weaving, playdough, Fine Motor 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 Oral Health	Recording learning during focussed tasks. Handwriting practise cont. Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Explore the importance of a healthy life style	Recording learning during focussed tasks. Handwriting practise cont. Threading, cutting, weaving, playdough, Fine Motor 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 Obstacles	Fine motor pencil control, writing sentences. Recording learning during focussed tasks. Handwriting practise cont. 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
Communication and Language	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. A **language- rich** environment is need to enhance and encourage the quality conversations children have with adults and peers through the day. 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.**					
	Daily circle time: rules, routines, listening games, circle games. **Welcome to EYFS** Settling in activities Making friends Children talking about experiences that are familiar to them	Daily stories. S&L focus games. **Tell me a story!** Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts	Daily stories. S&L focus games. **Tell me why!** Using language well Ask's how and why questions… Discovering Passions Retell a story with story language Story invention – talk it!	Daily stories. Listen and respond effectively; asking appropriate questions. Using past, present and future forms in speech. **Talk it through!** Settling in activities Describe events in detail – time connectives	Daily stories. Using past, present and future forms in speech. Answer 'how' and 'why' questions. **What happened?** Settling in activities Discovering Passions Re-read some books so children learn the	Daily stories. Connecting ideas to create own spoken narrative. **<u>Time to share!</u>** Show and tell Weekend news Discovering Passions Read aloud books to children that will extend

Thomas Bullock & Lyng Church of England Primary Academy

Curriculum Map 2025/26

Year Reception: Cherry, Antarctica & Arctic classes

	What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary	Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	language necessary to talk about what is happening in each illustration and relate it to their own lives	their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures.
Literacy	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)					
	Recognising [then writing] own name. Fine motor practise to develop pencil grip. Giving meaning to the marks we make. Individual readers: how to hold the book correctly, sharing picture books. 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	Writing own name. Sequence pictures from familiar stories. Nativity story. Character description. Individual readers: introduce scheme books. Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories.	Writing CVC words. Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAPs. 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. Make the books available for children to	Writing CVC/CVCC words. Supported sentence writing: what does a sentence need? Information leaflets about the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Writing short sentences (phonetically plausible). Use non-fiction books to find answers to our questions. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Writing sentences independently using classroom resources for support. Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover,

Thomas Bullock & Lyng Church of England Primary Academy

Curriculum Map 2025/26

Year Reception: Cherry, Antarctica & Arctic classes

	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.	Non-Fiction Focus Retelling of 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	share at school and at home.	They develop their own narratives and explanations by connecting ideas or events		back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories
Phonics	**Phonic Sounds:** RWI Set 1 whole class **Reading:** Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	**Phonic Sounds:** RWI Differentiated groups **Reading:** 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.	**Phonic Sounds:** RWI Differentiated groups / Ditties **Reading:** 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'.	**Phonic Sounds:** RWI Differentiated groups **Reading:** 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'.	**Phonic Sounds:** RWI Differentiated groups: **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were	**Phonic Sounds:** RWI Differentiated groups **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

Thomas Bullock & Lyng Church of England Primary Academy

Curriculum Map 2025/26

Year Reception: Cherry, Antarctica & Arctic classes

Mathematics **Number** **Measure, shape and Spatial thinking.** *White Rose Hub S.O.L*	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.					
	Getting to know you Build trusting relationships Ensure children have good levels of well-being and involvement to be ready to learn. Recognising numbers in the environment Baseline **Match sort and compare** -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts **Talk about measure and patterns** -Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns	**It's me 1…2…3** -Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3 **Circles and Triangles** -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position **1 ,2 ,3 ,4, 5** -Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 – 5 **Shapes with 4 sides** -Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment	**Alive in 5!** -Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 **Mass and capacity** -Compare mass -Find a balance -Explore capacity -Compare capacity **Growing 6, 7, 8** -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8	**Length, Height and Time** -Explore Length -Compare Length -Explore Height -Compare Height **Building 9 and 10** -Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 -Bonds to 10 -Double -Odd and Even **Explore 3D shape** -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment	**To 20 and beyond** -Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) **How many now?** -Add more -How many did I add? -Take away -How many did I take away? **Manipulate and decompose** Select shapes for a purpose - Rotate shapes -: Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes	**Depth of numbers within 20** Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards **Numbers beyond 20** One more one less •Estimate and count •Grouping and sharing . **Sharing and grouping** . - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing - Play with and build doubles

