



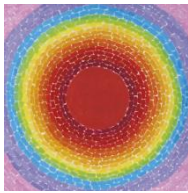



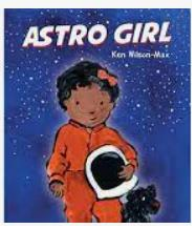
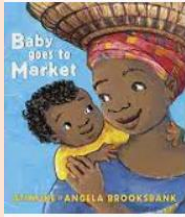
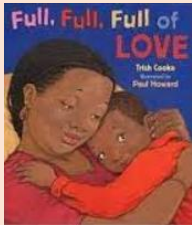
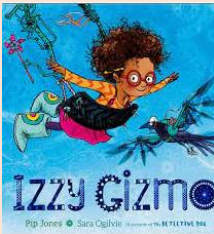

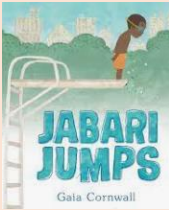


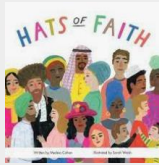


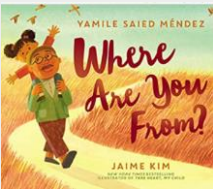

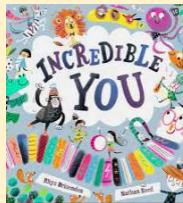
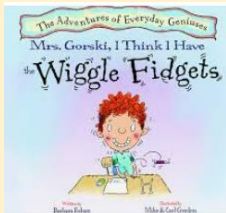

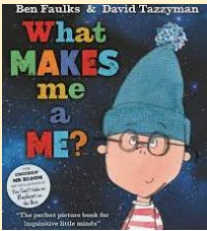
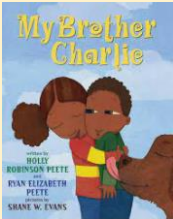
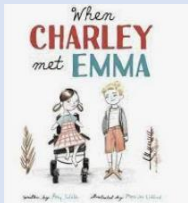

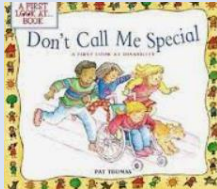
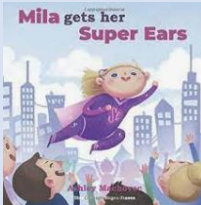
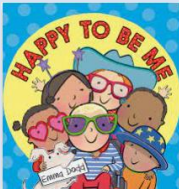

