

EYFS Long Term Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips Celebrations Events Productions	Baseline Assessments Harvest Festival	Nativity and Christmas Carols Pantomime at the Lyric Theatre Remembrance Day Halloween Diwali African Drumming Workshop Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit	NSPCC Number Day Safer Internet Day Big Garden Bird Watch Children's Mental Health Week Parent Coffee Morning Teddy Bear's Picnic Valentines Day Pancake Day Chinese New Year Food tasting – different cultures	World Book Day Junior Production Mother's Day Easter Science Week Shakespeare Week Internet Safety Day Easter Egg Hunt	Poetry Competition AHS Open Day St George's Day	Prize Giving Sports Day Reception Graduation Picnic Visit from GB Sitting Volleyball Team Player visit Perivale Woods Trip: pond dipping/The frog life cycle/a leaf hunt
Topic	Ourselves and Settling in Starting School My New Class New Beginnings Ourselves My Body Oral Health	People who help us Winter Celebrations Autumn Africa Oral Health	Bears Winter Polar regions Climates Contrasting environments Habitats Hibernation Where do you live? Customs around the world Oral Health	Buildings and Structures Science Week Shakespeare Week Oral Health Spring Mother's Day	Minibeasts Farm /Zoo animals Healthy Eating Growing things Plants and flowers Life Cycles Animals around the world	Under the Sea Seas and Oceans Summer Looking after the planet Pollution Robots Oral Health

	How have I changed? What am I good at? My Family Being Kind				Animal patterns Habitats Oral Health	
Talk and activities through story texts	Nursery Rhymes Captain Pike looks after baby Titch You'll soon grow into them, Titch Harry and the Dinosaurs go to School Smile, Crocodile	Non-Fiction Books on People who help us Santa's Noisy Night Santa's Suitcase Book of First Fantastic Poems	Little Red Hen One Ted falls out of Bed This is the Bear Non-Fiction book on Africa Happy Birthday Bear Anansi Stories Someone Bigger Duck in the Truck Goldilocks and the Three Bears We're going on a Bear Hunt Master Owl Meets Bunny –a Mindfulness story	The Three Little Pigs Aesops Fables – The Fox and the Stork The Lion and the Mouse The Hare and the Tortoise Non- Fiction Books on Light, Space The Giant Sandwich Handa's Surprise	Farmer Duck Non-Fiction Life-Cycles Fairy Tales The Very Hungry Caterpillar Non-Fiction books on Weather Poems Are you a Grasshopper? The Enormous Turnip	The Snail and the Whale Non-Fiction Books on Seas and Oceans A House for a Hermit Crab Sharing a Shell Non-Fiction Book on Robots The Lightkeeper's Lunch The Singing Mermaid The Rainbow Fish
Communication Language and Literacy Communication and Language is developed throughout	Listening to stories. Joining in with rhymes and showing an interest in stories	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main	Building fluency and understanding. Re-read books to build up their confidence in word reading,	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced

<p>the year through high quality speaking and listening interactions, daily group and class discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies.</p>	<p>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</p>	<p>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. Actions to retell the story. Story Maps.</p>	<p>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. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>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. World Book Day Activities.</p>	<p>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. Timeline –how plants grow Information leaflets about animals in the garden/plants and growing.</p>	<p>vocabulary. 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. 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>use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>					
Literacy-Word reading	<p>Linking sounds to letters. Phonic Sounds: whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting known</p>	<p>Begin to read words by sound blending. Phonic Sounds: Differentiated Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show</p>	<p>Introducing di-graphs. Phonic Sounds: Differentiated Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups,</p>	<p>Begin to read simple sentences. Phonic Sounds: Differentiated Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer</p>	<p>Read and understand simple sentences. Phonic Sounds: Differentiated. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>

	<p>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>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>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>words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>		<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Literacy - Writing	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p>	<p>Caption Writing and Tricky Words. 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</p>	<p>Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence.</p>	<p>Writing simple sentences. 'Hold and write a sentence'. 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.</p>	<p>Writing simple sentences and phrases that can be read by others. 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</p>

	<p>simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>		<p>meaningful context. Create a story board. Practising correct letter formation.</p>	<p>Ensuring correct letter formation.</p>	<p>Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
<p>PSED Personal, social and emotional development</p>	<p>Self-Regulation: Throughout the year children will work towards simple goals: being able to wait for what they want and control their immediate</p>	<p>*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.</p>	<p>* Able to ignore distractions * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm.</p>	<p>* Thinking before acting. * Able to curb impulsive behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm.</p>	<p>* Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>

	<p>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.</p>					
	<p>Managing Self: New Beginnings. See themselves as a valuable</p>	<p>Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and</p>	<p>Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating</p>	<p>Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking</p>	<p>Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and</p>	<p>Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Be confident to try new activities</p>

	<p>individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships .</p>	<p>respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>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.</p>	<p>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.</p>	<p>perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	<p>Building Relationships: Throughout the year -</p>	<p>Children will work towards forming relationships with the adults and their peers.</p>	<p>They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs.</p>	<p>Playing both team games and board games play an important role in the Reception year.</p>	<p>This enables the children to understand turn taking and working cooperatively</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>

