



The Early Years Foundation Stage

Every Child Matters
Change For Children

The Early Years Foundation Stage Principles

The Early Years Foundation Stage Setting the Standards for Learning, Development and Care for children from birth to five

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p style="font-size: x-small; margin: 0;">Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</p>	<p style="font-size: x-small; margin: 0;">Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</p>	<p style="font-size: x-small; margin: 0;">The environment plays a key role in supporting and extending children's development and learning.</p>	<p style="font-size: x-small; margin: 0;">Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.</p>
<p>1.1 Child Development</p> <ul style="list-style-type: none"> • Child development • A skilful communicator • A competent learner <p>1.2 Inclusive Practice</p> <ul style="list-style-type: none"> • Equality and diversity • Children's entitlements • Early support <p>1.3 Keeping Safe</p> <ul style="list-style-type: none"> • Being safe and protected • Discovering boundaries • Making choices <p>1.4 Health and Well-being</p> <ul style="list-style-type: none"> • Growing and developing • Physical well-being • Emotional well-being 	<p>2.1 Respecting Each Other</p> <ul style="list-style-type: none"> • Understanding feelings • Friendships • Professional relationships <p>2.2 Parents as Partners</p> <ul style="list-style-type: none"> • Respecting diversity • Communication • Learning together <p>2.3 Supporting Learning</p> <ul style="list-style-type: none"> • Positive interactions • Listening to children • Effective teaching <p>2.4 Key Person</p> <ul style="list-style-type: none"> • Secure attachment • Shared care • Independence 	<p>3.1 Observation, Assessment and Planning</p> <ul style="list-style-type: none"> • Starting with the child • Planning • Assessment <p>3.2 Supporting Every Child</p> <ul style="list-style-type: none"> • Children's needs • The learning journey • Working together <p>3.3 The Learning Environment</p> <ul style="list-style-type: none"> • The emotional environment • The outdoor environment • The indoor environment <p>3.4 The Wider Context</p> <ul style="list-style-type: none"> • Transitions and continuity • Multi-agency working • The community 	<p>4.1 Play and Exploration</p> <ul style="list-style-type: none"> • Learning through experience • Adult involvement • Contexts for learning <p>4.2 Active Learning</p> <ul style="list-style-type: none"> • Mental and physical involvement • Decision making • Personalised learning <p>4.3 Creativity and Critical Thinking</p> <ul style="list-style-type: none"> • Making connections • Transforming understanding • Sustained shared thinking <p>4.4 Areas of Learning and Development</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development • Communication, Language and Literacy • Problem Solving, Reasoning and Numeracy • Knowledge and Understanding of the World • Physical Development • Creative Development

There are two Early Years Foundation Stage booklets: **Statutory Framework for the Early Years Foundation Stage**, which contains legal requirements and statutory guidance and **Practice Guidance for the Early Years Foundation Stage**, which contains additional advice as well as the areas of Learning and Development.

Resources in the Early Years Foundation Stage Package include Principles into Practice cards which give easy-to-use information about effective practice across the Themes of the EYF. Additional cards introduce broad stages of child development and areas of Learning and Development.

The Early Years Foundation Stage CD-ROM contains in-depth information on the EYF including advice, models, examples of effective practice, research, resources and information about supporting every child's development.



