



Learn Together incorporating PSHE, Citizenship, RSE and RE

Equality & Justice

Unit: Exploring Human Rights
The child should be enabled to:

- Develop the concept of rights by exploring and celebrating the children's uniqueness and differences e.g. name, culture, religion.
- Explore the concept of reciprocity of rights by recognising the importance of each individual child's right to be happy, safe, grow and learn in school.
- Develop the concept of justice, responsibility and empathy through discussion using stories to prompt questions (such as "Why share?", "Why be kind?")

Unit: Promoting Equality

The child should be enabled to:

- Explore identity and talk about concepts such as sharing, fairness, respect and empathy.
- Begin to understand that to ensure all are treated equally, some have to be treated differently.
- Explore stories about people who have made a difference and brought about a fairer world

Unit: Exploring the Democratic Process

The child should be enabled to:

- Participate in a class culture of speaking and listening.
- Discuss rules and develop class charters for the class, school and playground.
- Articulate his/her own attitudes, experiences and values.
- Develop decision-making, co-operation and negotiation skills.
- Participate in the running of the school by participating in whole-class and whole-school votes, and by being given the opportunity to join school councils, Eco-Teams etc.

Unit: Activating Equality through Positive Action

The child should be enabled to:

- Share within his/her own setting e.g. 'Share a Book Day', 'Share a Toy Day'.
- Extend care and friendship worldwide by participating in whole school events and campaigns such as Red Nose Day, Send my Friend To School etc.
- Participate in whole school assemblies on topics such as Human Rights.
- Begin to become aware of equality issues through celebrations such as International Children's Day, Black History Month and International Women's Day.

Belief Systems

In depth Religion: Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.

Unit: Key Figures

- Become familiar with stories about key religious leaders e.g. Noah, Buddha, Guru Nanak and non-religious figures in history
- Explore these stories through play, music, art and drama.
- children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;

Unit: Rites and ceremonies

- Begin to recognise and identify the symbols associated with the major belief systems e.g. buildings, dress, books.
- Examine the foods associated with some belief systems through celebrations of festivals of different belief systems.

Unit: Celebrations

- Understand the purpose and joy of celebrations.
- Explore how those with no religious faith celebrate.
- Explore special celebrations that we share with others such as birthdays.
- Begin to explore different cultural and religious festivals throughout the year

Unit: Beliefs and Values

- develop their own narratives in relation to stories they hear from different traditions.
- have a developing respect for their own cultures and beliefs, and those of other people
- Understand how sharing and caring are important to our lives
- Talk about rules and why they are important
- Share stories about feelings such as love, kindness and forgiveness.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves

Moral and Spiritual

Unit: Exploring Moral Development
The child should be enabled to:

- Explore his/her identity and individuality through discussion and projects related to the discovery of oneself e.g. recognising likes and dislikes (H 1)
- Explore moral development through exploration of family and its importance in his/her life.
- Develop and create and awareness of core values such as co-operation, freedom, happiness, honesty, love, peace, respect, responsibility, kindness, caring, safety and security in a peaceful and calm environment.
- Foster the development of peaceful co-operative social skills through stories, songs and games.
- Explore the many day-to-day incidences which occur in the classroom and school playground, such as recognising when people are being unkind to them or others (R 12) to develop his/her moral awareness and ability to empathise.

Unit: Cultivating Spiritual Growth

The child should be enabled to:

- Develop their meditative spirit through the provision of opportunities for silence, mindfulness and reflection.
- Begin the process of self-reflection on his/her own feelings and experiences in a calm and mindful environment and to develop a rich vocabulary relating to the emotions they experience to support them in expressing how they feel.
- Make observations of and to develop a sense of wonder in his/her world through play, stories, poems and art.

Unit: Supporting Physical and Emotional Wellbeing

The child should be enabled to:

- Explore what constitutes a healthy lifestyle.
- Learn rules for and ways of keeping physically and emotionally safe including road safety, cycle safety, fire safety and safety near rail tracks, water and in the environment (H 12).
- Discuss the people who look after them, at home and at school, and be supported in identifying who they can go to if they are worried and how to ask for help (H 13).
- Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading (H 7).

Unit: Relationship and Sex Education

The child should be enabled to:

- To appreciate the value of their body, its capabilities and uniqueness.
- Begin to understand why hygiene is important.

Ethics and Environment

Unit: Knowledge and Awareness of Environmental Issues
The child should be enabled to:

- Develop a sense of awe and wonder in nature stories, poetry, nature, walks, nature table and exploring the natural cycles of life.
- Grow in awareness of cycle of life through the seasons using examples from the school grounds or local parklands/farms.
- Understand the concept of the natural and man-made elements of his/her environment.
- Become aware of the need to reduce waste and reuse and recycle materials.
- Develop an awareness of the amazing structures and systems in his/her environment.

Unit: Activation of Responsibility and Stewardship

The child should be enabled to:

- Participate in nature walks to develop an understanding of eco-systems living in their local area.
- Plant bulbs/seeds and watch them grow to develop a sense of wonder in new life.
- Develop an environmental code for waste management in classrooms and the school.
- Take responsibility for the school environment by disposing of waste responsibly.
- Make birdfeeders and habitats for minibeasts for use at school and at home.

Unit: Economic Wellbeing and Sustainability

The child should be enabled to learn:

- That there are different coins and notes and begin to understand that these can have different values.
- That money can be spent in different places and for different things.
- To make simple choices about how to spend their money and begin to understand that other people might make different choices about how to spend their money.
- That money can be saved to be used later.
- How they can keep their money safe e.g. money boxes, purses, banks etc.
- How money can make people feel e.g. happy, sad and why.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

- 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Communication & Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

Literacy

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

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
 - Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

<p>Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p><u>ELG: Number</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - 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. <p><u>ELG: Numerical Patterns</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. 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><u>ELG: Past and Present</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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><u>ELG: People, Culture and Communities</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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><u>ELG: The Natural World</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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>Expressive Arts & Design</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><u>ELG: Creating with Materials</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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><u>ELG: Being Imaginative and Expressive</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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Notes: Objectives note what children at the expected level of development will be able to do by the end of their Reception Year. Throughout Pre-School and Reception, children will make developmental steps towards these objectives, with many opportunities across the EYFS to revisit these objectives with increasing mastery and depth of understanding/skill.