



Gorsewood Primary School

EYFS Long Term Plan 2022-2023

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

TEACHER: Miss Eccles Teaching assistants: Mrs Smith/Miss Ainsworth		YEAR GROUP: Reception				
	AUTUMN 1 7 week All about me	AUTUMN 2 7 week Traditional Tales	SPRING 1 6 week Heroes/Superheroes	SPRING 2 5 week Animals	SUMMER 1 6 week Transport	SUMMER 2 7 week Seaside
Study Theme NB: These themes may be adjusted at various points to allow for children’s interests to flow through the provisions.	All about me/ starting school/ my class/ what would I like to be when I grow up? My family/ PSDE focus what am I good at? How do I make people feel? Being kind class/school rules/ being safe Science focus: My senses Geography link: The school grounds (introducing what a map looks like play with compass play a game)	Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas Science focus: Seasons	What makes a superhero? People who help us. Supertato Supertato veggies assemble Emergency service Fire/police service visit to school. Nurses/Vets Science focus: Life cycles History focus: Significant individuals - Mary Seacole and	Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats. Animal facts and classification. Reuse & Recycle Fun Science / Materials Forest School Planting seeds. Cress heads.	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong? Science focus: machines and forces Do we always make the right choices? Link to text ‘Naughty Bus’ (PSDE) Geography focus: UK where do we live?	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seaside in the past Compare: Now and then! Seaside art. Science focus: food and plants (pick and eat some of our own produce) History focus: Past and present events in own lives. Look how much we have grown.

			Florence Nightingale		Introduce 7 continents.	
Possible texts and 'old favourites'	Owl Babies Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families	The Jolly Postman Goldilocks The Gingerbread Man The Three Billy Goats Gruff Christmas Story / Nativity Little Red Hen Pumpkin Soup Room On The Broom	Supertato Superworm The Evil Pea Ten little superheroes	The Very Hungry Caterpillar The Extraordinary Gardener Aghh Spider! Oi Frog	The Way back Home The Naughty Bus Mr. Gumpy's Outing The Man on the Moon Beegu Oi! Get off my train!	Lighthouse Keeper's Lunch Tiddler The Snail and the Whale The Storm Whale

AREAS OF LEARNING

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PSED is not specifically planned for across the year, however there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.					
	<ul style="list-style-type: none"> • Circle time • News time/assembly • Bring in family/baby photos and discuss home and community. • Social skills- making friends, managing feelings and sharing. • Whole class/group collaborative games. • Puppets/small world based on topic. • Role-play area with topic provision. 	<ul style="list-style-type: none"> • Book focus on breaking the rules (Pumpkin soup) • Book focus on trying new things and friendship (Elmer in the snow) 	<ul style="list-style-type: none"> • Circle time based on what makes me a super hero? • Share achievements/certificates from outside of school. 	<ul style="list-style-type: none"> • Book focus on behaviour and helping each other • Wild animals/Pets. • Where do different animals come from? 	<ul style="list-style-type: none"> • Circle time focus text 'Naughty Bus' was he good or bad? • Book focus on managing feelings. Ruby's worry 	<ul style="list-style-type: none"> • Book focusing on understanding of the world (looking at different environments) • Human impact on the world
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> • Independent choosing • Gross and fine Motor activities e.g. Finger gym ball games • Construction and malleable activities • Pencil grip • Mark-making • Name writing • Tidying up 	<ul style="list-style-type: none"> • Independent choosing • Fine Motor activities e.g. Funky fingers • Construction and malleable activities. • Pencil grip • Mark-making • Name writing • Creative activities-cutting & sticking. 	<ul style="list-style-type: none"> • Creative activities-cutting & sticking. • Letter formation • Outdoor activities-moving in different ways. • Hand-eye coordination activities, Ball games • Use one-handed tools 	<ul style="list-style-type: none"> • Handle equipment and tools effectively, including pencils for writing. • Can talk about aspects of good health • Develop characteristics of effective learning e.g. 	<ul style="list-style-type: none"> • Handle equipment and tools effectively, including pencils for writing. • considers and manages some risks when tackling new challenges • Develop characteristics of 	<ul style="list-style-type: none"> • Manipulates objects with good fine motor skills. • Uses writing as a means of communicating to audience. • considers and manages some risks