	Who lives in my house? (PSED, PD, UW) Autumn 1 7 weeks 4 days Tuesday 3 September to Friday 25 October	Where does the day go at night? (UW) Autumn 2 7 weeks Monday 4 November to Friday 20 December	Who goes to the Bug Ball? (UW) Spring 1 6 weeks Monday 6 January to Friday 14 February	What happened to Jack's beans? (UW) Spring 2 6 weeks Monday 24 February to Friday 3 April	How do things move? (UW) Summer 1 5 weeks Monday 20 April to Friday 22 May	What would you find on the farm? (UW) Summer 2 7 weeks Monday 1 June to Wednesday 17 July
Important dates	RWI Development day - Week 4 25 Sept 2019	RWI EYFS Workshop Week 2 13 Nov 2019 AM: 8.45-10.45am PM: 12.30-2.30pm Week 2 Maths EYFS Workshop Week 4 27 Nov 2019 AM: 8.45-10.45am PM: 12.30-2.30pm		RWI Development day - Week 3 4 Mar 2020 Easter (Sunday 12 April)	Mothers Day May 10 2020	Fathers Day June 21 2020
Parent consultations	EYFS REVIEWS – Weeks 7 and 8 14-25 October		EYFS REVIEWS – Week 2 and 3 13-24 January		EYFS REVIEWS – Week 2 and 3 27 April - 8 May	
Entry point/Stimulus	Think about who lives in my house. Make a family picture of who is your family.	Exploring light sources and light and dark areas around the school. Talk about what the children notice. Talk about their experiences of light and dark.	Think about the natural World and habitats and make a home for the bugs/insects.	Visit the nursery and school garden. Brainstorm how we grow and how plants grow. Plant seeds and look after them.	Explore and begin to look at mechanical toys and living creatures and how they move and to start to make comparisons.	Visit to the Farm as a stimulus for learning.
Exit Point	Reflection: a walk around the locality finding the park, shops and houses. Bringing parents along too further embeds this challenge.	Reflection: shadow theatre and fun in the blackout tent.	Reflection: The Bug Ball!	Reflection: Invite a baker (Yunus and Yusuf's mum)	Reflection: races using mechanical toys.	Reflection: watch the eggs hatch in the incubator or make your own farm with children dressing as animals and building pens for each other.
Class Assembly/Circle time/Key person discussion	Making friends. Talk about what makes a good friend and what friends do. How do we make friends with another child? How do we feel when we have a friend? How does it feel when we don't have a friend?	Anti-bullying focus Talk about bullying and how we can stand up for ourselves. Talk about tolerance and how everyone has differences and that these differences should be embraced.	Managing feelings. How to give comfort and show empathy when someone is scared, worried and sad.	Talk about our positive self. What are we good at? What do we enjoy doing? What would we like to achieve? How will we reach our goals?	Making choices. Discuss how we make choices and how to judge which choice is the best to make. How do we learn from bad decisions?	Changes. Talk about children's expectations of moving from Nursery to Reception. Explore feelings and how to manage them.
Visits		Nursery Environmental Sound Walk				Swithens Farm Leeds
Links with World cultures	Diwali Sunday 27 Oct 2019 (Hindu) (October Holidays) FAMILY Big Question: Beliefs-What does special mean to me?	Christmas (Christian) (December) REMEMBERING FAMILY Hanukkah (Jewish) (December) REMEMBERING COMMUNITY	Chinese New Year (January) FAMILY COMMUNITY REMEMBERING Big Question: Practices-What is special to us?	Easter (April) (Christian) HOPE BELIEF REMEMBERING	Ramadan (Islam) (June) AUTHORITY WISDOM BELONGING FAMILY COMMUNITY Eid-UI-Fitr 23/24 May (Islam) (July) REMEMBERING COMMUNITY FAMILY SPECIALNESS Big Question: Forms of expression-How do we show what is special to us?	Eid-UI-Adha 30 July 2020 (Islam) (Summer Holidays) REMEMBERING COMMUNITY

