









Alford Primary School – EYFS Long Term Planning 2020/2021


	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Whole School Values and Attributes	 Ollie Organisation GETTING GOING Working to develop organisational skills on a personal and wider context.	 Colin Communicator EMPATHY & THE ABILITY TO TALK TO DIFFERENT PEOPLE Working to inform, engage, motivate and inspire	 Resilient Rosie GOAL SETTING & AIMING HIGH Work to Develop perseverance and strength of character	 Izzy Initiative PROBLEM SOLVING Working to develop the skills of independent learning and an increasing readiness to seek new challenges	 Arnie Adventures NEW EXPERIENCES AND TAKING RISKS Working to develop the attributes in unknown territory	 Teamwork Twins GIVING BACK AND WORKING WITH OTHERS Working with pupils and adults with a developing awareness of the other attributes
<p>The Characteristics of Effective Learning (COELs); Playing and Exploring, Active Learning, Creating and Thinking Critically underpin our curriculum and mirror our Whole School Values and Attributes. Children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skilful adult interactions. We aim to children as confident, creative lifelong learners.</p> <p>At Alford Primary School, we understand the children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We are proud that our EYFS setting has an underlying ethos of 'Learning through Play'. Play is essential for childrens' development across all areas. Play builds on childrens' confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems.</p>						
Main Theme (but not limited to...)	This is me!	Let's Celebrate	Terrific Tales!	We Need a Hero!	A Ticket to Ride	Come Outside!
'Wow' Moments, Memorable Experiences and Possible Interests (These may be adapted at various points to allow for childrens' interests to flow through the provision)	Starting School My Family Friendship Feelings Mental Wellbeing Autumn Trail National Poetry Day (1/10) Harvest in our community	Birthdays Guy Faulks / Bonfire Night Remembrance Day The Christmas Story Christmas Around the World Christmas card workshop Road Safety Anti-Bullying Week Christmas Carol Service Visit to Rand Farm	Traditional Stories Chinese New Year Pancake Day Valentine's Day Spring Trail Random Acts of Kindness Week Internet Safety Day Library local visit	Real life heroes Community Heroes Superheroes Easter Mother's Day Library Visit Science Week People Who Help us in our Alford community What do I want to be when I grow up? Video for parents	Alford In Bloom Father's Day Summer Trail Posting Letters Map Work Food Tasting – different cultures Storytelling Workshop	Lifecycles Planting Sports Day Picnic in the Park Weather Experiments Nature Scavenger Hunt Alford in Blook
Statutory Framework for the EYFS – Educational Programme						
<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						

	Autumn Term 1 This is me!	Autumn Term 2 Let's Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!
Communication & Language  Listening, Attention and Understanding Speaking	EYFS NFER Baseline Assessments Understand how to listen carefully and why listening is important. Listen to others in small group, class and 1:1 discussions. Engage in story times – join in with repeated refrains and anticipate key events and phrases in stories and rhymes. Begin to use social phrases e.g. Good Morning Learning new vocabulary – shared via Talking Time Newsletter (linked to 'Talking Tuesday' focused sessions) Using purposeful talk with a partner. Nuffield Early Language Intervention Programme		Learning and applying new vocabulary Articulate their ideas and thoughts in well-formed sentences Link to and talk about stories to build familiarity and understanding. Ask questions to find about more and to check they understand what has been said to them. Express themselves through talk with confidence Learning new vocabulary – shared via Talking Time Newsletter (linked to 'Talking Tuesday' focused sessions) Nuffield Early Language Intervention Programme		Use acquired vocabulary in small group, class and 1:1 discussions. Retell a story once they have developed a deep familiarity of the text – using some exact repetition and some in their own words. Offer explanations as to why things might happen Express their ideas and feelings using full sentences, including the use of past, present and future tenses and making use of conjunctions with support. Learning new vocabulary – shared via Talking Time Newsletter (linked to 'Talking Tuesday' focused sessions) Nuffield Early Language Intervention Programme	
End of Year Early Learning Goals						
Listening and Attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.						
Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.						
Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.						
Personal, Social & Emotional Development  Self-Regulation Managing Self Building Relationships	Statutory Framework for the EYFS – Educational Programme					
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .						
	Autumn Term 1 This is me!	Autumn Term 2 Let's Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!
	Establishing everyday rules and routines See themselves as a valuable individual Identify feelings in themselves and others. Build constructive and respectful relationships Understand changes to their bodies as they exercise. Developing independence with personal needs. Mindfulness Activities		Show resilience and perseverance when tackling new experiences or when facing a challenge Express their feelings and consider the feelings of others. Further develop respectful relationships with peers and familiar adults. Mindfulness Activities		Identify and moderate their own feelings and emotions. Think about the perspective of others and manage their own needs. Work and play cooperatively with peers, taking turns and strengthening respectful relationships. Set and work towards simple goals Mindfulness Activities	
End of Year Early Learning Goals						