Thomas Bullock & Lyng Church of England Primary Academy

Curriculum Map 2025/26

Year Reception: Cherry, Antarctica & Arctic classes

		-My day and night				
Understanding the World **Religious Education / Festivals**	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.					
	Introducing ICT; Ipads, IWB screen. Noticing seasonal changes. Identifying their families Make comparisons between their family and others Explore the roles of people who helps us Harvest / Creation. Rosh Hashanah Yom Kippur Sukkot All Saints Day	Taking photos to capture learning. Noticing seasonal changes. Talk about what they have done with their families on past Christmases Explore children around the world Different cultural versions of traditional tales Stranger danger The Nativity Diwali Hannukah Christmas	Beebots/ programming. Noticing seasonal changes. Listening to stories and placing events in chronological order Who was Neil Armstrong? Nasa and American space The solar systems Planets What is it like in space? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri Religious Symbols	Noticing seasonal changes. Trip to the local park to observe and notice change Change in living things Build a bug hotel Explore the environment using senses Comment and explore on the weather and climate Weather station Holi Palm Sunday Passover Easter Start of Ramadan New Beginnings	Noticing seasonal changes. The periods of the dinosaur existence Where did the dinosaurs go? Fossils Categorising dinosaurs Creating a timeline of dinosaurs What is the job of a palaeontologist? Eid Shavuot What happens in a Church & a Synagogue.	Noticing seasonal changes. Long ago – how have we changed over time Non-fiction texts Floating and Sinking Where does time go? Changes to our body's overtime. Are we ready – Y1 transitions? Summer Solstice What do 'values' mean to me?
	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					

Thomas Bullock & Lyng Church of England Primary Academy

Curriculum Map 2025/26

Year Reception: Cherry, Antarctica & Arctic classes

Expressive Arts and Design	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks. Art: Ivan Albright [drawing] family portraits DT: Structures – den building	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity Art: Gustav Klimt [painting] swirl trees DT: construction – salt dough diva lamp	Printing and weaving. Collage, junk modelling rockets and planets. Design and make rockets. Design and make objects they may need in space, thinking about form and function Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Art: Andy Golsworthy [sculpture] space, dinosaur natural images DT: structure – junk modelling rockets	Art in nature. Dinosaur dancing and movements. Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination. Art: Roy Lichenstein [printing] under the sea animals DT: textiles – fabric threading rainbow fish	Still drawings and paintings. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport, dinosaurs and cavemen Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct Art: Guiseppe Arcimboldo [collage] vegetabl portraits DT: food and nutrition – salad and soup	Water colour paintings. Clay models/ nature frames. Water pictures, collage, shading by adding black or white, colour mixing. Colour mixing – Father's Day Crafts Art: Vincent Van Gough [drawing] drawing of flowers. DT: Mechanisms – shadow animal stick puppets

Thomas Bullock & Lyng Church of England Primary Academy

Curriculum Map 2025/26

Year Reception: Cherry, Antarctica & Arctic classes

Outdoor Learning ***Weekly focus session.***	How to be safe outdoors. Rules and Routines. 3-2-1 listening and recall games. Harvest. Listening walk.	Natural shapes. Leaf investigation. Natural Christmas decorations.	The 'Big Schools' bird watch RSPB. Tree observation. Den building [space ships].	Crafty Easter eggs with clay. Preparing the flowerbed. How do things go? Planting seeds.	Preparing and maintaining the flower bed/ poly tunnel. How do things grow? Tree observation.	Plant diary. Harvest. Minibeasts. Life cycle of a ladybird/ caterpillar.
Assessment Opportunities	In house baseline data on entry NFER National Baseline data by end of week 3 Phonics intervention groups S&L Groups Tapestry set up	Ongoing assessments Baseline analysis Pupil Progress Meetings Parents evening info. Mid-term assessments	GLD predictions for EOY Trust Moderation?	Pupil Progress Meetings Parents evening info? Tapestry Data analysis Mid term assessments	Trust moderation	Pupil progress meetings EOY Data EYP EOY assessments