	<ul style="list-style-type: none"> • Independent toileting and washing hands. • Self dressing – fastening coats/shoes independently. • Carpet skills with increased RWI learning behaviours team stop and hand signals from RWI program. 	<ul style="list-style-type: none"> • Outdoor activities- moving in different ways and managing risks. • Use one-handed tools with increased control e.g. pencil, scissors. • Carpet skills with increased learning behaviours 	<p>with increased control e.g. pencil, scissors.</p> <ul style="list-style-type: none"> • Talk about aspects of good health (Supertato) • Develop characteristics of effective learning e.g. persistence and motivation House points). Videos – Growth Mindset https://youtu.be/XLeUvZvuvAs 	<p>persistence and motivation. (Dojo videos – Growth Mindset.</p> <ul style="list-style-type: none"> • Hand-eye coordination activities, Ball games • Wake and Shake 	<p>effective learning e.g. persistence and motivation. (Dojo videos – Perseverance).</p> <ul style="list-style-type: none"> • Gross motor skills: Preparing for sports day activities. • Exceeding- self dressing successfully managing fastening buttons or laces. 	<p>when tackling new challenges (in new environments e.g. seaside, on Educational visits)</p> <ul style="list-style-type: none"> • Exceeding- self dressing successfully managing fastening buttons or laces. • Can make healthy choices in relation to, healthy eating and exercise.
COMMUNICATION AND LANGUAGE	C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and show and tell have a weighty focus on CLL as well as “talking buddies” and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes such as speech link and nurture groups are designed to support children who are not making the expected					
LITERACY	<p>Reading:</p> <ul style="list-style-type: none"> • Book Talk • Nursery Rhymes & Songs • Name recognition- self register, name pegs. • Reading initial sounds activities • Guided reading. 	<p>Reading:</p> <ul style="list-style-type: none"> • Home Books • 1:1 reading • Book talk • Winter texts • Independent reading activities. • Topic words matching activities. 	<p>Reading:</p> <ul style="list-style-type: none"> • Home Books • 1:1 reading • Independent reading activities. • Topic word matching activities. • Guided Reading • Superhero stories and texts 	<p>Reading:</p> <ul style="list-style-type: none"> • Home Books • 1:1 reading • Book talk • Independent reading activities. • Topic words matching activities. • Guided Reading • Topic Key words 	<p>Reading:</p> <ul style="list-style-type: none"> • Home Books • 1:1 reading • Book talk • Independent reading activities. • Topic words matching activities. • Guided Reading • Topic Key words 	<p>Reading:</p> <ul style="list-style-type: none"> • Home Books • 1:1 reading • Book talk • Independent reading activities. • Topic words matching activities. • Guided Reading • Topic Key words
	<p>Phonics:</p> <ul style="list-style-type: none"> • Strong start RWI program team teach (Miss Eccles/Mrs Smith) • Link sounds to letters • Letter formation (air writing) • Phonics songs & actions • Match initial sounds activities 	<p>Phonics:</p> <p>Daily phonics grouped to individual needs.</p> <ul style="list-style-type: none"> • Oral segmenting and blending CVC words (Robot arms, Full circle etc) • Letter formation • HFW and tricky words • EXT simple sentences. • Phonics songs & 	<p>Phonics:</p> <p>Daily phonics grouped to individual needs.</p> <ul style="list-style-type: none"> • Blending and segmenting CVCC/ CCVC words and writing simple sentences. • HFW and tricky words • Phonics songs & actions 	<p>Phonics:</p> <p>Daily phonics grouped to individual needs.</p> <ul style="list-style-type: none"> • CCVCC/ CCCVCC words. • Polysyllabic words. • HFW and tricky words • Phonics songs & actions • Phonics play IWB games 	<p>Phonics:</p> <p>Daily phonics grouped to individual needs.</p> <ul style="list-style-type: none"> • CCVCC/ CCCVCC words. • Polysyllabic words. • HFW and tricky words • Phonics songs & actions • Phonics play IWB games 	<p>Phonics:</p> <p>Daily phonics grouped to individual needs.</p> <ul style="list-style-type: none"> • CCVCC/ CCCVCC words. • Polysyllabic words. • HFW and tricky words • Phonics songs & actions • Phonics play IWB games

