



Barnburgh Primary School

Foundation Stage Long Term Plan 2026-2027 (Year A)



Foundation Stage long-term planning is used as a *guide* and not a *tick list*. This is to ensure that teachers have the flexibility to plan a challenging and enjoyable experience for each child in all of the areas of learning and development, responding to the individual needs, interests, and stage of development of every child.

OVERVIEW OF LEARNING

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC TITLE	Me and my community (inc Autumn changes)	Many years ago (inc Christmas/Diwali)	Fairytales... (inc Winter, Chinese New Year, Seasonal changes)	Ready steady grow	Amazing animals	On the beach
TRIPS, VISITORS AND EXPERIENCES	- Visit from Rev. Kathryn linked to Christingle - Parents / community to visit who are doctors, nurses, fire fighters, lollipop persons, shopkeepers... to talk about roles within our community - Local walk	Father Christmas to visit.			Cannon Hall Farm visit	- Ice cream Van visit - Seaside themed day- fish and chip trays
LINKED TEXTS X2 focussed text repeated throughout the week identified on MTP	1, Starting School 2, Five Minutes Peace 3, The Lion inside 4, Goldilocks and the Three Bears Funny bones Only One You Your Heart and Lungs What Makes Me Me? We Are All Welcome The Great Big Book of Families Lion mouse Great big book of families Superhero dad	1, Dogger 2, Peepo 3, Lost in the Toy museum 4, The Gruffalos Child Toys now then and long ago Binny's Diwali Seaside holidays long ago Grandparents My World, Your World Diwali Christmas Chinese New Year All about China All about India Dream Snow The Christmasaurus The Christmas Promise	1, Gingerbread Man 2, A Little Bit of Winter 3, The three little pigs A Little Bit of Winter Snow Rapunzel Emperors clothes Princess and the pea Enormous turnip Antarctica Snowflake Snowballs Winter Magic Secrets of Winter Jack Frost Chinese New Year All about China	1, Jaspers Beanstalk 2, The Very Hungry Caterpillar 3, Easter book Little mouse big breakfast Planting rainbow Life Cycles From Egg to Chick... Titch The Growing Story Jack and the Beanstalk The Very Hungry Caterpillar	1, Superworm 2, Giraffe's can't dance 3, Harry and the Bucket full of Dinosaurs went to the beach 4, Farmer Duck National geographical dinosaurs Wash woolly mammoth Dear Dinosaur Stomp chomp Harry's bucket full of dinosaurs	1, The Pirates Next Door 2, Tiddler 3, Billy's Bucket One snail ten crab Exploring rock pools Clem crab Little Mermaid Under the Sea Pirates Next Door Pirate's Love Underpants Captain Jack and the Pirates

7 AREAS OF LEARNING: COMMUNICATION & LANGUAGE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Children will know: - That community is a group of people living in the same place. - That our family keep us safe. - That a community are the people and places around us - The emergency services help t keep us safe. - That vehicles are machines that help us to move around - That Harvest festival is a celebration of crops grown on land being harvested. - A Church is a place of worship.	Children will know: - That Diwali is the Hindu festival of light. - About relevant festivals - About robots - About machinery they may have seen before - About different vehicles - About the religion Hinduism and Christianity - About why Christmas is celebrated - About things from the Past	Children will know: - That Nocturnal sleep through the day and come out at night - Simple facts about Snow - About Winter - Facts about Antarctica - About and real Traditional tale	Children will know: - That living things grow - That things change over time - The lifecycle of a plant - That Vegetables / fruits are healthy	Children will know: - That Dinosaurs are extint - That a timeline is s sequence of events over time - That a Herbivore eats vegetables - That a Carnivore eats meat - That an Omnivore eats plants and meat - That's animals have babies	Children will know: - That a seaside is near the sea - That a Habitat is where something lives - That Animals grow and change and need to be cared for - That Recycling is good for our planet - That we live on Earth - That we live in the United Kingdom
IDEAS FOR PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children will be given a range of opportunities to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups, and to have confidence in their own abilities. Intervention programmes will be put in place for any children not making expected progress / attaining at the expected level of development.					
PHYSICAL DEVELOPMENT	Children will be provided the opportunity to be active and interactive and to develop their co-ordination, control, and movement. Through every day and planned activities, children will learn the importance of physical activity and how to make healthy choices in relation to food.					
	NURSERY					
Mathematics	- Enjoying counting - Subitising to 2 - Learning about pattern and how to spot them e.g patterns on a scarf	- Enjoying counting - Working out simple puzzles - Comparing between size, weight, capacity, length	- Counting with increased confidence. - Recognising and continuing simple patterns	- Recognising and matching numeral 4 and 5. - Comparing, size, height and length of two items.	- Count, order, recognise and use numbers to 10. - subitise up to 10 objects (recognise	- solve real world problems. - know the language or more and fewer. - know how to experiment with