'Our' Place in 'Our' World		Aspiring Entrepreneurs		Inquisitive Investigators		Healthy and Happy Living	
		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Key Question		I wonder what makes us special ... (them, families, likes, dislikes, interests, toys, places, stories, special jobs etc)	I wonder what's out of this world ... (space, aliens, dinosaurs)	I wonder what moves ... (people, animals, transport)	I wonder if it ever happened ... (explore fairy and traditional tales, history, events, people)	I wonder where they call home ... (countries, climate, ice worlds, deserts, habitats, houses and homes past and present)	I wonder what change looks like ... (weather, seasons, transition, health and self-care, bodies, similarities and differences)
Hook and Enrichment		Visits from special jobs (guide dogs, police) Dress up for Pattern Day	Alien's landing scene Trip: Stockeld Park	Wheeled Toy Day Playground build begins	Invitation to a Fairy Tall Ball	Dress up as an animal day Visitor: Zoo Lab	Bring in a picture of them as a baby
<u>Area of Learning</u>	<u>Strand of Learning</u>						
Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Word Aware and NELI. 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.	Listening, Attention and Understanding Speaking	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
		Welcome to FS2 Settling in activities Making friends Talking about experiences familiar to them Show an interest in other people's lives Follow instructions Learn new routines Develop vocabulary Model talk routines through the day e.g. Good morning how are you? Talk about and share celebrations familiar to the children Share likes and dislikes Talk about how our families and homes are similar/different	Continue to develop key vocabulary through provision, routines and carefully selected stories Listen and respond to stories; with a focus around sequencing, prediction (through 1:1 and whole class story sessions) Talk about experiences of our trip to Stockeld Park Talk about and share celebrations familiar to the children, taking part in discussions whilst remember the important to listen carefully Describe events (Diwali, Bonfire Night etc) using stories, videos and personal experiences Listen to and engage in and talk about non-fiction texts	Continue to develop key vocabulary through provision, routines and carefully selected stories Develop and promote an ability to ask how and why questions Introduce Poetry Basket to develop awareness of rhyme Introduce weekly word studies Listen and respond to stories; encouraging children to join in with repeated refrains Talk about experience of wheeled toy day using sentence stems to ensure full sentences are being used Talking tub to introduce new topic: develop ability to ask questions using sentence stems Listen to and talk about the past using stories, images and videos to promote an understanding Share Tapestry from home and allow children to share	Continue to and embed key vocabulary through provision, routines and carefully selected stories Continue to learn, embed and recite rhyme using Poetry Basket Use Talk for Writing to develop children's story language further, model this in the classroom environment Talk about similarities and differences from the past: Philippe Petit using conjunctions 'because' and 'so' to encourage children to further explain their thoughts Form and discuss opinions which might be different to others, whilst appreciating this is okay and should be tolerated Share Tapestry from home and allow children to share in their own words what has been uploaded Outdoor Area building work: observe and discuss the changes we see taking place. Create a timeline and share ideas around what we would like to see. Predict which area the buildings might work on	Continue to and embed key vocabulary through provision, routines and carefully selected stories Observe and discuss different habitats, use sentence stems and structures to articulate what their understanding is Ask questions based on what they hear and see Talk about similarities and differences of contrasting environments Articulate a life cycle they have seen first hand Share Tapestry from home and allow children to share in their own words what has been uploaded	Continue to and embed key vocabulary through provision, routines and carefully selected stories Talk about experiences they've had this year Share feelings of what they anticipate for Year 1 Listen to each other's feelings about transition, respond appropriately and kindly to each other Ask and answer questions about changes they are encountering and observe around them Observe and discuss changes they can see from baby photos Talk to parents about how they've changed and share parental input Share Tapestry from home and allow children to share in their own words what has been uploaded

			Share Tapestry from home and allow children to share in their own words what has been uploaded	in their own words what has been uploaded Outdoor Area building work: observe and discuss the changes we see taking place. Create a timeline and share ideas around what we would like to see. Predict which area the buildings might work on next. Reflect on the before and after photographs	next. Reflect on the before and after photographs		
Personal, Social and Emotional Throughout the year children are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies safely and through child led conversation.	Building Relationships Self-Regulation Managing Self	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
		Welcome to FS2 Settling in activities Making friends Learning and following new routines Establishing relationships with adults Sharing their feelings with new people Taking responsibility for themselves: tidying up, going to the toilet, putting on their coat Creating class rules together Jigsaw: Being me in the world	Take part in new experiences; Stockeld Park. Discuss ways to manage fear or excitement Continue to develop and embed new routines and relationships formed in Autumn 1 Take responsibility for their own actions Talk about self-help techniques Develop friendships and teach children how to be supportive and respectful of one another Provide children with opportunities to talk about how they have overcome challenges Online Jigsaw: Relationships	Introduce Zones of Regulation Develop emotional literacy Develop vocabulary around emotions Learn about different ways to keep ourselves healthy Ask parents to share photographs of bedtime routines and use this as a teaching tool Continuing to support children’s changing relationships and dynamics within friendships Discuss why we need to take turns, tidy up after ourselves whilst embedding new routines Learn ways to stay safe using technology using Smartie the Penguin Jigsaw: Healthy Me	Reinforce Zones of Regulation Continuing to support children’s changing relationships and dynamics within friendships Consider how our behaviour effects the way our friends feel and how this can impact our friendships Remind of turn taking whilst the building work continues outside meaning limited resources Develop an awareness of wider school life and how we can build relationships with others; Anti-Bullying Year 6 Ambassadors Jigsaw: Healthy Me	Take part in new experiences; Zoo Lab. Discuss ways to manage fear or excitement Develop the new outdoors Eco Hub Consider other things in this world we need to care for and how we can look after our planet Set up Bug Hotels and create new habitats for the wildlife around us Help children to use strategies for staying calm when frustrated e.g. breathing deeply, finding a quiet space, counting to 10 Jigsaw: Changing Me	Take part in new experiences; Sport’s Day, Transition Week Share ideas to manage fear, excitements and other emotions Winning and/or losing; support children to manage their emotions Show resilience and perseverance if things don’t go their way Transition in to year 1; support children to understand how they feel about this experience Maintaining and extending relationships with new adults Oral Health workshop; talk about other ways to keep our body healthy. Jigsaw: Changing Me