Core stories/Books	WK 4 A New House for Mouse. WK 5 Goldilocks and the three Bears. WK 6 Autumn rhyme/non-fiction books about Autumn WK 7 We're going on a leaf hunt WK 8 My Diwali (Sun 27 Oct 2019)	WK1 Bonfire Night WK 2 Remembrance Day (Mon 11 Nov 2019) WK 2/3 Owl Babies WK 4/5 Peace at Last WK 6 All the Awake Animals WK 7 The First Christmas	WK 1/2 The Very Hungry Caterpillar WK 3 Chinese New Year Story (Sat 25 Jan 2020) WK 4 Beetle in the bathroom WK 5 Non-fiction book about mini-beasts WK 6 Buddy the Dog's Internet Safety Story (Tues 11 Feb 2020)	WK1/2 Mr Wolf's Pancakes – Shrove Tuesday (Tues 25 Feb)/Jack and the Beanstalk WK 3 Oliver's Vegetables WK 4 Supertato WK 5 The Enormous Watermelon WK 6 My Easter Story	WK 1 Mr Gumpy's Outing WK 2 The Train Ride WK 3 Non-fiction My first book of transports WK 4 Mothers Week WK 5 Eid ul Fitr (Sat 23 May)	WK 1 Old MacDonald had a Farm WK Non fiction farm animals WK 3 Fathers Week WK4 The Little Red Hen WK 5/6 Farmer Duck WK 7 Eid UI Adha (Thurs 30 July 2020)
Key questions for developing oracy	Who else lives in my house and what are they called? What is special about my family? What is my house made of? What is my house address? What can I see out of the window?	What happens when I am asleep? Why does the Owl mummy fly away? Where are the stars in the day? Why do I go to sleep? What noises can you hear at night? Can I get rid of my shadow?	Why is a caterpillar always hungry? Who lives underneath the grass/stone/logs? What lurks in the pond? How can we make a happy home for our bugs? What do we need to do to prepare for the Bug Ball? Who would you go as to the Bug Ball?	What did Jack need to do to make the beanstalk grow? Where do all the flowers come from? Can we grow really big flowers? What could we grow in our vegetable garden? Who likes vegetable soup? Do potatoes grow on trees?	Can I push it or can I pull it? How far can I throw it? Does electricity make toys better? How do I move? How does my pet move?	Why did Old McDonald have a farm? Why would a farmer keep some cows? What happens to the eggs? Where does my woolly jumper come from? Why is it important to have tractors on a farm? Which foods in Morrisons come from the farm?

