





EYFS Curriculum Map

	Autumn	Spring	Summer 1
Cycle 1	Into the Woods	All about me	In the Garden
Cycle 2	Food and Festivals	Imaginary worlds	About Town

EYFS Long Term Curriculum Map Cycle 1

Autumn Term Global Citizenship Theme: Equality and Rights		Spring Term Global Citizenship Theme: Respect for Others		Summer Term Global Citizenship Theme: Ecological Awareness	
Autumn Into the Woods		Spring All About Me		Summer In the Garden	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Texts: <u>Toddlers</u></p> <ol style="list-style-type: none"> Owl Babies Wow said the Owl We're Going on a Bear Hunt <p><u>Nursery and Reception</u></p> <ol style="list-style-type: none"> Owl Babies We're Going on a Bear Hunt The Squirrels that Squabbled 	<p>Core Texts: <u>Toddlers</u></p> <ol style="list-style-type: none"> Goldilocks and the Three Bears Brown Bear Brown Bear Tree <p><u>Nursery and Reception</u></p> <ol style="list-style-type: none"> Hansel and Gretel Goldilocks and the Three Bears Stick Man 	<p>Core Texts: <u>Toddlers</u></p> <ol style="list-style-type: none"> Who are you? So Much <p><u>Nursery and Reception</u></p> <ol style="list-style-type: none"> Anna Hibiscus Song So Much Kipper's Birthday 	<p>Core Texts: <u>Toddlers</u></p> <ol style="list-style-type: none"> Peace at Last No Matter What The Colour Monster <p><u>Nursery and Reception</u></p> <ol style="list-style-type: none"> Peace at Last Peepo Ruby's Worries 	<p>Core Texts: <u>Toddlers</u></p> <ol style="list-style-type: none"> The Very Hungry Caterpillar The Enormous Turnip Nature's Tiny Miracle Bee <p><u>Nursery and Reception</u></p> <ol style="list-style-type: none"> The Very Hungry Caterpillar The Enormous Turnip Nature Trail 	<p>Core Texts: <u>Toddlers</u></p> <ol style="list-style-type: none"> Jasper's Beanstalk Oi Frog Sam Plants a Sunflower <p><u>Nursery and Reception</u></p> <ol style="list-style-type: none"> Jasper's Beanstalk Jack and the Beanstalk The Extraordinary Gardener
					

Communication and Language :

Development of communication and language skills and vocabulary is threaded throughout our curriculum planning. There are daily planned activities to support language communication development and additional language groups are delivered for children who require additional support in this area.