Physical Development Children will also have the opportunity to take part in Physical Educational sessions delivered by an external coach.	Gross Motor Skills Fine Motor Skills REAL PE	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
		A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include; cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child’s individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to faster their own buttons, laces and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Children will be provided with resources so they can practise skills they have learnt during PE lessons too. Activities will be both child initiated and adult directed. Other interventions, such as Dough Disco, will be planned and delivered whilst children’s pencil grip will be monitored and supported throughout, at their own appropriate level.					
				Children will develop their coordination and learn a static balance. 	Children will develop their sending and receiving of a ball. 	Children will develop their jumping and landing skills and a new static balance. 	Children will develop their rolling, bouncing and stopping of a ball. 
Literacy Possible Texts	Comprehension Texts are carefully planned out to ensure a wide expose to different genres and authors. A love for reading is promoted through daily story times and weekly library visits.						
Writing Opportunities	Writing	The opportunities below are delivered through small group focus work. Opportunities for writing are also set up in provision, inside and outside, linking to children’s interest and themes personal to the children’s’ needs. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.					
		Mark Making Lists & Labels linked to their family, self portrait Map of their journey to school	Descriptive (Wanted poster) Lists and Labels linked to travelling to space Speech bubble linked to the story Whatever Next	Letter Writing (Thank You) Non-Fiction linked to Moving Toy Day Sentence writing linked to Dear Zoo	Talk for Writing: The Three Little Bears Instructions (How to make gingerbread) Sentence writing linked to favourite tales	Non Fiction linked to animals from different habitats Recount linked to the life cycle of a butterfly	Non Fiction linked to changes in their life Sentence writing linked to seasons and transition they’re experiencing from FS2 to Year 1
Phonics Floppy Phonics	Word Reading	Sounds/Letter groups taught: s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,le,ss		Sounds/Letter groups: j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ve,wh,cks,tch,ng,nk		Sounds/Letter groups ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er,ue,ure,ture	
		Oxford Level 1+ Books 1 to 3	Oxford Level 1+ Books 4 to 6	Oxford Level 2 Books 7 to 9	Oxford Level 2 Books 10 to 12	Oxford Level 3 Books 13 to 15	Oxford Level 3 Books 16 to 18
Mathematics White Rose Mastery At BPS we follow White Rose Maths. However, children’s	Number Numerical Patterns	<i>Getting to Know You</i> Settling in, developing understanding of classroom provision and routines. <i>Just Like Me</i>	<i>It’s Me 1 2 3!</i> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circle and Triangles Positional Language	<i>Alive in 5!</i> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass Compare Capacity	<i>Building 9 and 10</i> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial Awareness Patterns	<i>To 20 and Beyond</i> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, Rotate, Manipulate <i>First Then Now</i>	<i>Find my Pattern</i> Doubling Sharing & Grouping Even and Odd Spatial Reasoning Visualise and Build

