Greenlands Primary School Early Years Foundation Stage - Long Term Plan 2024/2025						
	Term 1 Autumn 1	**Term 2 Autumn 2**	**Term 3 Spring 1**	**Term 4 Spring 2**	**Term 5 Summer 1**	**Term 6 Summer 2**
Duration	8 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Overarching Theme	Marvelous Me	Fantastic Festivals	Dreams and Goals	Amazing Animals	Ready, Steady, Grow	Let's set sail
Jigsaw Theme	Being me in my world	Celebrating differences	Dreams and Goal	Healthy Me	Relationships	Changing Me
Role Play Theme	Me and My Family		Looking After Family		Growing / Journeys	
	New baby	Celebrations	Fix it time	Healthy Living	New Puppy	Holiday Time
Enrichment Weeks	Transition Me, Myself and I Me and my Family My emotions The senses Harvest time Autumn Walk	Birthdays Nativity Remembrance Diwali Black history month Children in need Guy Fawkes/Bonfire Night Road safety Christmas from around the world Winter walk	Valentine's Day Pancake Day Chinese New Year Number day Mental Health week Emergency worker visitors (Dentist, Police officer, fire fighter etc). Story telling week Internet safety	World Book Day Mother's Day Easter Story Spring walk Lifecycles Hatch Chicks	Eid Ramadam St George's day Caterpillar Lifecycles	Father's Day Sports day
WOW moments	Stay and Play	Parent Visit – Diwali Walk to the local post box to post letters to Father Christmas	In school visit from bird of prey (Birds Watch Week) Walk through local area to draw a map / look at houses Visit to the local Fire Station In school visit from RAC Employee	Hatch Chicks World Book Day Mothers' Day afternoon	Garden Centre Visit on the minibus Hatch Caterpillars	Trip to London Aquarium Litter picking school grounds
Parental Engagement	Getting to know you (in school visits) Phonics workshop Maths workshop Stay and Play WOW Cards/moments	Autumn Songs Nativity Parents evening	Parent visits for 'people who help us' Come and Read Session	Stay and Play Parents Evening Writing Workshop Class Assembly	Come and Read Session	Stay and Play Sports day
Core T4W Literacy Texts	Goldilocks and the 3 bears The Little Red Hen	Gingerbread Man	The 3 Little Pigs	The 3 billy Goats Gruff)	Jack and the Beanstalk	Rainbow Fish

					Hungry Caterpillar	
Other key texts	Colour Monster The Colour Monster goes to school Super Duper You / Supertato A superhero like you Room on the Broom Funny bones **Non – fiction**	The Best Diwali Ever Can't you Sleep little Bear? The Leaf Thief The jolly Christmas Postman **Non – fiction** Nativity	Ruby's Bird Martha Maps it out Ruby's Chinese New Year Mr grumpy's Motor Car Zog and the flying doctors Cops & Robbers Look up My mummy is a plumber Rosie Revere Engineer Ada Twist Scientist **Non – fiction**	Dora's Chickens Chicken Licken Spinderella **Non – fiction**	Elmer (PSHE) The Runaway Pea Jack and the Jellybeanstalk Betsy Bugloves saves the bees Jim and the beanstalk Jaspers Beanstalk **Non – fiction** The big book of bugs Hungry Caterpillar (to aid non fiction writing)	Somebody swallowed Stanley Rainbow Fish Tiddler The pirates next door The Lighthouse Keepers lunch Under the sea Tiny crab is a tidy crab Clean up! **Non – fiction** The Big Book of the Blue Who is in the rockpool?
Core Rhymes & Songs	Head, Shoulders, Knees & Toes 5 Little Ducks Big Red Combine Harvester	Little Donkey Away in a Manger Paper Lanterns I'm a little diva lamp (Multicultural)	The Wheels on the Bus Row, Row, Row your boat Early in the morning	The animals went in two by two I went to the animal fair Incy Wincy Spider Tiny Caterpillar	Mary Mary quite contrary Here we go round the mulberry bush	A sailor went to sea, sea, sea There's a whole in the bottom of the sea
Poetry Basket	Chop, Chop Wise Old Owl Falling Apples A Basket of Apple Leaves are Falling Breezy weather	Pointy Hat Five little Pumpkins I'm a little Elf In my Christmas Den Out of the corner of my eye Robin is my name Whether the weather	Popcorn A little house Let's put on our mittens I can build a snowman Carrot nose	Pancakes Spring Wind Furry Furry Squirrel Hungry Birdies A little seed Mrs Bluebird	I have a little frog Five little peas Sliced bread Dance Pitter Patter A little shell	The fox Monkey babies Thunderstorm Five little owls If I were so very small Under a stone
Communication & Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me…?" Individual speech and language link assessment.	Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions… Sharing Christmas holiday news.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who… Sharing weekend news.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Able to talk about own abilities in positive way. **ELG: 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 interactions. Make comments about what they have heard**

						and ask questions to clarify their understanding. **Holding conversation in back and forth exchanges with adults and peers.** **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.** **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.** **Sharing experiences from their lives using full sentences including use of past, present and future tenses.**
PSED	**Self-Regulation:** Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.				**Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.** **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.**	
	Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.	**Managing Self:** Getting on and falling out. How to deal with anger Emotions. Self – Confidence. Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	**Managing Self:** Good to be me. Feelings. Learning about qualities and differences. Controlling own feelings- ***Sitting in assembly*** Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of	**Managing Self:** Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration.	**Managing Self:** Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	**Managing Self:** Taking part in sports day. Winning and losing. Changing me - Look how far I've come!

