**National curriculum coverage for each year group**

**Theme 1 – Proud To Be from Bradford 2022 2023**

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|  | **Early Years**  **Proud to be from Bradford** | **Y1**  **Street detectives** | **Y2**  **A Walk in the Park** | **Y3**  **Why did Titus build Saltaire?** | **Y4**  **The Jowetts** | **Y5**  **The Impact of the Bradford City Fire** | **Y6**  **The Making of Bradford** |
| **Science** | **Little Acorns**  **UTW 0-3**  Explore materials with different properties  C&L 0-3  Use simple words in context  **GO Nursery**  **C&L 3-4**  Understand ‘why’ questions.  **UTW 0-3**  Explore materials with different properties.  Explore natural materials, indoors and outdoors.  **UTW 3-4**  Use all their senses in hands-on exploration of natural materials.  Talk about what they see, using a wide vocabulary.  Begin to make sense of their own life-story and family’s history.  Begin to understand the need to respect and care for the natural environment and all living things.  **Reception**  Describe events in some detail.  Use new vocabulary in different contexts  **UTW 3-4**  Talk about what they see, using a wide vocabulary.  Explore how things work.  Begin to understand the need to respect and care for the natural environment and all living things.  **UTW Reception**  Describe what they see, hear and feel while they are outside. | Observe changes across the four seasons  observe and describe weather associated with the seasons and how day length varies. | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  Identify that humans and some other animals have skeletons and muscles for support, protection and movement | Identify how sounds are made  Recognise that vibrations from sounds travel to the ear.  Find patterns between pitch and the object that made it  Find patterns between volume and the strength of vibrations.  Recognise that sounds get fainter as the distance from the source increases | Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  Using test results to make predictions to set up further comparative and fair tests  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations  Identifying scientific evidence that has been used to support or refute ideas or arguments  **Earth and Space**  describe the movement of the Earth and other planets relative to the sun in the solar system  describe the movement of the moon relative to the Earth  describe the sun, Earth and moon as approximately spherical bodies  use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky | **Evolution and inheritance**  recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| **Art & Design** | **Little Acorns**  **EA&D 0-3**  Start to make marks intentionally.  Explore paint, using fingers and other parts of their body as well as brushes and other tools.  **GO Nursery**  **PD 3-4**  Use large-muscle movements to wave flags and streamers,  paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  **EA&D 3-4**  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Explore colour and colour mixing.  **Reception**  **PD 3-4**  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  **PD Reception**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  **3-4 EA&D**  Explore colour and colour mixing  **Reception**  Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Drawing Make your mark  Developing observational drawing skills when explorating mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. | Craft and design: Map it out  Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief. | **Art and design not taught this half term** | **Art and design not taught this half term** | **Art and design not taught this half term** | **Photography**  Developing photography skills, exploring composition, colour, light, abstract images and underlying messages. |
| **Computing** | **Reception**  **PSED 3-4**  Increasingly follow rules, understanding why they are important.  **UTW 3-4**  Explore how things work.  **PD Reception**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  **EA&D Reception**  Explore, use and refine a variety of artistic effects to express  their ideas andfeelings. | **Autumn 1 – Computing Systems and Networks**  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content.  **Y1/Y2 -** recognise common uses of information technology beyond school.  **Y1/Y2 -** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | **Autumn 1 – Computing Systems and Networks**  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content.  **Y1/Y2 -** recognise common uses of information technology beyond school.  **Y1/Y2 -** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | **Autumn 1 – Computing Systems and Networks**  **Y3 -** use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  **Y3/Y4 -** understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  **Y3/Y4 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Autumn 1 – Computing Systems and Networks**  **Y3/Y4 -** understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  **Y3/Y4 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  **Y4 –** use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  **Y4 -** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Autumn 1 – Computing Systems and Networks**  **Y5/Y6 -** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  **Y5/Y6 -** understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  **Y5/Y6 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  **Y5 -** use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  **Y5 -** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  **Y6 –** use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | **Autumn 1 – Computing Systems and Networks**  **Y5/Y6 -** understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. |
