

EYFS Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible Themes/Interests/Lines of Enquiry</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p><i>Who am I and who are you?</i></p> <p>Sub topics: Autumn Healthy me My local area</p>	<p><i>What will I find in Space?</i></p> <p>Sub topics: Celebrations My family Light and Dark</p>	<p><i>Why can't meercats live in the North Pole?</i></p> <p>Sub topics: Frozen Winter Polar regions</p>	<p><i>What helps it grow?</i></p> <p>Sub topics: Growth of a plant Planting vegetables Healthy foods</p>	<p><i>What is a Life cycle?</i></p> <p>Sub topics: Human life cycle Life cycle of chick/butterfly /frog</p>	<p><i>Where do you want to go on holiday?</i></p> <p>Sub topics: Seaside Transport</p>
<p>ENRICHMENT OPPORTUNITIES / 'WOW MOMENTS'</p>	<p>Autumn nature walk linked to the story - Leaf</p> <p>Man</p> <p>Harvest Time</p> <p>Halloween celebrations in the Role Play Area</p> <p>Halloween</p> <p>World Mental Health Day</p> <p>Introduction to Reception for parents.</p> <p>Reception open Day</p>	<p>Bonfire Night</p> <p>Christmas Time In the Role Play Area</p> <p>Nativity</p> <p>Diwali in the Role play Area</p> <p>Hannukah</p> <p>Remembrance day</p> <p>Children in Need</p> <p>Anti- Bullying Week</p> <p>Parents Evening</p> <p>Introduction to Phonics</p> <p>Picnic on the moon</p> <p>Looking after our environment (Earth)</p> <p>Christmas show for parents.</p>	<p>Chinese New Year</p> <p>Valentine's Day</p> <p>Internet Safety Day</p> <p>Mental Health week.</p> <p>Changes in our environment walk</p> <p>Making clay penguins</p>	<p>Planting seeds</p> <p>Easter time</p> <p>Nature Scavenger Hunt</p> <p>Mother's Day</p> <p>Queen's Birthday</p> <p>Easter Egg Hunt</p> <p>Garden Centre Role Play</p> <p>St Patricks day</p> <p>Science week</p> <p>Global Money week</p>	<p>Butterfly life cycle and chicks experience</p> <p>Start of Ramadan</p> <p>Eid - Q and A from Imam</p> <p>Baby clinic</p> <p>Baby clinic talk</p> <p>NHS bus - looking after our bodies/teeth/ Visit to the Dentist</p>	<p>Trip to the beach or carnival day</p> <p>Father's Day</p> <p>World Environment Day</p> <p>Beech Role play - Ice cream Van</p>
<p>Communication and Language</p> <p>Listening attention and Understanding</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Start to learn new vocabulary.</p> <p>Learn listening behaviours in order to engage in story times.</p>	<p>Use new vocabulary throughout the day.</p> <p>Engage in story times.</p> <p>To begin to understand how and why questions.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Retell a story.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to ask questions to find out more.</p>	<p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books and learn new vocabulary.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>To begin to understand who, what, when and where questions.</p>	<p>To be able to have conversations with adults and peers with back-and-forth exchanges</p> <p>Make comments about what they have heard and ask questions to clarify understanding;</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group</p>

Speaking	Develop social phrases Start to articulate ideas in sentences. To talk in a small group.	Articulate their ideas and thoughts in well-formed sentences. Start to use taught vocabulary throughout the day. Begin to ask questions to find out more and to check they understand what has been said to them	Ask questions to find out more and to check they understand what has been said to them Start to connect one idea or action to another using a range of connectives.	Describe events in some detail Connect ideas and actions to another with a range of connectives. Start to use the correct tenses in speech. To engage in non-fiction books and use vocabulary in different contexts. Retell a story; some as repetition, exact and some in their own words.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	Use new vocabulary in different contexts. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development Managing self	Follow the routine and expectations in Reception. Show themselves as a valuable individual. Manage their own needs. Start to understand the reasons for rules.		Show resilience and perseverance in the face of challenge. Know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs. Understand the importance of healthy food choices. Build confidence to try new activities.		Explain the reasons for rules, know right from wrong and try to behave accordingly. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	
Building Relationships	Play alongside others. Start to build constructive and respectful relationships and about the perspective of others.		Take turns. Behave in ways that are pro-social		Show sensitivity to their own and to others' needs. Work and play cooperatively.	
Self regulation	Begin to recognise their emotions. Start to express their feelings and consider the feelings of others.		Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. Set and work towards simple goals.		Begin to regulate their behaviour. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, Show an ability to follow instructions involving several ideas or actions.	

