

Our Vision: Engage, Enjoy, Enrich, Excel

Our Expectations:

Be Ready



Be Respectful



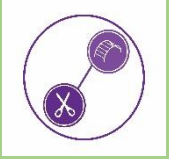
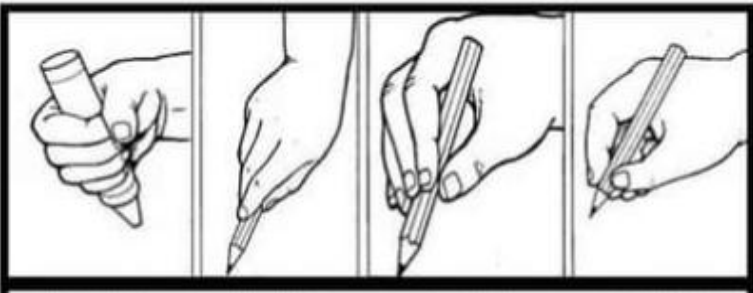
Be Safe

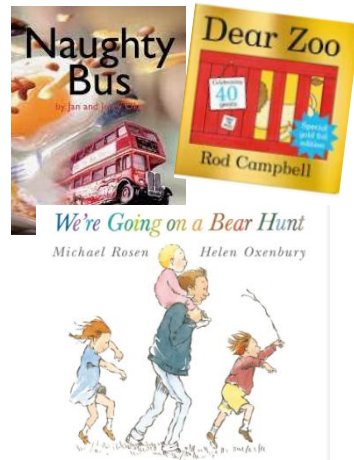


		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Key Question		I wonder what is special to us... (ourselves, families, likes, dislikes, interests, homes, special jobs)	I wonder what's out of this world ... (solar system, significant scientists)	I wonder 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, habitats, houses and homes past and present)	I wonder what change looks like ... (weather, seasons, ourselves, similarities, differences and transition to Year 1)
Hook and Enrichment		Sharing family photographs	Alien Landing	Wheeled Toy Day Storytelling Week: Tiny Tales Workshop	Trip: Stockeld Park Fairy Tale Ball Once Upon a Time ... workshop	Story Bus	Sharing baby photographs Story Bus
Area of Learning	Strand of Learning						
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 and a Word Aware approach. Throughout the year children will: Learn to	Listening, Attention and Understanding 	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 .					
	Speaking 	Welcome to FS2 Talk about experiences familiar to them Show an interest in other people's lives Begin to follow instructions Learn new routines Model talk routines through the day e.g. "good morning, how are you?"	Develop key vocabulary through provision, routines and carefully selected stories Listen and respond to stories; with a focus on inference and sequencing (through 1:1 and whole class story sessions)	Continue to develop key vocabulary through provision, routines and carefully selected stories Develop and promote the ability to ask how and why questions Introduce Poetry Basket to develop awareness of rhyme Introduce weekly word studies	Continue to and embed key vocabulary through provision, routines and carefully selected stories Continue to learn, embed and recite rhyme using Poetry Basket Develop children's story language further using Talk for Writing	Continue to and embed key vocabulary through provision, routines and carefully selected stories Observe and discuss different habitats using sentence stems and structures to articulate their understanding Ask questions based on what they hear and see Talk about similarities and differences of contrasting environments	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

