

EARLY YEARS FOUNDATION STAGE

RECEPTION YEARLY CURRICULUM OVERVIEW

In the EYFS, planning will be adjusted according to the interests and needs of the children. Throughout all learning we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, keep on trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1 It's Good to be Me 	Autumn 2 Celebrations Around Us 	Spring 1 Past and Present 	Spring 2 Once Upon a Time 	Summer 1 Growth and Change Lifecycles 	Summer 2 Animals/ Transition 
School Values	Friendship	Kindness	Resilience	Respect	Honesty	Pride
The Big Question	How am I special?	How do people celebrate special times?	How did people travel in the past?	What makes a good story?	How can I care for nature?	What can we see at the zoo?
Interests/ Lines of Enquiry	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night –Bonfire Safety Road Safety Week-being a safe pedestrian Remembrance Sunday Diwali Advent & Christmas	How do we travel today, and what journeys have you been on? Cars, trains, narrowboats Amelia Earhart What is a narrowboat, and what was it like to live and work on one?	Exploring the settings for different stories, Building dens / houses using different materials. Which one is strongest? How can we check?	Lifecycles of a plants and minibeasts Bug Hunt What are insects? Habitats Climates / Hibernation	Animals around the world Castles Memories of reception Transition to Year 1

<p>Cultural Capital and enrichment</p>	<p>Nurse visit-handwashing</p> <p>Emma Carling (Chawn Hill Church) Story and craft linked to RE</p> <p>Harvest festival</p> <p>Stories at Bedtime</p> <p>Forest School</p> <p>Phonics and Early Reading workshop</p>	<p>EYFS Disco</p> <p>Yoga workshop</p> <p>Christmas Assembly</p> <p>Stories with Santa- library visit</p> <p>Kinetic Letters Workshop</p> <p>Art Club</p>	<p>Pantomime visit</p> <p>Chinese New Year craft session</p> <p>World Religion Day</p> <p>Mental Health Awareness week</p> <p>Safer Internet Day</p> <p>French Club</p>	<p>World Book Day</p> <p>Traditional Tales Assembly</p> <p>Police visit</p> <p>Comic Relief</p> <p>Science Week</p> <p>Mindfulness Club</p>	<p>Planting and growing in the reception allotment area.</p> <p>Wormery, ant farm, butterfly garden</p> <p>Local Author visit</p> <p>Wildlife/ Gardening Club</p>	<p>Visit to Dudley Zoo and castle</p> <p>Sports Day</p> <p>Celebration Assembly</p> <p>Fitness Stars</p> <p>Technology Buddies</p>
<p>Role play areas</p>	<p>Home corner</p>	<p>Santa's Workshop</p>	<p>Garage</p>	<p>Gingerbread cottage</p>	<p>Minibeast investigation area</p>	<p>Vets</p>
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>We will be learning to...</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check we understand what has been said to us.</p> <p>Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names)</p> <p>Say "Good morning", and other social phrases, to friends and adults.</p> <p>Take part in whole class and small group story times.</p>	<p>We will be learning to...</p> <p>Connect one idea to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk</p> <p>Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?)</p>	<p>We will be learning to...</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Engage in non-fiction books about transport, learning and using new vocabulary from them.</p>	<p>We will be learning to...</p> <p>Engage in traditional tales and use new vocabulary from them.</p> <p>Begin to understand humour e.g. nonsense rhymes / jokes</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems, organise thinking & activities explain how things work/why things happen</p> <p>Develop and use social phrases with confidence (e.g let's play this together)</p>	<p>We will be learning to...</p> <p>Use new vocabulary in different activities and areas of learning.</p> <p>Engage in non-fiction books about plants and minibeasts learning and using new vocabulary from them.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Use new vocabulary in different contexts</p> <p>Ask questions to find out more and to check they understand what has</p>	<p>We will be learning to...</p> <p>Engage in non-fiction books about animals and castles, learning and using new vocabulary from them.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Understand humour more readily e.g. nonsense rhymes/jokes</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p>

	Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts			been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	when appropriate. Express 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.
Personal, social and emotional development Self-regulation Managing self Building Relationships	We will be learning to... Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g. putting coat on, putting on shoes. Develop confidence to try new activities and show more independence. Identify and name emotions. Introduce Zones of Regulation Become more independent when managing our own personal hygiene including going to the	We will be learning to... Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. (Anti bullying week) Begin to identify and moderate own feelings socially and emotionally e.g. Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves Begin to think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	We will be learning to... Know and talk about what makes us mentally and physically healthy, including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs.	We will be learning to... Consider and talk about how others may be feeling Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe) Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally Continue to see self as a valuable individual.	We will be learning to... Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and showing independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', and having a good sleep routine.	We will be learning to... Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. 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. Manage their own basic hygiene and personal needs, (safety in the sun and near water) including dressing, going to the

	toilet and washing our hands.					toilet and understanding the importance of healthy food choices.
Physical Development Gross Motor Skills Fine Motor Skills See I am a Clever Writer skills ladder	We will be learning to... Stand still, wait and walk in a line during different activities throughout the school day. Lie on the floor to complete an activity (Lizard position) Hold a pencil Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	We will be learning to... Continue to refine the fundamental movement skills they have already acquired Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with confidence, control and fluency.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
Complete PE Units of work	Locomotion Jumping Ball Skills Hands 1	Gymnastics High, Low, Over, Under Ball Skills Hands 2	Dance Nursery Rhymes Gymnastics Moving- big and small	Dance Ourselves Ball skills Feet	Rackets, bats and balls Sports day skills	Sports Day Games for understanding
On-going Physical Development provision- Get Moving intervention, Daily Mile, Dance movement breaks, Kinetic Letters activities, fiddly fingers, Dough Disco, outdoor climbing and balancing, running and jumping, ball skills, fine motor tools (cutting, threading, tweezers, pegboards), small construction, pencil grip and handwriting, safe use of tools, managing personal needs, understanding how exercise keeps us healthy						

<p>Literacy</p> <p>Key Texts</p>	<p>Funny Bones Super Duper You The Little Red Hen</p> <p>Additional Texts Once There Were Giants Barbara throws a wobbler My voice is a volcano Ruby's Worry Pumpkin Soup All Are Welcome My family, Your Family My Very Important Human Body</p> <p>Poetry Wriggle and Roar</p> <p>Rhymes Heads, shoulders, knees and Toes Tommy Thumb Days of the week I've got a Body</p> <p>Incy Wincy Spider</p> <p>Dingle Dangle Scarecrow</p> <p>Humpty Dumpty</p> <p>Twinkle Twinkle Little Star</p>	<p>Kipper's Birthday Stick Man The Nativity</p> <p>Additional Texts Bonfire Night Leafman Rama and Sita Hello Autumn/winter Little Glow</p> <p>Poetry Autumn Leaves Firework Poems</p> <p>Rhymes Grand Old Duke of York Doctor Foster Cobbler, Cobbler The Twelve Days of Christmas 1,2 Buckle My Shoe 1,2,3,4,5 Once I caught a fish alive</p>	<p>The Train Ride Mr Gumpy's Outing Story of The Chinese New Year</p> <p>Additional Texts Amelia Earhart Emma Jane's Aeroplane My First Festivals- Chinese New Year Things that Go My big book of Transport</p> <p>Poetry Zimzam Zoom</p> <p>Rhymes Jack and Jill A Sailor went to Sea The Big Ship Sails Down at the Station Months of the Year</p>	<p>The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears</p> <p>Additional Texts The Oak Tree My Mum Jasper's Beanstalk Busy Spring: Nature Wakes Up My First Festivals Easter</p> <p>Poetry Zimzam Zoom</p> <p>Rhymes Miss Polly had a dolly Little Bo-Peep Three Blind Mice There was an old woman Little Miss Muffet Brush Your Teeth Sing a song of sixpence</p>	<p>The Very Hungry caterpillar A Frog's Lifecycle From caterpillar to Butterfly</p> <p>Additional Texts Argh spider The girl who loves bugs The Extraordinary Gardener From caterpillar to Butterfly Clean Up</p> <p>Poetry Mad about Minibeasts</p> <p>Rhymes Mary, Mary Quite Contrary There's a worm at the bottom of the garden Little Boy Blue 1, 2 Buckle my shoe (-20)</p>	<p>Dear Zoo</p> <p>Transition text</p> <p>Additional Texts See inside castles Martha Maps it out Midnight at the zoo The Koala who could</p> <p>Poetry Animal poems</p> <p>Rhymes I went to the Animal Fair Old King Cole</p>
<p>Diversity Texts</p>	<p>BAME, Cultural Diversity, Neurodiversity, Physical Disabilities, Different families</p>					

<p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>We will be learning to...</p> <p><u>Comprehension</u> Children will independently look at a book, hold it the correct way and turn pages.</p> <p><u>Word Reading</u> Children will segment and blend sounds together to read words.</p> <p><u>Writing</u> Children will give meanings to the marks they make.</p>	<p>We will be learning to...</p> <p><u>Comprehension</u> Children will engage and enjoy an increasing range of books.</p> <p><u>Word Reading</u> Children will begin to read captions and sentences.</p> <p><u>Writing</u> Children will form letters correctly</p>	<p>We will be learning to...</p> <p><u>Comprehension</u> Children will be able to talk about the characters in the books they are reading.</p> <p><u>Word Reading</u> Children will recognise taught digraphs in words and blend the sounds together.</p> <p><u>Writing</u> Children will write words representing the sounds with a letter/letters</p>	<p>We will be learning to...</p> <p><u>Comprehension</u> Children will act out stories using recently introduced vocabulary.</p> <p><u>Word Reading</u> Children will read words containing tricky words and digraphs</p> <p><u>Writing</u> Children will write labels/phrases representing the sounds with a letter/letters</p>	<p>We will be learning to...</p> <p><u>Comprehension</u> Children will retell a story using vocabulary influenced by their book.</p> <p><u>Word Reading</u> Children will read longer sentences containing phase 4 words and tricky words.</p> <p><u>Writing</u> Children will write words which are spelt phonetically</p>	<p>We will be learning to...</p> <p><u>Comprehension</u> Children will be able to answer questions about what they have read.</p> <p><u>Word Reading</u> Children will read books matched to their phonics ability.</p> <p><u>Writing</u> Children will write simple phrases and sentences using recognisable letters and sounds.</p>
---	--	---	---	--	---	---

<p>Phonics</p> <p>See Little Wandle Letters and Sounds</p>	<p>To recognise their first name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l ss j v w x y z)</p> <p>To recognise taught Phase 2 Tricky Words (the l is)</p> <p>To begin to blend sounds together to read words using the taught sounds</p> <p>To understand the term blend, phoneme and grapheme</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l ss j v w x y z)</p> <p>Tricky Words</p> <p>as and has his her go no to into she he of we me be</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To recognise their full name</p> <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo or ar or ur ow oi ear air er)</p> <p>To read tricky words - was you they my by all are sure pure</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To begin to recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing tricky Words and digraphs</p> <p>To read books matching their phonics ability</p> <p>To understand the term trigraph and digraph</p>	<p>To review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>To review Phase 3: er air</p> <p>To read words with double letters</p> <p>To read longer words</p> <p>To read words with two or more digraphs</p> <p>To read longer words ending in -ing</p> <p>To read compound words</p> <p>To read longer words</p> <p>To read words with s in the middle /z/ s</p> <p>To read words words ending -s</p> <p>To read words with -es at end /z/</p> <p>To review all tricky words taught so far and to secure spelling</p>	<p>short vowels CVCC</p> <p>short vowels CVCC CCVC</p> <p>short vowels CCVCC CCCVC CCCVCC</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>To read new tricky words said so have like some come love do were here little says there when what one out today</p>	<p>Long vowel sounds CVCC CCVC</p> <p>Long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words ending -s /s/</p> <p>Phase 4 words ending -s /z/</p> <p>Phase 4 words ending -es</p> <p>longer words</p> <p>Root word ending in:- ing, -ed /t/, -ed /id/ /ed/, -ed /d/</p> <p>Phase 4 words ending in:-s /s/, -s /z/, -es</p> <p>To review all tricky words taught so far Secure spelling</p>
<p>Irregular Verbs</p>	<p>say, make, go, see, get, drink, run, build, eat, do</p>					

<p>Mathematics White Rose</p>	<p>We will be learning to...</p> <p>Recognise numbers 1-3</p> <p>Begin to subitise to 3</p> <p>Find one more of numbers to 3</p>	<p>We will be learning to...</p> <p>Recognise numbers 1-5</p> <p>Begin to subitise to 5</p> <p>Find one more of numbers to 5</p>	<p>We will be learning to...</p> <p>Recognise numbers 0-8</p> <p>Subitise to 5</p> <p>Find one more of numbers to 8</p> <p>Find one less of numbers to 8</p>	<p>We will be learning to...</p> <p>Recognise numbers 0-10</p> <p>Explore the composition of 9 and 10</p> <p>Practise number bonds to 10</p>	<p>We will be learning to...</p> <p>Recognise numbers to 20</p> <p>Revise number bonds to 5</p> <p>Explore how to make numbers above 10</p>	<p>We will be learning to...</p> <p>Solve simple number problems</p> <p>Recap the composition of each number to 10</p>
<p>Numerical Patterns</p>	<p>We will be learning:</p> <p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>We will be learning:</p> <p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>We will be learning:</p> <p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To combine two groups of objects</p>	<p>We will be learning:</p> <p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>We will be learning:</p> <p>To count to 25</p> <p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>We will be learning:</p> <p>To count to 30 and beginning to count higher.</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To share quantities equally</p>
<p>Mastering Number</p>	<p>10-15 minutes daily (four times a week in reception) in addition to their daily maths lesson.</p> <p>This project aims to secure firm foundations in the development of good number sense for reception pupils. Over the year the children will experience using a range of resources and representations including a small abacus like piece of equipment called a Rekenrek.</p>					

<p>Understanding The World</p> <p>People, Culture and Communities</p> <p>Kapow Geography</p>	<p>What is it like at school?</p> <p>Understanding their immediate environment</p> <p>Children begin by exploring their classroom and school</p> <p>What jobs do people have in my school community?</p> <p>Exploring maps</p> <p>Make a 'journey stick' on a walk around school.</p> <p>Create a story map of the Little Red Hen's route</p>	<p>What is my local area like?</p> <p>Walk to Library</p> <p>Notice features such as buildings, roads, church, and river.</p> <p>How do other People Celebrate?</p>	<p>Where in the World do I live?</p> <p>Places beyond their own China (Chinese New Year)</p> <p>Where have I been on holiday?</p>	<p>Exploring maps</p> <p>Creating our own maps of 'The Three Little Pig's story.</p>	<p>Caring for the environment</p> <p>Children develop early ideas about looking after the world, such as recycling, saving water, and caring for plants and animals. They begin to understand that people can help or harm the environment.</p> <p>Our School from above.</p>	<p>Where do animals live?</p> <p>Dudley Zoo and castle (human and physical features.)</p> <p>Map of the zoo</p> <p>Contrasting environments- deserts/polar regions</p>
<p>Understanding The World</p> <p>Past and Present</p>	<p>My Family</p> <p>Who is in my family?</p> <p>How have I changed?</p>	<p>Bonfire Night</p> <p>Why do people remember Bonfire Night, and what happened a long time ago to start this tradition?</p> <p>Remembrance Day – Why do we remember them?</p> <p>'Birthdays' Why are birthday's special? Share photos from past birthdays. Make birthday cards, invitations, and party lists.</p>	<p>How have vehicles changed?</p> <p>Comparisons of old/new cars and trains.</p> <p>Canals – <i>What is a narrowboat? What was it like to live on one?</i></p> <p>Air transport – <i>Who was Amelia Earhart?</i></p>			<p>Dudley Zoo and Castle</p> <p><i>- What was Dudley Zoo like in the past?</i></p> <p>Maps of the Zoo - <i>How have the maps of Dudley Zoo & Castle changed over time?</i></p> <p>Castles - <i>What was it like to live in a castle?</i></p>

<p>Understanding the World</p> <p>The Natural World</p> <p>(Links Science)</p>	<p>What are my senses?</p> <p>Outdoor Adventures</p> <p>Forest School</p> <p>Senses in nature</p> <p>Exploring seasons-Autumn changes</p> <p>Autumn Walk</p> <p>Exploring the weather daily as part of reception class routines</p> <p>Naming body parts</p>	<p>What is changing?</p> <p>Exploring the weather and seasons</p> <p>Investigate the changing weather as winter approaches.</p> <p>Draw patterns in the frost and go on a winter walk.</p>	<p>What is the weather like today?</p> <p>Continue to discuss and investigate the changing weather and seasons. Complete the 'dress the teddy' activity.</p> <p>Freezing/ melting</p> <p>Floating and sinking</p>	<p>Observational paintings of natural items found in spring, flowers, plants, etc.</p> <p>Science week- Curiosity</p>	<p>How do animals grow and change?</p> <p>How can I keep my body healthy?</p> <p>Minibeast habitats</p> <p>Growing and planting</p>	
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Art question Can I identify and incorporate a variety of colours in my artwork? Natural art collages Self portraits A tree in Autumn</p> <p>DT question Can I create a memory box? Make Pumpkin Soup</p>	<p>Art question How will I print my own celebration wrapping paper? 4 Seasons calendar</p> <p>DT question What do I need to create a Christmas decoration? Wrapping presents in Santa's workshop.</p>	<p>Art question How can we use colour and pattern to decorate a canal jug?</p> <p>DT question How can I make a boat that floats?</p>	<p>Art question How can I mix colours to paint spring flowers?</p> <p>DT question How will I build houses for the Three Little Pigs? Make an Easter Garden</p>	<p>Art Question How can I create a minibeast? Painting and drawing plants.</p> <p>DT Question Can I make a home for a minibeast?</p>	<p>Art question Which artists have painted pictures of animals? Painting and drawing animals.</p> <p>DT question How will I create a castle?</p>
<p>Music</p>	<p>Children explore their voices and bodies as instruments, learning to keep a steady beat and express their identity through simple songs and rhythmic patterns.</p>	<p>Children learn songs linked to festivals and special events.</p> <p>Christmas Assembly</p>	<p>Children experiment with fast and slow tempos, creating sound effects and rhythmic patterns to represent different types of transport and movement.</p>	<p>Children use music to bring stories to life.</p>	<p>Minibeast songs</p>	<p>End of Year celebration assembly</p>

<p>Religious Education</p>	<p>Being Special</p> <p>Where do we belong?</p>	<p>Incarnation</p> <p>Why do Christians perform Nativity Plays at Christmas.</p>	<p>What times/ stories are special and why?</p> <p>The Lost Sheep</p>	<p>Salvation</p> <p>Why do Christians put a cross in an Easter Garden?</p>	<p>God/ Creation</p> <p>Why is the word 'God' so important to Christians?</p>	<p>What is a good friend and how can I be one?</p>
<p>British Values</p> <p>Where this might be seen in reception class.</p>	<p>Mutual respect</p> <p>Sharing outside area; School rules; Visitors to talk to children, Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities</p>	<p>Mutual Tolerance</p> <p>Anti-bullying week; Celebrations from all cultures Children in Need-supporting charities</p>	<p>Rule of law</p> <p>In addition to previous: School rules; Class rules; Encouraging cooperation; People who Help Us-stranger danger; safeguarding; Team games in PE or outside</p>	<p>Individual liberty</p> <p>In addition to previous: RE Exploring our differences; How we are all unique;</p>	<p>Democracy</p> <p>In addition to previous: speaking and listening at circle times; developing social skills; Voting for story</p>	