RHSE Link:	Being Me In My World	Dreams and Goals	Relationships
	<ul style="list-style-type: none"> • I can help others to feel welcome. • I can begin to recognise and manage my own feelings • I understand why it is good to have kind and gentle hands • I am beginning to understand what responsible means <ul style="list-style-type: none"> • I understand that Pants are private. <p style="text-align: center;">Celebrating Difference</p> <ul style="list-style-type: none"> • I can talk about what I am good at. • I understanding that being different makes us all special • I know ways that we are different and the same <ul style="list-style-type: none"> • I can tell you how to be a kind friend • I can tell you why my home is special to me • I know ways to stand up for myself. 	<ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you a time that I didn't give up • I can set a goal and work towards it • I can use kind words to encourage people I know what it means to feel proud of myself. <p style="text-align: center;">Healthy Me</p> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand that moving and resting are good for my body • I know which foods are healthy and not healthy <ul style="list-style-type: none"> • I know how to help myself go to sleep and why it is good for me • I can wash my hands thoroughly and I know why it is important to stay healthy <ul style="list-style-type: none"> • I know what a stranger is and how to keep safe if a stranger approaches me 	<ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words <ul style="list-style-type: none"> • I can use self regulation strategies to manage my feelings • I know how to be a good friend <p style="text-align: center;">Changing Me</p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 <ul style="list-style-type: none"> • I can share my memories of the best bits of this year in Reception

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.

Physical Development Gross Motor	<p>Start to develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Move safely in a space. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, building</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball/bean bag.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Start to negotiate space safely.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Demonstrate strength, balance and coordination when playing.</p>
-------------------------------------	--	---	--	--	---	---

Fine Motor	Manipulate objects with good fine motor skills. Show preference for dominant hand	Develop muscle tone to put pencil pressure on paper. Start to draw freely. Start to learn the correct letter formation.	Develop pencil grip using a tripod grip. Hold pencil/paint brush beyond whole hand grasp. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Manipulate small items	Apply correct letter formation to writing. Hold pencil effectively with comfortable grip Form recognisable letters most correctly formed	Build things with smaller linking blocks, such as Duplo or Lego Cut along a straight line with scissors. Start to cut along a curved line. Develop the foundations of a handwriting style which is fast, accurate and efficient Use a range of small tools, including scissors, paint brushes and cutlery	Develop the foundations of a handwriting style which is fast, accurate and efficient Begin to show accuracy and care when drawing. Form letters correctly. Hold a pencil effectively in preparation for fluent writing.
	PE and Dance Links: PE: Can I travel around space? Dance: Can I use gestures and arm movements to cheer? Cheerleading	PE: Can I travel safely?	PE: Hand/Foot-Eye Co-Ordination - Can I control a ball/piece of equipment? Dance: Can I use the space around me? Stick Man/Polar Animals	PE: Balance. Can I perform a balance.	PE: Hand/Foot-Eye Co-Ordination - Can I control a ball/piece of equipment? Dance: Can I move different ways to create a dance? Ourselves/Hobbies	PE: Races / team games involving gross motor movements - Can I work in a team?
<p>On-going development of: Gross Motor: Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Fine Motor: Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>						

EYFS Long Term Overview -Children in reception will be learning to:

<p>Literacy</p> <p>Word reading</p>	<p>Start to read individual letters by saying the sounds for them. Orally blend.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Engage in stories from other cultures and traditions.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Say a sound for each letter in the alphabet; Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Know at least 10 digraphs</p>
<p>Writing:</p>	<p>Give meaning to marks. Write labels.</p> <p>Learn and start to apply mnemonics for the formation of phase two graphemes.</p>	<p>Form letters correctly. Spell words by identifying sounds. Write labels.</p>	<p>Form lower-case and capital letters correctly. Understand that a sentence requires capital letters, finger spaces and a full stop.</p> <p>Spell words by identifying sounds and writing the sounds with letters. Write labels, captions and simple sentence.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Form lower-case and capital letters correctly. Write simple phrases and sentences that can be read by others. Write sentences for a range of purposes.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
<p>Phonics</p>	<p>Recap Letters and Sounds Foundations for Phonics - Looking at environmental sounds and listening games.</p> <p>Little Wandle Letters and sounds Phase 2 - Introducing phase 2 phonemes *s a t p *i n m d *g o c k *e u r ck *h b f l *ff ll ss -Tricky words - is I the</p>	<p>Little Wandle Letters and Sounds Phase 2 - Introducing phase 2 phonemes and digraphs - To be able to start blending and segmenting -To be able to read labels and captions *j v w x *y z zz qu *ch sh th ng nk * words with -s /s/ added at the end (hats sits) *words ending -s/z/ (his) and with -s/z/ added at the end (bags) -Tricky words - put pull full as and has his her go no to into she push he we of me be</p>	<p>Little Wandle Letters and sounds Phase 3 - Introducing phonemes and digraphs *ai ee igh oa *oo oo ar ur *ow oi ear air er *words with double letters *longer words - -Tricky words - was you they my by all are sure pure -</p>	<p>Little Wandle Letters and Sounds Phase 3 *Review phase 3 *longer words, including those with double letters *words with -s /z/ in the middle *words with -es /z/ at the end *words with -s /s/ and /z/ at the end - Tricky words - review all taught so far.</p> <p>To be able to start blending and segmenting -To be able to read labels and captions To read sentences -To be able to apply some phase 2 and 3 sounds in reading and writing</p>	<p>Little Wandle Letters and Sounds Phase 4 - Short vowels with adjacent consonants * CVCC CCVC CCVCC CCCVC CCCVCC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est -Tricky words - said so have like some come love do were here little says there when what one out today</p>	<p>Little Wandle Letters and Sounds Phase 4 graphemes -Phase 3 long vowel graphemes with adjacent consonants *CVCC CCVC CCCVC CCV CCVCC * words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ - er, -est * longer words and compound words -Tricky words - review all taught so far</p>

<p>Comprehension</p>	<p>Join in with rhymes and show an interest in stories with repeated refrains. Re- Have a favourite story/rhyme. Name the different parts of a book</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in extended conversations about stories, learning new vocabulary. Retell stories related to events through acting/role play. Sequence familiar stories through the use of pictures to tell the story.</p> <p>Use story language when acting out a narrative</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Encourage children to record stories through picture</p> <p>Look for clues in books to support recall and inference.(Book Talk) Make up stories with themselves as the main Character. Retell a story with actions and / or picture prompts as part of a group.</p> <p>Re-reads with some expression</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Explore leaflets about animals in the garden/plants and growing.</p> <p>Look for clues in books to support recall and inference. Shows understanding of; front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>	<p>Sequence story - use vocabulary of beginning, middle and end. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Anticipate key events in stories. Make predictions.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Can explain the main events of a story.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p>
<p>Mathematics</p>	<p>Count objects, actions and sounds.</p> <p>Count to 10 Count a given Start to subitise to 5.</p>	<p>Count beyond 10 Subitise to 5 Name 2D and 3D shapes Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Compare numbers Link the number symbol (numeral) with its cardinal number value. Identify a set that has more or less. Understand the 'one more than/less than relationship between consecutive numbers. Add two amounts by combining two groups.</p>	<p>Subtract by taking away. Understand the process of addition and subtraction Count back from 20 Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Explore the composition of numbers to 10. Automatically recall number bonds 0-5 including subtraction facts.</p>	<p>Recall some number bonds to 10 including doubling facts. Consolidate.</p>

Understanding the World

People and communities

Past and present
The natural world

Geography link
Where do I go to school?
Talk about members of their immediate family and community.
Draw information from a simple map.
Describe their immediate environment. Explore the natural world around them.

Science Link:

What are the parts of my body?

Exposure to sense.

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

RE Link

Which times are special and why?

Recognise that people have different beliefs and celebrate special times in different ways.

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

History Link:

What is my history?
Comment on images of familiar situations in the past.