			others by giving explicit examples of how others might feel in particular scenarios.	Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	**ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.** **Explain the reasons for rules, know right from wrong and try to behave accordingly.** **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**	
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.				**Work and play cooperatively and take turns with others.** **Form positive attachments to adults and friendships with peers.** **Show sensitivity to their own and to others' needs.**	
	JIGSAW: **Being Me in My World** Piece 1 – Who…Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities	**JIGSAW:** **Celebrating Differences** Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself	**JIGSAW:** **Dreams and Goals** Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony	**JIGSAW:** **Healthy Me** Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger	**JIGSAW:** **Relationships** Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be	**JIGSAW:** **Changing Me** Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration
Physical Development **(Indoor & Outdoor PE Lessons from Complete PE)**	**Gross Motor:** Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children.	**Gross Motor:** Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to	**Body management** **Ball Skills and Moving to Music** **Gross Motor:** Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities.	**Manipulation and Coordination** **Balance** **Gross Motor:** Balance- children moving with confidence dance related activities Provide opportunities for children	**Cooperative and Problem solving** **Obstacles** **Gross Motor:** Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of	**Speed, agility, and travel** **Gross Motor:** Races / team games (Sports Day) involving gross motor movements dance related activities. Gymnastics / Balance

	Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. **Indoor PE: High, Low, Under, Over**	balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes. **Indoor PE:** **Outdoor PE:**	Dance / moving to music. Gymnastics / Balance. **Indoor PE:** **Outdoor PE:**	to, spin, rock, tilt, fall, slide and bounce. **Indoor PE:** **Outdoor PE:**	breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. **Indoor PE:** **Outdoor PE:**	**Indoor PE:** **Outdoor PE:** **ELG: Negotiate space and obstacles safely, with consideration for themselves and others.** **Demonstrate strength, balance and coordination when playing.** **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**
	Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	**Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	**Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	**Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	**Fine Motor:** Daily name/CVC/Sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	**Fine Motor:** Daily name/CVC/Sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line/circle.
					ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. **Use a range of small tools, including scissors, paint brushes and cutlery.** **Begin to show accuracy and care when drawing.**	
Literacy						

Literacy Comprehension	**Listening to stories.** Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left 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. Retelling of stories.	**Beginning to retell stories.** Retell stories related to events through acting/role play. Retelling stories using images / apps. Orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.	**Retelling stories with adaptations including the recently introduced vocabulary**. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few tricky words. Editing of story maps and orally retelling new stories. Using recently introduced vocabulary during discussions about stories and during role-play.	**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 increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. -*World Book Day Activities.*	**Explaining the stories, they have listened to or have 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. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story.	**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 what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non-Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Literacy- Word Reading Children will follow Sounds Write phonics, they will be assessed regularly to ensure that gaps are identified and keep up / catch up interventions are	**Linking sounds to letters.** **Phonemes: (initial Code)** a, m, s, t, i, n, o, p, b, c, g, h, **Common Exception Words:** I, is, a the, of, the **Reading:** Beginning oral blending. A tricky word a week.	**Beginning word reading.** **Phonemes: (initial Code)** d, v, e, f, k, l, r, u, j, w, z, x, y **Common Exception Words:** for, of, see, have, was , all **Reading:** Confidently orally blending and beginning to blend sounds to read.	**Introduce new digraphs.** **Digraphs**: ss, ll, ff, zz, **Common exception words**: that, cold, live, says, are, don't, give **Reading:** Begin blending with new digraphs and words with double letters taught. Then onto vcc, cvcc New tricky words. Ensure books are consistent with their developing phonic knowledge.	**Introduce new digraphs.** **Digraphs:**sh, ch, th (unvoiced) ck, th (voiced) ng wh, qu, ve **Common exception words:** her, she, put, do, we, my, me, go, they, love **Reading:** Reviewing previous sounds. Practising blending digraphs, double letters and vcc, cvcc words.	**Blending cvcc / ccvc words.** **Digraphs**: wh, tch CONSOLIDATION OF PREVIOUSLY TAUGHT PHONEMES AND WORD READING **Common exception words:** what, why, who, where, look, good, into, going, so, began,	CONSOLIDATION OF PREVIOUSLY TAUGHT PHONEMES AND WORD READING **Common exception words:** all, again, too, oh, by