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.



Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.


Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.


Statutory Framework for the EYFS – Educational Programme						
<p style="text-align: center;">Physical Development</p>  <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	Autumn Term 1 This is me!	Autumn Term 2 Let's Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!
	<p>Develop the skills they need to manage the school day successfully: lining up, lunchtimes, snack routine & personal hygiene.</p> <p>Gross and Fine Motor skill activities</p> <p>'Wiggly Wednesday' Physical Activity sessions.</p> <p>'Big Moves & Funky Fingers' Activity sessions</p>	<p>Gross and Fine Motor skill activities</p> <p>'Wiggly Wednesday' Physical Activity sessions.</p> <p>'Big Moves & Funky Fingers' Activity sessions</p>	<p>Gross and Fine Motor skill activities</p> <p>'Wiggly Wednesday' Physical Activity sessions.</p> <p>'Big Moves & Funky Fingers' Activity sessions</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>Gross and Fine Motor skill activities</p> <p>'Wiggly Wednesday' Physical Activity sessions.</p> <p>'Big Moves & Funky Fingers' Activity sessions</p> <p>Combine different movements with ease and fluency.</p> <p>Holds pencils using tripod grid and other small tools effectively and use them with control.</p>	<p>Gross and Fine Motor skill activities</p> <p>'Wiggly Wednesday' Physical Activity sessions.</p> <p>'Big Moves & Funky Fingers' Activity sessions</p> <p>Combine different movements with ease and fluency.</p> <p>Holds pencils using tripod grid and other small tools effectively and use them with control.</p>	<p>Gross and Fine Motor skill activities</p> <p>'Wiggly Wednesday' Physical Activity sessions.</p> <p>'Big Moves & Funky Fingers' Activity sessions</p> <p>Combine different movements with ease and fluency.</p> <p>Holds pencils using tripod grid and other small tools effectively and use them with control.</p>
End of Year Early Learning Goals						
<p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>						

Statutory Framework for the EYFS – Educational Programme

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas & structuring them in speech, before writing).