	<ul style="list-style-type: none"> • Phonics play IWB games 	<ul style="list-style-type: none"> • Phonics play IWB games 	<ul style="list-style-type: none"> • Phonics play IWB games 			
	<p>Writing:</p> <ul style="list-style-type: none"> • Extend spoken vocabulary. • Manipulates objects with good fine motor skills. • Develop pencil grip and Letter formation. • Ascribe meaning to marks. 	<p>Writing:</p> <ul style="list-style-type: none"> • EXT Segment & blend CVC words and captions • Continues a rhyming string • Manipulates objects with good fine motor skills. • Use one-handed tools with increased control. • Develop letter formation RWI programme 	<p>Writing:</p> <ul style="list-style-type: none"> • Segment & blend CVCC words and captions • Build simple sentences and can read them back. • Continues a rhyming string • Writes for different purposes. • Spell some irregular common words correctly e.g. the, we, to, you. 	<p>Writing:</p> <ul style="list-style-type: none"> • Segment & blend CVCC words and captions • Build and write phonetically plausible captions and sentences. • Writes for different purposes. • Spell some irregular common words correctly. • Exceeding -use their preferred hand for writing, using a correct pencil grip. • Begin to spell phonically regular words of more than 1 syllable 	<p>Writing:</p> <ul style="list-style-type: none"> • Write phonetically plausible sentences which can be read by themselves and others. • Spell some irregular common words correctly. <p>Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines</p> <ul style="list-style-type: none"> • spell phonically regular words of more than 1 syllable • Use key features of narrative in their own writing 	<p>Writing:</p> <ul style="list-style-type: none"> • Writes for different purposes. • Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines • spell phonically regular words of more than 1 syllable • Use key features of narrative in their own writing