put into place to address gaps.	Ensure books are consistent with their developing phonic knowledge.	Ensure books are consistent with their developing phonic knowledge.		Begin blending words with two or more digraphs	**ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**	
Literacy – Writing	**Representing name and initial letter sounds.** Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.	**Writing CVC words.** Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation	**Caption Writing and Tricky Words.** Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a storyboard. Practising correct letter formation.	**Begin to write simple sentences.** **'Think it, say it, write it'** Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.	**Writing simple sentences.** **'Think it, say it, write it'** Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.	**Writing simple sentences and phrases that can be read by others.** Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation.
					ELG: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	
Maths (WhiteRose)	**Getting to know you** Key times of the day, class routines, positional language **Match, Sort & Compare** Matching objects Match pictures and objects Identify a set Sort objects to a type Exploring sorting techniques Create sorting rules Compare amounts **Talk about Measure & Patterns**	**It's Me 1 2 3** Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more -1 less Composition of 1, 2 and 3 **Circles and Triangles** Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe positon	**Alive in 5** Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitizing to 5 **Mass and Capacity** Compare mass Find a balance Explore Capacity	**Length Height & Time** Explore length Compare length Explore height Compare height Talk about time Order and sequence time **Building 9 and 10** Find 9 and 10 Compare numbers to 9 and 10 Represent 9 and 10 Conceptual subitizing to 10	**To 20 and Beyond** Build Numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal Counting beyond 20 Verbal counting patterns **How many now?** Add more How many did I add?	**Sharing and Grouping** Explore Sharing Sharing Explore Grouping Grouping Even and Odd Sharing Play with and build doubles **On the Move** Identify units of repeating patterns Create own pattern rules

	Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	**1, 2, 3, 4, 5** Find 4 and 5 -Subitise 4 and 5 Represent 4 and 5 1 more -1 less Composition of 4 and 5 Composition of 1 – 5 **Shapes with 4 sides** Identify and name shapes with 4 sides. Combine shapes with 4 sides Shapes in the environment - My day and night	Compare Capacity **Growing 6,7 and 8** Find 6, 7, 8 Represent 6, 7, 8 1 more 1 less Composition of 6,7,8 Make Pairs – odd & even Double to 8 (find a double) Double to 8 (Make a double) Combine 2 groups Conceptual subitising -	1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) **Exploring 3D shape** Recognise and name 3-D shapes Find 2d shapes within 3d shapes Use 3d shapes for tasks 3-d shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Take away How many did I take away? **Manipulate, compose, decompose** Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shapes pictures Find 2d shapes within 3d shapes	Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations
<u>Understanding the World</u>						
Science (Plymouth Science)	**Plymouth Science: Autumn**	**Plymouth Science: Winter**	**Plymouth Science: Exploration of materials**	**Plymouth Science: Spring** **Plymouth Science: Animals**	**Plymouth Science Mini beasts and growing**	**Plymouth Science: Under the Sea** **Plymouth Science: Summer**
History	**How Have I changed?** Plot own living memory on a timeline		**Transport through time** Identify transport from Past & Present			**By the Seaside** Identify holidays from the past and from the present
Geography	**Our New School environment** Where is our classroom? Where is our school? Describe a simple route Draw a simple map	**Describe a journey within the local environment –** walk to the post box *Observe and talk about what they have seen in their environment.* *Describe a route.*	**Wider World Comparison –** Polar Region			**Beside the Seaside** Pirate maps (X Marks the spot on grid paper) Wider World - Comparison of own environment with another / features of the seaside
RE	**Why do we celebrate harvest?**	**Diwali** **Remembrance Day** **Christmas Story**	**Lunar New Year**	**The Christian Eater Story**		
Technology			**Programming a Beebot.**			
<u>Expressive Arts and Designs</u>						

DT (Kapow)	-Junk modelling teaching Cooking and nutrition soup making -Sliding Santa chimney		Threading bookmarks		Floating and sinking Recycling - boats	
ART (Kapow)	Drawing: Marvellous marks Autumn: Nature wreath Diwali: Diva Lamp Winter: Threaded snowflakes		Painting and mixed media: Paint my world. Crafty Design Easter: Egg threading		Sculpture and 3D: Creation Station Summer: Salt painting	
(Focus Artist)	Hanoch Piven		Megan Coyle		Beth Cavener	
Music (Kapow)	**Exploring Sound**	**Celebration Music**	**Transport**	**Musical Stories**	**Music & Movement**	**Big Band**
Assessments	Speech & Language Link Assessment In-house baseline data National Reception Baseline Assessment (RBA) Observations in Class floorbook Baseline on Arbor	Observations in Class floorbook Sounds Write Phonics Assessment Aut2 updated on Arbor. Parents Evening	Observations in Class floorbook Sounds Write Phonics Assessment EYFS team meetings Maths assessment	Observations in Class floorbook Sounds Write Phonics Assessment Maths assessment? Spring2 updated on Arbor.	Observations on Tapestry Sounds Write Phonics Assessment	Observations in Class floorbook Sum2 updated on Arbor End of Year Data submitted. End of year Report to parents.