



Leonard Stanley CofE (VA) Primary School

Pre-School Curriculum Overview

Loving and Learning Together, for Life, as Jesus taught us

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me My Family	Festivals and Celebrations	Seasons and Weather	Space	Mythical Creatures	Our World
Topic Launch	Family Tree.	Make Party Decorations for a Celebration	Make seasons pictures.	Show rocket launch and moon landing.	Design their own mythical creature.	Introduce David Attenborough our Planet on interactive board
Topic Landing	Dress up day.	Christmas Party	Explore ice balls	Made our own constellations	Dress up as a mythical creature	We had a leavers party and met with our Buddies ready for school in September.
						Slimbridge

Trips						
Experiences	A visit from Pudsey Bear, Planting bulbs	Make and decorate Halloween Cookies	Visit School Library (Pre-School)	Easter service at the church.	A visit from chicks.	Teddy Bears Picnic Year 5 buddies at the park
	Made my own sandwiches.	Diwa Lamps	Start to have lunch in the school hall (Pre-School)	Mothers day.	Make our own house from hansel and gretel	Sports Day
	We met our year 5 buddies,	Christingle	Make winter soup	Parents Pop In .		
	PE in the hall (Pre-School)	Building Snowmen (if snowy)	Make bird feeders.	Made Easter Nests		
	Parent meet and greet	Christmas Service (Pre-School) Nativity Play (pre-School) Parents Pop In .	Mini marathon, Red nose day.			
Role Play	Home Corner / Dressing up	Kitchen/ Café	Loose Parts and Bit and Bobs	Space Rocket	Our Enchanted Woodland	Recycling Centre
	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

Phonics Phase						
Maths	Making our own patterns <i>Pompoms Cotton buds Compare bears</i> Complete inset puzzles <i>All about me puzzles My family puzzles</i> Number blocks to 5 <i>Number blocks 1-5 Duplo blocks Connecting blocks</i> Notice patterns and arrange things in patterns <i>Large beads Shapes Lace</i>	-Cauldrons Counting Activity <i>Count out the pom poms into the cauldrons using tweezers</i> -Numicon fireworks <i>Recognise the numicon shape, make the shapes into rockets</i> -Rangoli patterns using 2D shape <i>Using 2D shapes make Rangoli patterns.</i> - Advent Number Blocks to 5 <i>Copy the picture to make our own numberblocks using unifix</i> -Advent Wreath 4 candles, 2D shape <i>Using 2D shapes, the children are to</i>	-Compare Bears <i>I can extend a pattern that has been made.</i> -Hibernating Animal Homes <i>Count the animals that are hibernating</i> -Pom Pom counting and comparing <i>I can compare the amounts I have counted more, less, fewer</i> -Ice cream cones with numbers <i>Say one number for each item counted</i> -Animal Counting	-Repeating Patterns <i>I can create my own patterns</i> -Flying Saucers <i>I can say one number for each item</i> -Moon Rocks <i>I can compare amounts using more/less</i> -Bee Botts <i>By counting the number of squares, I know how many times to press the button to make the bee bott move.</i> -Make my own space rocket <i>Exploring 2D and 3D shapes to make our</i>	-Washing line <i>Continue a pattern</i> -Explore natural objects <i>To make comparisons between objects (size, weight, length, capacity</i> -Exploring quantities <i>Using rice and lentils we will explore how many scoops, using the language empty, full, more</i> -Numicon <i>explore the numicon using language of smooth, bumpy, big, small. Can we</i>	I can continue and create patterns. <i>Large and small blocks Pattern cards Coloured beads Pipe cleaners</i> I can talk about 3D & 2D shapes e,g flat, round, straight side. <i>3D Wooden shapes Pictures of 2D shapes</i> I can subitise up to 3 objects quickly without counting. <i>Animals Large buttons Compare bears</i> I can count, order,