Notice some similarities and differences between things in the past and now.

Compare and contrast characters from stories, including figures from the past.

RE Link:

How do we celebrate?
Recognise that people have different beliefs and celebrate special times in different ways.

Science link:

What will I find on my planet?

Draw information from a simple map.

Explore the natural world around them.
Describe what they see, hear and feel whilst outside.

Geography link

How are hot and cold places different?

Recognise some environments that are different to the one in which they live.

Recognise some similarities and differences between life in this country and life in other countries.

Science Link:

Where do animals live?

Explore the natural world around them.

Recognise some environments that are different to the one in which they live.

Recognise changes in states of matter (Ice).

RE Link

Which stories are special and why?

Talk about members of their immediate family and community.

Understand that some places are special to members of their community.

Compare and contrast characters from stories, including figures from the past.

History link:

What changes happen over time? (plants and seasonal changes)

Comment on images of familiar situations in the past.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.

Science link:

What is a plant?

Explore the natural world around them.

Understand the effect of changing seasons on the natural world around them.

Discuss some important processes and changes in the natural world around them.

RE Link

Which people are special to us and why?

Talk about members of their immediate family and community.

Talk about similarities and differences between different religious and cultural communities in this country.

Talk about the lives of the people around them and their roles in society.

Geography Link:

Discuss some important processes and changes in the natural world around them.

Science Link:

How do living things change and grow?

Explore the natural world around them.

Understand some important processes and changes in the natural world.

RE Link:

Which places are special to us and why?

Understand that some places are special to members of their community.

Recognise some similarities and differences between life in this country and life in other countries.

Recognise that people have different beliefs and celebrate special times in different ways.

History Link:

What is it and what does a modern one look like?

Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

Know some similarities and differences between things in the past and now.

Science:

What material is best?

Understand the past through settings, characters and events encountered in the story.

Geography Link:

Where would you like to go on holiday?

Recognise some similarities and differences between life in this country and life in other countries.

Recognise some environments that are different to the one in which they live.

RE Link:

Which times are special and why?

Recognise that people have different beliefs and celebrate special times in different ways
Talk about similarities and differences between different religious and cultural communities in this country.

						Talk about the lives of the people around them and their roles in society.
Throughout the year: Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						
Expressive Arts and Design Creating with materials	Explore and use the materials available to them, developing artistic effect.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Experiment with colour.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Share their creations and explain the process they used.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
Being imaginative and expressive.	Engage in pretend play. Sing in a group.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Dance and sing in a Christmas show.	Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Start to move in time with music.	Use props when engaging in role play. Listen attentively, move to and talk about music, expressing their feelings and responses. Perform a mother's day poem.	Use role play to invent narratives and stories with peers and their teacher. Watch and talk about dance and performance art, expressing their feelings and responses.	Know a variety of songs. Watch and talk about dance and performance art, expressing their feelings and responses Perform in a performance for parents.
Technology	Manipulate items on IWB. Know you can take pictures with an Ipad. Understand information can be found on the internet. Understand how to be safe on the internet. Use Google maps to explore Blackley.	Understand information can be found on the internet. Take pictures with an Ipad. Play interactive games on the wb. Play sound on a device.	Understand information can be found on the internet. Take pictures with an Ipad. Use paint to create a picture.	Understand information can be found on the internet. Take pictures with an Ipad. Create and manipulate shapes in paint to create a picture.	Understand information can be found on the internet. Record and play sound on a device.	Understand information can be found on the internet. Programme beebots to follow a route. Record video on a device.
Expressive Art and Design throughout the year- Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Technology: Used to enhance the curriculum throughout the year.						

<p>CHARACTERISTICS OF EFFECTIVE LEARNING</p> <p>Underpinning</p>	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Plan ahead about how they explore and play- discuss their choices of equipment Use visual aids to guide their own thinking Use words to organise their thinking Make independent choices Bring their own interests into the setting through play and discussion</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Participate in and start to predict routines Show goal directed behaviour Begin to correct their mistakes Show resilience- keep on trying when things are difficult.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. Take part in pretend play Sort materials Review their own progress as they work towards meeting a goal Solve real life problems</p>
<p>OVERARCHING PRINCIPLES</p>	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At E-Act Blackly Academy, we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>

