







# EYFS (Nursery) Curriculum Overview/Long Term Plan 2023-2024

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Marvellous Me</b> 	<b>Let's Celebrate</b> 	<b>What a Wonderful World</b> 	<b>Terrific Tales</b> 	<b>Amazing Animals</b> 	<b>Under the Sea</b> 
Focus topics	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Celebrations Light and Dark Space Autumn	Winter Polar animals Where do you live? Customs around the world	Goldilocks and the 3 Bears The 3 Billy Goats Gruff The Gingerbread Man Signs of Spring Plants and Flowers The Great Outdoors	Dinosaurs Farm Animals Minibeasts Life Cycles Animals around the world Animal patterns Habitats	Underwater worlds Marine life Where in the world shall we go? Seaside Recycling
'Wow' moments / Key Events	Transition Birthdays Harvest	Remembrance Day Autumn Trail Halloween Diwali Bonfire Night/Firefighters Nativity Christmas Santa Visit	Winter Walk Chinese New Year Food tasting – different cultures Safer Internet Day Valentine's Day	Pancake Day World Book Day Mother's Day Easter Easter Egg Hunt Growing Grass	St George's Day Farm visit Caterpillar transformation Minibeast Hunt Growing seeds	Healthy Eating Week World Environment Day Transition Sports Day Picnic Day

## PRIME AREAS

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.

<b>Listening, Attention and Understanding</b>	Settling in activities and carpet times. Nursery rhymes. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Individual speech 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. <b>Develop their communication and pronunciation skills.</b> <b>Use longer sentences of four to six words.</b>
<b>Speaking</b>	Begin to link four or five words together. Develop their pronunciation but may have problems saying some sounds. Develop their communication, but may continue to have problems with irregular tenses and plurals.	Use the pronouns me, him, she. Sing some simple songs, e.g. Twinkle Twinkle Little Star, Baa Baa Black Sheep, Incy Wincy Spider. Start a conversation with an adult or friend. Use the speech sounds p, b, m, w. Begin to use talk to organise their play.	Use longer sentences of four to six words. Use sentences joined with 'and', 'because'. Use language to retell a simple past event in the correct order. Start a conversation with an adult or friend and continue it.	Use the future tense. Pronounce l, w, y, s, d, z. Use a wider range of vocabulary. Sing an increasing repertoire of songs. Know some rhymes. Talk about familiar books. Be able to tell a story. Use talk to organise their play. Express a point of view.	Start a conversation with an adult or friend and continue it for many turns. Use the past tense. Pronounce r, j, th, sh, ch. Articulate multi-syllabic words. Use sentences joined up with words like 'because', 'or', 'and'.	Use a wider range of vocabulary which is linked to knowledge and skills across all areas of the curriculum. Sing a large repertoire of songs independently. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
<b>Key Texts</b>	Marvelous Me The Colour Monster Elmer What Makes Me a Me? Super Duper You Together We Can	Funnybones Rama and Sita Fireman Sam Peace at Last Whatever Next! Christmas Stories	Jack Frost The Polar Bear and the Snow Cloud Chinese New Year Great Race story We're Going on a Bear Hunt	Goldilocks and the Three Bears The Three Billy Goats Gruff The Gingerbread Man Mr Wolf's Pancakes We're Going on an Egg Hunt	Ten Little Dinosaurs How to look after your Dinosaur In the Jungle Flip Flap Safari The Very Hungry Caterpillar Jasper's Beanstalk	Sharing a Shell The Snail and the Whale Bright Stanley Clumsy Crab Commotion in the Ocean

