

2019 - 2020	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Waterhouses Foundation Stage Themes</b></p> <p>In addition to our planned themes children will regularly think of their own ideas which we incorporate into our planning.</p> <p>We value all children's contributions and by allowing children to share their own interests and ideas they continue to be motivated learners.</p> <p>RE</p>	<p><b>Do You Want To Be Friends?</b></p> <p>Do you want to be friends?</p> <p>Would you like to play with me?</p> <p>Themes: Friendship, being kind, helpful and working together.</p> <p>Similarities and differences between self and peers</p> <p>Being treated as a special person and more than one person can be special</p> <p>People I am a special to</p> <p>RE link - introducing the concept of specialness</p> <p>'Understanding Christianity: Why is the word of God important? Why do we have God and Creation - Why is the word 'God' so important to</p>	<p><b>What's That Sound?</b></p> <p>What can they hear?</p> <p>Where is the sound coming from?</p> <p>Is there more than one sound?</p> <p>Creating and making sounds of their own.</p> <p>Stories based on books for Nursery and Reception</p> <p>Christmas visit We will be finding out about the festival of Christmas</p> <p>RE link - Why do we have celebrations and what good news did the angels bring? 'Understanding Christianity: Why do Christians perform Nativity plays at Christmas? Puddles and the Christmas play - story</p>	<p><b>What happens when I fall asleep?</b></p> <p>The mysteries of night time.</p> <p>Have you ever seen the Moon?</p> <p>How many stars are in the sky?</p> <p>Where does the Sun go at night?</p> <p>What is a star?</p> <p>Do you know the name of any planets?</p> <p>What do you do at bedtime?</p> <p>RE link - What are special books?</p> <p>Puddles lends a paw linked with Developing an awareness of a variety of ways in which people might help in a church.</p> <p>The Baby Birds - (a Muslim story)</p>	<p><b>Are Carrots Orange?</b></p> <p>Set up a shop Look at the variety of food including fruit, vegetables, cereals, fish, meat, bread, tinned and packaged products</p> <p>Use senses to investigate different types of food</p> <p>Read labels, signs and look at prices</p> <p>Take photographs of amazing or favourite foods</p> <p>Think about which food is healthy</p> <p>Sort into sets</p> <p>Taste and handle food that they haven't tried before</p> <p>RE link - What is the Easter story? 'Understanding Christianity: Why do Christians put a cross in the Easter Garden? Puddles and the Happy Easter day Joseph's coat of many colours - Bible stories</p>	<p><b>Why Do Ladybirds Have Spots?</b></p> <p>Go for a walk in our wooded area and go for a minibeast safari.</p> <p>Take tools to dig in the soil and torches to investigate the nooks and crannies of trees. Show the children how to gently shake tree branches over a white cloth to catch minibeasts hiding there.</p> <p>Ask questions about what they see. Observe the minibeasts.</p> <p>RE link - Who were the friends of Jesus?</p> <p>A wedding day wish for puddles - story</p> <p>Role - play a wedding</p> <p>Wedding in Cana - Bible stories</p>	<p><b>Are We There Yet?</b></p> <p>Summer journeys What makes a special journey - What makes a fantastic journey? Liked with transition</p> <p>Stories, songs and instruments from other countries</p> <p>Learn to say hello and count to 5 / 10 in a different language</p> <p>Looking at a map of the world and find where we live</p> <p>Postcards from other countries</p> <p>RE link - What makes our world wonderful?</p> <p>How do we feel on a journey?</p> <p>Christening</p> <p>Story The Tiny Ants - (a Muslim story) Father's Day</p> <p>Stories linked with Value</p>

	<p>Christians?</p> <p>In the beginning - story of Adam and Eve Noah and Jonah and the Whale - Bible stories</p> <p>Harvest Festival</p> <p>A Wet and Windy Harvest for Puddles - Story</p> <p>Stories linked with Value</p> <p>Healthy eating - linked with Harvest</p> <p>Grandparents day</p> <p>Diwali</p>	<p>Advent, lights for celebrations- birthdays, Christmas, Hannukah</p> <p>David and Goliath - link with Anti Bullying week - Bible stories</p> <p>Stories linked with Value</p> <p>Incarnation - Why do Christians perform Nativity plays at Christmas?</p> <p>Christingle - whole school</p> <p>Christmas Nativity Play</p>	<p>Baby Moses</p> <p>Stories linked with Value</p> <p>World book day Celebrations</p> <p>Chinese New Year</p>	<p>Stories linked with Value</p> <p>Shrove Tuesday</p> <p>Mother's Day</p> <p>Easter</p> <p>Places of Worship - church visit</p> <p>Salvation - Why do Christians put a cross in an Easter garden?</p>	<p>Seven new kittens - (a Muslim story)</p> <p>Stories linked with Value</p>	
Values	Generosity (Give)	Hope (Explore)	Forgiveness (Question)	Compassion (Give)	Perseverance (Succeed)	Tolerance (Explore)