Read Write Inc	Oral Blending Go stand next to the...b oo k What's in Fred's magic bag? What's in Fred's cupboard? Cross the river game Silly soup	Links sounds to letters, sounding the letters of the alphabet. Focus Letter Sounds: Sound Say the sound Read the sound Review the sounds Air-write the letter Practise formation on boards Fred talk (oral) Week 1: m a s d t Week 2: i n p g o Week 3: c k u b f Week 4: e l h r j Week 5: v y w z x Week 6: sh, th, ch, qu ,ng Week 7: nk and consolidation	Links sounds to letters, sounding the letters of the alphabet. Grapheme blending using sound cards and magnetic letters/boards Children to revisit previously taught sounds.	Links sounds to letters, sounding the letters of the alphabet. Writing CV/CVC words using Fred Fingers in red writing books.	Links sounds to letters, sounding the letters of the alphabet. Writing CV/CVC words using Fred Fingers.	Links sounds to letters, sounding the letters of the alphabet. Writing CV/CVC words using Fred Fingers. Holding a sentence
Writing focus	Daily name writing on whiteboards : Holding a pencil using the correct grip with support. Handwriting patterns for new starters with support Overwriting first name using start dot for existing children.	Daily name writing on whiteboards : Holding a pencil using the correct grip. Overwriting first name using start dots.	Daily name writing on whiteboards : Holding a pencil using the correct grip. Under-writing first name.	Daily name writing on whiteboards : Holding a pencil using the correct grip. Underwriting first name with all letters correctly formed.	Daily name writing on whiteboards : Holding a pencil using the correct grip. Writing first name independently. Over-writing surname	Daily name writing on whiteboards : Writing full name.
Enhanced role play	Indoor Classroom: Home Corner	Indoor Classroom: Dark Den	Indoor Classroom: Creepy corner	Indoor Classroom: Flower Shop	Indoor Classroom: Travel Agents	Indoor Classroom: Bakery
Reading Targets through story, Nursery Rhymes and Read Write Inc.	Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	Handles books carefully. Holds books the correct way up and turns pages. Looks at books independently. Joins in with repeated refrains anticipates key events and phrases in rhymes and stories. Listens to and joins in with stories and poems, 1:1 and also in small groups. Shows awareness of rhyme and alliteration. Shows interest in illustrations and print in books and print in the environment.	Joins in with repeated refrains anticipates key events and phrases in rhymes and stories. Listens to and joins in with stories and poems, 1:1 and also in small groups. Shows interest in illustrations and print in books and print in the environment. Shows awareness of rhyme and alliteration. Suggests how the story might end. Knows information can be relayed in the form of print.	Describes main story setting, events and principal characters. Listens to stories with increasing attention and recall. Beginning to be aware of the ways stories are structured. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Enjoys rhyming and rhythmic activities. Recognises familiar words and signs such as own name and advertising logos.	Hears and say initial sound in words. Recognises rhythm in spoken words. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Describes main story settings, events and principal characters.	Continues a rhyming string. Begins to read words and simple sentences. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Joins in with repeated refrains and anticipates key event and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Enjoys rhyming and rhythmic activities. Knows that information can be retrieved from books and computers.
Nursery Rhymes	How many people live in your house? Going to Build a house with a chimney tall.... There was an old woman who lived in a shoe. Head, shoulders, knees and toes. One little finger	Twinkle, twinkle little star. Twinkle, twinkle chocolate bar. Hey diddle, diddle the cat and the fiddle. Up the tall white candle stick. This little light of mine Ten brown owls Ten in a bed...	Little black beetle sitting on a rose. Insy Winsy spider. Little Miss Muffet. There's a tiny caterpillar on a leaf Here is the beehive, where are the bees? There's a worm at the bottom of my garden.	A Little Seed Mary Mary. Cauliflowers Fluffy 5 seeds in a hole. This is the way you plant a seed. You are my sunshine	Pirate ship song. Puffa train. Row, row, row your boat. The wheels on the bus. 5 little men in a flying saucer	Old MacDonald. Baa baa pink sheep. Cows in the kitchen. 5 little ducks. The Farmers in his Den Mary had a little lamb. Little Bo Peep
Mathematics	<p>Number</p> <ul style="list-style-type: none"> •Recites some number names in sequence. •Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. •Creates and experiments with symbols and marks representing ideas of number. •Begins to make comparisons between quantities. •Uses some language of quantities, such as 'more' and 'a lot'. •Knows that a group of things changes in quantity when something is added or taken away. <p>Shape</p> <ul style="list-style-type: none"> •Notices simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. •Begins to use the language of size. •Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. •Anticipates specific time-based 	<ul style="list-style-type: none"> •Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity correctly. •Shows curiosity about numbers by offering comments or asking questions. •Shows an interest in shape and space by playing with shapes or making arrangements with objects. •Shows awareness of similarities of shapes in the environment. 	<ul style="list-style-type: none"> •Compares two groups of objects, saying when they have the same number. •Shows an interest in number problems. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Shows an interest in numerals in the environment. •Shows an interest in representing numbers. •Realises not only objects, but anything can be counted, including steps, claps or jumps. •Uses positional language. 	<ul style="list-style-type: none"> •Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity correctly. •Shows curiosity about numbers by offering comments or asking questions. •Compares two groups of objects, saying when they have the same number. •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. •Shows interest in shapes in the environment. 	<ul style="list-style-type: none"> •Shows an interest in number problems. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Shows an interest in numerals in the environment. •Shows an interest in representing numbers. •Realises not only objects, but anything can be counted, including steps, claps or jumps. •Uses shapes appropriately for tasks. •Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<ul style="list-style-type: none"> •Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item. •Counts actions or objects which cannot be moved. •Counts objects to 10, and beginning to count beyond 10. •Counts out up to six objects from a larger group. •Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape. •Can describe their relative position such as 'behind' or 'next to'. •Orders two or three items by length or height. •Orders two