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Personal, Social and Emotional Development	<p><b>Self-Regulation:</b> 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.</p>					
	<p><b>Managing Self:</b>          Settling in routines.          Encouragement to manage own personal hygiene – toileting and independent hand washing.          How we look after ourselves.</p>	<p><b>Managing Self:</b>          Encouragement to manage own personal hygiene – toileting and independent hand washing.          Putting on our own clothes for outdoor play (coat and other items such as hat, gloves etc).</p>	<p><b>Managing Self:</b>          Encouragement to manage own personal hygiene – toileting and independent hand washing.          What do we wear in the Winter?          Trying different foods.</p>	<p><b>Managing Self:</b>          Encouragement to manage own personal hygiene – toileting and independent hand washing.          Healthy eating – why do we have to eat healthily?</p>	<p><b>Managing Self:</b>          Encouragement to manage own personal hygiene – toileting and independent hand washing.          What do we have to do to keep safe in the sun?          Effects of exercise on our bodies.</p>	<p><b>Be increasingly independent in meeting their own needs. Show an increasing desire to be independent, such as wanting to feed themselves and dress/undress. Make healthy choices about food, drink, activity and toothbrushing.</b></p>
	<p><b>Building Relationships:</b> 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. Taking part in circle and board games plays an important role in the Nursery year. This encourages turn taking and following rules.</p>					<p><b>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Increasingly follow rules, understanding why are important.</b></p>
<p><b>JIGSAW:</b>          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</p>	<p><b>JIGSAW:</b>          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</p>	<p><b>JIGSAW:</b>          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</p>	<p><b>JIGSAW:</b>          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</p>	<p><b>JIGSAW:</b>          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</p>	<p><b>JIGSAW:</b>          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</p>	
Physical Development	<p><b>Gross Motor:</b>  <b>Throughout the year children will:</b>          • Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision • Build up confidence when balancing during gymnastics and outdoor provision • To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year • Become independent with toileting/coats/snack time.</p>					
<p><b>Gross Motor:</b>          Clap and stamp to music.          Sit in a balanced position.          Build independently with a range of appropriate resources.          Move by walking and running.          Begin to jump and climb.          Sit on a push-along wheeled toy to scoot along.          Sit on a tricycle and move their feet on the floor to move around.</p>	<p><b>Gross Motor:</b>          Show control of their whole body through continual practice of large movements, e.g. waving, kicking, rolling, crawling and walking.          Begin to scoot along on a scooter.          Spin, roll and use ropes and swings.          Begin to kick, throw and catch large balls.</p>	<p><b>Gross Motor:</b>          Change direction to avoid large obstacles and other children when walking.          Balance on a range of equipment.          Go up steps and stairs including climbing up/on apparatus, using alternate feet.          Balance and stand on one leg.          Use large-muscle movements to wave flags and streamers, paint and make marks.          Walk on different parts of their feet, e.g. tiptoes.          Play ring games and games with a parachute.          Join in with action songs.          Roll a ball to a friend and engage in a simple game.</p>	<p><b>Gross Motor:</b>          Change direction to avoid large obstacles and other children when running.          Take part in group activities that they make up or in teams.          Freeze when the music stops when playing games.          Hop on one leg.          Use and remember sequences and patterns of movements which are related to music and rhythm.          Collaborate with others to manage large items, such as moving a long plank safely.          Throw beanbags and balls using an underarm and overarm throw.</p>	<p><b>Gross Motor:</b>          Run confidently at different speeds, fast and slow.          Walk backwards avoiding obstacles.          Jump off apparatus safely, landing on both feet.          Ride a tricycle or scooter independently with confidence around a track.          Freeze their position when moving, on request.          Move in a variety of ways, rolling, crawling and sliding.          Initiate a ring game.          Work with others to manage large items such as planks and blocks without support from an adult.</p>	<p><b>Gross Motor:</b>          Balance and ride on balance bikes independently with confidence around a track.          Climb safely, showing an awareness of risks and talking about them.          Choose the right equipment to do a challenge safely.          Skip with two legs confidently.          Ask others to help solve a challenge.          Catch a large ball with two hands.          Walk across a plank at different heights in different ways safely and with confidence.          Engage in a ‘throw and catch’ game with a peer using a ball or beanbag.</p>	

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	<b>Fine Motor:</b> Dough disco. 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.	<b>Fine Motor:</b> Weekly name writing activities. Dough disco. 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.	<b>Fine Motor:</b> Weekly name writing activities in name writing book. Dough disco. 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.	<b>Fine Motor:</b> Weekly name writing activities in name writing book. Dough disco. 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.	<b>Fine Motor:</b> Weekly name writing activities in name writing book. Dough disco. 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.	<b>Fine Motor:</b> Weekly name writing activities in name writing book. Dough disco. 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.
<b>SPECIFIC AREAS</b>						
<b>Literacy - Comprehension</b>	Recognise that books have words and pictures. Turn the pages one at a time. Point to a picture in a book. Point to a named character in a familiar book. Listen to a simple story and understand what is happening with the help of the pictures. Enjoy sharing books with an adult. Pay attention and respond to the pictures or words.	Recognise their name. Point to print in the environment. Point to print in a book. Have favourite books and seek them out to share with an adult, with another child or to look at alone. Join in with repeated words and phrases. Ask for a specific story.	Recognise signs from their local environment. Join in with repeated words and phrases. Begin to sequence a story using talk to retell the story. Answer questions about the story. Know that print has meaning and can have different purposes. Know that we read English text from left to right and top to bottom.	Recognise their name. Repeat key words and phrases from familiar stories. Talk about what happens at the beginning, middle and end of a story. Begin to answer why and how questions. Explore the names of the different parts of a book – cover, page and title.	Describe characters and places. Order two events. Answer questions about the story, talking about people, places and important things. Suggest how a story might end.	Recognise and read their name. Retell a well-known story. Enjoy an increasing range of books.
<b>Literacy - Reading</b>	<b>Phonics:</b> Rhyme and listening/circle time games for concentration. Listening carefully to sounds in the environment.  Joining in with songs and rhymes.  Sharing favourite stories.  Name recognition activities.	<b>Phonics:</b> Exploring Instrumental and environmental sounds.	<b>Phonics:</b> Oral blending/ Rhyme  Exploring non-fiction books.	<b>Phonics:</b> Alliteration/ Initial sounds  Instruction retelling.	<b>Phonics:</b> Teach single phonemes/graphemes/ verbal segmenting	<b>Phonics:</b> Continue to teach set 1 letters/ writing simple CVC words/ verbal blending and segmenting
<b>Literacy - Writing</b>	Make marks on paper. Drawing different lines and using different directions. Hold pens/pencils using a palmar/5 finger grip. Make controlled marks in sand, shaving foam, using large chalk. Show interest in and recognise marks. Distinguish between marks and pictures.	Makes controlled marks. Copy shapes and patterns. Knowing sound of and writing initial letter in name.  Using name laminates to practise name writing.	Makes small controlled marks. Adds some marks to drawings, giving meaning. Make marks on my picture to stand for their name. Name writing practice.	Weekly name writing in name books. Uses a preferred hand when holding pens and pencils.	Use some knowledge of print and letters in their early writing. Story drawing/writing and list writing. Beginning to write some or all of their name. Weekly name writing in name writing books. Begin to use a tripod grip.	Write some or all of their name. Write some letters accurately. Weekly name writing in name writing books. Give meaning to marks. 'Write' in different contexts.
<b>Mathematics</b>	<b>Mathematical experiences:</b> Counting rhymes and songs – Number song of the week. Exploring colours – matching colours and sorting colours.  <b>Matching activities</b> – exploring and matching objects which are the same.  <b>Sorting activities</b> – sorting according to colour, size or shape.	<b>Mathematical experiences:</b> Counting rhymes and songs – Number song of the week.  <b>Comparing amounts activities</b> – exploring when groups have the same amount, fewer or more than.  <b>Compare size, mass, capacity activities</b> – comparing objects – big/little, long/short.	<b>Mathematical experiences:</b> Counting rhymes and songs – Number song of the week.  <b>Counting principles:</b> Exploring number 1, number 2 and number 3. Representing numbers 1, 2 and 3.	<b>Mathematical experiences:</b> Counting rhymes and songs – Number song of the week.  <b>Counting principles:</b> Exploring number 4 and number 5. Representing numbers to 5. <b>Shape activities</b> – exploring 2-D and 3-D shapes.  <b>Sequencing events</b> – growing seeds.	<b>Mathematical experiences:</b> Counting rhymes and songs – Number song of the week.  <b>Counting principles:</b> Reciting to 10. Counting objects to 10. Recognising numerals to 5. Subitising to 3.  <b>Positional language</b> – exploring positions.	<b>Mathematical experiences:</b> Counting rhymes and songs – Number song of the week.  <b>Counting principles:</b> Reciting to 10. Counting objects to 10. Recognising numerals to 5. Subitising to 3.  <b>Comparing amounts</b> – comparing objects differing in length, weight and capacity.

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		<b>Exploring Patterns</b> – copying simple ABABAB patterns with colours and then natural objects.				
<b>Understanding the World</b>	<b>Past and Present</b>  Name members of their immediate family. Talk about their family, who is special to them and why. Who is in my family? Family photos Who is older than me in my family?	<b>Past and Present</b>  Links to festivals: Bonfire Night, Diwali, Xmas.  Baby photos – how have they changed?  Seasonal changes – Autumn	<b>Past and Present</b>  Links to festivals: Chinese New Year.  Seasonal changes – Winter.	<b>Past and Present</b>  Sequencing.  Seasonal changes – Signs of Spring.	<b>Past and Present</b>  Dinosaurs.  Life cycles.	<b>Past and Present</b>  Family holidays in the past.
	<b>People, Culture and Communities</b>  Develop positive attitudes about the differences between people – peers, family members.  Describe their environment around them.  Talk about the weather and Autumn. Autumn leaf exploration.	<b>People, Culture and Communities</b>  Celebrate similarities and differences between mine and others’ families.  Links to festivals: Bonfire night Diwali Christmas  Role play - Christmas home scene.  Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.	<b>People, Culture and Communities</b>  Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Chinese New Year - how is it celebrated? How is it different to New Year here?	<b>People, Culture and Communities</b>  Significant cultural events: Pancake Day Mother’s Day Easter	<b>People, Culture and Communities</b>  Describing the farm environment and what the animals’ needs are.  Exploring the difference between life in our town to life on a farm.  Exploring occupations - Farmer, Vet, Zoo Keeper	<b>People, Culture and Communities</b>  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - family holidays.
	<b>The Natural World</b>  Exploring the natural world around the outdoor area.  Describing what they see, hear and feel outside.	<b>The Natural World</b>  Exploring light and dark. How can we see in the dark?  Seasons – Autumn – differences and changes over time – weather, animals and plants.	<b>The Natural World</b>  Exploring melting ice.  Talk about water in the environment - puddles, dew, frost, snow and ice.  Talk about seasonal changes.  Winter - differences and changes over time - weather, animals and plants.	<b>The Natural World</b>  Seasons – Spring – differences and changes over time – weather, animals and plants.  Care and concern for living things. Planting grass seeds for the Billy Goats. Smelling different herbs and spices.  Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	<b>The Natural World</b>  Care and concern for living things. Planting and caring for seeds. Talk about different animals and make comparisons. Observing and naming a range of common minibeasts and noticing where they live. Looking after the caterpillars. Understand the need to respect and care for the natural environment and all living things.	<b>The Natural World</b>  Going on a journey. Observing underwater worlds.
<b>Expressive Arts and Design</b>	<b>Creating with Materials</b> Make marks intentionally in sand, shaving foam and using paint, chalk, etc. Draw/paint on a large scale a simple face to represent myself. Print with simple objects.	<b>Creating with Materials</b> Express ideas and feelings through making marks and sometimes giving a meaning to the marks. Manipulate and play with different materials, making simple models. Listen to music and use a pen to make marks representing the sounds I hear, e.g. fireworks. Scrunch and roll paper. Draw horizontal and vertical lines, squiggles and zigzags.	<b>Creating with Materials</b> Draw on a large scale with increasing complexity and detail. Paint with sponges, brushes, twigs, etc. Develop my own ideas; stick/make a collage. Join things together with glue or tape. Use boxes of different sizes and change the box into ‘something’. Roll, pinch, pull, shape, squeeze with play dough. Push bricks together to construct, sometimes talking about what I am making.	<b>Creating with Materials</b> Mix colours together and talk about what happens. Manipulate dough/clay, squeezing, pinching. Press objects into playdough and talk about the imprint. Make imaginative small worlds with blocks and construction kits.	<b>Creating with Materials</b> Free paint an idea and talk about it. Paint/draw an object, e.g. a sunflower. Talk about what happens when they mix 2 colours. Decide what they want to use to make models and collages. Build for a purpose with a range of construction equipment.	<b>Creating with Materials</b> Cut dough using tools. Draw with a pencil, adding finer details. Use colours to express feelings, e.g. happiness, sadness, fear. Talk about what they like about my work and what they’d like to change. Use tape, glue, hole punches and string to join and fix things together.

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	<b>Being Imaginative and Expressive</b> Join in with the songs we use every day in Nursery, e.g. hello, goodbye, days of the week, weather. Begin to develop their pretend play, pretending that different items represent different things. Pretend to feed a doll/soft toy. Show attention to sounds and music.	<b>Being Imaginative and Expressive</b> Sing simple songs and rhymes, e.g. Twinkle Twinkle. Move and dance to music. Explore a range of sound makers and instruments. Make a variety of sounds using their body. Take part in simple pretend play, playing in the home corner, using the role play equipment appropriately.	<b>Being Imaginative and Expressive</b> Remember and sing entire songs. Use small world toys to imagine, beginning to develop complex stories using animals, cars, figures and blocks. Move and dance to a range of music. Listen to music from different cultures and talk about my thoughts and feelings.	<b>Being Imaginative and Expressive</b> Remember and sing entire songs. Recreate stories with small world equipment. Listen with increased attention to sounds.	<b>Being Imaginative and Expressive</b> Sing the melodic shape of familiar songs. Remember and sing entire songs. Sing quietly and loudly. Make up stories when playing. Talk about the music/sounds that I have listened to. Know how to clap and repeat simple repeated patterns. Recognise and name familiar musical instruments.	<b>Being Imaginative and Expressive</b> Create their own songs or improvise a song around one they know. Perform their favourite song in front of a small group. Take on a role within role play, talking about who they are and interacting with a peer. Play instruments in different ways.
<b>SMSC</b>	<b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<b>British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
<b>Assessment</b>	In-house baseline data Observations on Seesaw Baseline on Arbor	Observations on Seesaw Assessment data updated Pupil progress meetings In-house moderation EYFS team meetings	Observations on Seesaw Maths assessment Pupil progress meetings In-house moderation EYFS team meetings	Observations on Seesaw Assessment data updated Pupil progress meetings In-house moderation EYFS team meetings	Observations on Seesaw Pupil progress meetings In-house moderation EYFS team meetings	Observations on Seesaw Assessment data updated