

Class 1 Curriculum Map Cycle B Reception/ Year 1







Please see separate maps for English, Maths and Science

Cycle B HISTORY					
Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
<p><u>EYFS: Age 3-4 Understanding the World Past and Present</u></p> <p>Begin to make sense of their own life-story and family's history; Develop positive attitudes about the differences between people</p>	<p><u>EYFS: Age 4-5 Understanding the World Past and Present</u></p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them</p>	<p><u>EYFS: Age 4-5 Understanding the World Past and Present</u></p> <p>Comment on images of familiar situations in the past.</p>	<p><u>EYFS: Age 4-5 Understanding the World Past and Present</u></p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p><u>EYFS: Age 4-5 Understanding the World Past and Present</u></p> <p>N/A</p>	<p><u>EYFS:ELG: Understanding the World Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>Y1: Use words and phrases like old, new and a long time ago.</p> <p>Know about changes that have happened since they were born, eg. baby photos</p> <p>Give examples of things that were different when their grandparents were children.</p>	<p>Y1: Give examples of clothes that were different when my grandparents were children</p> <p>Use words and phrases like before, after, past, present, then and now.</p> <p>Know why there is a monument in the town centre (Remembrance).</p> <p>Significant individual from the past: Guy Fawkes.</p>	<p>Y1: Significant event: Stow Horse Fair</p> <p>Significant individual from the past: Captain Scott of the Antarctic</p>	<p>Y1: How gardening tools have changed over time.</p> <p>Local significant individual: Edward Beard Budding (Inventor of the lawnmower) from Stroud.</p>	<p>Y1: N/A</p>	<p>Y1: How seaside holidays have changed over time.</p> <p>Spot old and new things in a picture.</p> <p>Use words and phrases like before, after, past, present, then and now.</p> <p>Know how to ask and answer questions about old and new objects.</p> <p>Significant individual: Mary Anning.</p>

Class 1

Cycle A GEOGRAPHY					
Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
<p><u>EYFS: Age 3-4</u> <u>Understanding the World</u> <u>People, Culture and Communities</u></p> <p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><u>EYFS: Age 4-5 Understanding the World</u> <u>People, Culture and Communities</u></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><u>EYFS: Age 4-5</u> <u>Understanding the World</u> <u>People, Culture and Communities</u></p> <p>Draw information from a simple map.</p>	<p><u>EYFS: Age 4-5</u> <u>Understanding the World</u> <u>People, Culture and Communities</u></p> <p>Understand that some places are special to members of their community.</p>	<p><u>EYFS: Age 4-5</u> <u>Understanding the World</u> <u>People, Culture and Communities</u></p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p><u>EYFS: ELG</u> <u>Understanding the World</u> <u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
<p>Y1: Know the names of the four countries in the UK and locate them and Stow on the map. Know where they live and can tell someone their address. Share likes and dislikes about where they live.</p>	<p>Y1: Know which clothes they would wear in different weather conditions. Know how the weather changes throughout the year and name the seasons</p>	<p>Y1: Know about some of the features of cold places. Can point to the North and South poles on an atlas and globe. Know which clothes they would wear in cold places.</p>	<p>Y1: Answer questions about the weather.</p>	<p>Y1: Know some of the features of hot places. Know which clothes they would wear in hot places. Point to the equator on an atlas or globe. Know the four main directions on a compass.</p>	<p>Y1: Know about some of the features of an island. Know which clothes they would wear in a hot place</p>
<p>A weather chart is completed daily where the children discuss the weather and note the changes.</p>					

