

Spirituality: Love Togetherness Aspiration in the Curriculum

Phase	Ow	Wow	Now
EYFS	<p><i>Love: What can be learned about how we show love in the dark and hard times?</i></p> <p><i>Togetherness: What can be learned about togetherness when life is tough?</i></p> <p><i>Aspiration: Is there something about this learning that helps me foster resilience and to keep growing even in the tough times?</i></p>	<p><i>Love: What can be learned about the benefits of love from this?</i></p> <p><i>Togetherness: How does this learning illustrate/celebrate togetherness and belonging?</i></p> <p><i>Aspiration: Is there something about this learning that helps me develop the virtues needed to grow into a great citizen and a wonderful human?</i></p>	<p><i>Love: What can this teach me about what love is all about?</i></p> <p><i>Togetherness: What can this teach me about how to be a good person and to manage my relationships with others?</i></p> <p><i>Aspiration: What opportunity is there here for reflecting on good values and attitudes that can help me now and in the future?</i></p>
Communication and Language	<p>Supporting children through: Interventions - individual / small group Visual listening reminders Speech pronunciation difficulties</p>	<p>Visit from the Falconry Centre</p> <p>Speaking to group / class about an item from home etc</p>	<p>Listening and retelling stories using pictures, puppets and role-play.</p> <p>Maintain attention, during an activity.</p> <p>Following a two-part instruction.</p> <p>Widening vocabulary through stories and back and forth conversations</p> <p>Use talk to express feelings, ideas and events.</p> <p>Question and give explanations, understanding how and why questions.</p>
Personal, Social and Emotional Development	<p>Supporting children through: Visual timetables Visual behaviour reminders Social stories. Play partners to support play.</p> <p>Toilet training.</p>	<p>Star of the week, sunshine, class dojo.</p> <p>Looking after Derek the Dinosaur for the weekend.</p> <p>Increased self-confidence attending a school trip or visit without parents.</p>	<p>Jigsaw sessions</p> <p>Understanding self and their family, and learning about communities different to their own.</p> <p>Building relationships, learning to share and take turns.</p> <p>Understanding their feelings and those of others. Understanding behaviours and learn strategies to regulate when not feeling ok.</p>
Physical Development	<p>Supporting children's disappointment or frustration if they have not mastered a skill, eg</p> <p>Pedalling, catching, climbing, balancing.</p>	<p>Trim Trail day each week</p> <p>Sport's Day</p>	<p>Gross motor opportunities: Adventure playground, trim trail, bikes, scooters. PE – balance, spatial awareness, travelling, coordination, gymnastics and multi skilled sport, eg ball control and team games. Spectate and respond to</p>

	Fearful of the trim trail or jumping/landing.	Progression of skill, eg tripod grip, ability to catch a ball.	each other's performances and suggesting ways of improvement. Fine motor opportunities: Threading, playdough manipulation, peg boards, locks and keys, pencil grip, pressure and control activities.
Literacy	Supporting children's skill development and barriers to learning/self-confidence: Phonics, reading and writing. Parent helper to listen to readers.	Library. Self-belief and confidence – 'I can read!' Self-confidence – 'I can write!' Eg, write my name, hear and write the sounds in a word. World Book Day – come to school dressed as a story book character.	Carefully selected texts to excite the reader and develop children's imagination and widen their vocabulary. Story knowledge and understanding the different parts of a book, eg front cover, title etc. Alliteration and repeated refrains through Nursery Rhymes and Traditional Tales. Orally blend and segment the sounds in words. Recognise sounds to blend to read words and segment to spell. Mark make and write for a range of purposes and with different tools.
Mathematics	Supporting children's skill development: Similarities and differences, Size, pattern, shape and mathematical misconceptions.	Outdoor exploration. Noticing/awe and wonder of the patterns and shapes in nature.	Noticing the world around us. Noticing and using mathematical language to compare different sizes, shapes and patterns. Grouping amounts in the natural environment and real life contexts, such as snack time. Perceptual and conceptual subitising using naturally found objects and transference onto five and tens frames.
Understanding the World	Supporting children's emotions, eg Anxiety when standing on the stage, or visiting an unknown place without their parent for the first time. Disappointment if a chrysalis falls, or a bean seed does not sprout.	Autumn walks and Bonfire Night party. EYFS Nativity EYFS Theatre trip Berkswell local environment walk. 'People Who Help Us' dressing up. Chinese new Year Dragon dance and buffet. Care for caterpillars and observe their changes, and then releasing the butterflies into the world. Planting seeds, eg beans. Tractor/farmer visit.	Uses senses to explore the words around us, including the changing weather and seasons. Learn about significant people in the past, eg Guy Fawkes, Rama and Sita. Explore how people celebrate different festivals and communities different from their own. 'Yum Yum in My Tum' exploring changes in food before and after cooking and food tasting. 'Explorers' explore local environment and contrasting places around the world. Life cycles of plants and living creatures.

		Summer term Farm trip.	
Expressive Arts and Design	Supporting children’s emotions, eg Anxiety when standing on the stage. Frustration when learning a skill for the first time, eg holding scissors and cutting.	EYFS Nativity I Sing Pop Chinese new Year Dragon dance EYFS Event workshop and singing to parents	Exploration of different media, eg paint, clay, playdough, printing, texture and collage. Exploration of different tools, eg scissors, varying pencil crayons/chalks, painting and printing tools and attaching aids. Using natural and manmade resources. Painting in the style of, eg Roy Lichenstein and art evaluation and appraisal. Singing and exploration of musical instruments. Imaginative play through role-play and small world. Creating expressive movements in response to music.