needs are paramount to our teaching and tweaks will be made to ensure children’s needs are being met if necessary		<p>Match and Sort Compare Amounts Compare Size, Mass & Capacity Exploring Pattern</p> <p><i>Consolidation</i> Review the half term learning and support children as appropriate</p>	<p><i>Light and Dark</i> Representing Numbers to 5 One More and Less Shapes with 4 sides Time</p> <p><i>Consolidation</i> Review the half term learning and support children as appropriate</p>	<p><i>Growing 6, 7, 8!</i> 6, 7 & 8 Comparing 2 amounts Making pairs Length & Height Time</p>	<p><i>Consolidation</i> Review the half term learning and support children as appropriate</p>	<p>Adding More Taking Away Spatial Reasoning Compose and Decompose</p>	<p><i>On the Move</i> Deepening Understanding Patterns and Relationships Spatial Reasoning Mapping</p> <p><i>Consolidation</i> Review the half term learning and support children as appropriate</p>
Understanding the World	People, Culture & Communities	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<p>The Natural World</p> <p>Past and Present</p>	<p>Identifying their family. Comment on photos of their family; naming who they can see and of what relation they are to them. Talk about what they do with their family and places they have been with their family. Draw similarities and differences and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Recognise that people can have other beliefs and celebrate special times. Talk about aspects of their familiar world such as where they live and their school setting. Navigate around our classroom and outdoor areas. Create maps to show their journey to school and local landmarks.</p>	<p>Discuss certain celebrations e.g. Bonfire Night, Diwali and Christmas. Look at photographs of children on Tapestry, uploaded on to Tapestry and allow children to share what they have done during certain celebrations. Use a map of the world to compare how different people celebrate Christmas around the world. Celebrate Neil Armstrong and his contribution to science. Introduce children to NASA and America. Showing its place on a map in comparison to ours. Discuss how his actions in the past, before they were born, influenced the future. Continue to reflect on different festivals/events different groups of people celebrate. React to seasonal/weather</p>	<p>Discuss certain celebrations e.g. Chinese New Year. Begin to understand that the world is made up of different countries (England and China). Consider how toys and transport have changed over the years; link this to special occupations. Look at photographs and discuss similarities and difference between transport then and now. Talk about roles in our community linked to transport. Discuss how they travel around. Listen to children describing and commenting on changes in the environment through seasonal changes. Talk about their own experiences over the Christmas holiday period. React to seasonal/weather changes e.g. snow, ice. Talk about the builders developing our outdoor area; what is their role, how do they know what to do next, how do they know where to put our new equipment? Children to draw a map of what they would like it to look like.</p>	<p>Read and watch video clips of Philippe Petit. Debate if he ever did walk between the two towers, explain our thoughts. Could this happen in our environment? Link to Cross Flatts buildings. Revisiting the fact this event happened before they were born. Talk about environment and the changes that Spring presents. Discuss and describe Easter Observe the changes in our outside area and of plants. Draw pictures to share what we have seen. Talk about what they can see, hear and feel during the changes. Talk about what a plant needs to grow; link to Jack & the Beanstalk story Science week; provide children with multiple opportunities to experience a range of processes first hand. Colour mixing in ice, creating race tracks using different materials and using magnets around the classroom. Make Gingerbread together, drawing the children’s attention to what happens when ingredients are combined.</p>	<p>Celebrate Eid and share children’s experiences, learning more about this festival using books, videos and photographs sent in by parents/carers. Learn about different habitats. Read fiction and non-fiction texts, watch video clips and look at photographs of contrasting environments. Talk about how these environments compares to theirs. Explore similarities and differences of houses and homes, past and present. Talk about the different features animals have and why through observation and conversation. Use maps to create awareness of their place in this world. Use Google Maps so children can see Leeds and talk about features they notice. Develop a further awareness of different parts in our world e.g. cold and hot environments. Look at how certain parts of the world has changed over time e.g. global warming. Discuss life cycles e.g. butterflies to teach key features. Involve children in the development of the outside area. Involve them in making decisions on what we need to do to create environments suitable for animals in an urban habitat. Discuss what we need to include for animals to thrive. Observe seasonal changes and the planting of seeds and after close</p>	<p>Discuss life cycles: themselves. Use food waste in the Worm Villa outside and talk about what this process is. Build a Bug Hotel. Listen to conversations as children spend time in their outside environment. Encourage links to what they hear, smell and see in the natural world. Look at pictures of them as a baby/young child. Talk about differences and similarities. Have their likes/dislikes changed as well as physical appearance. Talk about life events too; moving house or going on holiday. Look at photographs of older family members and staff. Talk about change over a period of time. Listen to the children’s conversations around change and transition and support them in their feelings and thoughts. Involve children in the development of the outside area. Observe seasonal changes and the planting of seeds</p>