3 prime areas of learning and development	<p>Personal, Social and Emotional Development</p>	<p>New beginnings: to include lunch and playtimes</p> <p>Classroom routines and behaviour rules</p> <p>Being kind</p> <p>Sharing resources and taking turns</p> <p>Support children in making friends</p> <p>Learning about caring for each other</p> <p>Practise stopping and show good listening</p> <p>Discussing emotions and feelings</p> <p>People's jobs.</p> <p>Stranger danger</p> <p>Tidy up routines - adults to model and support all children</p> <p>Teamwork</p>	<p>Classroom routines and behaviour rules</p> <p>Begin to grow in confidence in new situations eg: trip to see Santa.</p> <p>How to deal with our own emotions and feelings</p> <p>How we behave in a kind and friendly way towards others, sharing and taking turns</p> <p>Learning to make good choices including behaviour, listening and learning skills</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Listens to others ideas</p> <p>Tidy up routines</p> <p>Bonfire night safety</p>	<p>Growing in confidence in all situations</p> <p>Confident to speak about their own needs and discuss their views.</p> <p>Begin to understand their actions and the impacts they have on others.</p> <p>Explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>Talk about themselves in positive terms</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Follow rules and routines</p> <p>Plays cooperatively with friends</p> <p>Tidy up routines</p>	<p>Beginning to understand that some behaviour is unacceptable and others have different beliefs than we do.</p> <p>Begin to resolve conflicts with other children in positive ways</p> <p>Working together Being proud of our achievements.</p> <p>Tidy up routines Can select and use activities and resources with help.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Choose the resources they need for their chosen activities</p> <p>Listen to each other's suggestions and plan how to achieve an outcome without adult help</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Listen to others' ideas.</p>	<p>Enjoys responsibility of carrying out small tasks.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Say why they like some activities more than others.</p> <p>Be resourceful in finding support when they need help or information</p> <p>Beginning to be able to negotiate and solve problems without aggression.</p> <p>Work as part of a group.</p> <p>Stop and think before acting and wait for things they want.</p> <p>Keeps play going by responding to what others are saying or doing</p> <p>Takes steps to resolve conflicts with other children.</p> <p>Play co-operatively.</p> <p>Tidy up routines</p>	<p>Listen to other's ideas</p> <p>Be sensitive to other's feelings</p> <p>Choose the resources they need for their chosen activities.</p> <p>Talk about behaviour and feelings and know that some behaviour is unacceptable.</p> <p>Adjust behaviour to different situations</p> <p>Transition to Reception / year 1 - adjusting their behaviour to different situations and begin to adapt to a new routine - how I have changed since I started school.</p> <p>Discuss how they could help next year's Reception class</p>
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Physical Development	<p>Managing own personal hygiene, dress / undress with support</p> <p>Circle times on healthy eating and how we look after our body</p> <p>Learn to use F Stage area and space / use equipment safely</p> <p>Gross / fine motor skills - using</p> <p>Using tools effectively</p> <p>Begins to show a preference for a dominant hand</p> <p>Pencil control patterns and letter formations</p> <p>Handles pencils effectively for writing</p> <p>Dough Disco</p> <p>Funky finger challenges</p> <p>Following patterns</p> <p>PE</p>	<p>Parachute and team games</p> <p>Continue using tools effectively to develop fine and gross motor skills</p> <p>Pencil control patterns and letter formations</p> <p>Begins to show a preference for a dominant hand.</p> <p>Dough Disco</p> <p>Funky finger challenges</p> <p>PD</p> <p>Moves freely and with pleasure and confidence in a range of ways.</p> <p>Experiments with different ways of moving.</p> <p>Move confidently in a range of ways.</p> <p>Hop confidently and skip in time to music</p>	<p>Gross / fine motor skills</p> <p>Moves freely and with pleasure and confidence in a range of ways</p> <p>Can catch a large ball. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Show good control in large and small movements</p> <p>Dresses with help</p> <p>Dress and undress independently</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Talk about ways to keep healthy.</p> <p>Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Gross / fine motor skills</p> <p>Uses 1 handed tools Handles tools, objects construction and malleable materials safely and with increasing control</p> <p>Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Moves freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving.</p> <p>Move confidently in a range of ways</p> <p>PE /Reception Swimming</p> <p>Observes the effects of activity on their bodies.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Talk about ways to keep healthy and why a healthy diet is important Know about, and can make healthy choices in relation to, healthy eating and exercise</p>	<p>Gross / fine motor skills</p> <p>Dough Disco</p> <p>Funky finger challenges</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Begins to form recognisable letters.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Moves freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving.</p> <p>Move confidently in a range of ways</p> <p>PE /Reception Swimming</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Moves freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving.</p> <p>Move confidently in a range of ways</p> <p>Sports and swimming day practise</p>
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Communica  
tion and  
Language

