



# Early Years Curriculum

## Our Vision

*As a community, we are working together to ensure educational excellence underpinned by our Christian ethos and values, enabling all to live a rich and abundant life and to achieve their full potential. Each individual should leave us fully prepared for the next stage of their life.  
(Reflecting John 10:10)*

**Jesus said, 'I have come to give life – life in all its fullness.'**

## Our Christian Values

<b>FRIENDSHIP</b>	I smile and say hello
<b>TRUST</b>	I care and have respect for everyone and everything
<b>ENDURANCE</b>	I work hard and challenge myself
<b>HOPE</b>	I have a positive attitude
<b>WISDOM</b>	I listen and I learn

## Our Curriculum Intent

Our curriculum intent has been designed to ensure that each and every child can live 'life in all its fullness' by offering stimulating and awe-inspiring experiences with our Christian values at its heart.

Our curriculum enables us to build strong relationships, celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development and it recognises, encourages and celebrates all types of talent.

We provide first hand learning experiences that allow children to develop interpersonal skills that build concentration and resilience. Our child-centred approach enables our children to make meaningful links and choose their own learning, which inspires enthusiasm.

Our Christian values; and strong personal, social and emotional development; promote positive attitudes which reflect the skills and character needed for future learning and success. Children finish their Reception year as kind, curious and independent learners.

Children have an abundance of opportunities to learn through play. We ensure that learning will be fun, engaging and we challenge and support all children wherever their starting point.

As effective role models, we provide high quality interactions in order to develop and deepen the children's learning opportunities. We deliver our curriculum through a balance of adult-led and child-initiated activities based on the EYFS Framework and children's interests.

We have a strong focus on oracy, providing many opportunities through learning and play experiences to practice conversing with others and listening to others.

Our children experience all areas of learning as stated in the EYFS Framework 2021, preparing them with strong and solid foundations to ensure they can flourish as they move into Year 1 and the rest of their school journey.

### Learning Through Play

At Snarestone, we understand that 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 believe that Early Years education should be as practical as possible and, therefore, our EYFS setting has an underlying ethos of 'learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

***We ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

### Our Character Muscles

Our EYFS children will learn the following words, which will be used and referred to continually:

curiosity      kindness      concentration      independence      respect

This forms part of an overall progression of character vocabulary through the school:

<b>Kingfishers</b>	imagination and creativity	humility	problem-solving	perseverance	integrity
<b>Hérons</b>	self-esteem	empathy	reasoning	confidence	inclusiveness
<b>Swallows</b>	courage and risk-taking	co-operation	listening and communicating	resilience	self-control
<b>Cygnets &amp; Swans</b>	curiosity	kindness	concentration	independence	respect
<b>Our Christian Values</b>	<b>HOPE</b>	<b>FRIENDSHIP</b>	<b>WISDOM</b>	<b>ENDURANCE</b>	<b>TRUST</b>

## Characteristics of Effective Learning



**Playing and exploring:** Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

**Active learning:** Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

## EYFS Guiding Principles

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.



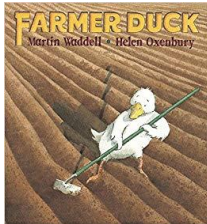

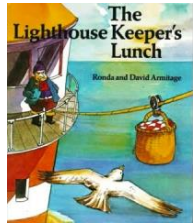
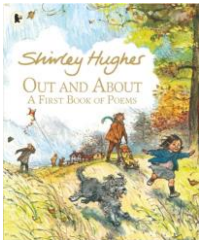
**Positive Relationships:** Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.