<p>Literacy Outcomes:</p> <p><u>Reading</u> Pre : To show interest in stories and listen to stories one to one and in a small group. N: To join in with patterned story language R: To retell and perform a story orally</p> <p><u>Writing</u> Pre: Begin to understand the cause and effect involved in their mark making N: Include mark making in their play and distinguish between different marks they make. R: Give meaning to the marks they make in a wider range of contexts. Begin to break the flow of speech into words, to hear and say the initial sound in words and start to segment the sounds in words and blend them together. Attempt to write their own name using recognisable letters,</p>	<p>Literacy Outcomes:</p> <p><u>Reading</u> Pre: To begin to have favourite books, songs and rhymes and characters and talk about them. N: To begin to identify the characters in familiar stories and start to predict what might happen next. R: To describe the characters in familiar stories and structure stories with a beginning, middle and end</p> <p><u>Writing</u> Pre: Enjoy the sensory experience of making marks N: Ascribe meaning to signs, symbols and words they see and make. Start to imitate adult’s writing in play. R: Start to use phonic knowledge linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence to write simple words.</p>	<p>Literacy Outcomes:</p> <p><u>Reading</u> Pre: To know how to hold a book correctly, start at the beginning and turn pages. To start to join in with familiar rhymes and stories e.g. filling in a missing word. N: To sequence a story using pictures. To reenact and reinvent familiar stories in their play. R: To understand a narrative, sequencing a story using time connectives. To create story maps to reflect the narrative sequence.</p> <p><u>Writing</u> Pre: To experiment with making marks with different tools and materials. N: To begin to mark make for a purpose e.g make a birthday card R: To use their developing phonic knowledge begin to write words, simple captions and their name and enjoy creating texts to communicate meaning for a wider range of purposes e.g invitations, cards, lists, stories</p>	<p>Literacy Outcomes:</p> <p><u>Reading</u> Pre: To talk about the pictures in books. To repeat and use some words and phrases from familiar stories and rhymes in their play. N: To make simple inferences about stories using the illustrations and through discussions about the text. R: To suggest alternative endings for stories and create their own versions of stories. Begin to join sentences in writing to create narratives.</p> <p><u>Writing</u> Pre: To begin to attach meaning to their mark making. N: To use mark making to represent their ideas and understand their ideas can be recorded as written words e.g. drawing illustrations for their own picture books with adults scribing their story. Begin to make letter type shapes to represent initial sounds of significant or familiar words e.g. M for mum or the first letter of their name R: To use their developing phonic knowledge to write simple sentences e.g. creating their own books. Read back their writing to check it makes sense.</p>		
<p>Other Texts: Tree, The Gruffallo, This is the Bear, Where’s my Teddy, Little Red Riding Hood, Wolf’s Week, We’re Going on a Lion Hunt, Hansel and Gretel, Little Red and the Very Hungry Lion, The Ghanian Goldilocks</p>	<p>Other Texts: Kipper’s Birthday, No Matter What, Rosie’s Babies, The Colors of Us, If all the World Were..., Julian is a Mermaid, Coming to England</p>	<p>Other Texts: The Very Busy Spider, Oscar and the Frog, The Tiny Seed, Tadpole’s Promise, The Bad Tempered Ladybird, 999 Tadpoles Find a New Home, Paco and the Giant Chili Plant, Bloom, Erolls Garden</p>	<p>Other Texts: The Very Busy Spider, Oscar and the Frog, The Tiny Seed, Tadpole’s Promise, The Bad Tempered Ladybird, 999 Tadpoles Find a New Home, Paco and the Giant Chili Plant, Bloom, Erolls Garden</p>		
<p>Rhymes:</p>	<p>Rhymes:</p>	<p>Rhymes:</p>	<p>Rhymes:</p>	<p>Rhymes:</p>	<p>Rhymes:</p>