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. Oracy runs throughout our curriculum 		Talk about and share celebrations familiar to the children Share likes and dislikes Talk about how our families and homes are similar/different Poetry Basket: an opportunity to perform in front of peers	Talk about and share celebrations familiar to the children Taking part in discussions whilst learning about talking and listening rules Describe events using stories, videos and personal experiences Listen to and engage in and talk about non-fiction texts Encourage parents/carers to share via Class Dojo and give the children opportunity to share with their peers	Listen and respond to stories; encouraging children to join in with repeated refrains Talk about experience of wheeled toy day using sentence stems to develop sentence structure Listen to and talk about the past using stories, images and videos to promote an understanding Share Class Dojo and allow children to share their own experiences Observe and discuss the changes we see taking place. Create a timeline and share ideas around what we would like to see.	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 learning how to tolerate this Share Class Dojo and allow children to share their own experiences 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.	Articulate a life cycle they have seen Share Class Dojo and allow children to share their own experiences Listen and respond to stories; with a focus around sequencing, prediction (through 1:1 and whole class story sessions)	Ask and answer questions about changes they are encountering and observe around them Observe and discuss changes they can see from baby photos Observe and discuss changes through a life cycle. Share Class Dojo and allow children to share their own experiences
		Chop Chop, Pointy Hat, Five Little Pumpkins, Wise Old Owl, Falling Apples, A Basket of Apples, Leaves are Falling, Breezy Weather, Who Has Seen the Wind?, Cup of Tea, Mice, Shoes	Popcorn, A Little House, Pancakes, Let's Put On Our Mittens, I Can Build a Snowman, Carrot Nose, Spring Wind, Furry Furry Squirrel, Hungry Birdies, A Little Seed, Stepping Stones, Mrs Bluebird		I Have a Little Frog, Dance, Pitter Patter, Sliced Bread, A Little Shell, Five Little Peas, The Fox, Monkey Babies, Thunderstorm, Five Little Owls, If I Were So Very Small, Under a Stone		

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 Begin to establish  relationships with adults and peers Learn and follow new routines Communicate with adults and peers how they feel Take responsibility for themselves: tidying up, going to the toilet, putting on their coat Create class charter	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 	Develop emotional literacy Develop vocabulary to describe emotions Talk about how to keep ourselves healthy Children share photos of their routines at home Continue 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	Take part in new experiences; Stockeld Park Discuss strategies to manage fear or excitement. 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	Discuss ways to manage fear or excitement Consider what in this world we need to care of and how we can look after our planet Set up Bug Hotels and create new habitats for the wildlife around us Help children to recognise and use strategies to manage different emotions PSHE Pol-Ed: To be confirmed	Take part in new experiences; Sports Day, Transition Week Further develop strategies to manage different emotions e.g. when winning and/or losing 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.

		Introduce Zones of Regulation PSHE Pol-Ed: Relationships	about how they have overcome challenges PSHE Pol-Ed: To be confirmed	PSHE Pol-Ed: To be confirmed	Develop an awareness of wider school life and how we can build relationships with others; Anti-Bullying Year 6 Ambassadors PSHE Pol-Ed: To be confirmed		PSHE Pol-Ed: To be confirmed
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 	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; `tummy time, 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.					
		Throughout the year children will be provided with multiple opportunities which will strengthen some of the key stages of physical development. These are not confined to certain points in the year but are in line with the children's next steps.					
		Shoulder Pivot <i>Children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck.</i> Painting with mops, digging, painting in big spaces, seeping, pushing large objects, scooter play.	Elbow Pivot <i>Children will be able to use movement further down their arm.</i> Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.	Wrist Pivot <i>Now that arm muscles and the sense of balance has developed smaller ranges of movement can begin.</i> Threading, sewing, lacing pictures, water and sand play	Fine Motor Strength <i>Children need to develop their fine motor skills. This means muscles in their hands can strengthen.</i> Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, pag boards, malleable amterials, tweezers.	Pencil Grip Development According to their stage of development, children will progress through stages of pencil grip. It's important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently. 	
				Freeze, Choose, Invent	Look, Run, Avoid FSSD Sport's Coach	Push, Kick, Throw FSWS Sport's Coach	Explore, Evade, Escape FSLH Sport's Coach