<p>Physical Development</p>	<p>Cooperation and Moving Gross Motor: 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.</p>	<p>Ball Skills Gross Motor: Ball skills-throwing and catching. Climbing on gym equipment. Skipping ropes in outside area, dance related activities. Fine Motor: 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</p>	<p>Ball Skills and Moving to Music Gross Motor: 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. Fine Motor: 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</p>	<p>Balance Gross Motor: Balance-children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Obstacles Gross Motor: 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. Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use</p>	<p>Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities.</p>
------------------------------------	---	--	--	---	--	--

	<p>Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with 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.</p>	<p>draw, write or copy. Teach and model correct letter formation.</p>	<p>children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>		<p>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.</p>	<p>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 Lego. 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. Begin to show accuracy and care when drawing.</p>
--	--	---	--	--	--	--

<p>Mathematics All activities Differentiated according to ability.</p>	<p>Mathematical experiences : Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shape recognition. Pattern and early number: Recognise,</p>	<p>Numbers within 6: This is differentiated according to ability. Number bonds to 5. Count up to ten objects. One more and one fewer. Order numbers 1 to 6. Conservation of numbers within 6 Addition and subtraction within 6: Explore zero. Addition and subtraction to 6. Measures: Estimate, order compare, discuss and explore capacity, weight and lengths. Shape and Sorting: Describe, and sort 2-D & 3-D shapes. Describe position. Calendar and Time: Days of the Week. Seasons.</p>	<p>Numbers within 10: Number bonds to 10. Count up to ten objects. Represent, order and explore numbers to ten. One more or fewer, one greater or less. Subitising to 5. Odd numbers and even numbers. Addition and subtraction within 10: Explore addition as counting on and subtraction as taking away. Numbers within 15: Count up to 15 objects and recognise different representations. Order and explore numbers to 15. One more and one fewer.</p>	<p>Numbers within 20: Count up to 10 objects. Represent, order and explore numbers to 20. One more and one fewer. Odd numbers and even numbers. Grouping and Sharing: Counting and sharing in equal groups. Grouping into fives and tens. Relationship between grouping and sharing. Doubling and halving: Doubling. Halving. The relationship between them.</p>	<p>Addition and subtraction within 20: Addition as counting on and subtraction as taking away within 20. Compare 2 amounts recognising when one quantity is greater than, less than or the same as the other quantity. Shape and Pattern: Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns. Money: Coin recognition and values. Combinations to total 20p. Change from 10p. Measures: Describe capacities. Compare</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Begin to have a depth of numbers within 20: Verbally count beyond 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 counting. Grouping and sharing. Odd numbers and even numbers. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids)</p>
--	---	--	--	--	---	--

	<p>describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting. Recognise numbers in the environment . A number every week 'Number of the week'.</p>	<p>Sequencing daily events.</p>			<p>volumes. Compare weights. Estimate, compare and order lengths.</p>	<p>number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
<p>Understanding The world</p>	<p>Past and Present Who is in my family? Commenting on photos of their family – naming who they can see and of</p>	<p>Past and Present Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas' in the past. Show photos of how</p>	<p>Past and Present Roles of different jobs around us. What jobs do our family members do? Role-play – hospital. People, Culture and Communities Chinese New Year – how is it</p>	<p>Past and Present Exploring old buildings. How have they changed. Materials. People, Culture and Communities Maps of the farmyard and</p>	<p>People, Culture and Communities Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa</p>	<p>Past and Present Exploring the seaside now and in the past. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in</p>

	<p>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 Past and Present Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they</p>	<p>Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali. Africa – African drumming</p>	<p>celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day</p>	<p>developing maps of the local area.</p>		<p>the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>
--	--	--	--	---	--	---

	<p>have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</p>					<p>texts and – when appropriate – maps.</p>
	<p>The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p>The Natural World Exploring light and dark. How can we see in the dark? Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts. Nocturnal</p>	<p>The Natural World Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals. Comparing the</p>	<p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can</p>	<p>The Natural World Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars.</p>	<p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. Explore the natural world around them,</p>

		animals – making sense of habitats. Which animals are nocturnal?	Arctic to their local environment.	do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. 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.		making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive arts and design	Creating with Materials: Self portraits Use of the continuous provision	Creating with Materials: Linking colours to festivals. Firework pictures. Rocket models. Listen to music	Creating with Materials: Winter pictures and scenes. Chinese New Year - lanterns	Creating with Materials: Spring pictures. Flower artwork.	Creating with Materials: Farm pictures Healthy Eating collages. African Art Minibeast art	Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. Safely use and

	<p>and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.</p>	<p>and make their own dances in response. Christmas decorations, Christmas cards, Divas.</p>				<p>explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play : hairdressers</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Winter songs. Role-play – the arctic. Small world - arctic explorer. Chinese New Year songs. Cooking Chinese food</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards / minibeasts</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – under the sea. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.</p>

	Small world play					Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Role-play: Under the Sea
SMSC Please see separate SMSC Whole School Planning Chart	Mutual respect. 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.	Mutual Tolerance. 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.	Rule of law. 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.	Individual liberty. 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.	Democracy. 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.	British Values. 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.

Assessment	CES baseline Assessment Observations Baseline on Target Tracker Parent's evening	Target Tracker data updated Pupil progress meetings EYFS team meetings End of term reports	Observations Target Tracker data updated Pupil progress meetings EYFS team meetings	Target Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings Parent's Evening	Target Tracker data updated Pupil progress meetings EYFS team meetings	Observations Target Tracker data grid updated End of year BASE Assessment End of Year Data submitted End of year Report to parents.
------------	--	---	---	--	---	---