<p>Wind the Bobbin Up Old Macdonald Round and Round the Garden Sleeping Bunnies 5 Little Monkeys</p> <p>Barefoot Books Singalong: Outdoor opposites</p>	<p>Humpty Dumpty Twinkle Twinkle Little Star Animal Fair See the Little Sandy Girl/ Boy Baa Baa Black Sheep 5 Little Men in a Flying Saucer</p> <p>Barefoot Books Singalong: Jungle Boogie</p>	<p>Tommy Thumb Heads, Shoulders, Knees and Toes One Finger, One thumb Wheels on the Bus 5 Little Ducks</p> <p>Barefoot Books Singalong: Over in the Meadow</p>	<p>Miss Polly Had a Dolly If You're Happy and You Know it Mulberry Bush Love is Like a Magic Penny 5 Little Speckled Frogs</p> <p>Barefoot Books Singalong: Up Up Up</p>	<p>1,2,3,4,5 Once I Caught a Fish Alive Incy Wincy Spider Little Miss Muffet Zoom zoom zoom</p> <p>Ten in a Bed</p> <p>Barefoot Books Singalong: Creepy Crawly Calypso</p>	<p>Hey Diddle Diddle Hickory Dickory Dock Grand Old Duke of York Mary Mary 10 Green Bottles</p> <p>Barefoot Books Singalong: A Farmers Life for Me</p>
<p>Role Play enhancement: Bear Cave Lion's Den</p>	<p>Role Play enhancement: Three Bears Cottage Wolf's Den</p>	<p>Role Play enhancement: Birthday Party Chinese New Year (various celebrations)</p>	<p>Role Play enhancement: Baby clinic Doctors</p>	<p>Role Play enhancement: Garden Centre Investigation Den</p>	<p>Role Play enhancement: Giant's Castle</p>
<p>Little Wandle Phonics: Reception Phase 2</p> <p><u>Focus Phonemes</u> Week 1: s a t p Week 2: i n m d Week 3: g o c k Week 4: ck e u r Week 5: h b f l</p> <p><u>Tricky Words:</u> is, I, the</p> <p><u>HFW:</u> Be able to read/write decodable HFW: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, is, not, got, up, mum, can, put</p>	<p>Little Wandle Phonics: Reception Phase 2</p> <p><u>Focus Phonemes</u> Week 1: ff ll ss j Week 2: v w x y Week 3: z zz qu • words with –s /s/ added at the end (hats sits) • ch Week 4: sh th ng nk Week 5: • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p><u>Tricky Words:</u> put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p><u>HFW:</u></p>	<p>Little Wandle Phonics: Reception Phase 3</p> <p><u>Focus Phonemes</u> Week 1: ai ee igh oa Week 2: oo oo ar or Week 3: ur ow oi ear Week 4: air er • words with double letters: dd mm tt bb rr gg pp Week 5: • longer words</p> <p><u>Tricky Words:</u> was, you, they, my, by, all, are, sure, pure</p> <p><u>HFW:</u> Be able to read/write decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too</p>	<p>Little Wandle Phonics: Reception Phase 3</p> <p><u>Focus Phonemes</u> Week 1: Review Phase 3 - ai ee igh oa oo ar or ur oo ow oi ear Week 2: Review Phase 3 - er, air, • words with double letters • longer words Week 3: • words with two or more digraphs Week 4: • longer words • words ending in – ing • compound words Week 5: • longer words • words with s /z/ in the middle • words with –s /s/ /z/ at the end</p>	<p>Little Wandle Phonics: Reception Phase 4</p> <p>There are no new GPCs to be learnt in this phase</p> <p>Week 1: Short vowels CVCC Week 2: Short vowels CVCC, CCVC Week 3: Short vowels CCVCC, CCCVC, CCCVCC Week 4: • longer words • compound words Week 5: • root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p><u>Tricky Words:</u> Review all taught so far Secure spelling</p> <p><u>HFW:</u></p>	<p>Little Wandle Phonics: Reception Phase 4</p> <p>There are no new GPCs to be learnt in this phase</p> <p>Week 1: • Phase 3 long vowel sounds CVCC, CCVC Week 2: • Phase 3 long vowel sounds CCVC, CCCVC, CCV, CCVCC Week 3: • Phase 4 words with –s /s/ at the end, • Phase 4 words with –s /z/ at the end, • Phase 4 words with –es /z/ at the end, • longer words Week 4: • root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p>

	Be able to read/write decodable HFW: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, is, not, got, up, mum, can, put		<ul style="list-style-type: none"> • words with –es /z/ at the end <p><u>Tricky Words:</u> Review all taught so far Secure spelling</p> <p><u>HFW:</u> Be able to read/write decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too</p>	Be able to read/spell tricky HFW: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	<p>Week 5:</p> <ul style="list-style-type: none"> • root words ending in:–er, –est • longer words <p><u>Tricky Words:</u> Review all taught so far Secure spelling</p> <p><u>HFW:</u> Be able to read/spell tricky HFW: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>
<p>Maths: In Reception children follow the NCETM Mastering Number programme for number and the White Rose Maths programme for Shape, Space and Measure. In Nursery children follow the White Rose scheme including elements of NCETM activities.</p>					
<p>Maths focus: Reception</p> <p>NCETM Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>White Rose Units: Match, Sort and Compare Talk about Measures and Patterns Circles and Triangles Shapes with 4 sides</p>		<p>Maths focus: Reception</p> <p>NCETM Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals</p> <p>White Rose Units: Mass and Capacity Explore 3D Shapes</p>		<p>Maths focus: Reception</p> <p>NCETM Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice</p> <p>White Rose Units: Length, height and time Length, height and time</p>	
<p>Nursery Comparison 1 – More than, fewer than, same</p> <p>Shape Space and Measure 1 – Explore and build with shapes and objects</p>	<p>Nursery: Counting 2 – Begin to order number names</p> <p>Subitising 1 – I see 1,2,3</p>	<p>Nursery : Subitising 2 – Show me 1,2,3</p> <p>Counting 3 – Move and label 1,2,3</p>	<p>Nursery: Counting 4 – Take and give 1,2,3</p> <p>Shape, Space and Measure 4 – Match, talk, push and pull</p>	<p>Nursery Pattern 4 – Lead on own repeats</p> <p>Shape, Space and Measure 5 – Start to puzzle</p>	<p>Nursery: Counting 5 – Show me 5</p> <p>Pattern 6 – My own pattern</p> <p>Counting 6 – Stop at 1,2,3,4,5</p>