	- Counting rhymes and songs - Representing, comparing and composition of 1 to 3	- Exploring naming/describing 2D shapes. - Sorting - Representing, comparing and composition of 1 to 3 - Talk about routes and locations as positional language	(everyday and natural objects). - Subitising 1,2,3 objects - Comparing small groups of objects. - Compare capacity - Touch counting	- Recalling a sequence of events. - Time (routines) - Create and extend a pattern - Finger numbers to 5	up to 3 objects quickly without counting). - Make comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat). - Talk about routes and locations as positional language	own symbols and marks. know how to sequence events using time language e.g. first, next, then.
	RECEPTION					
MATHEMATICS	Mathematical experiences: - Counting rhymes and songs. - Comparing objects and sets. - Subitising. - Ordering objects and sets / introduce manipulatives. - Number recognition. 2D Shape recognition. Pattern and early number: - Recognise, describe, copy and extend colour and size patterns. - Count and represent the numbers 1 to 3 - Estimate and check by counting.	Numbers within 6: - Number bonds to 5. - Count up to six objects. - One more and one fewer. - Order numbers 1 to 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.	Numbers within 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 10: - Count up to 10 objects and recognise different representations. - Order and explore numbers to 10.	Numbers within 10: - Count up to 10 objects. - Represent, order and explore numbers to 10. - Number bonds to 10 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.	Addition and subtraction within 10: - Addition as counting on and subtraction as taking away within 10. -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. Money: - Coin recognition and values. - Combinations to total 20p./Change from 10p. Measures:	Have a deep understanding of numbers within 10: - Explore numbers and strategies. - Recognise and extend patterns. Apply number, shape and measures knowledge. - Count forwards and backwards. Numbers to 10: - One more one less. - Estimate and counting. - Grouping and sharing. - Odd numbers and even numbers. - Subitise up to 5. - Verbally count beyond 20.

	- Recognise numbers in the environment. Calendar and Time: - Days of the Week (daily song/ calendar) - Seasons (daily song/ calendar)	- Months of the year - Seasons. - Sequencing daily events.	- One more and one fewer. Calendar and Time: - Days of the Week. - Months of the year - Seasons. - Sequencing daily events.		- Describe capacities. - Compare volumes. - Compare weights. - Estimate, compare and order lengths.	
MATHS KEY VOCABULARY	The vocabulary that we will learn is: Nursery Count Subitise Represent Compare/ compose More Less Repeating pattern Reception Nursery Count Subitise Represent Compare/ compose More Less Repeating pattern Order 2D shape Days of the week	The vocabulary that we will learn is: Nursery Count Puzzle represent Compare/ compose Size Weight Capacity Length 2D shapes sort Reception Number Bond More/ fewer Order Add/subtract Count 2D and 3D shapes Weight Capacity Length Position Language Sequence Days of the week Months of the year seasons	The vocabulary that we will learn is: Nursery Count Pattern natural subitise Compare More Less Touch count Reception Number bonds Count Represent Order More Less Subitise Odd/even Add/subtract Days of the week Months of the year seasons	The vocabulary that we will learn is: Nursery Recognise match Compare Size Height Length Sequence time Repeating pattern Reception Count Represent Order Group Share Double half	The vocabulary that we will learn is: Nursery Count Order Recognise subitise Compare 2D shape (shape, circle, rectangle, square) Heavier/ lighter 3D shape (sphere, cube, cuboid, cylinder) Positional language Reception Count Add/ subtract Compare 2D/3D shape Money Coins Capacity volume	The vocabulary that we will learn is: Nursery Solve More Fewer Sequence Reception Count forwards/ backwards Number bonds Group Share Count More Less subitise Repeating pattern