	events such as mealtimes or home time					items by weight or capacity.
Knowledge and Understanding of the World The World/People and Communities	KEY ACTIVITIES: Wk4 Exploring magnets wk5 Porridge (change of state) wk6 environmental walk - visit to the garden wk7 exploring autumn artefacts wk8 Diva Lamps (change of state). Children will also be making some special sweets that are eaten during Diwali.	KEY ACTIVITIES: wk1 exploring night sounds/link to bonfire night wk2 -Night and day wk3 Nocturnal animals wk4 Sound walk wk5 Light sources wk6 - Explore ice (change of state) wk7 Star biscuits (change of state) (change of state)	KEY ACTIVITIES: wk1 healthy living week wk 2 life cycle of a caterpillar wk3 Make noodles (change of state) wk4 Sticky web science experiment Wk5 Make butterfly buns. wk 6 Make a worm hotel	KEY ACTIVITIES: wk 1 making pancakes wk2 planting beans wk3 vegetable soup wk4 different ways of baking/cooking potatoes wk5 exploring different seeds wk6 life cycle of a watermelon	KEY ACTIVITIES: wk1 floating and sinking wk2 friction train wk3 pull back car toy wk4 heart biscuits for Mothers day (change of state) wk 5 make rice pudding - kheer for Eid (change of state)	KEY ACTIVITIES: wk 1 Baby animals wk2 Farm Trip wk3 bake no1 dad medal biscuits wk4 bake bread wk5 animal habitats wk6 comparing localites - weather wk7 make pakoras (change of state)
Science skills	Working Scientifically Notices detailed features of objects in their environment. Talks about why things happen and how things work. Can talk about some of the things they have observed Developing an understanding of growth, decay and changes over time.	Working Scientifically Comment about aspects of their familiar world. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.	Working Scientifically Shows care and concern for living things and the environment. (healthy eating and exercise) Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time.	Working Scientifically Developing an understanding of growth, decay and changes over time. Comments and asks questions about aspects of their familiar world. Shows care and concern for living things and the environment. (healthy eating and exercise) Can talk about some of the	Working Scientifically Talks about why things happen and how things work. Comments and asks questions about aspects of their familiar world. Can talk about some of the things they have observed. Developing an understanding of growth, decay and changes over time.	Working Scientifically Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Comments and asks questions about aspects of their familiar world. Developing an understanding of growth, decay and changes over time. Make observations of animals and plants and explain why some things occur.
Technology	Technology- Ipads.	Technology-Light sources.	Technology-Technological toys.	Technology-Easy speak microphones.	Technology-Digital camera	Technology-Talking pegs.
EAD	wk3 Self-portraits wk4 Apple printing wk5 Porridge collage wk6 Conker rolling wk7 leaf printing wk8 Rangoli patterns	wk 1 Firework pictures wk 2/3 Make poppies for Remembrance day. Clay Owls and feather painting wk4/5 playdough hedgehogs and paper plate bears Wk 6 make a cosy home for the hibernating animals wk 7 Paper chains and Christmas cards	wk 1/2 egg box caterpillars and symmetrical butterflies wk3 Chinese New Year decorations and Chinese New Year Lanterns wk4 Beetle paper hand puppet wk5 Patterns on insects wk 6 pipe cleaner worry dolls	wk1 Paper plate wolf wk 2 Tissue role beanstalk wk3 Vegetable printing wk4 Popsicle stick superheroes wk5 Paper plate watermelons wk6 Easter baskets	wk1 paper boats wk2 Sponge train painting wk3 make a model of own transport wk4 mothers day craft wk5 Eid cards	wk 1 Farm animal masks wk2 paper plate farm animals wk3 Fathers day cards wk4 Hand-print hens wk5 Farm animal stick puppets wk6 Split pin farm animals wk7 Eid cards