		<p>Celebrate Katherine Johnson and her contribution to science. Share learning supporting Black History Month and Halloween</p> <p>Discuss celebrations we do/do not all celebrate and how we celebrate certain festivals</p> <p>When talking about special people in our community discuss different occupations and who can help us; linked to the Guide Dog visit</p>	<p>changes e.g. snow, ice.</p>	<p>Explore a range of jungle animals. Learn their names, how they move and label drawings.</p> <p>Learn about Mary Anning, a palaeontologist, and provide children with a fossil finding activity.</p>		<p>observation, draw pictures of the natural world, including animals and plants.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see.</p>	<p>and after close observation, draw pictures of the natural world, including animals and plants.</p> <p>Bean experiment.</p>
<p>Expressive Arts and Design</p> <p><i>This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>						
	<p>Creating with Materials</p> <p>Being Imaginative & Expressive</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Learn a poem a week using Poetry Basket.</p> <p>Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Draw a self-portrait (enclosing lines): do they draw definite features?</p> <p>Draw their families.</p> <p>Explore art work linked to Black History Month: Alma Thomas</p> 	<p>Observational drawings and colour mixing using Autumnal objects.</p> <p>Learn a poem a week using Poetry Basket.</p> <p>Constructing alien spaceships.</p> <p>Act out alien invasions in small world play.</p> <p>Role play of the nativity.</p> <p>Provide children with different materials to use in pretend play; model and comment on this.</p> <p>Listening to and learning new songs e.g. Christmas</p> <p>Christmas crafts e.g. cards, decorations.</p> <p>Recreate patterns linked to Diwali</p> <p>Listen to music and sounds of Bonfire Night. Talk about how these sounds make us feel and want to move.</p> <p>Use instruments to accompany a beat whilst listening to contrasting music.</p>	<p>Listen to and recreate movements using the text ‘Walking through the Jungle’.</p> <p>Listen and respond to music which links to the ways animals move e.g. fast paced music for a spider scurrying and slow, low music for an elephant thumping.</p> <p>Play music during Dough Disco and disco times where children can move freely and for fun.</p> <p>Learn a poem a week using Poetry Basket.</p> <p>Crafts linked to Chinese New Year</p> <p>Take photographs of the children acting out emotions: introduce Zones of Regulation. Discuss how facial expressions and body language help us to communicate/understand feelings.</p>	<p>Explore how certain colours can be mixed to create a new colour e.g. powder paint, water and food colouring, mixing of playdough.</p> <p>Observation drawings of Spring plants.</p> <p>Learn a poem a week using Poetry Basket.</p> <p>Explore different dinosaur movements to different sounds.</p> <p>Playdough fossil activity.</p> <p>Create a Mother’s Day card.</p> <p>Act out different fairy tale events e.g. Billy Goats Gruff.</p> <p>Create their own versions of traditional and fairy tales.</p> <p>Provide children with costumes and other props and model using these in play.</p> <p>Construct settings linked to stories they are enjoying.</p> <p>Make links between baking gingerbread and the malleable area, encourage children to use skills learned.</p> <p>Create boats to help save the Gingerbread Man.</p> <p>Watch the BBC Philharmonic: Musical Story of the Gingerbread Man. Discuss thoughts and feelings.</p>	<p>Explore, recognise, create and describe animal patterns.</p> <p>Design, discuss and construct habitats using small and large construction and art tools.</p> <p>Learn a poem a week using Poetry Basket.</p> <p>Model using the new instruments and stage outside to create their own music and performances.</p> <p>Link colour to contrasting environments and create ‘Hot and Cold’ collages.</p> <p>Listen to music from around the world.</p> <p>Learn a traditional African song and dance, encouraging children to perform it.</p> <p>Explore how people from different cultures might dress. Show how this is represented in the UK and other countries.</p> <p>Learn about Andy Goldsworth and recreate art work using his influence</p> 	<p>Father’s Day crafts.</p> <p>Recreate art work using collage and watercolours to represent the different seasons using Eric Carle’s The Tiny Seed.</p> <p>Complete a self-portrait and compare to the start of the year.</p> <p>Learn a poem a week using Poetry Basket.</p> <p>Model using the new instruments and stage outside to create their own music and performances.</p> <p>Perform a favourite poem learnt through Poetry Basket this year.</p> <p>Charanga Big Bear Funk</p>

British Values		<i>Mutual Respect</i> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated	<i>Rule of Law</i> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<i>Democracy</i> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<i>Mutual Tolerance</i> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<i>Individual Liberty</i> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<i>Recap all of the British Values</i> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Equality and Diversity Equality and Diversity is taught throughout the year in many different ways. Conversations are often organic and presented by the children themselves. Other learning opportunities are adult led. Another way we encourage our children to be aware of how people's lives can be different to one another is through books.	BAME main characters						
	Cultural Diversity						
	Neurodiversity						
	Physical Diversity						
	Different Families	