# Our Reception Journey: Curriculum Map and Milestones 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b> <i>NB: These may be adapted to allow for children's interests</i>	<b>All About Me</b> <ul style="list-style-type: none"> <li>Starting school; my new class; new beginnings</li> <li>Superheroes; people who help us; careers</li> <li>Staying healthy; food; human body</li> <li>How have I changed?</li> <li>My family</li> <li>What am I good at?</li> <li>How do I make others feel?</li> <li>Being kind</li> <li>Staying safe</li> <li>Harvest - Little Red Hen</li> </ul>	<b>Terrific Tales</b> <ul style="list-style-type: none"> <li>Traditional Tales, including old and familiar stories</li> <li>Gingerbread Man</li> <li>Cinderella</li> <li>Nativity</li> <li>At the Panto</li> <li>Christmas Lists</li> <li>Letters to Father Christmas</li> </ul>	<b>Ticket to Ride</b> <ul style="list-style-type: none"> <li>Around the village/town</li> <li>How do I get there?</li> <li>Where in the world have you been?</li> <li>Where do we live in the UK/world?</li> <li>Fly me to the moon!</li> <li>Who was Neil Armstrong?</li> <li>Vehicles past and present</li> <li>Design your own transport</li> </ul>	<b>Come Outside</b> <ul style="list-style-type: none"> <li>Plants and flowers</li> <li>Weather and seasons</li> <li>Does the moon shine?</li> <li>The great outdoors</li> <li>Forest School</li> <li>Planting seeds</li> <li>Make a sculpture: Andy Goldsworthy</li> <li>Reduce, Reuse &amp; Recycle</li> <li>Fun Science / Materials</li> </ul>	<b>Amazing Animals</b> <ul style="list-style-type: none"> <li>Life cycles</li> <li>Going on Safari</li> <li>Animals around the world</li> <li>Climates</li> <li>Hibernation</li> <li>Down on the farm</li> <li>Mini beasts</li> <li>Animal arts and crafts</li> <li>Night and day animals</li> <li>Animal patterns</li> <li>David Attenborough</li> <li>Happy habitats</li> </ul>	<b>Beside the Seaside</b> <ul style="list-style-type: none"> <li>Under the sea</li> <li>Off on holiday / clothes</li> <li>Where in the world shall we go?</li> <li>Send me a postcard!</li> <li>Marine life</li> <li>Fossils – Mary Anning</li> <li>Seasides in the past – compare now and then</li> <li>Seaside art</li> </ul>
	 <p>Rapunzel and other traditional stories</p>		 <p>Leaf</p>	 <p>Farmer Duck</p>	 <p>One Day on Our Blue Planet</p>	 <p>The Lighthouse Keeper's Lunch</p>
<b>Whole Class Main Texts</b>	 <p>Out and About (throughout year – link to work on seasons)</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Other Possible Texts</b> <i>NB: These may be amended and developed, dependent on the cohort</i>	<b>All About Me</b>	<b>Terrific Tales</b>	<b>Ticket to Ride</b>	<b>Come Outside</b>	<b>Amazing Animals</b>	<b>Beside the Seaside</b>
	Topsy and Tim Start School Meesha Makes Friends Funny Bones Freddie the Fairy The Little Red Hen The Great Big Book of Families People Who Help Us	The Story of Guy Fawkes Goldilocks Three Little Pigs The Billy Goats Gruff The Ugly Duckling The Jolly Postman Christmas Story / Nativity Rama and Sita Stick Man Gruffalo	The Naughty Bus The Train Ride Mr. Grumpy’s Outing Goodnight Mr. Spaceman The Way Back Home Beegu Easter Story Handa’s Surprise	The Timy Seed Oliver’s Vegetables Jack and the Beanstalk One Plastic Bag Jasper’s Beanstalk Tree, Seasons Come and Seasons Go A Stroll Through the Seasons	The Emperor’s Egg The Very Hungry Caterpillar Aaghh Spider! Diary of a Wombat Elephant and the Bad Baby Pig in the Pond Yucky Worms! What the Ladybird Heard Blue Penguins	Under the Sea (non-fiction) Surprising Sharks (non-fiction) P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler Billy’s Bucket
<b>Rec/KS1 Reading Spine</b> <i>Daily class story time; to be read repeatedly</i>	<div><div><b>Dave’s Cave</b> by Frann Preston-Gannon <b>I Want My Hat Back</b> by Jon Klassen <b>Pumpkin Soup</b> by Helen Cooper <b>Rosie’s Walk</b> by Pat Hutchins <b>That Rabbit Belongs to Emily Brown</b> by Cressida Cowell, Neal Layton</div><div><b>Beegu</b> by Alexis Deacon <b>The Bog Baby</b> by Jeanne Willis, Gwen Millward <b>The Cat in the Hat</b> by Dr Seuss <b>The Day the Crayons Quit</b> by Drew Daywalt <b>The Giant Jam Sandwich</b> by John Vernon Lloyd <b>The Great Dog Bottom Swap</b> by Peter Bently</div><div><b>The Great Paper Caper</b> by Oliver Jeffers <b>The Rainbow Fish</b> by Marcus Pfister <b>The Tunnel</b> by Anthony Browne <b>Who Sank the Boat?</b> By Pamela Allen <b>Zagazoo</b> by Quentin Blake</div></div>					
<b>Wow Moments!</b> <i>Possible trips, visits and experiences</i>	<ul style="list-style-type: none"><li>• Village walks (e.g. to the post box to post a letter)</li><li>• Visit Snarestone war memorial</li><li>• Visit to church for Harvest service</li><li>• Diwali-themed day</li><li>• Christmas story; visit church for Christmas service</li><li>• Make Christingles</li><li>• Christmas Nativity performances</li><li>• Autumn walks</li><li>• Life Education visit</li><li>• Weekly forest school – ‘Welly Wednesday’</li><li>• Pantomime</li><li>• Firefighter/Police visit</li><li>• Road safety</li><li>• Children in Need</li></ul>		<ul style="list-style-type: none"><li>• Chinese New Year inc. food tasting</li><li>• Transport-themed trip</li><li>• Easter story and visit to church for Easter service</li><li>• Spring walks</li><li>• Easter egg hunt</li><li>• Weekly forest school – ‘Welly Wednesday’</li><li>• Walks to the school allotment – planting seeds and looking after them</li><li>• Walks to the park</li><li>• Mother’s Day</li></ul>		<ul style="list-style-type: none"><li>• Walks to the school allotment – planting seeds and looking after them</li><li>• Visit to farm/Alpaca Farm</li><li>• Living eggs</li><li>• Maypole dancing</li><li>• Sports Day</li><li>• End-of year visit to church for leavers’ service</li><li>• Weekly forest school – ‘Welly Wednesday’</li><li>• Beach Day</li><li>• Father’s Day</li><li>• Teddy Bear’s Picnic</li></ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>All About Me</b>	<b>Terrific Tales</b>	<b>Ticket to Ride</b>	<b>Come Outside</b>	<b>Amazing Animals</b>	<b>Beside the Seaside</b>
<b>British Values</b> <i>Along with the school's Christian values, we will refer to the British Values on an ongoing basis, including as part of collective worship and SCARF work</i>	<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>Assessment Opportunities</b>	<ul style="list-style-type: none"> <li>Analyse nursery/pre-school assessments</li> <li>In-house baseline data and analysis</li> <li>National baseline data</li> <li>On-going assessments</li> <li>Phonics intervention groups</li> <li>Parents' evening information</li> <li>In-house moderation</li> <li>Phonics unit assessments</li> <li>Reading trackers</li> <li>End of term assessments</li> <li>Pupil progress meeting</li> </ul>		<ul style="list-style-type: none"> <li>On-going assessments</li> <li>Phonics intervention groups</li> <li>Parents' evening information</li> <li>In-house moderation</li> <li>Cluster moderation</li> <li>Phonics unit assessments</li> <li>Reading trackers</li> <li>End of term assessments</li> <li>Pupil progress meeting</li> </ul>		<ul style="list-style-type: none"> <li>On-going assessments</li> <li>Phonics intervention groups</li> <li>Reports to parents</li> <li>In-house moderation</li> <li>Cluster moderation</li> <li>Phonics unit assessments</li> <li>Reading trackers</li> <li>End of year assessments</li> <li>End of year data</li> <li>Pupil progress meeting</li> </ul>	
<b>Parental Involvement</b>	<ul style="list-style-type: none"> <li>Pop-in sessions; beginning and end of the day</li> <li>Parents' evening</li> <li>Weekly celebrations assembly</li> <li>Harvest and Christmas services</li> <li>Home/school agreement</li> <li>Phonics and maths workshops</li> <li>Bedtime books and home reading/phonics</li> <li>Nativity</li> <li>Class Dojo communication</li> <li>Grandparents' afternoon (Grandparents' Day)</li> </ul>		<ul style="list-style-type: none"> <li>Pop-in sessions; beginning and end of the day</li> <li>Parents' evening</li> <li>Weekly celebrations assembly</li> <li>Easter service</li> <li>Writing workshop</li> <li>'Share a Story' (World Book Day); stay and read</li> <li>Bedtime books and home reading/phonics</li> <li>Art week gallery</li> <li>Class Dojo communication</li> <li>Mothers' Day afternoon</li> </ul>		<ul style="list-style-type: none"> <li>Pop-in sessions; beginning and end of the day</li> <li>End of year reports</li> <li>Weekly celebrations assembly</li> <li>Maths morning – look how far we have come!</li> <li>Bedtime books and home reading/phonics</li> <li>'Share a Story' (World Book Day); stay and read</li> <li>Class Dojo communication</li> <li>Fathers' Day stay and play</li> <li>Teddy Bear's Picnic</li> <li>Maypole dancing</li> </ul>	