	NURSERY					
	We will be learning about: - Environmental sounds - Body percussion - Listening games - Good book behaviour. - Exploring a range of mark making on different materials. - Stories and listening to stories - Singing familiar songs and rhymes. - Fine motor activities - Title, front cover, blurb, author	We will be learning about: - Environment sounds - Body percussion - Listening games - Good book behaviour - Exploring a range of mark making on different materials. - Stories and listening to stories - Title, front cover, blurb, author - Singing familiar songs and rhymes. - Fine motor activities - Using story telling in my play. - Sequencing and retelling stories. - Print in the environment and that it has a purpose	We will be learning about: - RWI phonics - Good book behaviour. - Exploring a range of mark making on different materials with increased confidence. - Expectations for listening to stories/ group times. - Singing familiar songs and rhymes. - Fine motor activities - Air write letters that I have been taught. - Title, front cover, blurb, author - Mark making (gross and fine motor)	We will be learning about: - RWI phonics - Learning about good book behaviour. - Different stories - Singing familiar songs and rhymes. - Using story vocabulary in play. - Some of the letters of my name and familiar others e.g. m for mum. - fine motor skills to mark make - Title, front cover, blurb, author - Air write letters that I have been taught. - Mark making (gross and fine motor)	We will be learning about: - The initial sound in some words. - Words that rhyme - Using new vocabulary - Mark making/ emergent writing in my play. - Writing their name/ attempting to write their name. - Title, front cover, blurb, author - Mark making (gross and fine motor) - Fine motor skills to develop muscle control	We will be learning about: - Orally blend CVC words. - Words that rhyme - Sequencing/retelling events and stories. - Mark making/ emergent writing in my play. - Writing their name/ attempting to write their name. - Recognising and writing initial sounds in words - Title, front cover, blurb, author - Fine motor skills to develop muscle control
	RECEPTION					
LITERACY Comprehension	Listening to stories - RWI phonics - Joining in with rhymes and showing an interest in stories with repeated refrains. - Environment print.	Beginning to retell stories. - Retell stories related to events through acting/role play. - Retelling stories using images - Editing of story maps and orally retelling new stories.	Retelling stories with new vocabulary included - Making up stories with themselves as the main character. - Encourage children to record stories through picture drawing/mark making.	Building fluency and understanding - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Uses vocabulary and forms of speech that are	Explaining the stories they listened to or read themselves. - Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. - Rhyming words.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. - Can draw pictures of characters/ event / setting in a story. - Listen to stories, accurately anticipating key events & respond to

	- 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 use of pictures to tell the story. - Recognising initial sounds. Name writing activities. - Engage in extended conversations about stories, learning new vocabulary.	- 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. - Talk for Write- Actions to retell the story and the use of Story Maps.	- 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. - Ensure home reading books match their phonic knowledge. - Using recently introduced vocabulary during discussions about stories and during role-play.	increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. - Information leaflets about animals in the garden/plants and growing. - World Book Day Activities.	- Can explain the main events of a story. - Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. .	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. Reading a range of books.
LITERACY Word Reading	Linking sounds to letters. Phonic Sounds: RWI Set 1 whole class including special friends. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with	Begin to read words by sound blending. Phonic Sounds: RWI Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.	Introducing special friends. Phonic Sounds: RWI Differentiated groups / Ditties. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. -Help	Begin to read simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Story structure- beginning, middle, end. Innovating and retelling stories	Read and understand simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet.	Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: RWI Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and

	Front cover Sounds Letter formation Story blurb	Front cover Sounds Letter formation Story blurb	Front cover Sounds Letter formation Story blurb	Front cover Sounds Letter formation Story blurb	Front cover Sounds Letter formation Story blurb	Front cover Sounds Letter formation Story blurb
UNDERSTANDING THE WORLD	We will cover: Occupations Me and my family Different types of homes How to care for animals Maps	We will cover: Autumn changes and celebrations Simple machines and mechanisms Halloween Bonfire Night Remembrance Day Christmas How people celebrate Christmas Diwali Hanukkah	We will cover: Chinese New Year Valentine's Day Seasonal Changes Exploring melting and freezing	We will cover: Pancake day Easter Mother's Day Seasonal Changes Seed planting and growing	We will cover: Father's Day Seasonal Changes Learning about habitats and different parts of our world Learning about different animals, insects, birds	We will cover: Seasonal Changes Floating and Sinking Maps and beebot Looking after our oceans
UTW SCIENCE LINKS	Working scientifically Seasonal changes – Daily weather/ days of week chart Animals including humans – talking about themselves, senses Living things and their habitats	Working Scientifically Seasonal changes – Daily weather/ days of the week Changing states of matter – freezing/ melting (Winter) Simple Mechanisms	Working Scientifically Seasonal changes- Daily weather/ days of the week The Natural world – exploring different materials for purposes Earth and Space - Light and Dark	Working Scientifically Seasonal changes- Daily weather/ days of the week Plants Earth and space (linked to seasonal changes) Living things and their habitats - Lifecycles, growing plants	Working Scientifically Seasonal changes- Daily weather/ days of the week Animals including humans	Working Scientifically Seasonal changes- Daily weather/ days of the week Animals including humans Living things and their habitat
SCIENCE KEY VOCABULARY	Season Weather Days of the week Observe question	Observe Question Test Find out Discover Freezing melting	Observe Question Test Find out Discover Dark and light	Observe Question Test Find out Discover Lifecycle habitat	Season Weather Days of the week Observe question	Observe Question Test Find out Discover Lifecycle habitat
UTW COMPUTING LINKS	Using computers - Understanding how electronic device work e.g remote control, mobile phone, smart board Understand how toys work e.g lift flaps, turn a knob Using computers -	Staying Safe online- Internet safety Play age appropriate games on an ipad Algorithms – create simple sequence of instructions Using computers - Understanding how electronic device work e.g	Using computers- Understanding how electronic device work e.g remote control, mobile phone, smart board	Understanding how to make a recording on an ipad Staying Safe online- Internet safety Play age appropriate games on an ipad	Using data- sort physical objects and discuss how it has been sorted Using computers- Understanding how to make a recording on an ipad	Staying Safe online- Internet safety Play age appropriate games on an ipad Using computers- developing digital literacy skills, understand a range of technologies