Physical Development	Dressing and undressing (M+H) Negotiating an obstacle course (M+H) Introduction to pencil control. (M+H) Action rhymes and songs (M+H) Circle games and parachute activities (M+H) Introduction to snack-time routines. (H+SC) Introduction to safe food handling (H+SC) Introduction to personal hygiene Skills (H+SC)	Mount stairs and climbing equipment using alternate feet (M+H) Ball skills and games (M+H) Snack-time skills: Use a spoon independently and drink through a straw (H+SC) Try a variety of food and food textures (H+SC) Develop pencil control (M+H) Introduction of cutting skills (M+H) Continue to join in with action rhymes and songs (M+H) Continue to join in with circle games and parachute activities (M+H) Use toilet independently and hand washing facilities. (H+SC)	Travel in different ways using outdoor apparatus and balancing equipment (M+H) Manoeuvre a tricycle by peddling. (M+H) Use one-handed tools and equipment (M+H) Understand the need for variety in our diet to help maintain health. (H+SC) Use kitchen equipment to prepare Continue to join in with action rhymes and songs (M+H) Continue to join in with circle games and parachute activities (M+H) Food (H+SC) Use toilet independently and hand washing facilities. (H+SC)	Manoeuvre a tricycle or scooter with coordination around an open space. (M+H) Carry small tools and equipment safely (H+SC) Continue to join in with action rhymes and songs (M+H) Continue to join in with circle games and parachute activities (M+H) Use toilet independently and hand washing facilities. (H+SC)	Negotiate a pathway and avoid obstacles. (M+H) Introduce how to put a sequence of movements together (M+H) Continue to join in with action rhymes and songs (M+H) Continue to join in with circle games and parachute activities (M+H) Continue to join in with circle games and parachute activities (M+H) Use toilet independently and hand washing facilities. (H+SC)	Move creatively by putting a sequence of movements together (M+H) Continue to join in with action rhymes and songs (M+H) Continue to join in with circle games and parachute activities (M+H) Use toilet independently and hand washing facilities. (H+SC) Observe the effects of exercise and physical activity on our bodies (H+SC)
Religious Education	RE KEY QUESTION: What does special mean to me?	→	RE KEY QUESTION: What is special to us?	→	RE KEY QUESTION: How do we know what is special to us?	→
SMSC Topic Links Spiritual (Sp) Moral (M) Social (S) Cultural (C)	NEW BEGINNINGS: Belonging Self-Awareness Understanding Feelings Social Skills Rights and Responsibilities	GETTING ON AND FALLING OUT: Friendship Working Together Managing Feelings Resolving Conflict	GOING FOR GOALS: Knowing Ourselves Setting Realistic Goals Planning to Meet a Goal Persistence	GOOD TO BE ME: Knowing Ourselves Understanding and Managing Feelings Standing up for Ourselves	RELATIONSHIPS: Understanding and Managing Feelings Understanding the Feelings of Others Making Choices	CHANGES: Knowing Ourselves Understanding the Feelings of Others Making Choices