Class 1

Cycle B ART and DESIGN					
Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
<p><u>EYFS: Age 3-4</u> <u>Expressive Arts and Design</u> <i>Creating with Materials</i> *Explore colour and colour-mixing. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in their drawings and paintings.</p> <p><u>Physical Development</u> <i>Fine Motor Skills</i> *Use a comfortable grip with good control when holding pens and pencils.</p>	<p><u>EYFS: Age 4-5</u> <u>Expressive Arts and Design</u> <i>Creating with Materials</i> *Use drawing to represent ideas. *Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><u>EYFS: Age 4-5</u> <u>Expressive Arts and Design</u> <i>Creating with Materials</i> *Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.</p>	<p><u>EYFS: Age 4-5</u> <u>Expressive Arts and Design</u> <i>Creating with Materials</i> *Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.</p>	<p><u>EYFS: Age 4-5</u> <u>Expressive Arts and Design</u> <i>Creating with Materials</i> *Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.</p>	<p><u>EYFS: ELG</u> <u>Expressive Arts and Design</u> <i>Creating with Materials</i> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Physical Development</u> <i>Fine Motor Skills</i> *Hold a pencil effectively, using the tripod grip in almost all cases. • Use a range of small tools, including paintbrushes • Begin to show accuracy and care when drawing.</p>
<p>Printing</p> <p>Know how to create a repeating pattern in print Name the primary and secondary colours</p>	<p>Textiles</p> <p>Know how to cut, roll and coil materials Be able to describe what they see and give an opinion about the work of an artist</p>	<p>Sculpture</p> <p>Know how to create moods in art work Know how to create a repeating pattern in print Know how to cut, roll and coil materials Be able to describe what they see and give an opinion about the work of an artist</p>	<p>Drawing / Painting</p> <p>Use pencils to create lines of different thickness in drawings Name the primary and secondary colours Know how to show how people feel in paintings and drawings</p>	<p>Collage</p> <p>Know how to cut, roll and coil materials Know how to use IT to create a picture Ask questions about a piece of art</p>	<p>Drawing / Painting</p> <p>Know how to create moods in artwork Use pencils to create lines of different thickness in drawings Name the primary and secondary colours Be able to describe what they see and give an opinion about the work of an artist</p>
<p>Artist: Warhol:</p> 	<p>Artist: Chanel:</p> 	<p>Artist: Aardman:</p> 	<p>Artist: Seurat / Van Gogh/ Monet</p> 	<p>Artist: Dali:</p> 	<p>Artist: Hokusai / Janet Bell:</p> 
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries.</p>					

Class 1

Cycle B DESIGN TECHNOLOGY					
Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
<p><u>EYFS: Age 3-4</u> Expressive Arts and Design <i>Creating with Materials</i> *Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. Physical Development <i>Fine Motor Skills</i> *Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p><u>EYFS: Age 3-4</u> Expressive Arts and Design <i>Creating with Materials</i> *Make imaginative and complex 'small worlds' with blocks and construction kits, • *Explore different materials freely, in order to develop their ideas about how to use them and what to make • *Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. Physical Development <i>Fine Motor Skills</i> *Use one-handed tools and equipment, for example, making snips in paper and card with scissors.</p>	<p><u>EYFS: Age 4-5</u> Expressive Arts and Design <i>Creating with Materials</i> Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. Physical Development <i>Fine Motor Skills</i> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><u>EYFS: Age 4-5</u> Expressive Arts and Design <i>Creating with Materials</i> Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. Physical Development <i>Fine Motor Skills</i> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><u>EYFS: Age 4-5</u> Expressive Arts and Design <i>Creating with Materials</i> Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. Physical Development <i>Fine Motor Skills</i> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><u>EYFS: ELG</u> Expressive Arts and Design <i>Creating with Materials</i> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Physical Development <i>Fine Motor Skills</i> * Use a range of small tools, including scissors</p>
<p>Y1: Use own ideas to make something Explain how they want to make a product Choose appropriate resources and tools Cut food safely</p>	<p>Y1 Describe how something works Use own ideas to make something Make a model stronger Explain how they want to make a product Choose appropriate resources and tools</p>	<p>Y1: Use own ideas to make something Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making</p>	<p>Y1: Use own ideas to make something Describe how something works Make a product which moves Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making Cut food safely</p>	<p>Y1: Use own ideas to make something Describe how something works Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making Cut food safely</p>	<p>Y1: Use own ideas to make something Describe how something works Make a product which moves Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making</p>
<p>Introduce Construction Kits / Creative Area / Loose Parts/ Finger Gym/ Sand play / Healthy Eating</p>	<p>Textiles – Stow sheep – origins and uses of wool. Hand spin some fleece into yarn. Design a Christmas Jumper Make Christmas decorations & cards</p>	<p>Design and make a simple structure – eg. a mini igloo from sugar lumps. Make ice sculptures using silicone moulds. Make a “Polly Pocket” style polar land box with Fimo mini polar animals. Arctic biscuits</p>	<p>Explore the colour, shape, smell, size, texture etc of vegetables. Prepare a vegetable soup. Make Easter decorations & pop up cards</p>	<p>Design and make a sun shelter / den. Design and make fruit ice lollies/ smoothies</p>	<p>Sand sculptures. Design and make seaside themed mobiles. Make homemade ‘penny lick’ icecream</p>