Pattern 1 – Explore repeats Counting 1 – Hear and say number names	Pattern 2 – Join in with repeats Shape, Space and Measure 2 – Explore position and space	Shape, Space and Measure 3 – Explore position and routes Pattern 3 – Explore patterns	Subitising 3- Talk about dots Composition 2 – Compare and sort collections	Pattern 5 – Making Patterns together Subitising 4 – Make games and actions	Comparison 3 – Match, sort, compare
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Pre Nursery Maths
 Children are given age appropriate opportunities through planned activities and play opportunities within the learning environment to develop knowledge and skills in:

Comparison - Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting . Begins to say numbers in order, some of which are in the right order (ordinality)

Cardinality (How many?) - In everyday situations, takes or gives two or three objects from a group. Beginning to notice numerals (number symbols). Beginning to count on their fingers e.g. during number rhymes.

Spatial Awareness - Moves their bodies and toys around objects and explores fitting into spaces. Begin to remember their way around familiar environments. Responds to some spatial and positional language. Explores how things look from different viewpoints including things that are near or far away.


Shape - Chooses puzzle pieces and tries to fit them in . Recognises that two objects have the same shape. Makes simple constructions.

Pattern - Joins in and anticipates repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines.

Measures - Explores differences in size, length, weight and capacity. Beginning to understand some talk about immediate past and future. Beginning to anticipate times of the day such as mealtimes or home time.

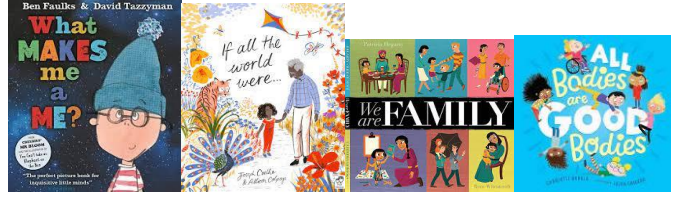
Understanding the World - Lines of Enquiry:
 What differences do we notice as the seasons change?
 How can we find out about the animals and plants in a wood?
 Do all animals sleep at night in the woods?
 Why do children have teddy bears?
 If we went on an adventure, where would we go and what would we need?
 How do we keep safe?
 What different feelings do we experience?

Linked Texts:




Understanding the World - Lines of Enquiry:
 Who is in our family?
 Where do our families come from?
 How are we the same and different?
 How do our bodies work?
 How do we change as we grow?
 What do our senses do?
 How do we take care of ourselves?

Linked Texts



Understanding the World - Lines of Enquiry:
 What creatures live in the garden?
 How do plants grow?
 Do all animals and plants grow in the same way?
 What animals and plants can we find in our local park and school garden?
 What are the similarities and differences between them?
 How do plants and animals help us?
 How can we help and protect the plants and animals around us?

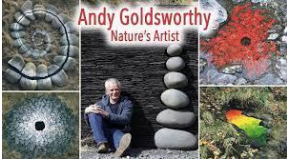


Linked Texts





See medium term plans for skills, knowledge, understanding and possible learning opportunities for all areas of learning..

<p>Topic Enrichment Opportunities: Trip to the Woods Teddy Bears Picnic Home School Bear Forest School The Garden Classroom</p>	<p>Topic Enrichment Opportunities: Visit to baby clinic in the Children’s Centre City Farm Forest School Museum of Childhood</p>	<p>Topic Enrichment Opportunities: The Garden Classroom Forest School Local park visits Pond dipping Hampstead Heath</p>			
<p>Global Citizenship: Equality and Rights Power and Governance (4 weeks) What rules do we have in the classroom? How can we be Ready, Respectful and Safe? What can we do when someone doesn’t follow the rules? Social Justice and Equity (6 weeks) Is it fair? Why should we share? How can we help someone who is struggling? Is it fair if some people get everything and some people get nothing? Human Rights (5 weeks) What would happen if we didn’t have.....? What do we need to be cared for?</p>	<p>Global Citizenship: Respect for Others Identity and Diversity (8 weeks) What makes me me? What makes me different? What do I like about my friends? What is a friend? Peace and Conflict (4 weeks) What happens if I do something wrong? What does sorry mean? How do we avoid upsetting others?</p>	<p>Global Citizenship: Ecological Awareness Sustainable Development (8 weeks) Should I look after my classroom? How do I take care of plants and animals? Should we throw everything away when we have finished with it? What does recycling mean? Globalisation and Interdependence (6 weeks) Where do we live? What is in our local environment? How do we have links with other places? Where do our families come from? Where does our food come from?</p>			
<p>Global Citizenship Links: • International Day of Peace</p>	<p>Global Citizenship Links: • Universal Children’s Day</p>	<p>Global Citizenship Links:</p>	<p>Global Citizenship Links: • Autism Awareness Day</p>	<p>Global Citizenship Links: • International Earth Day</p>	<p>Global Citizenship Links: • Father’s Day</p>