<p>MATHEMATICS</p> <p>Following Maths No Problem Foundations Scheme</p>	<p><u>Numbers:</u></p> <ul style="list-style-type: none"> • Recognise numerals 1 to 6 (Numeral, more, less, count, forwards, backwards, total, ten frame, numicon.) • 7 counting 5 and 2 • Grow 7 and flick 7 • Number land • Numeral, • 8 counting and number 5 and 3. <p>Where does 7, 8,9 come on the number line</p> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> • Shapes (Circle, square, oblong, triangle, pentagon, hexagon, sides, corners, vertices) 	<p><u>Numbers:</u></p> <ul style="list-style-type: none"> • Partitioning 8 and 9 in different ways (part part whole) • Systematic partitioning • Numeral, numeral name • Estimating • More/ less • 1 few 1 greater • 9 counting • Grow 9 and flick 9 number land • Where does,9 come on the number line (Part, whole, total, add, altogether, subtract, take away) <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> • 2D 'flat' Shapes and use mathematical terms to describe them. • Use objects and common shapes to create and recreate patterns and build models. 	<p><u>Numbers:</u></p> <ul style="list-style-type: none"> • Partitioning 10 in different ways (part part whole) • Systematic partitioning • Numeral, numeral name • Estimating • More/ less • 1 few, 1 greater • 10 counting • Grow 10 and flick 10 number land • Where does 10 come on the number line • Doubling • Halving 	<p><u>Numbers:</u></p> <ul style="list-style-type: none"> • Partitioning 11-20 as 10 and a bit • Numeral, numeral name • Where does 11-20 come on the number line • Estimating • More/ less • 1 few, 1 greater • 20 counting • 5 friends counting and cherry model • Addition • Subtraction 	<p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> • Use everyday language related to money • Children use everyday language to compare quantities and objects and to solve problems. • 2D 'flat' Shapes and use mathematical terms to describe them. • Explore characteristics of everyday objects 2D 'flat' and 3D 'solid' shapes and use mathematical language to describe them. 	<p><u>Numbers:</u></p> <ul style="list-style-type: none"> • Estimate a number of objects and check quantities by counting up to 20. • Using quantities and objects, add and subtract two single-digit numbers. • Count on or back to solve problems. • Doubling, halving and sharing. • Counting in groups of 2, 5 or 10 <p>Sharing into equal groups.</p> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> • Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.
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	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Role-play –Home corner and Supermarket • ‘About me’ Small world • Talks about significant events in their own experience. • Talk about themselves, Friends and family. • They know about similarities and differences between themselves and others, and among families, communities and traditions. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Introduce IPADS for Bug Club, Guided reading activities, taking their own photos, learning games, Toys. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Role-Play :Christmas & Post office • Significant Events and traditions. Trick or treat, Bonfire night, Poppy Day, Christmas, Birthdays, Diwali. <p><u>The world</u></p> <ul style="list-style-type: none"> • Differences and changes over time. Seasons, weather, animals and plants. • They make observations and explain why some things occur. (e.g. Melting ice experiment) • Non-fiction arctic environment and animals. <p><u>Technology</u></p> <p>IWB: Buried Treasure, Oxford owl.</p>	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Role Play: Police station/Fire station • Significant events: New Year, Chinese New Year • People who help us in the community • Shows interest in different occupations and ways of life. <p><u>Technology:</u></p> <ul style="list-style-type: none"> • IPADS for • Bug Club, Guided reading activities, taking their own photos. • IWB: Phonics play, Tes Iboard, Oxford owl. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Making maps, plans, Instructions and directions. • Visit local area • Significant events: Pancake Day, Easter, celebrations, Mothers Day <p><u>The world</u></p> <ul style="list-style-type: none"> • Can talk about things they have observed such as plants, animals, natural and found objects. (Farm visit and life cycles) • Similarities and differences in relation to places, objects, materials and living things. • Compare features of environments and how they might vary from one another. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Walkie- Talkie for positional language. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Similarities and differences in relation to places, objects, materials and living things. • Significant Events: Father’s Day <p><u>The world</u></p> <ul style="list-style-type: none"> • Role- Play Garden centre • Can talk things they have observed such as plants, animals, natural and found objects. (Planting and growing) • Changes over time- Growth, decay. • Similarities and differences in relation to places, objects, materials and living things. <p><u>Technology:</u></p> <ul style="list-style-type: none"> • iPad, Laptop • CD player. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Different types of transport. • Seasons and changes over time –Summer • Know that other children don’t always enjoy the same things, and are sensitive to this. <p><u>The world</u></p> <ul style="list-style-type: none"> • Comparing similarities and differences in different environments. (Seaside) • Familiar with basic scientific concepts such as floating, sinking, experimentation <p><u>Technology:</u></p> <ul style="list-style-type: none"> • iPad, Laptop • CD player.
UNDERSTANDING THE WORLD	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. Sings a 	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances 	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances 	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances 	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances 	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and

	<p>few familiar songs.</p> <ul style="list-style-type: none"> • Sings to self and makes up simple songs. Makes up rhythms. • recognise repeated sounds and sound patterns and match movements to music • Constructs with a purpose in mind. • Manipulates materials to have a planned effect. • Mixing colours. • Selects appropriate resources and adapts work where necessary. <p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • Role Play – home corner • Enhanced: Asda/Supermarket. 	<ul style="list-style-type: none"> • Exploring colour/texture to make pictures • Understands that different media can be combined to create new effects- (Snow globes) • Uses simple tools and techniques competently and appropriately. • Expressive in art/drama/dance (Christmas concert) <p><u>Being Imaginative:</u></p> <ul style="list-style-type: none"> • Role Play –Home corner (enhance with Christmas), • Enhanced: Post office for Christmas time. 	<ul style="list-style-type: none"> • Exploring colour/texture to make pictures • Understands that different media can be combined to create new effects. • Uses simple tools and techniques competently and appropriately. • Expressive in art/drama/dance <p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • Role Play-Home corner • Enhanced: People who help us. (vets) 	<ul style="list-style-type: none"> • Exploring colour/texture to make pictures • Understands that different media can be combined to create new effects. • Uses simple tools and techniques competently and appropriately. • Expressive in art/drama/dance <p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • Role Play-Home corner • Enhanced: Farm shop 	<ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Uses simple tools and techniques competently and appropriately. • Expressive in art/drama/dance • They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others. <p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • Role Play-Home corner • (enhance with travel agent/bus/plane) 	<p>experiment with ways of changing them.</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques. • Experiment with colour, design, texture, form and function. • They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others. <p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • Role Play-Home corner (enhance with seaside/at the beach) • Enhanced: Ice-cream stand.
EXPRESSIVE ARTS AND DESIGN	Beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own	Use different fruits and vegetables to create hero characters. Printing with different materials and creating shapes with vegetables and natural resources.	Rousseau’s Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be	Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which