		Autumn Term 1 This is me!	Autumn Term 2 Let's Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!
Literacy  Comprehension Word Reading Writing	EYFS NFER Baseline Assessments Storytime sessions – engaging in stories, poems, songs rhymes and non fiction Develop oral storytelling language, mapping out and retelling simple stories. Develop their phonological awareness. Focused Phonics groups – see Whole School Phonics Progression Grid Understand the 5 key concepts about print. Handwriting – see Whole School Handwriting Progression Grid Write some or all of their name Write some of their print and letter knowledge in their early writing RED TED (Read Every Day, Talk Every Day) Reading	Storytime sessions – engage in extended conversations about stories, poems, songs rhymes and non fiction – learning new vocabulary. Develop their phonological skills and knowledge of common exception words. Focused Phonics groups – see Whole School Phonics Progression Grid Handwriting – see Whole School Handwriting Progression Grid Read simple phrases and sentences. Writing lists, labels and captions using known sound / letter correspondences. RED TED (Read Every Day, Talk Every Day) Reading	Storytime sessions – rereading books to build up confidence in word reading, fluency, understanding and enjoyment. Read and blend some letter group and extend knowledge of common exception words. Focused Phonics groups – see Whole School Phonics Progression Grid Handwriting – see Whole School Handwriting Progression Grid Write short sentences with words with known sound / letter correspondences with a capital letter and full stop. RED TED (Read Every Day, Talk Every Day) Reading				
	End of Year Early Learning Goals Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.						
Mathematics  Numbers Numerical Pattern	Statutory Framework for the EYFS – Educational Programme Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.						
	Autumn Term 1 This is me!	Autumn Term 2 Let's Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!	
EYFS NFER Baseline Assessments NCTEM Numberblocks – Series 1 and White Rose Hub Autumn Scheme of Learning - Just Like Me - It's Me - 1,2,3 Mastering Number Programme – NCETM	NCTEM Numberblocks – Series 1 and White Rose Hub Autumn Scheme of Learning - It's Me - 1,2,3 - Light and Dark Mastering Number Programme - NCETM	NCTEM Numberblocks – Series 2/3 and White Rose Hub Spring Scheme of Learning - Alive in Five - Growing 6,7,8 Mastering Number Programme - NCETM	NCTEM Numberblocks – Series 2/3 and White Rose Hub Spring Scheme of Learning - Building 9 & 10 Mastering Number Programme - NCETM	NCTEM Numberblocks – Series 3/4 and White Rose Hub Summer Scheme of Learning - On the Move - Superhero to 20 and beyond Mastering Number Programme - NCETM	NCTEM Numberblocks – Series 3/4 and White Rose Hub Summer Scheme of Learning - First, Then, Now - Find my Pattern Mastering Number Programme - NCETM		

	<p style="text-align: center;">End of Year Early Learning Goals</p> <p>Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>					
<p style="text-align: center;">Understanding the World</p>  <p style="text-align: center;">Past & Present People, Culture & Communities The Natural World</p>	<p style="text-align: center;">Statutory Framework for the EYFS – Educational Programme</p> <p>Understanding the world involves guiding children to make sense of their physical world & their community. The frequency & range of children’s personal experiences increases their knowledge & sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses & firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes & poems will foster their understanding of our culturally, socially, technologically & ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	Autumn Term 1 This is me!	Autumn Term 2 Let’s Celebrate	Spring Term 1 Terrific Tales!	Spring Term 2 We Need a Hero!	Summer Term 1 A Ticket to Ride	Summer Term 2 Come Outside!
	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Talk about the features of their immediate environment with visual representations.</p> <p>Navigate around our classroom environments</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Recognise that people are different, belief and celebrate special times in different ways.</p> <p>Recognise some similarities and differences through celebrations.</p> <p>Exploring our local community using maps</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Comparing environments around the world. Hot and cold places.</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map.</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Explore the natural world around them.</p> <p>Explore non fiction texts.</p> <p>Programable toy – BeeBots</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>STEM opportunities</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>	<p>Comment on images of familiar situation in the past. Compare and contract characters from stories including figures from the past.</p> <p>Explore recycling and how to take care of our world.</p> <p>Changes in living things – changes in leave, weather, seasons.</p> <p>Introduce children to significant and / or historical figures.</p> <p>Explore non fiction texts.</p> <p>‘Our Friends in London...’ EYFS School Partnership</p>
	<p style="text-align: center;">End of Year Early Learning Goals</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>					
	<p style="text-align: center;">Statutory Framework for the EYFS – Educational Programme</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their</p>					