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	All About Me	Terrific Tales	Ticket to Ride	Come Outside	Amazing Animals	Beside the Seaside
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively.</p> <p><b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children share their ideas with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
	<b>Welcome to EYFS</b> <ol style="list-style-type: none"> <li>Settling in activities</li> <li>Making friends</li> <li>Children talking about experiences that are familiar to them</li> <li>What are your passions/goals/dreams?</li> <li>All about me; sharing facts about me</li> <li>Rhyming and alliteration</li> <li>Mood Monsters</li> <li>Shared stories</li> <li>Model talk routines through the day, e.g. arriving in school: “Good morning, how are you?”</li> </ol>	<b>Tell me a story!</b> <ul style="list-style-type: none"> <li>Settling in activities</li> <li>Develop vocabulary</li> <li>Discovering passions</li> <li>Tell me a story - retelling stories</li> <li>Story language</li> <li>Word hunts</li> <li>Listening and responding to stories</li> <li>Following instructions</li> <li>Take part in discussion</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Use new vocabulary through the day.</li> <li>Choose books that will develop their vocabulary.</li> </ul>	<b>Tell me why!</b> <ul style="list-style-type: none"> <li>Using language well</li> <li>Asks how and why questions</li> <li>Discovering passions</li> <li>Retell a story with story language</li> <li>Story invention – talk it!</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<b>Talk it through!</b> <ul style="list-style-type: none"> <li>Describe events in detail, using time connectives</li> <li>Discovering passions</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Use picture cue cards to talk about an object: “What colour is it? Where would you find it?”</li> <li>Sustained focus when listening to a story</li> </ul>	<b>What happened?</b> <ul style="list-style-type: none"> <li>Discovering passions</li> <li>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</li> </ul>	<b>Time to share!</b> <ul style="list-style-type: none"> <li>Show and tell</li> <li>Weekend news</li> <li>Discovering passions</li> <li>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</li> <li>Select books containing photographs and pictures, e.g. places in different weather conditions and seasons.</li> </ul>
	<p><i>As a whole EYFS focus, Communication and Language is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE, sharing stories, singing, speech and language interventions, vocabulary, oracy, productions, assemblies and interventions.</i></p>					

# Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Terrific Tales	Ticket to Ride	Come Outside	Amazing Animals	Beside the Seaside
Personal, Social and Emotional Development	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary.</p> <p>Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they <b>learn how to make good friendships, co-operate and resolve conflicts peaceably</b>. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
	<b>SCARF Unit: Me and My Relationships</b> 1. All about me 2. What makes me special 3. Me and my special people 4. Who can help me? 5. My feelings 6. My feelings (2)  Class rules and routines  Supporting children to build relationships	<b>SCARF Unit: Valuing Differences</b> 1. I'm special, you're special 2. Same and different 3. Same and different families 4. Same and different homes 5. I am caring 6. Kind and caring	<b>SCARF Unit: Keeping Myself Safe</b> 1. What's safe to go onto my body? 2. Keeping Myself Safe - What's safe to go into my body (including medicines) 3. Safe indoors and outdoors 4. Listening to my feelings 5. Keeping safe online 6. People who help to keep me safe	<b>SCARF Unit: Rights and Responsibilities</b> 1. Looking after my special people 2. Looking after my friends 3. Being helpful at home and caring for our classroom 4. Caring for our world 5. Looking after money (1): recognising, spending, using 6. Looking after money (2): saving money and keeping it safe	<b>SCARF Unit: Being My Best</b> 1. Bouncing back when things go wrong 2. Yes, I can! 3. Healthy eating (1) 4. Healthy eating (2) 5. Move your body 6. A good night's sleep	<b>SCARF Unit: Growing and Changing</b> 1. Seasons 2. Life stages - plants, animals, humans 3. Life Stages: Human life stage - who will I be? 4. Where do babies come from? 5. Getting bigger 6. Me and my body - girls and boy
	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Behaving in ways that are pro-social</li> <li>✓ Planning</li> <li>✓ Thinking before acting</li> </ul> <p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.”</i> Education Endowment Foundation.</p>					