	Use tools on smart board/ touch screen device	remote control, mobile phone, smart board Understand how toys work e.g lift flaps, turn a knob		Algorithms – create simple sequence of instructions	Using Computers- Complete a simple program on a device	Use internet with adult support
COMPUTING KEY VOCABULARY	Devices Internet Sort Photograph Device	Devices Internet Suitable Bee-Bot Instruction	Devices Internet Suitable Sort Photograph Device	Devices Internet Bee-Bot Instruction	Devices Internet Suitable Sort Photograph Device	Devices Internet Suitable Bee-Bot Instruction
UTW HISTORY LINKS	Past and Present Chronological understanding - daily routine, changes over time (growing and changing) Historical enquiry – finding out about the past	Past and Present How machinery has changed over time How toys/ play has changed over time		Past and Present Chronological understanding - daily routine, changes over time (growing and changing)		Past and Present Chronological understanding - daily routine, changes over time (growing and changing)
HISTORY KEY VOCABULARY	Sequence Order Routine Photographs Books Question Order Routine Sequence Past Present Long ago	Sequence Order Routine Photographs Books Question Order Routine Sequence Past Present Long ago		Sequence Order Routine Photographs Books Question Order Routine Sequence Past Present Long ago		Sequence Order Routine Photographs Books Question Order Routine Sequence Past Present Long ago
UTW GEOGRAPHY LINKS	Locational knowledge – community/ where they live	Place knowledge – where we live in the world compared to India (Diwali)	Human and physical – animals that hibernate		Place knowledge – where we live in comparison to certain animals	Human and physical – weather/ seasons
GEOGRAPHY KEY VOCABULARY	Barnburgh Doncaster Weather village	Travel Holiday Barnburgh India (Diwali) Ganges River Weather	Barnburgh Doncaster Weather Village China (Chinese New Year)		Travel Holiday Barnburgh India Ganges River Weather	Barnburgh Doncaster Weather village Autumn Summer Spring Winter
RE TOPICS (LOVE TO CEL.)	Special People		Special Places		Special Things	
EXPRESSIVE ARTS AND DESIGN	Self portraits Family portraits Houses – box modelling, painting, drawing	Exploring a variety of music from around the world Rangoli patterns Mehndi	Winter collages Exploring water – melting, freezing, colouring... Easter Cards	Mother's day cards Making pancakes	Build space station role play Father's day cards Dance – moving like the different animals	Pirate masks, patches and hats Staining maps Building pirate ships