| **Design & Tech** | **Little Acorns**  **EA&D 0-3**  Manipulate and play with different materials.  **GO Nursery**  **PSED 3-4**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **PD 3-4**  Use large-muscle movements to wave flags and streamers,  paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Mathematics 3-4**  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  **EA&D 3-4**  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  **Reception**  **PD Reception**  Develop their small motor skills so that they can use a range of  tools competently, safely and confidently.  **EA&D 3-4**  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  **EA&D Reception**  Explore, use and refine a variety of artistic effects to express their ideas and feelings. | **Not in this theme** | Not this theme | Cooking nutrition  Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | Not in this theme | Doodlers –  To understand how motors are used in electrical products.  To investigate an existing product to determine the factors that affect the product’s form and function.  To put findings from research into practice to develop an improved product.  To develop a DIY kit for another individual to assemble their product. | Not in this theme |
| **Geography** | **GO Nursery**  **Mathematics 3-4**  Talk about and explore 2D and 3D shapes.  Understand position through words alone. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  **UTW 3-4**  Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things.  **Reception**  **Mathematics 3-4 years**  Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  **UTW 3-4 years**  Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  **UTW Reception**  Draw information from a simple map. | Human and physical geography  key human features, including: city, town, village, factory, farm, house, office, and shop  Geographical skills and fieldwork  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | Locate and name and identify the characteristics of the 4 countries and capital cities of the UK and surrounding seas.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | Name and locate cities of the UK using maps. | Counties of the UK  Human and physical characteristics.  Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics. | Hills and Mountains  Describe and understand key aspects of physical geography: including mountains  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Name and locate counties and cities of the United Kingdom, geographical regions  describe and understand key aspects of: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| **History** | **GO Nursery**  **PSED 3-4**  Develop their sense of responsibility and membership of a community.  **UTW 0-3**  Make connections between the features of their family and other families.  **UTW 3-4**  Begin to make sense of their own life-story and family’s history.  **Reception**  **UTW Reception**  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling. | Changes in living Memory  Focus on shops. | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]  Significant historical events, people and places in their own locality | Pupils will be taught:  About an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | Proud to be from Bradford – The Jowett’s  Changes in an aspect of social history (transport) in the 20th century. Jowett brothers- five lane ends- industrial museum visit. | A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Bradford City fire and Hillsborough disaster) | A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Immigration – from settlement to city) |
| **Languages** | N/A | N/A | N/A | Greeting each other  Introducing themselves  Counting up to 10  Introducing their immediate family | Reference Unit- Classroom language  Recap core units 1,2 and 3.  Recap all previous units from year 3. | Playtime – basic commands, what’s in the playground?, playground games, using j’aime with another verb, saying what and where they like to play | **Our School**  Name and locate different areas of the school. Use language in full sentences to show visitors around school. |
| **Music** | **Little Acorns**  **C&L 0-3 years**  Enjoys singing, music and toys that make sound.  **EA&D 0-3 years**  Joins in with songs and rhymes, making some sounds.  Explore a range of sounds and instruments – play them in different ways  **GO Nursery**  **C&L 3-4**  Sing a large repertoire of songs.  **EA&D 0-3**  Explore their voices and enjoy making sounds.  Join in with songs and rhymes, making some sounds.  Explore a range of sounds and instruments – play them in different ways.  Enjoy and take part in action songs.  **EA&D 3-4**  Remember and sing entire songs.  Respond to what they have heard, expressing their thoughts and feelings.  **Reception**  **EA&D 3-4 years**  Remember and sing entire songs.  **EA&D Reception**  Explore, use and refine a variety of artistic effects to express  their ideas and feelings.  Explore and engage in music making and dance, performing solo or in groups. | Charanga Theme 1  Hey you – old school Hip Hop  To listen and respond.  To explore and create.  We are learning to listen and appreciate music. | This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music. | **Charanga ‘Let Your Spirit Fly’**  Pupils will be taught to:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Listen with attention to detail and recall sounds with increasing aural memory. | Mamma Mia-   * Develop an understanding of the history of music. * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | Trumpets  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  listen with attention to detail and recall sounds with increasing aural memory  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **Happy**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  listen with attention to detail and recall sounds with increasing aural memory  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