Throughout the year children will:

- Learn to speak with confidence during circle/carpet times
- Learn to listen and respond appropriately with relevant comments, questions or actions
  - Use appropriate story language to re-enact/re-tell simple and familiar stories
    - Learn new vocabulary relating to topics

Literacy / Reading Writing	<p>Recognising own name rhyming words and patterns</p> <p>Listens to stories with increasing attention and recall</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>Demonstrate understanding when talking with others about what they have read</p> <p>Guided reading skill eg: how to hold a book, stories through pictures / role - play Library books</p> <p>Gross / Fine motor skills</p> <p>Handwriting patterns Begin to write first (last) name - Nursery Reception.</p> <p>Write own name independently focus on correct letter formation</p> <p>Action rhymes Sounds Key words</p>	<p>Makes marks and explains meaning /Write own name / surname</p> <p>Sequencing stories we have listened to and discussed</p> <p>Drama / story scribing</p> <p>Guided reading skills eg: how to hold a book, stories through pictures</p> <p>Individual readers / Library books.</p> <p>Hears and says sounds in words</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary</p> <p>Sounds Key words Writing simple sentences</p>	<p>Makes marks and explains meaning /Write own name / surname</p> <p>Discuss Fiction and Non-fiction texts.</p> <p>Use phonics in writing and when reading new words.</p> <p>Record simple words and captions.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Begin to write a sentence</p> <p>Story scribing / Drama</p> <p>Handwriting</p> <p>Writing more than one sentence using phonic knowledge Independently</p> <p>Guided reading skills</p> <p>Independent readers</p> <p>Library books.</p>	<p>Write whole name without aid</p> <p>Nursery rhymes</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Continues a rhyming string.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately and begins to learn a range of unfamiliar vocabulary. Drama</p> <p>Record simple words and captions.</p> <p>Makes marks and explains meaning</p> <p>Write simple sentences.</p> <p>Handwriting</p> <p>Identify signs and symbols</p> <p>Guided reading skills and groups in Reception</p> <p>Independent readers</p> <p>Library books.</p>	<p>Beginning to be aware of the way stories are structured.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Describe the main events in the simple stories they have read.</p> <p>Knows information can be relayed in the form of print</p> <p>Knows that information can be retrieved from books and computers</p> <p>Demonstrate understanding when talking with others about what they have read</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Write simple sentences which can be read.</p> <p>Use key features of narrative in their own writing</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Describe the main events in the simple stories they have read</p> <p>Writing sentences and simple stories using phonic and word knowledge</p> <p>Record instructions for new Receptions and read them to them.</p> <p>My favourite memory of Nursery / Reception</p> <p>Guided reading skills and groups</p> <p>Independent readers</p> <p>Library books.</p>
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		Phase 1 - Nursery Reception - Phase 2 Jolly Phonics and Letters and Sounds	Phase 1, 2 and 3	Phase 1, 2 and 3	Phase 1, 2, 3 and 4	Phase 1, 2, 3 and 4 - alongside each other for consolidation	Phase 1, 2, 3 and 4 - alongside each other for consolidation Phase 5 if appropriate