	and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Weekly drama Miss Rebecca. Weekly singing Mrs Price.	dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity Weekly drama Miss Rebecca. Weekly singing Mrs Price.	Make paintbrushes with leaves and other natural resources to create different patterns and shapes. Shadow and mirror art. Weekly drama Miss Rebecca. Weekly singing Mrs Price.	encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Weekly drama Miss Rebecca. Weekly singing Mrs Price.	in different costumes. Retelling familiar stories Creating outer of space pictures Design and make rockets. Design and make objects they may need in space, thinking about form and function. Provide children with a range of materials for children to construct with Weekly drama Miss Rebecca. Weekly singing Mrs Price.	encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, Janet Bell, making passports. Colour mixing – underwater pictures. Father's Day Crafts Weekly drama Miss Rebecca. Weekly singing Mrs Price.
ASSESSMENT SHARED WITH PARENTS	Learning journeys Marvellous me School House Points Parent meeting (settling in) Weekly focus group children's meeting	Learning journeys Marvellous me School House Points Weekly focus group children's meeting	Learning journeys Marvellous me School House Points Parent meeting (appointments)	Learning journeys Marvellous me School House Points Weekly focus group children's meeting	Learning journeys Marvellous me School House Points Weekly focus group children's meeting	Learning journeys Marvellous me School House Points Detailed end of year report and parents meeting.
MODERATION	Baseline moderation (in house)	In house moderation External moderation	In house moderation	In house moderation	In house moderation External moderation	In house moderation
TRIPS, VISITS AND EXPERIENCES	<u>Memorable Experience</u> • Ask parents and carers to share photos and memories of the children as babies- 'Guess who?'	<u>Memorable Experience</u> • Snow machine • Create their own snow globes. • Christmas concert/nativity.	<u>Memorable Experience</u> • Go and explore in the local area. • Invite some parents into talk about their jobs.	<u>Memorable Experience</u> • Animals take over workshop. • Create animal mask –paper mache . • Mothers Day 17 th	<u>Memorable Experience</u> • Children to create and 'publish' their own stories using a Pie Corbett story map.	<u>Visits</u> Visit to the beach. <u>Memorable Experience</u> Balloon release- wishes for year one

	Exhibit/display.	<p>Visit</p> <ul style="list-style-type: none"> • Pantomime • Letters to Santa and visit to the local post office meeting Postman pat NS to confirm dates. 	<ul style="list-style-type: none"> • Super hero day. • Grow vegetables/fruit to eat. <p>Visit</p> <ul style="list-style-type: none"> • Chester Zoo visit • Visit the local fire station, a visit from the local police, Nurses etc. 	<p>March mothers come to school for a little pamper afternoon.</p> <p>Visit</p> <ul style="list-style-type: none"> • Walton gardens visit. • Create animal mask –paper mache . • Mothers Day 17th March mothers come to school for a little pamper afternoon. (or important person) 	<ul style="list-style-type: none"> • Fathers Day 16th June fathers come into school for tea and biscuits. (or important person) <p>Visit</p>	
PARENTAL ENGAGEMENT	<p>Phonics introduction invite parents to watch a simple phonics session.</p> <p>Ensure signed up to Imagination Library & local library.</p> <p>Meeting : all about Reception</p> <p>Meeting: Learning logs and Learning journeys</p> <p>Parents evening</p>	<p>Christmas Nativity.</p> <p>Christmas crafts.</p> <p>Family learning</p>	<p>Invite parents to come into school for a story time invite parents to read.</p>	<p>Formal parents meeting</p>		<p>Welcome to Reception parents meeting</p> <p>Annual school report</p>