Literacy Possible Texts	Comprehension Texts are carefully planned out to ensure a wide expose to different genres and authors which is threaded throughout our curriculum. A love for reading is promoted through daily story times and weekly library visits. Reading is shared with parents/carers through Boom Reader and other workshops.		Focus Texts: 	Focus Texts: 	Focus Texts: 	Focus Texts: 	Focus Texts: 	Focus Texts: 	
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. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes. Both the mechanics of writing along with enthusiasm, curiosity and confidence will be developed throughout the year.							
		Opportunities to develop oracy skills to support later writing skills Memory activities to support the skill of later writing Describing characters and marks they make Pre-writing shapes	Continued development of oracy skills Pre-writing shapes Memory activities to support the skill of later writing Describing characters and marks they make Pre-writing shapes Hearing and writing initial sounds using taught sounds only Hearing and writing end sounds using taught sounds only	Continued development of oracy skills Orally rehearsing short captions during various areas of learning Use Colourful Semantics to build sentences orally Continued support for those identified as not being able to mark pre-writing shapes Hearing and writing sounds in CVC sounds using taught sounds only	Continued development of oracy skills Use Colourful Semantics to build sentences orally Beginning to write short dictated captions using words including taught sounds or tricky words only Writing taught tricky words Using a finger space in their writing	Continued development of oracy skills Write a short, dictated sentence using taught sounds or tricky words only Colourful Semantics to support the development of sentence structure Beginning to use a capital letter, finger space and full stop in their writing	Continued development of oracy skills Write a dictated sentence using taught sounds or tricky words only Using a capital letter, finger space and full stop in their writing Colourful Semantics to support the development of sentence structure		
		the, I, to, no, go, into		Recap: the, I, to, no, go, into Teach: we, me, she, he, be, all, you, are, was, my, her, they		Recap: the, I, to, no, go, into, we, me, she, he, be, all, you, are, was, my, her, they Teach: said, like, have, some, come, little, one, do, were, there, what, when, out			
		Handwriting ISHA Scheme	Dots, straight lines, crosses, circles, waves, loops and bridges, joined straight lines, angled patterns, eights, spirals, left to right, patterns	Introduce and review Straight line family i, l, t, j Coathanger family c, o, a, d, g, q, e Bridge family n, h, m, r, b, p, k		Introduce and review The zig-zag family v, w The smile family u, y The misfit family s, f, x, z			
		Phonics Floppy Phonics	Word Reading 	Sounds/Letter groups taught: s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss Oxford Level 1+ Books 1 to 3	Oxford Level 1+ Books 4 to 6	Sounds/Letter groups: j,v,w,x,y,z,zz,qu,ch,sh,th,ng,wh,ng, Oxford Level 2 Books 7 to 9	Oxford Level 2 Books 10 to 12	Sounds/Letter groups ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er,ue, Oxford Level 3 Books 13 to 15	Oxford Level 3 Books 16 to 18