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<p>Maths / Numbers Shape, space and measure</p>	<p>Counting rhymes Sorting Colour, shape, size, patterns</p> <p>Introduce Numicon</p> <p>Counting aloud 0- 5 and back</p> <p>Use magnetic numbers to create a number line</p> <p>Number recognition 1-1 correspondence when counting objects</p> <p>Sorting objects into sets - comparing and grouping objects</p> <p>Number and place value - 5</p> <p>Addition and subtraction - sorting into groups</p> <p>Positional language</p> <p>Writing numbers using correct formation</p> <p>Beginning to talk about shapes</p> <p>Under the Sea targets</p>	<p>Counting rhymes, colour sorting, patterns, Counting aloud 0 - 5 and back</p> <p>Number recognition 1-1 correspondence when counting objects to 5 / 10</p> <p>Sorting objects into sets - to understand which sets have one more / one less object</p> <p>Addition and Subtraction change within five</p> <p>Shape and pattern activities.</p> <p>Measurement - time - my day</p> <p>Under the sea targets</p>	<p>Counting rhymes, colour sorting, patterns, Number and Place value Numbers to 10</p> <p>Comparing groups to 10</p> <p>Continue with addition and subtraction problems to 10</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects</p> <p>2D shapes</p> <p>Learn the names of 3D shapes</p> <p>Under the sea targets</p>	<p>Counting in 2's and 10's introduce counting in 5's. Uses shapes appropriately for tasks</p> <p>Number bonds to 10</p> <p>Number bonds to 10 - 10 frame</p> <p>Number bonds to 10 - part - part whole</p> <p>Selects a particular named shape and describe shapes using mathematical language</p> <p>2D shapes 3D shapes</p> <p>Orders two items by weight or capacity</p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time</p> <p>Under the sea targets</p>	<p>Geometry - exploring and making patterns</p> <p>Addition and subtraction count on and back</p> <p>Numbers and Place value - Numbers to 20</p> <p>Multiplication and Division Halving and sharing</p> <p>Odds and evens</p> <p>Counting in 2's and 10's introduce counting in 5's.</p> <p>Estimating a group of objects and check quantities by counting to 20 and above</p> <p>Solving problems involving addition, subtraction, sharing, halving and doubling</p> <p>Measurement - length, height, distance</p> <p>Weight / capacity</p> <p>Under the sea targets</p>	<p>Consolidate all maths learning</p> <p>Counting to 100 and back from 10 / 20 / 30</p> <p>Counting in 2's, 5's and 10's.</p> <p>Estimating a group of objects and check quantities by counting to 20 and above</p> <p>Solving problems involving addition, subtraction, sharing, halving and doubling</p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time</p> <p>Under the sea targets</p>
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	<p>Understanding the world</p>	<p>Show interest in their own lives and others</p> <p>Family photographs</p> <p>People who help us</p> <p>Technology Know how to operate simple equipment e.g. mobile phones, digital cameras, iPad programmes age appropriate</p> <p>Collect objects from environment and compare same and different</p> <p>Know what makes humans / animals similar / different.</p> <p>Outdoor role play - road safety Rescue services Role play an accident eg: a car accident at a zebra crossing</p> <p>Harvest</p>	<p>Recognise and describe special events and join in with celebrations with families / friends</p> <p>Enjoy joining in with customs and routines</p> <p>Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</p> <p>Talks about why things happen and how things work.</p> <p>Looks closely at similarities, differences, patterns and change and begin to explain why things happen</p> <p>Be familiar with basic scientific concepts.</p> <p>Knows how to operate simple equipment. Interacts with age-appropriate computer software.</p> <p>Select appropriate applications that support an identified need</p>	<p>Shows interest in the lives of people who are familiar to them</p> <p>Say how others are the same or different to them</p> <p>Weather activities e.g. freezing / melting, hot and cold places</p> <p>To comment about changes, they have observed as the ice melts e.g. it has gone watery.</p> <p>Can talk about some of the things they have observed</p> <p>Looks closely at similarities, differences, patterns and change</p> <p>Make observations about animals</p> <p>Comments and asks questions about aspects of their familiar world</p> <p>Talk about features of their immediate environment</p> <p>Be familiar with basic scientific concepts</p> <p>ICT - Remote control toys from home</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines.</p> <p>Say how other traditions are the same or different to their own.