<ul style="list-style-type: none"> • Black History Month – celebrating diversity • Dyslexia awareness week 	<ul style="list-style-type: none"> • Anti- Bullying Week • Human Rights Day • Remembrance Day • Children in Need • Road Safety Week 	<ul style="list-style-type: none"> • International Women’s Day • International Mother Language Day • Children’s Mental Health Week 	<ul style="list-style-type: none"> • Comic Relief • World Book Day • Fair Trade Fortnight • Mothering Sunday 	<ul style="list-style-type: none"> • World Bee Day • Walk to school week • National Children’s Gardening Week 	<ul style="list-style-type: none"> • BNF Healthy Eating Week • World Environment Day • World Oceans Day • World Refugee Day • Oxfam water week • Recycle Awareness Week
P4C: Staff also observe themes that come out of children’s play and plan P4C stimulus, play and discussions around these.					
<p>P4C: Introduce yes/no cards</p> <p><u>Starting school</u> Owl Babies, I am too Absolutely Small for School, Harry and his Bucketful of Dinosaurs Goes to School</p> <p>How do we feel when we start school? Is it ok to feel sad? Why do we feel worried?</p> <p>Sara Stanley – Monster at School</p>	<p>P4C: Based on core books: Little Red Riding Hood, Goldilocks</p> <p>Which story would you rather be in and why? Is it OK to trick someone? Is it OK to lie? Is it OK to steal?</p> <p>Elmer – Same and Different <u>Black History Month:</u> <u>Different Cultures</u> Are we all the same? What makes us different? Can we be the same and be different as well?</p>	<p>P4C: Based on books/themes: Not Now Bernard</p> <p>No David video – should children be allowed to break things when playing? Why do parents say no? What would children do if they were in charge? What things that grown-ups do would children say no to?</p> <p>What’s the Big Idea – Grown ups</p> <p>Is it OK to hurt someone? Is fighting OK? Is hitting OK?</p>	<p>P4C: What’s the Big Idea? – Different</p> <p>Are we all different? Can things be the same but different aswell? What is the odd one out? Why?</p> <p>Sara Stanley – Perfect People</p> <p>You Choose</p> <p>We all like different things. Justifying answers.</p> <p>Peepo What’s better new toys or old fashioned toys? Are new things always best?</p>	<p>P4C: Based on books/themes: Tadpole’s Promise</p> <p>How do we know someone is a friend? Are friends nice all of the time? What happens when someone is mean?</p> <p>Bizarre Creatures</p> <p>5 Little Fiends</p> <p>Can we live without nature? What will happen if these things are gone?</p>	<p>P4C: Based on books/themes: Jack and the Beanstalk</p> <p>Are all scary things big? Are all big things scary?</p> <p>Sara Stanley = Does size matter?</p> <p><u>Environmental Theme</u> How can we care for our world? Is all rubbish bad? Are all vehicles bad?</p> <p>Come Outside clip – Crisps Crisps are made with potatoes does that mean they are healthy? Why do we change something healthy into something unhealthy.</p>
<p>EAD - Music: Jolly Music Beginners Level</p>	<p>EAD - Music: Jolly Music Beginners Level</p>	<p>EAD - Music: Jolly Music Beginners Level</p>	<p>EAD - Music: Jolly Music Beginners Level</p>	<p>EAD - Music: Jolly Music Beginners Level</p>	<p>EAD - Music: Jolly Music Beginners Level</p>
<p>EAD Focus Art : Environmental Art Andy Goldsworthy</p>		<p>EAD Focus Art: Portraits Frida Kahlo</p>		<p>EAD Focus Art: Flora and Fauna Van Gough Eric Carle Rosseau</p>	
EAD/PD/ UW – Design and Technology:		EAD/PD/ UW – Design and Technology:		EAD/PD/ UW – Design and Technology:	