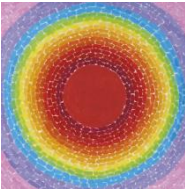
Mathematics <i>Mastering Number</i> We follow Mastering Number and supplement this with White Rose Maths to support the teaching and learning of other areas of learning.	Number Numerical Patterns 	Subitising Counting, ordinality and cardinality Composition Subitising Comparison Additional supplements TBC	Counting, ordinality and cardinality Comparison Composition Counting, ordinality and cardinality Additional supplements TBC	Subitising Counting, ordinality and cardinality Composition Additional supplements TBC	Counting, ordinality and cardinality Comparison Composition Additional supplements TBC	Counting, ordinality and cardinality Subitising Composition Comparison Additional supplements TBC	Review and assess
Understanding the World 	People, Culture & Communities 	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.					
	Natural World 	RE unit: Which places are special to members of our community? Identify and name members of their immediate and extended family, commenting on photos; naming who they can see and what relation they are to them. Share what they do with their family and places they have been with their family. Compare similarities and differences between other families. Name and describe other people who are familiar to them and in our community. Read fictional stories about families and begin to understand the difference between fact and fiction. Recognise that people can have other beliefs and celebrate special times. Talk about aspects of their familiar world such as where	RE unit: Why are some objects special? Discuss celebrations e.g. Bonfire Night, Diwali and Christmas. Look at photographs on Class Dojo to allow children to share celebrations from their life Use a map whilst comparing how different people celebrate Christmas around the world. Recognise the similarities and differences in ways people celebrate. Celebrate Neil Armstrong and Mae Jemison and their contribution to science. Introduce children to NASA and America, locating its place on a map. Explore movement in space by watching videos and recreating this. Discuss how people’s actions influence the future. Talk about similarities and differences of two planets.	RE unit: Who cares for me and how do I help others? Discuss certain celebrations e.g. Chinese New Year. Continue to recognise that the world is made up of different countries (England and China). Explore and talk about how a child’s life might be different/the same. Consider how toys and transport have changed over the years; linking this to special occupations. Identify similarities/ differences of transport from the past using photographs and videos. Study, explore and handle artefacts. Comment on what they can see and compare to a similar object from today. Identify roles in our community linked to transport. Identify and compare how they travel. Encourage children to describe and comment on changes in the environment. Talk about their own experiences over the Christmas holiday period using extended sentences. To move in different ways considering how an animal moves.	RE unit: Who belongs in my family and community? To debate if Philippe Petit did walk between the two towers and children to explain their thoughts using ‘so’, ‘because’. Consider if this could happen in our environment, using video clips, linking to Cross Flatts buildings. Identify and talk about our environment and the changes that Spring presents. Discuss and describe Easter. Observe and draw pictures to document what they’ve 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. Children to explore multiple experiences and a range of processes first hand. Taking part in Science week experiments.	RE unit: How do people celebrate special times? Celebrate Eid and share children’s experiences, learning more about this festival using books, videos and photographs sent in by parents/carers. To compare and contrast different habitats using fiction and non-fiction texts alongside video clips. Talk about how these environments compares to theirs. Explore and comment on similarities and differences of houses and homes, past and present. Identify the features of animals through observation and conversation. Use maps to develop awareness of their place in this world. Use Google Maps so children can see Leeds and talk about features they notice. Learn vocabulary to describe contrasting environments e.g. cold and hot Identify what we need to include for animals to thrive. Use images, video clips, shared texts and other resources to bring the wider world into the classroom.	RE unit: How do we understand and care for the world? To describe the human life cycle. Talk about differences and similarities of them and now using photographs. Consider how 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. Respond to what they hear and see in the natural world. Encourage links to what they hear, smell and see in the natural world. Listen to the children’s conversations around change and transition and support them in their feelings and thoughts. Observe seasonal changes and the planting of seeds and, after close observation, draw pictures of the natural world, including animals and plants. Comment on changes of different beans.
	Past and Present 						

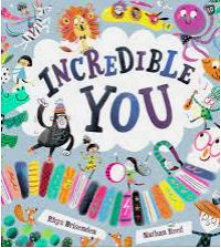
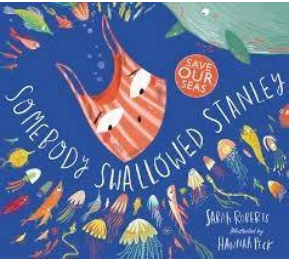
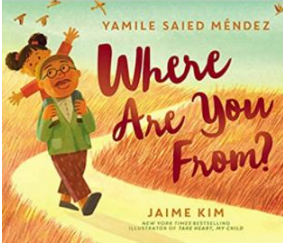
		they live and their school setting. Navigate our classroom and outdoor areas. Create maps to show their journey to school and local landmarks. Celebrate Katherine Johnson and her contribution to science. Learn about important figures from our past: Black History Month Discuss celebrations we do/do not all celebrate and how people do this Identify important people in our community and discuss different occupations and who can help us.	Recognise and discuss how the moon differs from the environment we live in. React to seasonal/weather changes e.g. snow, ice.		To observe and discuss the changes which take place during baking gingerbread.		Observe, identify and discuss changes of plants. Observe and describe the life cycle of a butterfly.
Expressive Arts and Design  <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</i>	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.						
	Creating with Materials 	Drawing: Identify features of themselves and when drawing a self-portrait (enclosing lines): do they draw definite features?	Drawing: Observational drawings of autumnal objects exploring tones and shades	Scissor Skills: Crafts linked to Chinese New Year.	Drawing: Observational drawings of spring plants adding specific details and tones of colour		Drawing: Complete a self-portrait and compare to the start of the year.
		Painting: use readily available resources to reach a desired outcome	Printing: print using various tools to create a new shape. Begin to mix colours commenting on the change	Painting: use powder paint effectively, learning how to use them, commenting on the different outcomes	Painting: mix colours with intent, talking about primary colours, to reach a desired colour.	Painting: explore, recognise, create patterns using watercolours	Painting: Recreate art work using collage and watercolours to represent the different seasons using Eric Carle's The Tiny Seed.

music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Being Imaginative & Expressive



Sculpture: learn and embed beginning Dough Disco techniques Learn about, discuss and interpret Andy Goldsworthy and recreate art work using his influence 	Sculpture: chose certain tools depending on their function to add detail e.g. imprints and impressions		Sculpture: Explore links between baking gingerbread and the malleable area, encouraging children to use skills learned.	Sculpture: use a range of materials eg, plasticine, kinetic sand to practise moulding, pressing and manipulating to cause a desired effect.	Sculpture: use clay to recreate part of the life cycle e.g. butterfly. Evaluate approach and amend as necessary though the process
Collage: revisit and consolidate using previously learned techniques. Explore art work linked to Black History Month: Alma Thomas 	Textiles: use a simple running stitch to create a puppet	Collage: Layer materials to create a landscape	Baking: combine ingredients to make dough. Talk about how the ingredients change throughout the process e.g. appearance and texture	Collage: Discuss colour and tone linked to contrasting environments and create 'Hot and Cold' collages.	Collage: Recreate art work using collage and watercolours to represent the different seasons using Eric Carle's The Tiny Seed.
Construction: Build models using large construction equipment.	Kapow Primary unit: Sliding Christmas Santa (mechanism)	Construction: use resources, levers and pulleys to create an object which can move. Talk about what went well and what didn't.	Construction: Experiment and consider the resources needed to create boats for the Gingerbread Man.	Kapow Primary unit: Making a rainbow salad (food)	Construction: Design, discuss and construct habitats using small and large construction and art tools.
Rehearse nursery rhymes taught in Nursery to sustain fluency. See Nursery LTP. Introduce new poems through Poetry Basket, see Communication and Language strand.					
Tap! Ding! Clap! Sing! Join in with songs and music they recognise and begin to move to music they don't. Develop storylines in their pretend play. Sing call-and-response songs, so that children can echo phrases of songs you sing. Create sound patterns using body movements.	Tap! Ding! Clap! Sing! Perform and develop storylines to act out alien invasions in small world play. Learn songs and sing in a group, from memory, and perform Nativity. Listen to the sounds of Bonfire Night. Discuss changes within the music. Talk about how these sounds make us feel and want to move. Use instruments to accompany a beat	Charanga- Me! 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. Discuss changes within the music. Play music during Dough Disco and times where children can move freely and for fun. Discuss changes within the music. Take photographs of the children acting out emotions: introduce Zones of Regulation. Discuss how	Charanga- Everyone Explore different dinosaur movements to different sounds. Act out different fairy tale events e.g. Billy Goats Gruff. Create their own versions of traditional and fairy tales. Extend role play providing children with costumes and other props and model using these in play. Listen to and respond to BBC Philharmonic:	Charanga- Our world Model using the new instruments and stage outside to create their own music and performances. Explore unfamiliar music by learning a traditional African song and dance, encouraging children to perform it. Explore how people from different cultures might dress. Show how this is represented in the UK and other countries. Perform Poetry Basket poems in smaller groups and for some, solo.	Charanga: Big Bear Funk Perform Poetry Basket poems in smaller groups and for some, solo.

		Perform Poetry Basket poems as whole class.	whilst listening to contrasting music. Perform Poetry Basket poems as whole class.	facial expressions and body language help us to communicate/understand feelings. Perform Poetry Basket poems in smaller groups. 	Musical Story of the Gingerbread Man. Perform Poetry Basket poems in smaller groups.		
British Values		<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>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>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>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.