</p> <p>Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</p> <p>Looks closely at similarities, differences, patterns and change and can discuss changes</p> <p>Say how objects are the same or different</p> <p>Be familiar with basic scientific concepts</p> <p>Can talk about some of the things they have observed</p> <p>Know the properties of some materials and can suggest some of the purposes they are used for</p>	<p>Reflections Show sensitivity to other children's likes and dislikes</p> <p>Know that other children have different likes and dislikes and that they may be good at different things.</p> <p>Can talk about some of the things they have observed.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Make observations about animals.</p> <p>Comments and asks question about aspects of their familiar world.</p> <p>Can talk about some of the things they have observed.</p> <p>Be familiar with basic scientific concepts</p>	<p>Looks closely at similarities, differences, patterns and change</p> <p>Say how objects are the same or different.</p> <p>Know the properties of some materials and can suggest some of the purposes they are used for.</p> <p>Talks about why things happen and how things work.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Explain why things happen.</p> <p>Be familiar with basic scientific concepts.</p>
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Expressive Arts and Design	<p>Explore colours of the world around us</p> <p>Learn new songs, Me and our world - Charanga</p> <p>Simple rhythms</p> <p>Explore sounds / environment</p> <p>Uses movement to express feelings</p> <p>Action and number rhymes, using tools and natural resources to create paintings, sticking pictures, self-portraits look at self in mirror.</p> <p>Dough exploration / dough disco</p> <p>Funky fingers</p> <p>Role - play</p> <p>Small world play</p>	<p>Explore what happens when colours are mixed</p> <p>Selecting colours and using them for a particular purpose</p> <p>Develop their own ideas through selecting and using materials and working on processes that interest them</p> <p>Christmas play / carol service play songs</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments. Explores and learns how sounds can be changed</p> <p>Make music</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p>	<p>Our world - Charanga</p> <p>Learn a wider variety of songs and rhymes, using a variety of materials to create an effect.</p> <p>Paint with 'cold' colours (white, blue, silver, purple)</p> <p>Use instruments to make spiky, frosty sounds</p> <p>Uses various construction materials</p> <p>Understands that different media can be combined to create new effects</p> <p>Use a variety of materials and techniques</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p> <p>Captures experiences and responses with a range of media</p> <p>Role play</p>	<p>Charanga</p> <p>Mother's Day cards</p> <p>Explores colour and how colours can be changed / mixed.</p> <p>Experiment with colour</p> <p>Develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Represent their own ideas, thoughts and feelings through art.</p> <p>Talk about the ideas and processes which have led them to make music, designs, images or products</p> <p>Uses available resources to create props to support role play and introduces a storyline or narrative into their play</p> <p>Represent their own ideas, thoughts and feelings through role play</p>	<p>My stories - Charanga</p> <p>Introduce stories into their role - play independently</p> <p>Explores colour and how colours can be changed.</p> <p>Explores what happens when they mix colours.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Use a variety of materials and techniques.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p> <p>Creates movement in response to music. Initiates new combinations of movement and gesture in order to express and respond to feelings,</p>	<p>Journeys - Charanga</p> <p>Father's Day cards</p> <p>Songs and rhymes</p> <p>Music instruments</p> <p>Use their story knowledge in their role - play.</p> <p>Creating independent pictures / paintings and reflect on their meaning - explain to others.</p>
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## RE in the Early Years Foundation Stage classroom