<p>Ongoing skills development Focus on: Choosing resources Cutting and joining skills Including – junk modelling, sewing, woodwork, construction and block play</p> <p>Cooking and Nutrition Seasonal foods (soups, stew, autumn fruit desserts) Celebration foods – (food from different cultures, making food for celebrations – Harvest festival, international evening, Diwali, Christmas fair) Food linked to stories – gingerbread, bread</p> <p>Growing Harvesting and planting</p>		<p>Ongoing skills development Focus on: Designing, planning and making Using a wider range of tools Including – junk modelling, sewing, woodwork, construction and block play</p> <p>Cooking and Nutrition Recognising healthy and unhealthy foods (cooking healthy recipes/ change for life recipes – e.g. healthy muffins, pizzas) Family kitchen club – enjoying cooking together</p> <p>Growing Spring planting Understanding life cycles of animals and where food comes from – farm visit, caring for the chickens, hatching eggs – farm to fork</p>		<p>Ongoing skills development Focus on: Evaluating and presenting Using a wider range of materials and selecting the best material for the task Including – junk modelling, sewing, woodwork, construction and block play</p> <p>Cooking and Nutrition Designing their own simple dishes (e.g. sandwiches, salads, fruit salad, healthy fruit smoothies/ lollies) Talking about likes and dislikes</p> <p>Growing Harvesting summer crops Exploring life cycles of plants – sunflowers, beans Caring for the garden and understanding what plants need to grow</p>	
<p>PD: Focus Units: Walking, Hands and Dance See MTP for other provision</p>		<p>PD: Focus Units: Gymnastics, Jumping, Dance See MTP for other provision</p>		<p>PD: Focus Units: Feet, Attack vs Defence, Rackets, Bats, Balls and Balloons See MTP for other provision</p>	
<p>UW - RE: Where do we belong?</p>	<p>UW- RE: Which stories are special and why?</p>	<p>UW- RE: Which people are special and why?</p>	<p>UW- RE: Which places are special and why? Which times are special and why?</p>	<p>UW- RE: What is special about our world?</p>	
<p>Technology: See the Medium Term Plans for planned opportunities to develop computing skills and use technology across the curriculum following the Islington SOW.</p>					
<p>Emotional Literacy: Self awareness</p>	<p>Emotional Literacy: Self Management</p>	<p>Emotional Literacy: Social Awareness</p>	<p>Emotional Literacy: Relationships Skills</p>	<p>Emotional Literacy: Responsible Decision Making</p>	<p>Emotional Literacy: Anti Bullying Transition</p>
<p>Events: International Evening</p>	<p>Events: Celebration assembly</p>	<p>Events:: Art Gallery – who we are</p>	<p>Events: Easter Bonnet Parade</p>	<p>Events: Eco workshop/show</p>	<p>Events: End of year celebration/summer picnic Sport’s Day Welcome Teddy Bear’s Picnic</p>
<p>Parent Partnerships:</p> <ul style="list-style-type: none"> Welcome teddy bears picnic (settling/PSED) Home visits (PSED) 		<p>Parent Partnerships:</p> <ul style="list-style-type: none"> Early maths workshop Borrow a book library 		<p>Parent Partnerships:</p> <ul style="list-style-type: none"> Gardening workshop Environmental workshop 	

<ul style="list-style-type: none">• New starter Social Story (settling)• How to help prepare your child for school (settling)• New curriculum parent talk/workshop• Early reading/phonics parent talk• Early language workshop• Borrow a book library• Kitchen Club• Introduce Mystery readers• Highgate woods trip	<ul style="list-style-type: none">• Kitchen Club• Mystery readers• Healthy Eating workshop• Mother's day assembly• Easter bonnet parade	<ul style="list-style-type: none">• Borrow a book library• Kitchen Club• Mystery readers• Father's day assembly• Sports Day• Summer celebration/picnic
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