Class 1

Cycle B MUSIC					
Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
<p>EYFS: Age 3-4 Expressive Arts and Design <i>Being Imaginative and Expressive</i></p> <p>*Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. <p>*Remember and sing entire songs.</p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know <p>*Play instruments with increasing control to express their feelings and ideas.</p>	<p>EYFS: Age 4-5 Expressive Arts and Design <i>Being Imaginative and Expressive</i></p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<p>EYFS: Age 4-5 Expressive Arts and Design <i>Being Imaginative and Expressive</i></p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<p>EYFS: Age 4-5 Expressive Arts and Design <i>Being Imaginative and Expressive</i></p> <p>*Create collaboratively sharing ideas, resources and skills.</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<p>EYFS: Age 4-5 Expressive Arts and Design <i>Being Imaginative and Expressive</i></p> <p>*Create collaboratively sharing ideas, resources and skills.</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<p>EYFS: ELG Expressive Arts and Design <i>Being Imaginative and Expressive</i></p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
<p>Learn and perform songs for Harvest and Remembrance</p> <p>Make Music Gloucestershire: Me</p>	<p>Learn and perform songs with percussion for the Nativity performance and Carol Services</p> <p>Make Music Gloucestershire: My Stories</p>	<p>Make Music Gloucestershire: Everyone!</p>	<p>Learn and perform songs with percussion for Class Assembly and Easter Tea</p> <p>Make Music Gloucestershire: Our World</p>	<p>Make Music Gloucestershire: Big Bear Funk</p>	<p>Make Music Gloucestershire: Reflect, Rewind and Replay</p>
<p>Ongoing singing practice from our Infant Assembly songbooks: A calendar of Songs, All About Me, Songs for Everyday, Maths Songs etc</p>					

Cycle B PHYSICAL EDUCATION	
EYFS Physical Development Development Matters Age 3-4	
Gross Motor Skills	Fine Motor Skills
<p>* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm <p>. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up buttons and zips. <p>Self Care:</p> <ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
EYFS Physical Development Development Matters Age 4-5	
Gross Motor Skills	Fine Motor Skills
<p>*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport (and swimming.) <p>. • Combine different movements with ease and fluency.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Self Care</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
EYFS Physical Development Early Learning Goal	
Gross Motor Skills	Fine Motor Skills
<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

CYCLE B PE

Year 1: Fundamental Movement Skills

Games: <ul style="list-style-type: none"> • Throw underarm • Hit a ball with a bat • Move and stop safely • Throw and catch with both hands • Throw and kick in different ways 	Gymnastics: <ul style="list-style-type: none"> • Make the body curled, tense, stretched and relaxed • Control the body when travelling and balancing • Copy sequences and repeat them • Roll, curl, travel and balance in different ways 	Dance: <ul style="list-style-type: none"> • Move to music • Copy dance moves • Perform own dance moves • Make up a short dance • Move safely in a space 	General: <ul style="list-style-type: none"> • Copy actions • Repeat actions and skills • Move with control and care • Use equipment safely
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LANCASHIRE SCHOOL SPORT NETWORK SCHEME **Each unit includes lessons for Gym, Dance and Games**

Ourselves Funnybones Spinning Spiders	Party Food Jelly People Party Games Fizzy Fireworks	Adventure Land Jack Frost Let's Move 'Winter' podcast Fairground	Colour My Magic Elmer The Mixed Up Chameleon Spring time The Beautiful Butterfly	Journeys Moving Along The Train Ride Sports Day Practice- Races	Seaside Fun at the Seaside Team games on the field
Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades

Continued...