		Christmas cards				Under the sea collages
LINKS TO ART		ARTIST: Jackson Pollock		ARTIST: Jackson Pollock		ARTIST: Jackson Pollock
ART KEY VOCABULARY		Jackson Pollock Drip Splash messy		Jackson Pollock Drip Splash messy		Jackson Pollock Drip Splash messy
LINKS TO MUSIC	Learning Harvest song / rhyme Key song each fortnight Movement to music Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Singing Christmas songs / rhymes Key song each fortnight Movement to music Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Key song each fortnight Easter songs – Spring chicken / Hot Cross Buns Movement to music Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Key song each fortnight Growing and action songs Movement to music Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Key song each fortnight Animal songs Movement to music Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Key song each fortnight Pirate songs – a sailor went to sea, row, row, row your boat, When I was one. Movement to music Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
MUSIC KEY VOCABULARY	Sing Melody / Tune Pitch - what 'high' and 'low' notes are. Instrument names Rhythm – a varied beat Pulse – a steady beat Tempo - how to recognise music that is 'fast' or 'slow'. that we can match our body movements to the speed (tempo) or pulse (beat) of music.	Sing Melody / Tune Pitch what 'high' and 'low' notes are. Instrument names Rhythm- a varied beat Pulse– a steady beat Tempo - how to recognise music that is 'fast' or 'slow'. that we can match our body movements to the speed (tempo) or pulse (beat) of music.	Sing Melody / Tune Pitch what 'high' and 'low' notes are. Instrument names Rhythm– a varied beat Pulse – a steady beat Tempo - how to recognise music that is 'fast' or 'slow'. that we can match our body movements to the speed (tempo) or pulse (beat) of music.	Sing Melody / Tune Pitch what 'high' and 'low' notes are. Instrument names Rhythm– a varied beat Pulse – a steady beat Tempo - how to recognise music that is 'fast' or 'slow'. that we can match our body movements to the speed (tempo) or pulse (beat) of music.	Sing Melody / Tune Pitch what 'high' and 'low' notes are. Instrument names Rhythm– a varied beat Pulse – a steady beat Tempo - how to recognise music that is 'fast' or 'slow'. that we can match our body movements to the speed (tempo) or pulse (beat) of music.	Sing Melody / Tune Pitch what 'high' and 'low' notes are. Instrument names Rhythm– a varied beat Pulse – a steady beat Tempo - how to recognise music that is 'fast' or 'slow'. that we can match our body movements to the speed (tempo) or pulse (beat) of music. Duration -that different sounds can be long or short.

	Duration -that different sounds can be long or short . Dynamics - that instruments can be played loudly or softly . Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the world around us (eg. vehicles). Texture - that music often has more than one instrument being played at a time.	Duration -that different sounds can be long or short . Dynamics - that instruments can be played loudly or softly . Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the world around us (eg. vehicles). Texture - that music often has more than one instrument being played at a time.	Duration -that different sounds can be long or short . Dynamics - that instruments can be played loudly or softly . Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the world around us (eg. vehicles). Texture - that music often has more than one instrument being played at a time.	Duration -that different sounds can be long or short . Dynamics - that instruments can be played loudly or softly . Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the world around us (eg. vehicles). Texture - that music often has more than one instrument being played at a time.	Duration -that different sounds can be long or short . Dynamics - that instruments can be played loudly or softly . Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the world around us (eg. vehicles). Texture - that music often has more than one instrument being played at a time.	Dynamics - that instruments can be played loudly or softly . Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the world around us (eg. vehicles). Texture - that music often has more than one instrument being played at a time.
ASSESSMENT SHARING WITH PARENTS	Ongoing observation, practitioner knowledge from input and group work and discussions with parents/carers/other childcare providers will inform assessment. Every child's level of development will be assessed against the early years outcomes and then the early learning goals. Assessment will be shared with parents/carers through regular sharing of learning journeys, parent's/carers' evenings, key worker/teacher discussions and end of year reports.					
MODERATION OF ASSESSMENT	Internal and external moderation (pyramid school) of baseline assessments.	Internal moderation within EY team. Invite EY governor to join (Outstanding childminder).	Internal moderation across unit.	Nursery - External moderation with local PVI/nursery school. Reception – External moderation with pyramid school.	Internal and external moderation of assessments. <i>School to host moderation event.</i>	Internal moderation with Y1 teacher and KS1 leader. Nursery moderation with Reception teacher.
TRANSITION	<i>(Prior to September – visits in school, stay and play, meeting new teacher, transition week...)</i>	Early starters (Jan intake) to visit school. Nursery teachers to meet/ speak to parents before starting school.	N/A	N/A	Welcome packs sent out sharing transition week visits and dates.	Welcome meetings for parents/carers. Reception to make regular visits into Year 1. New starters to visit. Whole school transition week.
PARENTAL ENGAGEMENT	Parents/ carers will have the opportunity to view the weekly ping sharing children's learning each week. Termly ASPIRE events share and celebrate children's learning with parents. ASPIRE assemblies share and celebrate children earning and achievements. Bedtime reading event after school for parents and children promotes Communication and language and Reading					
ACTION PLANNING	Enhanced provision planning each week, completed as a whole team. Targets/actions from EY team meetings, pupil progress meetings, drop ins and observations.					