	<u>SEAL focuses</u> I know that people in my group/class like me. (S) I like the ways we are all different and I can tell you something special about me. (S) I can tell if I am happy or sad. (Sp) I can let you know if I feel happy, excited, sad or scared. (Sp)	<u>SEAL focuses</u> I can make up when I have fallen out with a friend. (S) I can think of ways to sort things out when we don't agree. (S) I can express my feelings when I am angry. (Sp) I can make myself feel better when I am angry. (Sp)	<u>SEAL focuses</u> I know that we are all good at different things. (S) I can say what I am going to do next. (Sp) I can tell you what I like doing and learning. (Sp) I can tell you what I have done and the things that worked well. (Sp)	<u>SEAL focuses</u> I can say and show you when I am feeling good and happy. (Sp) I can tell you the things I like doing and the things I don't like doing. (Sp)	<u>SEAL focuses</u> I can tell you what is fair and unfair. (M) I can tell you how it feels when things are unfair. (Sp M) I can tell you when I think things are fair or unfair. (Sp) I know some ways I can make things fair. (M)	<u>SEAL focuses</u> I can tell you what I can do now that I couldn't do when I started school/nursery. (Sp) I can tell you how I have changed. (Sp) I can remember feelings I have had, and why I felt like that. (Sp) I can sometimes tell you how change makes me feel. (Sp)
British Values - Democracy (D) Rule of Law (RL) Individual Liberty (IL) Mutual Respect and Tolerance of those with Different Faiths and Beliefs (MRT)	<u>THE RULE OF LAW</u> Why are rules important? Do you have rules at home? What are they? What are the carpet rules? (Be kind, be safe, behave) Look at the class behaviour system. What are the silent signals?	<u>MUTUAL RESPECT</u> What makes you happy? How can other people help you to feel happy? What kind words could we use when speaking to each other?	<u>INDIVIDUAL LIBERTY</u> What are you good at? What are you working to be better at? Who can help you achieve this? How will you feel when you achieve this?	<u>TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS</u> Why do we have celebrations? What special occasions do you celebrate? Do we all celebrate the same special days? What are your favourites?	<u>DEMOCRACY</u> What makes a good listener? Why is it important to listen to each other? What should you do if you fall out with your friends? How can we sort out our problems?	<u>REVIEW ALL BRITISH VALUES</u>
501 'Must Read Books' Before Leaving Bankfoot Primary Reception 4+ years 78 Books	Make way for Ducklings <i>Robert McCloskey</i> The Runaway Bunny <i>Margaret Wise Brown</i> Goodnight Moon <i>Margaret Wise Brown</i> Bedtime for Frances <i>Russell Hoban</i> Mr Grumpy's Outing <i>John Burningham</i> A New House for Mouse <i>Petr Horacek</i> Fly, Little Bird <i>Francesco Tullio Altan</i> Little Red and the Hungry Lion <i>Alex T. Smith</i> Duck in the truck <i>Jez Alborough</i> So Much <i>Trish Cooke</i> Goldilocks and The Three Bears <i>Emma C. Clarke</i> Funny Bones <i>Allan Ahlberg</i> The Pirates next door <i>Jonny Duddle</i>	The Very Hungry Caterpillar <i>Eric Carle</i> Little Brown Bear <i>Claude Lebrun</i> Rosie's Walk <i>Pat Hutchins</i> Each Peach Pear Plum <i>Allan Ahlberg</i> Humphrey's Corner <i>Sally Hunter</i> The Little Engine That Could <i>Watty Piper</i> Bunny Bath <i>Lena Anderson</i> Peace at Last <i>Jill Murphy</i> Jack and the beanstalk <i>Nick Sharratt</i> Little Owl and the Star <i>Mary Murphy</i> You Choose <i>George Ivanoff</i> The Blue Balloon <i>Mick Inkpen</i>	Elmer <i>David McKee</i> Where's Spot? <i>Eric Hill</i> The Baby's Catalogue <i>Allan Ahlberg</i> Bathwater's Hot <i>Shirley Hughes</i> Julian The Rabbit <i>Nicolette Costa</i> Pat The Bunny <i>Dorothy Kunhardt</i> Thomas the Tank Engine <i>Rev. W. Awdry</i> My mum is a Super Mum <i>Alex T. Smith</i> The Little Red Hen <i>Margot Zemach</i> The Gigantic Turnip <i>Alexei Tolstey</i> The Enormous Watermelon <i>Brenda Parkes</i> There's a dinosaur in my bathtub <i>Catalina Eccheverri</i>	Owl Babies <i>Martin Waddell</i> Tickle Tickle <i>Helen Oxenbury</i> Miffy <i>Dick Bruna</i> The Kipper Series <i>Mick Inkpen</i> Elmer and friends <i>David McKee</i> Hooray for Fish <i>Lucy Cousins</i> The Three Railway Engines <i>Rev. W. Awdry</i> Brown Bear, Brown Bear <i>Bill Martin</i> Laura's Star <i>Klaus Baumgart</i> Why is the sky blue? <i>Geraldine Taylor</i> Funny Face Sunny Face <i>Sally Symes</i> The Three Billy Goats Gruff <i>Nick Sharratt</i>	Handa's Surprise <i>Eileen Browne</i> Lavender's Blue <i>Kathleen Lines</i> Maisie Goes to Playschool <i>Lucy Cousins</i> Alvin Says good Night <i>Ulf Lofgren</i> Orchard Book of Nursery Stories <i>Sophie Windham</i> Good Dog, Carl <i>Rod Campbell</i> Little Spook's Baby Sister <i>Inger Sandberg</i> Little Penguin Lost <i>Tracey Corderoy</i> The Rainbow Fish <i>Marcus Pfister</i> Hide and Seek <i>James Patterson</i> If you're happy and you know it <i>David Carter</i> Titch <i>Pat Hutchins</i>	Dear Zoo <i>Rod Campbell</i> The Elephant and the Bad Baby <i>Elfrida Vipont</i> The Bear went over the Mountain <i>John Prater</i> Meg and Mog <i>Helen Nicholl</i> We're Going on a Bear Hunt <i>Michael Rosen</i> Oh no, George <i>Chris Haughton</i> Yucky Worms <i>Vivian French</i> Shark in the Park <i>Nick Sharratt</i> Stick Man <i>Julia Donaldson</i> Not Me, Said The Monkey <i>Colin West</i> The Train Ride <i>June Crebbin</i> Pig in the pond <i>Martin Waddell</i>
101 'Things to do' before leaving Bankfoot Primary School	Play dough	Blowing bubbles	Finger Painting	Making Crispy buns	Making pizza faces	Teddy Bears picnic