Four to five-year-olds begin to ask questions about themselves and others:

- What is important to me?
- Why do people do things differently? Why does my family/community celebrate events like this and your family/community celebrate events differently or not at all? Which is the 'right' way?
- What do I believe? Why do people have different opinions and views to me?
- What happens to people when they die?
- Where was I before I was born?
- What is right and what is wrong?

It is important to encourage children to ask questions and explore answers which can:

- support children to develop emotionally, spiritually and morally
- support their developing thinking skills, both abstract and imaginative
- help them find out about themselves, their family and community
- help them to develop a sense of place in their family and community, in the world and in the universe
- help them learn about similarities and differences between themselves and others, and among families, communities and traditions

RE can also contribute to children's development of Characteristics of Effective Learning in particular with regard to:

- Making links and noticing patterns in their experience (Creating and Thinking Critically - Making links)
- Showing curiosity about objects, events and people (Playing and Exploring - Finding out and exploring)
- Using senses to explore the world around them (Playing and Exploring - Finding out and exploring)
- Representing their experiences in play (Playing and Exploring - Playing with what they know)
- Acting out experiences with other people (Playing and Exploring - Playing with what they know)

Spiritual, moral, social and cultural (SMSC) development

SMSC	Spiritual	Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
SMSC	Spiritual	Sense enjoyment and fascination when learning about themselves, others and the world around them.
SMSC	Spiritual	Use imagination and creativity in their learning.
SMSC	Spiritual	Reflect willingly on their experiences.
SMSC	Moral	Recognise the difference between right and wrong and readily apply this understanding in their lives.
SMSC	Moral	Understand legal boundaries and, in so doing, respect the civil and criminal law of England.
SMSC	Moral	Understand the consequences of their behaviour and actions.
SMSC	Moral	Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.
SMSC	Moral	Know about and respect the public institutions and services in England.

SMSC	Moral	Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination.
SMSC	Social	Use a range of social skills in different contexts.
SMSC	Social	Participate in a variety of communities and social settings.
SMSC	Social	Cooperate well with others and be able to resolve conflicts effectively.
SMSC	Social	Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.
SMSC	Cultural	Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.
SMSC	Cultural	Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
SMSC	Cultural	Know about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
SMSC	Cultural	Participate in and respond positively to artistic, musical, sporting and cultural opportunities.
SMSC	Cultural	Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.

The processes of **exploration** and **reflection** are important for the child.

**Learning from** other views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community.

**Learning about** other views, beliefs and cultures supports children in developing positive attitudes towards them.

The EYFS refers to **spiritual wellbeing**, acknowledging the fact that children have experiences beyond the purely emotional. Their spiritual wellbeing is enhanced by recognising that children develop spiritually by exploring answers to their questions, developing their sense of place in the world and beyond.

In finding out about others, young children start reflecting on **belief**, **culture** and **practice** and explore **faith** through:

- stories
- visuals - photos, pictures
- toys and puppets
- handling real artefacts
- roleplay
- creativity - dance, drama, art and design
- non-fiction books
- using ICT
- discussion

The seven areas of Learning and Development together make up the skills, knowledge and experiences appropriate for children as they grow, learn and develop.

Although presented as separate areas, it is important to remember that for children everything links and nothing is compartmentalised. The challenge for practitioners is to ensure that children's learning and development occur as an outcome of their individual interests and abilities and that planning for learning and development takes account of these.

**Note:**

This table is offered as a starting point for considering how children's spiritual (moral, social and cultural) development can be enhanced and their love of learning fostered.

Some areas more readily link with particular capacities than do others. The line of reasoning here is that by focusing on encouraging children's sensitivity and awareness (of self and others) their personal, social and emotional development is improved. Through developing skills of reflecting on experience their knowledge and understanding of the world is more relevant.

In the Early Years Foundation Stage, as when children are older, their academic development is improved when their personal development (including the spiritual, moral, social and cultural dimensions) is addressed.

## The seven areas of Learning and Development

Area of learning * denotes prime area	What it focuses on	Spiritual capacities: e.g.
Expressive arts and design	being creative — responding to experiences, expressing and communicating ideas exploring media and materials creating music and dance developing imagination and imaginative play	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience, Reflection on experience; Ideas and aspirations; Sensitivity and responsiveness
* Communication and language	language for communication language for thinking	Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem
Understanding of the world	exploration and investigation, designing and making, ICT, time, place, communities	Seeking and striving; Reflection on experience; Sensitivity and responsiveness; Self-awareness, self-knowledge and self-esteem; Love and relationships
* Personal, social and emotional development	dispositions and attitudes self-confidence and self-esteem making relationships behaviour and self-control self-care sense of community	Self-awareness, self-knowledge and self-esteem; Sensitivity and awareness, Love and relationships; Ideas and aspirations, Reflection on experience
* Physical development	movement and space health and bodily awareness using equipment and materials	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience; Seeking and striving



Mathematics	counting, understanding and using numbers, calculating simple addition and subtraction problems, describe shapes, spaces, and measures.	Ideas and aspirations; inner strength and resilience
Literacy	linking sounds and letters, reading (books, poems & other written materials), writing handwriting	Sensitivity and responsiveness, Self-confidence and self-esteem, Reflection on experience