	Compare sizes, using gestures and language <i>Different length pipe cleaners</i> <i>Compare Bears</i> <i>Large blocks</i> <i>Small blocks</i> Number counting <i>Numbers to 10</i> <i>Animals</i> <i>Numicon</i> <i>Coloured pegs</i> Combine shapes <i>Stacking blocks</i> <i>Cups</i> <i>Plates</i>	<i>make their own advent calendars.</i> -Button snowmen. <i>Count the right number of buttons ont the snowman's tummy.</i>	<i>Counting small and big animals, can the children compare their size?</i> -Cheerio Game <i>Counting and making comparison between amounts</i> -Valentine Matching <i>Match number to amount.</i>	<i>own space rocket</i>	<i>put the shapes in order?</i> -Weighing different objects. <i>Comparing weight and size using language and gestures using the following;</i> <i>Scales</i> <i>Pebbles</i> <i>Pasta</i> <i>Leaves</i> <i>Feathers</i> -Exploring positional language <i>Understanding position through language</i>	recognise and use numbers to 5 Numbers to 5 Numicon to 10 I can compare quantities using vocabulary greater, less Scales Sand Rice Porridge I can create a pattern Large buttons Lace Pipe cleaners pompoms I am starting to count saying one or giving a toy numbers cars
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						blocks
UTW	Learning about France <i>French flag colouring</i> <i>Felt tips</i> <i>Paint</i> Miss Polly had a dolly activity <i>Teddies</i> <i>Dolls</i> <i>Bandages</i> Exploring smells and touch <i>Different spices</i> <i>Powder paint</i> <i>Pipette</i> <i>Small paint brushes</i> <i>Large paint brushes</i> Create our own	-Finding out about Halloween -Finding out about Diwali -Learning about Advent -Finding out about Christmas	- Finding out about Chinese New Year -	-Finding out about space -Finding out about journeys and places around the world		Painting a picture of our world <i>Different coloured Powder</i> <i>Paint</i> <i>Card</i> <i>Tape</i> To make our own rock pool with sea creatures <i>coloured card</i> <i>different coloured crepe paper</i> <i>scissors</i> <i>small boxes</i> <i>glue</i> <i>crayons</i> <i>felt tips</i> Design our own lolly <i>card</i> <i>tissue paper</i> <i>glue</i> <i>felt tips</i>

	house <i>Masking Tape</i> <i>Small boxes</i> <i>Glue</i> <i>Tissue paper</i> <i>Scissors</i> <i>Doctors bag</i> <i>Telephone</i>					crayons
EAD	Create our portrait <i>Paper plates</i> <i>Wool</i> <i>Pipe cleaners</i> <i>Glue</i> <i>Crayons</i> <i>Felt tips</i> Draw our own family <i>Paper</i> <i>Crayons</i> <i>Felt tips</i> All about us collage <i>Large girl and boy template</i> <i>Tissue paper</i> <i>Runny Glue</i> <i>Felt tips</i>	- Paper Craft Pumpkins <i>Children to make their own papercraft pumpkins</i> <i>-Orange and green paper</i> <i>-Pipe cleaners (green)</i> <i>-Glue</i> - Handprint Fireworks <i>The children will paint their own hands to create a large fireworks picture.</i> <i>-Multi-colour paint</i> <i>-Black Card</i> <i>-Title Banner for display</i>	-Draw some of our christmas gifts <i>Children share what they had for Christmas and draw pictures of their favourite gift.</i> -Building homes for hibernating animals <i>Children choose the materials they need to build the home.</i> -Chinese Lucky Fish <i>Using tissue paper, coloured card, glue and scissors the children will</i>	-Papier Mache Planets <i>using newspaper, glue, paint and card the children are able to make a simple model and talk about it.</i> -Space models <i>using such things as recycled boxes, glue, plastic containers, pipe cleaners, sellotape, paint, crayons and chalk the children will create their own space rockets and planets.</i> -Mothers Day Cards	-Design our own cape <i>Use a range of art materials</i> -Make our own dragon <i>Combining materials together</i> -Make and decorate our own crowns <i>/ can explore and investigate materials</i> -Illustrate and create our own fantasy story <i>Starting to develop our own</i>	Make our own mermaids <i>Egg boxes</i> <i>Paint</i> <i>String</i> <i>Card</i> <i>Decorations of own choice</i> <i>Felt tips</i> <i>Crayons</i> <i>Scissors</i> <i>Glue</i> Tell our story of Jack and the Beanstalk to music. <i>Story cards</i> <i>Musical instruments</i> <i>Story book</i>

	Felt Scissors Wool	-Diva Lamps Children will use clay to make diva lamps and then paint them when dry. -clay -tea lights -paint -glitter -Make LSEY advent Calendar We will make a whole setting advent calendar for the children to celebrate -Christmas Cards Children make their own Christmas Cards to take home. We will make handprint father christmas'	make their own lucky fish. -Dinosaur Ice Egg The children will explore different materials, using all their senses to investigate. -ice eggs -dinosaurs -Rocks -hammers -golf tees -Making a musical instrument - Pan Pipes Making simple songs and making music -coloured straws -paper -glue -Make our own weather chart using their own ideas and materials they have chosen they will make a weather chart	-Flying Saucers using paper plates, tissue, foil and glue the children will make their own flying saucers. -Easter Basket The children will colour and with the help of an adult make their own easter baskets.	story linking with what I know. -To make our own fantasy creature To continue with our story to make our own creature. -Create our Fantasy home I can explore and investigate materials	Make our own Jellyfish paper plates ribbon crepe paper googly eyes coloured paints glue
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			-Making Valentines Cards <i>Using card and felt tips the children will design their own valentines cards.</i>			
PD	Gross Motor Skills <i>Large chalks on the school playground</i> Parachute <i>Soft toy on the Parachute</i>	Snack time, Selection of fruit and veg to choose. <i>Encourage children to take their plates and cups up when they have finished.</i> Palydough - Children to use a range of cutters -Scissors -Rolling Pins -Cutters Large Chalk diwali patterns <i>-Using chunky chalks the children will draw patterns on the playground.</i>	Mark Making using chalk <i>Using chalks make our own marks on the playground.</i>	Changing into PE kits	-Goal and balls -Large Bubble wands -Climbing frame -Large sponges and water -Ice Balls -Ribbons -The farmers in his den -What's the time Mr wolf	Using our gross muscles <i>Using skipping ropes streamers</i> Large mark making on the playground Chalks Water Paint brushes large and small

PE	The Bean Game -Copy actions -Listening to instructions -Whole body movement -Bean cards	Movement to music -Using scarves the children will move in time to the music.	Animal Movements Developing Gross motor skills using scarves and music	Space Game Using our bodies can we.. -space walk -put on a space suit and helmet -get into the rocket -fly up high	-Throwing and catching -Bean bag balancing -Bikes, set up course -Parachute and toy/ball	Throw and catch a large ball with control A large ball In pairs
	Ring games Duck duck goose The farmers in his den Ball Control Large balls Children in pairs Streamers Large motor movements Music Obstacle	Animal Movements Using their body they will try balancing on one foot and jumping Using the Climbing horse and balance beam -Can the children find different ways of balancing	Using our bodies as animals I can decide how to match my movements to the task. Cleaning the house Decide how to move Polishing, sweeping, cleaning windows Obstacle course Using all parts of the body -climbing apparatus -Mats -Benches Curling	Make a shape game Working in groups of four, can we work together to make different shapes Make our own assault course Using tunnels, climbing frame, hoops and running can we create our own assault course. Pairs Game Working in pairs we will take it in turns to copy our partners actions.		Balancing on scooters Scooters Outside on the playground Set up an obstacle course in the hall the horse tunnels mats cones Using the parachute and ball Parachute Balls

	course Wide bench Coloured dots Climbing horse Mats		<i>Hand eye coordination</i> <i>adjusting speed</i> <i>-Curling stones</i> <i>-Scoring mat</i> Basic skills <i>-running,</i> <i>-jumping,</i> <i>-crawling</i> <i>-skipping,</i> <i>-catching</i> <i>-bending,</i>			<u>Bean game</u> Different actions for each bean Children to make their own bean
Books	We are all different, Lulu's first day, Nursery Rhymes, Rainbow Fish, Room on the Broom,	Stick man Dear Santa,	Bear snores on, What the ladybird heard.	Animal Explorers on the moon Whatever next, Toys in space.	Fairy tales Rapunzel Zoe and the dragon The gingerbread man, Alice in wonderland.	

		Where's my Teddy?				Hansel and Grettle	
Welly Walks		Nature walk	Frosty Welly Walk	Spring Welly Walk			
Areas of Learning							
Personal, Social and Emotional Development	Self-Regulation	I can express a range of emotions and start to talk about them	I can share or take turns with the support of an adult	I can identify feelings using words like happy, sad, angry I can follow rules and don't always need adult support	I can identify feelings using words like happy, sad, angry I can follow rules and don't always need adult support	I can talk about my feelings and feelings of others I can follow basic instructions and the "rules" of the setting	I can talk about my feelings and feelings of others I can follow basic instructions and the "rules" of the setting
	Managing Self	I can explore the setting confidently knowing that a familiar person is close by I can use the toilet with help	I am becoming outgoing with unfamiliar people in the safe context of the setting I can use the toilet independently	I am more confident in new social situations and with new people I can manage my toileting needs e.g. using the toilet, washing and drying hands	I am more confident in new social situations and with new people I can manage my toileting needs e.g. using the toilet, washing and drying hands	I am starting to handle new experiences with more confidence I can use the toilet. (inc. hygiene) and am usually dry throughout the day	I am starting to handle new experiences with more confidence I can use the toilet. (inc. hygiene) and am usually dry throughout the day
	Building Relationships	I enjoy the company of other children	I can play with others extending and elaborating play ideas	I can talk with others to resolve conflicts and resolve issues (some support needed)	I can talk with others to resolve conflicts and resolve issues (some support needed)	I can play with others cooperatively	I can play with others cooperatively

Physical Development	Gross Motor Skills	I can climb confidently	I can run, jump and hop I can climb stairs using alternate feet	I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.	I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.	I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg I can use large scale muscle movements	I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg I can use large scale muscle movements
	Fine Motor Skills	I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)	I can show a preference for a dominant hand	I can start to eat using a knife and fork I can start to manage zips, putting on coats etc.	I can start to eat using a knife and fork I can start to manage zips, putting on coats etc.	I can use one handed tools confidently I can use a comfortable grip with good control when using pencils	I can use one handed tools confidently I can use a comfortable grip with good control when using pencils
Communication and Language	Listening, Attention and Understanding	I can listen to simple stories and use pictures to help me know what is happening I can understand simple instructions and questions e.g. Where is your hat? (Not yet 'why' questions- what, where, who)	I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes I can follow simple instructions with up to two key words I can respond and give my attention when someone speaks to me	I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc. I can follow instructions with two key words accurately I can answer a range of questions. I am starting to understand 'why?'	I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc. I can follow instructions with two key words accurately I can answer a range of questions. I am starting to understand 'why?'	I can listen carefully to songs, stories and rhymes and respond by joining in I can understand and respond to instructions with: *2 key words- Put on your hat	I can listen carefully to songs, stories and rhymes and respond by joining in I can understand and respond to instructions with:

		I can listen to others talk and start to join in	(using my name helps) I can answer questions using who, what, when, where	in terms of investigations etc. I can respond appropriately when I am spoken to e.g. asked a direct question I know to try and listen when someone else is speaking	in terms of investigations etc. I can respond appropriately when I am spoken to e.g. asked a direct question I know to try and listen when someone else is speaking	*3 key words- Can you wash dolly's face? I can understand and respond to 'why' questions I can start a conversation and take it in turns to speak	*2 key words- Put on your hat *3 key words- Can you wash dolly's face? I can understand and respond to 'why' questions I can start a conversation and take it in turns to speak
	Speaking	I can use the names for a range of familiar objects, people and actions I can use a range of words for time, space, function and description	I can use talk in my play to help organise e.g. "You sit there.... I will be the mummy" I can link words together in the start of a sentence e.g. more milk	I can use some new vocabulary e.g. scientific and story vocabulary I can develop my sentences e.g. I have more milk I can express my opinion using short sentences	I can use some new vocabulary e.g. scientific and story vocabulary I can develop my sentences e.g. I have more milk I can express my opinion using short sentences	I can explain, describe, recount and retell I can join in with conversation (linked to listening) I can use a sentence of 4-6 words e.g. Can I have more milk please? I can use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice	I can explain, describe, recount and retell I can join in with conversation (linked to listening) I can use a sentence of 4-6 words e.g. Can I have more milk please? I can use connectives to link words in sentences e.g. I want the car and the crayon/ I like

							milk because it tastes nice
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Literacy	Writing						
		I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc. I can tune into sounds during listening games I can show awareness of alliteration e.g. the ssssliperry ssssnake I can add marks to pictures giving meaning to them I can add marks to show my name	I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc. I can tune into the sounds in words- showing understanding e.g. Phase 1 Toy Talk for blending and segmenting I can use I can apply some print knowledge to writing e.g. m for mummy I can write the first letter of my name	I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc. I can segment words in the order in which they occur (with support) I can change the initial sound to make new words e.g. at- hat, cat, mat, sat I am using a wider print knowledge for writing I can write some of my name e.g. first two letters	I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc. I can segment words in the order in which they occur (with support) I can change the initial sound to make new words e.g. at- hat, cat, mat, sat I am using a wider print knowledge for writing I can write some of my name e.g. first two letters	I can write some letters with good formation e.g. the letters from my name I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words I apply print knowledge to my emergent writing I can write my own name	I can write some letters with good formation e.g. the letters from my name I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words I apply print knowledge to my emergent writing I can write my own name

	Reading	I enjoy stories, songs and rhymes I can notice print e.g. familiar logos, bus numbers, my name/ first letter I can repeat words and phrases a familiar book I can join in with some words in familiar songs	I can start to develop play around my favourite stories and props I have an understanding of letters and print e.g. page sequencing, book parts, etc. I am starting to notice rhyme and can clap syllables I can start to join in with familiar stories, rhymes and songs	I am building good listening skills I repeat familiar phrases and lines from songs I can sequence events from stories I have heard I can hear the sounds in words and am starting to blend them back together I can spot words with the same initial sound I am starting to use different vocabulary from books in my play	I am building good listening skills I repeat familiar phrases and lines from songs I can sequence events from stories I have heard I can hear the sounds in words and am starting to blend them back together I can spot words with the same initial sound I am starting to use different vocabulary from books in my play	I can talk about stories I have heard I can retell some familiar stories I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables I can join in with familiar rhymes and songs (and some patterned stories) I can use some story language or new vocabulary in my play	I can talk about stories I have heard I can retell some familiar stories I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables I can join in with familiar rhymes and songs (and some patterned stories) I can use some story language or new vocabulary in my play
Maths	Number	I can count in my play (sometimes I miss numbers) I can react to changes in	I can recite numbers to 5 and beyond I am starting to subitise up to two	I can say one number name for each item	I can say one number name for each item	I can count, order, recognise and use numbers to 5 I can subitise up to 3 objects (recognise up	I can count, order, recognise and use numbers to 5 I can subitise up to 3 objects (recognise

		amounts e.g. hiding and returning rhymes- two dicky birds I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc.	I can make comparisons between objects- size, length, weight and capacity	I can show 'finger' numbers to 5 I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting I can make comparisons between quantities	I can show 'finger' numbers to 5 I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting I can make comparisons between quantities	to 3 objects quickly without counting) I can compare quantities using the vocabulary of greater, less, more, fewer and the same	up to 3 objects quickly without counting) I can compare quantities using the vocabulary of greater, less, more, fewer and the same
	Number Pattern	I can notice patterns and arrange things in patterns I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds I can combine shapes and objects e.g. stacking blocks/ cups	I can spot patterns and talk about them e.g. stripes on a scarf I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc. I can use shapes for building thinking about their properties e.g. flat sides for stacking	I can extend a pattern that has been made I can create my own simple patterns (ABAB) I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event I can combine shapes to make new ones e.g. a	I can extend a pattern that has been made I can create my own simple patterns (ABAB) I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.	I can talk about patterns and spot errors I can continue and create patterns I can sequence a pattern of events using time language e.g. first, next, then. I can talk about 2D and 3D shapes (using informal vocab e.g. sides,	I can talk about patterns and spot errors I can continue and create patterns I can sequence a pattern of events using time language e.g. first, next, then. I can talk about 2D and 3D shapes (using informal vocab e.g. sides,

				bridge/ arch, bigger square, etc.		straight, round, flat)	straight, round, flat)
Understanding the World	Past and Present	I can start to show I know who I am in terms of preferences	I can talk about myself and my immediate family	I can talk about some of the ways I have changed over my life	I can talk about some of the ways I have changed over my life	I can talk about some of my own and my family's history (grandparents, parents, etc.)	I can talk about some of my own and my family's history (grandparents, parents, etc.)
	People, Culture and Communities	I can start to notice some of the differences between people	I can talk about different occupations and job roles	I can name other countries in the world I am positive about the differences between people	I can name other countries in the world I am positive about the differences between people	I can talk about the differences I have seen in people, countries and communities	I can talk about the differences I have seen in people, countries and communities
	The Natural World	I can explore natural and man- made materials	I can talk about natural materials using a wide vocabulary linked to all my senses	I can show care for my environment and plant and care for plants	I can name other countries in the world I am positive about the differences between people	I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants	I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants
Expressive Arts and Design		I can explore art materials for large and small scale art e.g. drawing, paint, sculpture	I can use different art materials and am starting to refine my ways of creating art	I can use self- chosen materials to create my own ideas	I can use self- chosen materials to create my own ideas	I can use a range of art materials, joining and colour mixing purposefully and freely	I can use a range of art materials, joining and colour mixing purposefully and freely

	Creating with Materials						
	Being Imaginative and Expressive	I enjoy imaginative activities supported by an adult e.g. adult role playing, painting, etc. I enjoy joining in with songs, rhymes and music I can make rhythmic sounds e.g. banging a drum I can express my ideas through play, particularly pretend play	I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make I can engage in simple pretend play, using some objects to represent others	I can sing my own created songs and follow pitch, melody and tone I can play musical instruments with greater control and purpose I can create more complex small world set ups to adapt and create stories	I can sing my own created songs and follow pitch, melody and tone I can play musical instruments with greater control and purpose I can create more complex small world set ups to adapt and create stories	I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm I can start to develop my own stories linked to what I know through role & small world play	I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm I can start to develop my own stories linked to what I know through role & small world play
British Values are implicitly embedded in the Early Years Foundation Stage							
British Values	Democracy Turn taking - phonics activities, maths activities, games Sharing Setting own rules for a game Being fair Making decisions together	Rule of Law Class rules School rules Distinguishing right from wrong Police and firefighter visit Understanding that there are consequences to behaviour	Mutual respect and tolerance for those with different faiths. Explore Diwali Explore Chinese New Year Encourage children to share stories from home, everyone is special	Individual liberty Developing a positive sense of self by many different experiences eg running in a race on sports day, getting into the school pool for the first time, collecting leaves or flowers, mixing paint, exploring during outdoor learning, visiting somewhere for the first time, going on a school trip Opportunities for risk taking through outdoor learning Class chats to validate children's feelings Develop confidence in their own abilities			

	Choosing cards Story time - class votes for the story they want Understanding their emotions - when something is and isn't fair, when something has made them sad or happy Understanding that their views count	We all have to follow the rules when we are asked to eg tidy up time	Visit to the old peoples home to sing and chat	
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Key

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