

Curriculum Overview

Three and Four Year-olds:

Understanding the World	<ul style="list-style-type: none"> • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 		
<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 		
<ul style="list-style-type: none"> • Show interest in different occupations. 		

In Reception:	Autumn	Spring	Summer
<p>Past and Present</p> <p>People, Culture & Communities</p> <p>The Natural World</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>		<p>Past and Present ELG Children at the expected level of development will: - 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>People, Culture & Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15 - 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>The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

<p>F4: Being Special: where do we belong?</p> <p>Suggested questions you could explore:</p> <ul style="list-style-type: none"> How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? When do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people? <p>Learning outcomes: Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> • Recall religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a religious Christmas event (nativity and adoration) • Recall simply what happens when a baby is welcomed into a religion other than Christianity <p>Colour key: Making sense Understanding respect Making connections</p>	<p>F2: Why is Christmas special for Christians?</p> <p>Suggested questions you could explore:</p> <ul style="list-style-type: none"> What special stories about Jesus are in the Bible? Why do Christians perform Nativity plays at Christmas? Why do Christians celebrate Jesus' birthday? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious? How does the Christmas story tell Christians they are precious to God? <p>Learning outcomes: Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christmas festival (Christmas) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Recall religious stories, making connections with personal experiences. 	<p>F3: Why is Easter special for Christians?</p> <p>Suggested questions you could explore:</p> <ul style="list-style-type: none"> What happens at the end of winter and the beginning of spring? How do 'seed' plants and trees come alive again? What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do Christians do at Easter? Why do we have Easter eggs? <p>Learning outcomes: Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> • Recognise and recall stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about signs of new life in nature • Recognise some symbols Christians use during Holy Week, (e.g. palm branches, cross, rooster, etc.) and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter 	<p>F5: Which places are special and why?</p> <p>Suggested questions you could explore:</p> <ul style="list-style-type: none"> Where do you feel safe? Why? Where do you feel happy? Why? Where is special to you? Where is a special place for believers to go? What makes the place special? <p>Learning outcomes: Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, using why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and sacred in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these sacred things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world.
<p>F6: Which stories are special and why?</p> <p>Suggested questions you could explore:</p> <ul style="list-style-type: none"> What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was like like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories? <p>Learning outcomes: Plan learning experiences that enable pupils to ...</p> <ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, (e.g. about God) • Identify some of their own feelings in the stories they hear • Identify a sacred text (e.g. Bible, Torah) • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the homeless in the story of Zacchaeus; what Jesus' story about the two loaves teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right, etc.) 			