Cycle B COMPUTING					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<p>EYFS:</p> <p>What is technology? (IT) (DL) <i>Identifying technology and its uses. Basic i-pad skills.</i></p>	<p>EYFS:</p> <p>Is painting messy on a computer?! (IT) <i>Exploring digital art.</i></p>	<p>EYFS:</p> <p>Can technology help me to make music? (IT) <i>All aspects of music making and sound recording.</i></p>	<p>EYFS:</p> <p>Who's in control?! (CS) <i>Using programmable toys and games (eg Beebots)</i></p>	<p>EYFS:</p> <p>Can I make a game? (CS) <i>Coding - Designing and making basic computer games (2DIY/Purple Mash)</i></p>	<p>EYFS:</p> <p>Who else uses technology? (DL) <i>Computing in the workplace (emergency services etc.)</i></p>
<p>Y1:</p> <p>Why use a computer? (IT/CS) <i>Algorithmic language.</i></p>	<p>Y1:</p> <p>Information (IT) (DL) <i>Children will learn about sources of information and interpreting signs</i></p>	<p>Y1:</p> <p>What's in Our Digital World (DL) <i>Children will discover how technology helps us in our day to day lives (including in the home) Emphasis on online-safety.</i></p>	<p>Y1:</p> <p>What on Earth is an Algorithm?! (CS) <i>Children will learn how machines can be 'programmed' to perform laborious or monotonous tasks</i></p>	<p>Y1:</p> <p>Where shall I put this? (IT) <i>Children will learn how to use technology to sort and classify plants and creatures.</i></p>	<p>Y1:</p> <p>Who has the most loot?! (IT) <i>Children will use pictogram and basic graphing software. (Using 'pirate loot' etc. as a stimulus for graphing).</i></p>
<p>E-Safety – Ongoing throughout the year with specific objectives taught at key times</p>					
<p>IT: Information Technology DL: Digital Literacy CS: Computer Science</p>					

Class 1

Cycle A RELIGIOUS EDUCATION					
Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
Theme: Special People Key Question: What makes people special? Religions: Christianity/ Judaism (Harvest Festival/ Sukkot)	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religion: Hinduism, eg. Holi	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question : What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
British Values					
Rule of Law (10 Commandments) Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Mutual Respect Tolerance of those of different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Mutual Respect Tolerance of those of different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Reception and Year 1 taught together using the Discovery RE scheme.					

Class 1

Cycle A PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION								
EYFS Personal, Social and Emotional Development								
Self Regulation			Managing Self			Building Relationships		
EYFS Development matters Age 3-4								
*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. 			<ul style="list-style-type: none"> • Show more confidence in new social situations. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive 			*Play with one or more other children, extending and elaborating play ideas <ul style="list-style-type: none"> • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. 		
EYFS Development Matters Age 4-5								
<ul style="list-style-type: none"> • See themselves as a valuable individual. • Identify and moderate their own feelings socially and emotionally. 			<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others * Show resilience and perseverance in the face of challenge. • Manage their own needs. 			<ul style="list-style-type: none"> • Build constructive and respectful relationships • Think about the perspectives of others. 		
Early Learning Goals								
<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 			<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 			<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 		
Autumn: Relationships What is the same and different about us? Who is special to us?			Spring: Living in the wider world What helps us stay healthy? What can we do with money?			Summer: Health and Wellbeing Who helps to keep us safe? How can we look after each other and the world?		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Mental Well Being	Growing and Changing	Keeping Safe
Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
SEAL/ Pink Curriculum: School rules School council elections Anti Bullying Week Citizenship and British Values NSPCC Underwear Rule (PANTS) School Nurse Life Caravan			Facts for Life Internet Safety Day Financial Capability Make Me a Superhero			My Body Keeping Healthy Drug Education Internet Safety Transition to new year group		

CHARACTERISTICS OF EFFECTIVE LEARNING		
<p style="text-align: center;"><u>Playing and Exploring</u> <u>(engagement)</u></p> <p><i><u>Finding out and exploring:</u></i></p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p><i><u>Playing with what they know:</u></i></p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p><i><u>Being willing to 'have a go':</u></i></p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<p style="text-align: center;"><u>Active Learning</u> <u>(motivation)</u></p> <p><i><u>Being involved and concentrating:</u></i></p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p><i><u>Keeping on trying:</u></i></p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief more effort or a different approach will pay off • Bouncing back after difficulties <p><i><u>Enjoying achieving what they set out to do:</u></i></p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p style="text-align: center;"><u>Creating and Thinking Critically</u> <u>(thinking)</u></p> <p><i><u>Having their own ideas:</u></i></p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p><i><u>Making links:</u></i></p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p><i><u>Choosing ways to do things:</u></i></p> <ul style="list-style-type: none"> • Planning, making decisions and how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked