

Curriculum Map 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: <i>Playing and exploring</i> – Engagement: Finding out and exploring, playing with what they know, being willing to 'have a go' <i>Active learning</i> – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do <i>Creating and thinking critically</i> – Thinking: Having their own ideas, making links, choosing ways to do things						
	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 - 6 weeks	Summer 1 – 7 weeks	Summer 2 – 7 weeks
Possible Themes	Marvellous Me!	Lights and Festivals	Amazing World	Superheroes	Growing	Where we Live
Cultural capital and enrichment	School tour Harvest festival Buddies	Posting letters Nativity Pantomime	Tobogganing Chinese New Year Valentine's day	Pancake day World book day Mother's Day	Trip to the farm Sports day	Chicks
Roleplay area enhancements	Pumpkin patch	Christmas theme	Cosy cottage	Vets Doctors	Farm shop	Travel agents Pirate ship
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	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. fastening coat, putting on shoes. - Develop confidence to try new activities and show independence. (link with challenges in provision) - Identify and name emotions. Link book character's emotion to own experiences - Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) - Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	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. - 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 - 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 or what they might be thinking during different activities. - 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 show 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', having a good sleep routine, being a safe pedestrian.	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, including dressing, going to the toilet and understanding the importance of healthy food choices.
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Jigsaw	Who me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities	What am I good at? I'm special, I'm me! Families Houses and homes Making friends Standing up for yourself	Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards	Everybody's body We like to move it, move it Food, glorious food Sweet Dreams Keeping clean Stranger danger	My family and me Make friends, make friends, never ever break friends Falling out and bullying Being the best friends we can be	My body Respecting my body Growing up Fun and fears Celebration
Physical Development	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Gross Motor Skills	- Stand still, wait and walk in a line during different activities throughout the school day. - Sit at a table or on the floor to complete an activity. - Consolidate tripod grip. - 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)	- 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. - Developing ability to control a ball without using hands. - Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	- 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)	- Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. - Link sequences of movement with confidence, control and fluency.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
Get Set 4 PE	ULS Handwriting Units 1, 2 & 3 Introduction to PE Unit 1	ULS Handwriting Units 3 & 4 Ball Skills Unit 1	ULS Handwriting Unit 4 continued Dance Unit 1	ULS Handwriting Unit 5 Fundamentals Unit 1	ULS Handwriting Unit 5 continued Ball skills Unit 2	ULS Handwriting Unit 6 & 7 Games Unit 2

Communication and Language Listening, attention and understanding Speaking	We will be learning to... • Understand how to listen carefully and why listening is important. • Ask questions to find out more and to check we understand what has been said to us. • Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) • Say "Good morning", and other social phrases, to friends and adults. • Take part in whole class and small group story times. • 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?	We will be learning to... • Connect one idea to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • 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 • 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?) • 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	We will be learning to... • 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 • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	We will be learning to... • Engage in non-fiction books about animals, learning and using new vocabulary from them. • Begin to understand humour e.g. nonsense rhymes / jokes • Describe events in some detail. (linked to books eg life cycle) • Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) • Develop and use social phrases with confidence (e.g let's play this together.)	We will be learning to... • Use new vocabulary in different activities and areas of learning. • Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them.Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	We will be learning to... • Engage in non-fiction books about transport, learning and using new vocabulary from them. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Understand humour more readily e.g. nonsense rhymes/jokes • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems 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.
Literacy Comprehension Word Reading Writing	We will be learning to... <u>Comprehension</u> Children will independently look at a book, hold it the correct way and turn pages. <u>Word Reading</u> Children will segment and blend sounds together to read words. <u>Writing</u> <i>Transcription:</i> • Write left to right and top to bottom Using phonics they have been taught: • 'Hold' and write a word or label which has been orally composed and rehearsed as a group/class to fix in working memory usually with finger spaces, that can be read back by themselves <i>Composition:</i> • Repeat sentences relating to a known text • Orally compose sentences relating to a known text • Begin to innovate sentences relating to a known text using given vocabulary <u>Core Texts</u> Here We Are Simon Socks A Little Bit Brave The Little Red Hen <u>Additional Texts:</u> All are welcome	We will be learning to... <u>Comprehension</u> Children will engage and enjoy an increasing range of books. <u>Word Reading</u> Children will begin to read captions and sentences. <u>Writing</u> <i>Transcription:</i> • With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer Using phonics they have been taught: • 'Hold' and write a simple caption/phrase/ sentence usually with finger spaces which has been composed and rehearsed as a group/ class to fix in working memory using finger spaces, that can be read by themselves and others <i>Composition:</i> • Repeat sentences relating to a known text • Orally compose sentences relating to a known text • Begin to innovate sentences relating to a known text using given vocabulary <u>Core Texts</u> The Three Little Pigs Look Up! Whatever Next <u>Additional Texts:</u> Little glow Hello autumn/winter	We will be learning to... <u>Comprehension</u> Children will act out stories using recently introduced vocabulary. <u>Word Reading</u> Children will recognise taught digraphs in words and blend the sounds together. <u>Writing</u> <i>Transcription:</i> • Beginning to separate words with spaces without prompting Using phonics they have been taught: • With adult prompting, use full stops to demarcate simple sentences • With adult prompting, use capital letters at the start of sentences Using phonics they have been taught: • 'Hold' and write a simple sentence usually with finger spaces which has been composed and rehearsed as a group/ class to fix in working memory using finger spaces, that can be read by themselves and others <i>Composition:</i> • Orally sequence ideas and events in narrative • Orally innovate sentences relating to a known text using independently chosen vocabulary • Orally create sentences given rich vocabulary or phrases that children are familiar with • Orally create sentences using 'story teller language' eg. Once upon a time <u>Core Texts</u> The Goat and the Stoat and the Boat My Pet Star <u>Additional Texts</u> Zog The Emperor's Egg Handa's Hen	We will be learning to... <u>Comprehension</u> Children will be able to talk about the characters in the books they are reading. <u>Word Reading</u> Children will read words containing tricky words and digraphs <u>Writing</u> <i>Transcription:</i> • Usually separates words with spaces without prompting Using phonics they have been taught: • Begin to use full stops to demarcate simple sentences without adult prompting • Begin to use capital letters at the start of sentences without adult prompting Using phonics they have been taught: • Orally compose and rehearse an innovated sentence with phonetically known word choices and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish. <i>Composition:</i> • Orally sequence ideas and events in narrative • Orally innovate sentences relating to a known text using independently chosen vocabulary • Orally create sentences given rich vocabulary or phrases that children are familiar with • Orally create sentences using 'story teller language' eg. Once upon a time <u>Core Texts</u> Perfectly Norman Little Red Pig the Pug <u>Additional Texts</u> Supertato	We will be learning to... <u>Comprehension</u> Children will retell a story using vocabulary influenced by their book. <u>Word Reading</u> Children will read longer sentences containing phase 4 words and tricky words. <u>Writing</u> <i>Transcription:</i> • Separate words with spaces of a roughly consistent size Using phonics they have been taught: • Separate words with spaces of a roughly consistent size • Orally compose and rehearse an invented sentence and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish. <i>Composition:</i> • As a class or group, sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. • Independently orally create groups of sentences drawing on rich vocabulary and phrases known to pupils • Begin to orally join sentences using 'and <u>Core Texts</u> Bun on the Run The Extraordinary Gardener The Tiny Seed <u>Additional Texts:</u> I Will Not Ever, Never Eat A Tomato	We will be learning to... <u>Comprehension</u> Children will be able to answer questions about what they have read. <u>Word Reading</u> Children will read books matched to their phonics ability. <u>Writing</u> <i>Transcription:</i> • Separate words with spaces of a roughly consistent size Using phonics they have been taught: • Independently use full stops to demarcate simple sentences • Independently use capital letters at the start of sentences Using phonics they have been taught: • Orally compose, rehearse and write an invented piece consisting of 2-3 simple sentences on the same subject, that can be read by themselves and others (phonetically plausible attempts) e.g. I went to London. I went to the museum. I saw a dinosaur. <i>Composition:</i> • As a class or group, sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. • Independently orally create groups of sentences drawing on rich vocabulary and phrases known to pupils • Begin to orally join sentences using 'and' <u>Core Texts</u> Martha Maps It Out The Night Pirates The Lighthouse Keeper's Lunch Stella and the Seagull <u>Additional Texts</u>

	The invisible string I love me Super Duper You Our skin Colour Monster Elmer The Great Big Book of Families I Am Henry Finch	When's my birthday Bonfire Night Hanukkah Rama and Sita The Nativity Leaf man Peace at Last One Snowy Night Owl Babies	Ruby's Chinese New Year Lost and Found Oi Frog!	My Mum is a superhero My Dad is a superhero A superpower like mine Eliot midnight superhero	What the Ladybird heard The Very Hungry Caterpillar Aghh Spider! The great pet sale The girl who loves bugs Jasper's Beanstalk The Hungry Caterpillar	Clean Up Billy's Bucket Commotion in the Ocean Pirates love Underpants Sharing a Shell The Girl and the Dinosaur At the Beach Somebody's Swallowed Stanley
Phonics	ULS - Phase 2	ULS - Phase 3	ULS - Phase 3 Mastery	ULS - Phase 3 Mastery continued	ULS - Phase 4	ULS - Phase 4 Mastery
Mathematics	We will be learning to... <u>Mastering Number</u> Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets – 'just by looking' Use the language of comparison: more than and fewer than <u>White Rose</u> Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns	We will be learning to... <u>Mastering Number</u> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets – by matching Use the language of comparison: more than. Fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 <u>White Rose</u> Circles and triangles Shapes with 4 sides	We will be learning to... <u>Mastering Number</u> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than. Fewer than, an equal number to Make unequal sets equal <u>White Rose</u> Comparing mass Comparing capacity Length and height Time	We will be learning to... <u>Mastering Number</u> Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes – odd and even numbers <u>White Rose</u> 3D Shapes Repeating patterns	We will be learning to... <u>Mastering Number</u> Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition – of 10 Comparison – linked to ordinality Play track games <u>White Rose</u> Spatial reasoning Shape arrangements	We will be learning to... <u>Mastering Number</u> Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting <u>White Rose</u> Positioning Patterns Maps and directions including positions
Understanding the World Past and Present People, Culture and Communities Natural World	Our History questions Who am I? Our Science question How do trees and plants change in autumn? Past and Present 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. Talk about what they do with their family and places they go with their family Draw similarities and make comparisons between other families. People, Communities and Culture Recognise that people have different beliefs and celebrate special times in different ways. Identify different groups that they belong to Comment on simple features of the local area using an aerial view; road, the school, open space, Draw a simple map of the local area The Natural World Describe how trees and plants change in autumn. Know there are 4 seasons and what they are called, know the weather	Our History questions How have birthdays changed? What was Christmas like a long time ago? Our Geography question How do other people celebrate? Our Science questions What is the difference between dark and light? Past and Present Comment on images of familiar situations in the past, Talk about their immediate past and their experience of Birthdays and Christmas. Compare and contrast characters from stories, including figures from the past. Introduce children to significant figures who have been to space and begin to understand these events happened before they were born. People, Communities and Culture Understand that some places are special to members of their community, Begin to know about their own cultures and beliefs and those of other people, Explore, observe and find out about places and objects that matter in different cultures and beliefs. Recognise that people have different beliefs and celebrate special times in different ways, The Natural World	Our Geography question How different is it to live in Kenya? Our Science question How does colder weather in winter affect people, animals and the environment? Past and Present Find out how climate change is affecting the polar regions. Introduce the children to the impact of rubbish and the role of recycling and how they can help care for our world. People, Communities and Culture Describe what homes and buildings look like in different parts of Kenya comparing to homes and buildings in locally near the school. Identify food which is grown in Kenya and compare with food which is grown in the UK. Recognise some similarities and differences between life in this country and life in other countries, The Natural World Know where Kenya is located in the world and begin to understand that it is part of Africa. Understand what the climate and	Our History question Were there doctors and nurses a long time ago? Our Geography question Who are the people in our community who help us? What jobs do people have in my community? Our Science question How can we identify signs of new life in plants and animals in spring? Past and Present 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. Introduce children to how the different roles have changed between past and present. Identify the role of professions in their community – How do they help them? Share their own experiences of these roles. People, Communities and Culture Draw information from a simple map. Understand that some places are special to members of their community. Key vocabulary related to the names and roles of well-known professions and	Our Science questions What do plants and animals need to live and grow? How do animals grow and change? Past and Present Identify how they have changed over time. Think about their appearance as a baby and what they enjoyed doing and compare it to them in the present day. The Natural World Understand that plants and animals are living things and need food, water, air, and space to grow and survive. Describe the life cycle of a plant and understand what plants need to grow. Understand the role of people in caring for plants so they can complete their life cycles. Describe the life cycle of a butterfly and understand that animals change as they grow. Describe the life cycle of a chicken and understand that they will change as they grow. Understand their role in caring for animals they will change as they grow. Identify the changes in living things as they grow noticing the changes in the lifecycle of a butterfly and the lifecycle of a bean, Identify offspring and their adult animal, Name simple parts of a plant using first-	Our History question How have vehicles changed? Our Geography question What is it like to live in a town or a city? Our Science question What are the effects of warmer weather in summer on people, animals and plants? People, culture and communities 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. The Natural World 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. Explore the effects of warmer weather

	changes in each of the seasons and how this affects what we wear. Observe change in the natural world – leaves, weather, seasons, explore the world around us and see how it changes as we move through the seasons. Provide opportunities for children to note and record the weather.	Understand what light is and identify sources of light. Understand what darkness is and how it is the opposite of light. Understand that light travels through transparent materials. Understand that shadows are created by light and solid objects. Understand what a shadow is and how they are made, Learn the names of different planets.	weather is like in Kenya and how this compares to that of the UK in different seasons. Describe key features of the savannah landscape found in Kenya comparing it to the area where the school is located. Identify and describe animals found in the savannah, comparing them to animals found in the UK. Understand that some environments are different to the one they live in, Explore the Natural world around them, Contrast a range of environments and name specific features of the natural world. Look at the difference between weather in this country other countries. Make simple comparisons. Recognise how colder weather in winter affects people, animals, and the environment.	jobs within their community, <u>The Natural World</u> Identify signs of new life in plants and animals during spring. Identify properties of some materials (wood, plastic, cardboard, paper, fabric) and begin to make choices about how they can be used in their play and construction. Sort basic materials in simple ways.	hand observations, from their observations of plants explore the conditions that help a plant to grow, name basic parts of the body, name the senses and use them to explore foods (taste, touch, smell), make healthy choices	in summer on people, animals, and plants. Understand and use the term push and pull, Understand that some objects will float and some will sink when placed in water, Understand that a magnet can attract an object and why this is. Identify properties of some materials (wood, plastic, cardboard, paper, fabric) and begin to make choices about the most appropriate materials for a given use. Identify creatures that live in the sea or near the sea. Identify some of their basic features. Know there are 4 seasons and what they are called, know the weather changes in each of the seasons and how this affects what we wear.
Religion and Worldviews	Why is the word 'God' so important to Christians?	Why do Christians perform Nativity at Christmas?	Which places are special and why?	Why do Christians put a cross in an Easter Garden?	What is special about our world?	Which stories are special and why?
Expressive Art and Design Creating with Materials Being Imaginative and Expressive	Art question Can I identify and incorporate a variety of colours in my artwork? DT question Can I create a memory box? • Make marks in a variety of ways • Create images using natural objects, collage, folding and cutting paper, junk modelling, mixing colour, • Use appropriate media to make a representation of themselves.	Art question How will I print my own celebration wrapping paper? DT question What do I need to create a Christmas decoration? • Use mark making to create different effects using different media, with increasing control • Mark make using printing, colour mixing, collage, clay, • Use media to make 2D and 3D representations of the same item • Understand that media can be used to make 3D representations and use different media to make Religious representations including a menorah, a star, a Nativity scene, a Christmas tree decoration	Art question How can I use what I find in the garden to create a picture? DT question How will I build a den? • Children to make different textures and make patterns using different colours and tools. • Use different media to create textures and patterns. • Know that we can use the items that we have made as representations to use in our own expressive play. • Create art for the purpose of sharing information.	Art question Which artists have painted pictures of animals? DT question How will I create a 'hatching' animal? • Teach children different techniques for joining materials, such as how to use adhesive tape and different types of glue. • Use construction to create a moving vehicle with some of the joining techniques taught. • Make choices about the materials they use for a given purpose including paper, card, recycled materials, fabric, pre-made construction equipment.	Art question How will I create a superhero cityscape? DT question How will I create a model of an emergency vehicle? • Teach children to make observations and include details within their artwork. • Recognise that different media create different effects. • Use a range of media to create detailed observations of natural objects. • Discuss the way artists have used objects to represent something else.	Art question Which artists have painted pictures of the seaside? DT question How will I make a fruit smoothie ice lolly? • Consolidation and opportunity to further address gaps in learning • Activities that will support this: Design their own mode of transport, create an aeroplane, use construction materials to make a vehicle, create an ocean sensory bottle, use junk modelling to create a sea creature, construct a boat, create a poster about pollution, make a plastic bag jellyfish.
Music	<u>Chant to the Animals</u> • Explore and learn chants that tell a story. • Know that a chant uses speaking voices musically.	<u>Creative Moves</u> • Find and move to the beat. • Move creatively, expressively and with control.	<u>Lilting Lullaby</u> • Pitch match with accuracy when singing. • Feel the lilt of a 2–3 pattern of beats in music with five beats	<u>Number Time</u> • Sing with expression. • Hear, draw and sing melody shapes	<u>Wellbeing Matters</u> • Learn to explore and share emotions. • Follow a leader to play loudly and quietly	<u>Rhythm Adventure</u> • Sing songs rhythmically. • Combine words to compose rhythms.
British Values	<u>Mutual respect</u>	<u>Mutual Tolerance</u>	<u>Rule of law</u>	<u>Individual liberty</u>	<u>Democracy</u>	<u>British Values</u>
Where this might be seen in EYFS:	Sharing outside area; School rules; Faith Weeks; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities.	In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need.	In addition to previous: School rules; Class rules; Encouraging cooperation; People who Help Us; stranger danger; safeguarding; Team games in PE or outside.	In addition to previous: Teaching in our Religion and Worldviews and Jigsaw; Exploring our differences; How we are all unique.	In addition to previous: Collective worship; speaking and listening at circle times; developing social skills.	In addition to previous: Our World- Religion and Worldviews topic.