<p>Expressive Arts & Design</p>  <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>Autumn Term 1 Magical Me!</p>	<p>Autumn Term 2 Let's Celebrate</p>	<p>Spring Term 1 Terrific Tales!</p>	<p>Spring Term 2 We Need a Hero!</p>	<p>Summer Term 1 A Ticket to Ride</p>	<p>Summer Term 2 Come Outside!</p>
<p>Develop storylines in their pretend play</p> <p>Exploring different instruments</p> <p>Exploring sounds and how they can be changed.</p> <p>Exploring colour mixing</p> <p>Join in with songs and enjoy singing 'call and response' songs</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Match movements to music.</p> <p>Use drawing to represent ideas.</p> <p>Remember and sing entire songs</p>	<p>Return to and build on their previous learning, refining ideas and developing their ideas to represent them.</p> <p>Draw with increasing complicity and detail</p> <p>Play instruments with increasing control.</p> <p>Puppet Show – provide a wide range of props for play which encourage imagination</p>	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Create their own songs or improves a song around one they know.</p> <p>Begin to explore different techniques for joining materials.</p> <p>Continue to encourage children to retell, invent and adapt stories.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Further develop different techniques for joining materials.</p>	<p>Watch and talk about dance and performance art, expressing their feeling and responses</p> <p>Continue to provide a wide range of props for play which encourage imagination</p> <p>Design and make objects thinking about form and function.</p>	
<p style="text-align: center;">End of Year Early Learning Goals</p> <p>Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>						
<p>Key Texts</p>	<p>Colour Monster – Anna Llenas</p> <p>Brown Bear, Brown Bear What Do You See? Eric Carle</p> <p>Worrysaurus – Rachel Bright</p> <p>Happy in our Skin – Fran Manushkin</p> <p>Happy to be me – Emma Dodd</p> <p>Together we Can – Caryl Hart</p> <p>Poetry</p> <p>Non fiction</p>	<p>Cake – Sue Hendra</p> <p>Everywhere Bear – Julia Donaldson</p> <p>Stickman – Julia Donaldson</p> <p>Christopher Pumpkin – Sue Hendra</p> <p>The Christmas Story</p> <p>Poetry</p> <p>Non fiction</p>	<p>Traditional Stories</p> <p>The Gruffalo – Julia Donaldson</p> <p>Each Peach, Pear Plum – Janet and Allan Alhberg</p> <p>Poetry</p> <p>Non fiction</p>	<p>Farmer Duck – Martin Waddell</p> <p>Superhero Gran – Jo Berger</p> <p>A Hero Like You – Dr Ranj</p> <p>What the Ladybird Heard – Julia Donaldson</p> <p>Supertato – Sue Hendra</p> <p>Poetry</p> <p>Non fiction</p>	<p>The Snail and the Whale – Julia Donaldson</p> <p>We're Going on a Bear Hunt – Michael Rosen</p> <p>Handa's Surprise- Eileen Browne</p> <p>Whatever Next – Jill Murphy</p> <p>On the Way Back Home – Jill Murphy</p> <p>Poetry</p> <p>Non fiction</p>	<p>Jasper's Beanstalk – Nick Butterworth & Mick Inkpen</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>Tree – Seasons Come and Seasons Go – Britta Teekentrup</p> <p>Poetry</p> <p>Non fiction</p>
<p>Parental Involvement</p>	<p>RED TED Reading Reward Scheme</p> <p>Tapestry 'Proud Moments'</p> <p>'Talking Time' task</p>	<p>RED TED Reading Reward Scheme</p> <p>Tapestry 'Proud Moments'</p> <p>'Talking Time' task</p>	<p>RED TED Reading Reward Scheme</p> <p>Tapestry 'Proud Moments'</p> <p>'Talking Time' task</p>	<p>RED TED Reading Reward Scheme</p> <p>Tapestry 'Proud Moments'</p> <p>'Talking Time' task</p>	<p>RED TED Reading Reward Scheme</p> <p>Tapestry 'Proud Moments'</p> <p>'Talking Time' task</p>	<p>RED TED Reading Reward Scheme</p> <p>Tapestry 'Proud Moments'</p> <p>'Talking Time' task</p>