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Physical Development	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>.</p> <p>Gross motor skills provide the foundation for developing <b>healthy bodies and social and emotional well-being</b>. Fine motor control and precision helps with <b>hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>						
	Fine Motor	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Dough Disco</li> <li>Manipulate objects with good fine motor</li> <li>Draw lines and circles using gross and fine motor movements</li> <li>Hold pencil/paint brush beyond whole hand grasp</li> <li>Pencil Grip</li> </ul>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Dough Disco</li> <li>Develop muscle tone to put pencil pressure on paper</li> <li>Use tools to effect changes to materials</li> <li>Show preference for dominant hand</li> <li>Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>Teach and model correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Dough Disco</li> <li>Begin to form letters correctly</li> <li>Handle tools, objects, construction and malleable materials with increasing control</li> <li>Encourage children to draw freely</li> <li>Holding small Items</li> <li>Button Clothing</li> <li>Cutting with Scissors</li> </ul>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Dough Disco</li> <li>Hold pencil effectively with comfortable grip</li> <li>Forms recognisable letters, most correctly formed</li> </ul> <p>More Ideas here:  <a href="https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/">mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/</a> </p>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Dough Disco</li> <li>Develop pencil grip and letter formation continually</li> <li>Use one hand consistently for fine motor tasks</li> <li>Cut along a straight line with scissors; start to cut along a curved line, like a circle</li> <li>Draw a cross</li> </ul>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Dough Disco</li> <li>Form letters correctly</li> <li>Copy a square</li> <li>Begin to draw diagonal lines, like in a triangle</li> <li>Start to colour inside the lines of a picture</li> <li>Start to draw pictures that are recognisable</li> <li>Build things with smaller linking blocks, such as Duplo or Lego</li> </ul>
	<p><b>Daily opportunities for fine motor activities.</b></p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>						
	Gross Motor	<p><b>Me and Myself:</b></p> <p>Step 1: To change into PE kit</p> <p>Step 2: To listen and respond to instructions</p> <p>Step 3: To move in different ways</p> <p>Step 4: To change direction when moving</p> <p>Step 5: To participate in games</p>	<p><b>Movement and Development:</b></p> <p>Step 1: To move in different ways</p> <p>Step 2: To copy actions from a teacher</p> <p>Step 3: To move to music</p> <p>Step 4: To copy actions from a partner</p> <p>Step 5: To create own actions and movements</p>	<p><b>Throwing and Catching:</b></p> <p>Step 1: To move around without a ball</p> <p>Step 2: To move with a ball</p> <p>Step 3: To explore different body parts to move the ball</p> <p>Step 4: To explore how the ball moves</p> <p>Step 5: To play command games</p>	<p><b>Ball Skills</b></p> <p>Step 1: To explore a ball</p> <p>Step 2: To move the ball around the body</p> <p>Step 3: To travel with the ball</p> <p>Step 4: To play with others</p> <p>Step 5: To throw a ball</p>	<p><b>Fun and Games:</b></p> <p>Step 1: To move in lots of different ways</p> <p>Step 2: To move into space</p> <p>Step 3: To play games with others</p> <p>Step 4: To use equipment in games</p> <p>Step 5: To keep score</p> <p><b>Maypole and circle dances</b></p>	<p><b>Working with Others</b></p> <p>Step 1: To play games with others</p> <p>Step 2: To share and be kind to each other</p> <p>Step 3: To run into space, avoiding obstacles</p> <p>Step 4: To take turns playing different roles and using different equipment</p> <p>Step 5: To play games in pairs and groups.</p> <p><b>Sports Day games and races</b></p>

	<p><b>Big Moves in the autumn term for all pupils, then as an intervention in the spring and summer terms.</b></p> <p>Ongoing opportunities:</p> <ul style="list-style-type: none"> <li>✓ Weekly Forest School sessions</li> <li>✓ Crates play – climbing, balance</li> <li>✓ Wheeled resources to for children to balance, sit or ride on; or pull and push</li> <li>✓ Two-wheeled balance bikes</li> <li>✓ Playground – tyres, adventure, climbing frame, trim trail</li> <li>✓ Movement to music</li> <li>✓ Opportunities for children to spin, rock, tilt, fall, slide and bounce</li> <li>✓ Obstacles providing opportunities for children to move under, over, through and around equipment</li> <li>✓ Spaces are accessible to children with varying confidence levels, skills and needs</li> <li>✓ Use picture books and other resources to explain the importance of the different aspects of healthy lifestyle</li> </ul> <p><b><i>All these opportunities will be revisited each term.</i></b></p> <p><b><i>Children need time to practice and consolidate. Repetition is a good thing.</i></b></p>
Forest School	<p>Forest School is a crucial part of our curriculum, and sessions take place at least once a week, on Welly Wednesday and sometimes on Fridays.</p> <p>Learning opportunities and skills covered includes:</p> <p><b>games, teamwork, campfire, outdoor cooking, rope swings, practical work, den building, problem-solving, co-operation, risk-taking, learning about nature, learning about seasons, environmental awareness</b></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>All About Me</b>	<b>Terrific Tales</b>	<b>Ticket to Ride</b>	<b>Come Outside</b>	<b>Amazing Animals</b>	<b>Beside the Seaside</b>
Literacy	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>.</p> <p>Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
	<p><b>Anima Phonics</b>            Anima Phonics is a full synthetic phonics programme consisting of daily clear and detailed planning, outlining the sequential steps of teaching the alphabetic code. Each new sound is introduced through a song or poem, with a corresponding mnemonic action and animal mascot. Anima Phonics provides fully decodable books and texts, which are tailored to the progression of lessons at school, providing an extra opportunity for children to consolidate their new knowledge.            In Reception there are three units, one per term, as follows:</p>					
	<b>Unit 1:</b> This is the bedrock of Anima Phonics. Children are taught the first 44 GPCs, enabling them to start reading and writing three-phoneme words right from the beginning. Each GPC has a memorable animal mascot and action. Common exception words are introduced from Week 7 onwards.		<b>Unit 2:</b> In this unit, children will consolidate knowledge of all previously learned GPCs through extending their word reading ability beyond three-phoneme words. Children will learn new 'twin letter' graphemes for some consonant sounds and recap previously taught two- and three-letter graphemes.		<b>Unit 3:</b> This unit begins by introducing a further two new phonemes (/ure/ and /er/). Thereafter, each two-week block focuses first on the revision of a vowel GPC, then introduces an alternative spelling for that vowel in the second week.	
	Week 1: GPCs <b>p a t i</b>	Week 7: GPCs <b>oo (short) oo (long) l ai</b> Rainbow word: <b>is</b>	Week 1: <b>/f/ spelt ff</b> Rainbow word: <b>go</b>	Week 7: <b>recap or</b> Rainbow word: <b>you</b>	Week 1: <b>ure and er GPCs</b> Rainbow word: <b>a</b>	Week 7: <b>/igh/ spelt ie</b> Rainbow word: <b>have</b>
	Week 2: GPCs <b>n ch s ee</b>	Week 8: GPCs <b>w igh th (unvoiced) th (voiced)</b> Rainbow word: <b>the</b>	Week 2: <b>/z/ spelt zz</b> Rainbow word: <b>no</b>	Week 8: <b>recap oo</b> Rainbow word: <b>they</b>	Week 2: <b>recap ai</b> Rainbow word: <b>are</b>	Week 8: <b>recap ew</b> Rainbow word: <b>do</b>
	Week 3: GPCs <b>m ar e c k</b>	Week 9: GPCs <b>ear j ou ur</b> Rainbow words: <b>of to</b>	Week 3: <b>/l/ spelt ll</b> Rainbow word: <b>into</b>	Week 9: <b>recap ear</b> Rainbow word: <b>we</b>	Week 3: <b>ai/ pelt ay</b> Rainbow word: <b>her</b>	Week 9: <b>/ew/ spelt ue</b> Rainbow word: <b>one</b>
	Week 4: GPCs <b>d o sh g ck</b>	Week 10: GPCs <b>y oi z v</b> Rainbow words: <b>l my</b>	Week 4: <b>/s/ spelt ss</b> Rainbow word: <b>put</b>	Week 10: <b>recap ng</b> Rainbow word: <b>be</b>	Week 4: <b>recap ee</b> Rainbow word: <b>his</b>	Week 10: <b>recap oa</b> Rainbow word: <b>so</b>
	Week 5: GPCs <b>u b ng oa</b>	Week 11: GPCs <b>air x qu ew</b> Rainbow words: <b>was me</b>	Week 5: <b>/k/ spelt ck</b> Rainbow word: <b>he</b>	Week 11: <b>recap ur</b> Rainbow word: <b>all</b>	Week 5: <b>/ee/ spelt ea</b> Rainbow word: <b>he</b>	Week 11: <b>/oa/ spelt ow</b> Rainbow word: <b>some</b>
	Week 6: GPCs <b>r h or f</b>	Week 12: <b>Assessment</b>	Week 6: <b>recap ar</b> Rainbow word: <b>she</b>	Week 12: <b>Assessment</b>	Week 6: <b>recap ar</b> Rainbow word: <b>said</b>	Week 12: <b>Assessment</b>

	Comprehension	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists.</p> <p>Retelling stories using images / apps.</p> <p>Story Maps.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Non-fiction focus.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Enjoys an increasing range of books.</p>	<p>Making up stories with themselves as the main character – using Tales Toolkit strategy.</p> <p>Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p> <p>Anima Phonics books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.</p>	<p>Information leaflets about animals in the garden; plants and growing.</p> <p>Timeline of how plants grow.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Develops their own narratives and explanations by connecting ideas or events.</p>	<p>Stories from other cultures and traditions.</p> <p>Retell a story with actions and/or picture prompts as part of a group</p> <p>Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story.</p> <p>Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters.</p> <p>Celebration of World Book Day.</p>	<p>Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Begin to understand that a non-fiction is a non-story - it gives information instead.</p> <p>Fiction means story.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
		Daily story time provides lots of opportunities for sharing stories, looking at pictures, making predictions etc. Children also take home weekly ‘bedtime books’ which they share at home. Vocabulary is taken from shared reading and is added to the vocabulary bag; these words are recapped often.					
	Writing	<ul style="list-style-type: none"> <li>• Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</li> <li>• Lists, shopping lists.</li> <li>• Writing initial sounds and simple captions.</li> <li>• Use initial sounds to label characters/images.</li> <li>• Silly soup.</li> <li>• Name writing.</li> <li>• Label diagrams.</li> <li>• Messages – create a ‘Message Centre’.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue name writing and labelling using initial sounds.</li> <li>• Story scribing.</li> <li>• Retelling stories in writing area.</li> <li>• Instructions, e.g. for making porridge.</li> <li>• Help children identify the sound that is tricky to spell.</li> <li>• Sequence the story, e.g. Christmas story.</li> <li>• Write a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing some of the tricky words such as I, me, my, like, to, the.</li> <li>• Writing CVC words</li> <li>• Labels using CVC, CVCC, CCVC words.</li> <li>• Guided writing based around developing short sentences in a meaningful context.</li> <li>• Create a story board.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating own story maps.</li> <li>• Writing captions and labels; writing simple sentences.</li> <li>• Writing short sentences to accompany story maps.</li> <li>• Order the Easter story.</li> <li>• Labels and captions – life cycles.</li> <li>• Recount – a trip to the park.</li> <li>• Character descriptions.</li> <li>• Write 2 sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini beasts/animal Fact File – compare two animals.</li> <li>• Writing recipes and lists.</li> <li>• Writing for a purpose in role play using phonetically plausible attempts at words.</li> <li>• Beginning to use finger spaces.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Rhyming words.</li> <li>• Acrostic poems</li> </ul>	<ul style="list-style-type: none"> <li>• Write a postcard / diary writing.</li> <li>• Recount.</li> <li>• Story writing - write three sentences (beginning, middle, end).</li> <li>• Writing using a range of tricky words that are spelt correctly.</li> <li>• Beginning to use full stops, capital letters and finger spaces.</li> <li>• Innovation of familiar texts - using familiar texts as a model for writing own stories.</li> <li>• Character description, e.g. Rainbow Fish</li> </ul>
		Use of class texts as a stimulus for writing. Texts used may change depending on children’s interests. NB: Children are only asked to write sentences when they have sufficient knowledge of letter-sound correspondences.					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All About Me	Terrific Tales	Ticket to Ride	Come Outside	Amazing Animals	Beside the Seaside
Mathematics	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between them</b> and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built.</p> <p>In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children develop <b>positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, <b>spot connections</b>, <b>‘have a go’</b>, <b>talk to adults and peers</b> about what they notice and not be afraid to make mistakes.</p>						
	Number and Numerical Patterns	<b>Mastering Number:</b> Creating patterns and exploring numbers within 4, including perceptually subitising within 3	<b>Mastering Number:</b> Creating patterns and exploring numbers within 5, including perceptually subitising within 5; begin to count beyond 5; begin to recognise numerals; explore the composition of numbers within 5.	<b>Mastering Number:</b> Continue to explore patterns within 5 and explore the composition of 6; develop verbal counting to 20 and beyond	<b>Mastering Number:</b> Explore symmetrical patterns, linking this to ‘doubles’; become more familiar with the counting pattern beyond 20; explore odd and even numbers; explore the composition of numbers within 10.	<b>Mastering Number:</b> Practise increasingly familiar subitising arrangements; develop verbal counting to 20 and beyond; explore the composition of 10; order sets of objects.	<b>Mastering Number:</b> Consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.
	Shape, Space, Measures	<b>Shape, space and measures (WRM):</b> <ul style="list-style-type: none"><li>Talking about the routine of the day and using language like, ‘before’ and ‘after’;</li><li>Using comparative language such as, ‘taller’, ‘shorter’ and ‘the same’;</li><li>Being more confident in identifying shapes in the environment;</li><li>Recognising particular shapes that may be useful for certain tasks;</li><li>Making more meaningful pictures, patterns and arrangements with shapes.</li></ul>			<b>Shape, space and measures (WRM):</b> <ul style="list-style-type: none"><li>Beginning to experiment with length, height and capacity;</li><li>Beginning to compare length, weight and capacity;</li><li>Identifying money and using money in play;</li><li>Recalling the names of some 2D and 3D shapes;</li><li>Ordering and sorting according to simple properties;</li><li>Using the language of direction when programming toys.</li></ul>		<b>Shape, space and measures (WRM):</b> <ul style="list-style-type: none"><li>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities;</li><li>Create and describe patterns;</li><li>Explore characteristics of everyday objects and shapes, and use mathematical language to describe them;</li><li>Use money with increased confidence.</li></ul>

## Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>All About Me</b>	<b>Terrific Tales</b>	<b>Ticket to Ride</b>	<b>Come Outside</b>	<b>Amazing Animals</b>	<b>Beside the Seaside</b>
	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and 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>					
	<p>To teach Religious Education in Reception, we use the <b>Leicestershire RE Syllabus</b>, which incorporates <b>Understanding Christianity</b>.</p> <p><b>Understanding Christianity</b> In EYFS, children are engaged in learning, using stories, drama, art and music, using teacher-led activities and ideas for continuous provision. Children are introduced to Tessa and Tom, two imaginary Christian characters who enable you to talk about things Christian children learn or do. They provide a context for pupils' learning which is easier to handle than talking abstractly about people of faith and belief.</p> <p><b>Leicestershire RE Syllabus</b> Through the Leicestershire Syllabus, children in EYFS encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.</p>					
	<p><b>Key question 1:</b> Which stories are special and why?</p> <p>Diwali</p>	<p><b>Key question 2:</b> Why do Christians perform nativity plays at Christmas?</p> <p>Christmas</p>	<p><b>Key question 3:</b> What places are special and why?</p> <p>Chinese New Year</p>	<p><b>Key question 4:</b> Why do Christians put a cross in an Easter garden?</p> <p>Lent and Easter</p>	<p><b>Key question 5:</b> Why is the word God so important to Christians?</p>	<p><b>Key question 6:</b> What is special about our world?</p>



	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>Long ago – how time has changed. Using cameras.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmases in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past.</li> <li>Use world maps to show children where some stories are based.</li> <li>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>Share different cultures versions of famous fairy tales.</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> </ul>	<ul style="list-style-type: none"> <li>Use Handa's Surprise to explore a different country.</li> <li>Discuss how they got to school and what mode of transport they used.</li> <li>Introduce the children to a range of transport and where they can be found.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/ painting or constructing their homes.</li> <li>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>Environments – features of local environment. Maps of local area.</li> <li>Comparing places on Google Earth – how are they similar/different?</li> <li>Introduce the children to NASA and America.</li> <li>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>Can children differentiate between land and water?</li> <li>Take children to places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</li> <li>Create opportunities to discuss how we care for the natural world around us.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – changes in the leaves, weather, seasons,</li> <li>Explore the world around us and see how it changes as we enter Summer.</li> <li>Provide opportunities for children to note and record the weather.</li> <li>Building a 'Bug Hotel'</li> <li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>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.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Use the BeeBots</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle to those on a farm.</li> <li>Explore a range of jungle animals.</li> <li>Learn their names and label their body parts.</li> <li>Could include a trip to the zoo/farm.</li> <li>Nocturnal animals.</li> <li>Making sense of different environments and habitats.</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</li> <li>Listen to what children say about what they see.</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>Understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts.</li> <li>Introduce Mary Anning as the first female to find a fossil.</li> <li>Materials: floating / sinking – boat building.</li> <li>Metallic / non-metallic objects</li> <li>Seasides long ago – compare then and now.</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul>
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## Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Terrific Tales	Ticket to Ride	Come Outside	Amazing Animals	Beside the Seaside
	<p>The development of children’s artistic and cultural awareness supports their <b>imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a <b>wide range of media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate through the arts</b>. 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>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs, join in with role play games and use resources available for props. Build models using construction equipment.</p> <p>Begin to mix colours.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Julia Donaldson songs. Exploring sounds and how they can be changed; tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats.</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models.</p> <p>Firework pictures.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems.</p> <p>The use of story maps, props, puppets and story bags will encourage children to retell, invent and adapt stories.</p> <p>Role-play parties and celebrations.</p> <p>Role-play of The Nativity.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance, and perform it. Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories.</p> <p>Creating outer of space pictures.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition.</p>	<p>Make different textures; make patterns using different colours.</p> <p>Children explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage - farm animals / making houses.</p> <p>Pastel drawings, printing, patterns on Easter eggs.</p> <p>Life cycles; flowers – sunflowers.</p> <p>Mothers; Day crafts.</p> <p>Easter crafts.</p> <p>Artwork themed around Eric Carle / the seasons.</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Rousseau’s Tiger; animal prints; designing homes for hibernating animals.</p> <p>Collage owls; symmetrical butterflies.</p> <p>Children encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Shadow Puppets.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Sand pictures; rainbow fish collages.</p> <p>Lighthouse designs.</p> <p>Paper plate jellyfish.</p> <p>Puppet shows: provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts.</p> <p>Making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Fathers’ Day Crafts</p>

## Reception Early Learning Goals

These are our Reception destinations (Early Learning Goals), based on the seven areas of learning and development. Judgements are 'best fit':

Communication and Language	Listening, attention & understanding	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>
Physical Development	Gross motor skills	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>
	Fine motor skills	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Using a range of small tools, including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing</li> </ul>
Personal, Social and Emotional Development	Self-regulation	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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</li> </ul>
	Managing self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>
	Building relationships	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs</li> </ul>
Literacy	Word reading	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common misconception words</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> </ul>

		<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>
Mathematics	Number & numerical patterns	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise (recognise quantities without counting) up to 5</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
	Shape, space & measure <i>(not in expectations)</i>	<ul style="list-style-type: none"> <li>• Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities</li> <li>• Create and describe patterns</li> <li>• Explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> <li>• Use money with increasing confidence</li> </ul>
Understanding the World	Past & present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
	People, culture & communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate - maps</li> </ul>
	The natural world	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
Expressive Arts & Design	Creating with materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role-playing characters in narratives and stories</li> </ul>
	Being imaginative & expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>

## Monitoring and Assessment

Throughout EYFS, children's progress and attainment against our expectations is monitored daily, and is tracked as follows:

## Anima Phonics Assessment Tracker (Reception)

We use the Anima Phonics Assessment Tracker as an ongoing tool to track children's progress in phonics. This is colour-coded so provides clear feedback and is used to inform future planning and highlight those children who are at risk of falling behind so that additional intervention can be put in place, such as extra practice or precision teaching.

Formal assessment also occurs at the end of each unit.

Phase 2 & 3																														
Phase 2 & 3 (Grapheme Recognition)		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	% Met	
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## EYFS Assessment Records & Pupil Progress Meetings

EYFS Assessment Records are kept for each area of learning on which is recorded whether or not children are on track to meet our expectations. For any children who are not on track, interventions are planned for and implemented.

These records form a focus for termly Pupil Progress Meetings with senior leadership.

EYFS Assessment Record		
Communication and Language		
Term:	Class:	Teacher:
On Track	Not Currently on Track	

## EYFS Termly Assessment Record

A Termly Assessment Record is completed for each child at the end of each term (and baseline for Reception), which provides a quick data snapshot as to whether they are currently on-track. This helps to form an ongoing analysis and overview, as well as an opportunity to look for trends.

These records form part of the school's termly whole-school data analysis.

[illegible]

## Appendix 1: School Readiness

### School Readiness

We work closely alongside nurseries and pre-schools to ensure that by the time our children join us they are 'school ready', as defined by Leicestershire County Council:

I am curious and want to play and learn	I feel good about myself and like it when you praise me	I am starting to know when I am happy, sad or cross
I can let you know what I need and tell you about what is important to me	I can settle when you leave me knowing you will be back soon	I can play with other children and I am learning to take turns
I can make simple choices	<i>What does being ready for school mean?</i>	I am willing to have a go and keep on trying
I can use lots of different words about things that interest me and use them when I play	I can listen and take turns in conversation with grown-ups and children	I can follow simple instructions
I can join in with favourite songs, rhymes or stories	I can go to the toilet and dress myself most of the time	I am an active and confident mover both indoors and outdoors

Further information can be found on Leicestershire County Council's 'School Readiness' page at <https://www.leicestershire.gov.uk/education-and-children/early-years-and-childcare/school-readiness>



## Appendix 2: SCARF (PSHE) Progression in EYFS

SCARF in the early years uses stories to explore many of the themes. Some stories are specially written and some are classic books. Alongside these are resources to go inside story sacks, such as images of Harold the giraffe and his friends, to print and make into finger puppets. There are also suggestions for other items to add to a story sack.

SCARF supports and contributes to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development (PSED), and Communication and Language.

<b>SCARF Unit 1: Me and My Relationships</b> 1) All about me 2) What makes me special 3) Me and my special people 4) Who can help me? 5) My feelings 6) My feelings (2)	<b>SCARF Unit 2: Valuing Differences</b> 1) I'm special, you're special 2) Same and different 3) Same and different families 4) Same and different homes 5) I am caring 6) Kind and caring	<b>SCARF Unit 3: Keeping Myself Safe</b> 1) What's safe to go onto my body? 2) Keeping Myself Safe - What's safe to go into my body (including medicines) 3) Safe indoors and outdoors 4) Listening to my feelings 5) Keeping safe online 6) People who help to keep me safe	<b>SCARF Unit 4: Rights and Responsibilities</b> 1) Looking after my special people 2) Looking after my friends 3) Being helpful at home and caring for our classroom 4) Caring for our world 5) Looking after money (1): recognising, spending, using 6) Looking after money (2): saving money and keeping it safe	<b>SCARF Unit 5: Being My Best</b> 1) Bouncing back when things go wrong 2) Yes, I can! 3) Healthy eating (1) 4) Healthy eating (2) 5) Move your body 6) A good night's sleep	<b>SCARF Unit 6: Growing and Changing</b> 1) Seasons 2) Life stages - plants, animals, humans 3) Life Stages: Human life stage - who will I be? 4) Where do babies come from? 5) Getting bigger 6) Me and my body - girls and boy
Children will be able to: <ul style="list-style-type: none"> <li>• Talk about similarities and differences.</li> <li>• Name special people in their lives.</li> <li>• Describe different feelings.</li> <li>• Identify who can help if they are sad, worried or scared.</li> <li>• Identify ways to help others or themselves if they are sad or worried</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• Be sensitive towards others and celebrate what makes each person unique.</li> <li>• Recognise that we can have things in common with others.</li> <li>• Use speaking and listening skills to learn about the lives of their peers.</li> <li>• Know the importance of showing care and kindness towards others.</li> <li>• Demonstrate skills in building friendships and cooperation.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• Talk about how to keep their bodies healthy and safe.</li> <li>• Name ways to stay safe around medicines.</li> <li>• Know how to stay safe in their home, classroom and outside.</li> <li>• Know age-appropriate ways to stay safe online.</li> <li>• Name adults in their lives and those in their community who keep them safe.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• Understand that they can make a difference.</li> <li>• Identify how they can care for their home, school and special people.</li> <li>• Talk about how they can make an impact on the natural world.</li> <li>• Talk about similarities and differences between themselves.</li> <li>• Demonstrate building relationships with friends.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• Feel resilient and confident in their learning.</li> <li>• Name and discuss different types of feelings and emotions.</li> <li>• Learn and use strategies or skills in approaching challenges.</li> <li>• Understand that they can make healthy choices.</li> <li>• Name and recognise how healthy choices can keep us well.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans.</li> <li>• Name the different stages in childhood and growing up.</li> <li>• Understand that babies are made by a man and a woman.</li> <li>• Use the correct vocabulary when naming the different parts of the body.</li> <li>• Know how to keep themselves safe.</li> </ul>

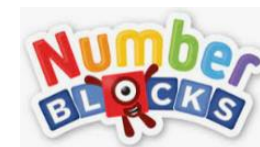
## Appendix 3: Early Maths

### Mastering Number: Overview of content – Reception

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
<b>1</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> <li>experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>explore a range of strategies which support accurate counting.</li> </ul>	<ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including 'more than' and 'fewer than'</li> <li>compare sets 'just by looking'.</li> </ul>
<b>2</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>continue from first half-term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> <li>begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul>	<ul style="list-style-type: none"> <li>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>explore the composition of numbers within 5.</li> </ul>	<ul style="list-style-type: none"> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>
<b>3</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond</li> <li>continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> </ul>	<ul style="list-style-type: none"> <li>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>continue to compare sets by matching, identifying when sets are equal</li> <li>explore ways of making unequal sets equal.</li> </ul>

	<ul style="list-style-type: none"> <li>experience patterns which show a small group and '1 more'</li> <li>continue to match arrangements to finger patterns.</li> </ul>	<ul style="list-style-type: none"> <li>order numbers, linking cardinal and ordinal representations of number.</li> </ul>		
<b>4</b> <b>Children will:</b>	<ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar with the counting pattern beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>begin to link even numbers to doubles</li> <li>begin to explore the composition of numbers within 10.</li> </ul>	<ul style="list-style-type: none"> <li>compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</li> </ul>
<b>5</b> <b>Children will:</b>	<ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>continue to develop confidence and accuracy in both verbal and object counting.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of 10.</li> </ul>	<ul style="list-style-type: none"> <li>order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul>
<b>6</b>	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			

## Numberblocks



*Numberblocks* is a pre-school BBC television series aimed at introducing children to early number.

Snappy animation and loveable characters combine with engaging storylines to gently introduce concepts of number to support early mathematical understanding.

We use relevant episodes alongside NCETM Mastering Number materials, helping children to bring the numbers and ideas to life in the world around them.

## Appendix 4: RE Scheme of Work

To teach Religious Education in Reception, we use the *Leicestershire RE Syllabus*, which incorporates *Understanding Christianity*.

### Understanding Christianity

The units for EYFS look slightly different in construction from the units for KS1 upwards. Children are engaged in learning, using stories, drama, art and music, using teacher-led activities and ideas for continuous provision. Children are introduced to Tessa and Tom, two imaginary Christian characters who enable you to talk about things Christian children learn or do. They provide a context for pupils' learning which is easier to handle than talking abstractly about people of faith and belief.

Units		
<ol style="list-style-type: none"><li>1. Why do Christians perform nativity plays at Christmas?</li><li>2. Why do Christians put a cross in an Easter garden?</li><li>3. Why is the word God so important to Christians?</li></ol>		
Knowledge Building Blocks		
CREATION	INCARNATION	SALVATION
<b>Children will know that:</b> <ul style="list-style-type: none"><li>- The word God is a name.</li><li>- Christians believe God is the creator of the universe.</li><li>- Christians believe God made our wonderful world so we should look after it.</li></ul>	<b>Children will know that:</b> <ul style="list-style-type: none"><li>- Christians believe God came the Earth in human form as Jesus.</li><li>- Christians believe Jesus came to show that all people are precious and special to God.</li></ul>	<b>Children will know that:</b> <ul style="list-style-type: none"><li>- Christians remember Jesus' last week at Easter.</li><li>- Jesus' name means 'He saves'.</li><li>- Christians believe Jesus came to show God's love.</li><li>- Christians try to show love to others.</li></ul>

### Leicestershire RE Syllabus

Through the Leicestershire Syllabus, children in EYFS encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Knowledge Building Blocks		
BELIEVING	EXPRESSING	LIVING
<b>Which stories are special and why?</b> <ul style="list-style-type: none"><li>• talk about some religious stories</li><li>• recognise some religious words, e.g. about God</li><li>• identify some of their own feelings in the stories they hear</li><li>• identify a sacred text e.g. Bible, Qur'an</li><li>• talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li><li>• talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked</li></ul>	<b>What places are special and why?</b> <ul style="list-style-type: none"><li>• talk about somewhere that is special to themselves, saying why</li><li>• be aware that some religious people have places which have special meaning for them</li><li>• talk about the things that are special and valued in a place of worship</li><li>• identify some significant features of sacred places</li><li>• recognise a place of worship</li><li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li></ul>	<b>What is special about our world?</b> <ul style="list-style-type: none"><li>• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li><li>• re-tell stories, talking about what they say about the world, God, human beings</li><li>• think about the wonders of the natural world, expressing ideas and feelings</li><li>• express ideas about how to look after animals and plants</li><li>• talk about what people do to mess up the world and what they do to look after it.</li></ul>