| **PE** | **Little Acorns**  **PD 0-3 years**  Enjoy moving when outdoors and inside.  Walk, run, jump and climb  **GO Nursery**  **EA&D 3-4**  Move and dance to music  **PSED 3-4**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **PD 3-4**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Use large-muscle movements to wave flags and streamers,  paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly be able to use and remember sequences and patterns of music that are related to music and rhythm.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  **Reception**  **PSED 3-4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **PD 3-4 years**  Start taking part in some group activities which they make up for themselves, or in teams.  Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.  Collaborate with others to manage large items.  **PSED Reception**  Manage their own needs  **PD Reception**  Confidently and safely use a range of large and small  apparatus indoors and outdoors, alone and in a group.  Develop overall body strength, balance, coordination and agility. | Ball skills  To show control of a ball with basic actions  To show control of a ball when throwing and catching.  To move fluently with or without a ball changing speed and direction.  To send/pass a ball with both hands and feet  To participate in small games applying basic skills. | master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending  STREET DANCE | Rugby  Sports UK Planning | **Swimming**  Swim competently, confidently and proficiently over a distance of 25m  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations.  **Dance**  Perform dances using a range of movement patterns  Develop flexibility, strength, technique and balance  Collaborate and learn to evaluate and recognise their own success.  Compare their performances with the previous ones to demonstrate improvement to achieve their personal best. | Hockey Orienteering – Sports UK  Football  (Netball Festival  Netball  Cricket  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  perform dances using a range of movement patterns  compare their performances with previous ones and demonstrate improvement to achieve their personal best. | **Sports UK – Frisbee**  Apply the attacking and defending principles in game situations.  Use the correct skill and technique to throw the frisbee to allow speed of attack.  Develop control whilst catching whilst moving at speed.  Take up positions between the frisbee and the goal area to stop the opposition making progress towards the goal.  Use appropriate tactics to attack or defend as a team e.g. spread out during attacking phases and stay in a line when defending.  Identify and evaluate parts of your game where you're performing well and part that can be improved  Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. |
| **PSHE** | **Little Acorns**  **PSED 0 – 3 years**  Find ways to calm themselves, through being calmed and comforted by their key person.  Express preferences and decisions. They also try new things and start establishing their autonomy.  Find ways of managing transitions – from their parent to their key person.  Play with increasing confidence on their own and with others children, because they know their key person is nearby.  Develop friendships with other children.  Feel strong enough to express a range of emotions.  **GO Nursery**  **C&L 3-4**  Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns.  **PSED 3-4**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.  Play with one or more other children, extending and elaborating play ideas.  **Reception**  **SCARF**  Talk about similarities and differences.  Name special people in their lives.  Describe different feelings.  Identify who can help if they are sad, worried or scared.  Identify ways to help others or themselves if they are sad or worried. | Understand that classroom rules help everyone to learn and be safe.  Explain their classroom rules and be able to contribute to making these.  Recognise how others might be feeling by reading body language/facial expressions;  Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)  Identify a range of feelings;  Identify how feelings might make us behave:  Suggest strategies for someone experiencing 'not so good' feelings to manage these.  Recognise that people's bodies and feelings can be hurt;  Suggest ways of dealing with different kinds of hurt.  Recognise that they belong to various groups and communities such as their family;  Explain how these people help us and we can also help them to help us.  Identify simple qualities of friendship;  Suggest simple strategies for making up.  Demonstrate attentive listening skills;  Suggest simple strategies for resolving conflict situations;  Give and receive positive feedback, and experience how this makes them feel. | Suggest actions that will contribute positively to the life of the classroom;  Make and undertake pledges based on those actions.  Take part in creating and agreeing classroom rules.  Use a range of words to describe feelings;  Recognise that people have different ways of expressing their feelings;  Identify helpful ways of responding to other's feelings.  Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;  Identify situations as to whether they are incidents of teasing or bullying.  Understand and describe strategies for dealing with bullying:  Rehearse and demonstrate some of these strategies.  Explain the difference between bullying and isolated unkind behaviour;  Recognise that that there are different types of bullying and unkind behaviour;  Understand that bullying and unkind behaviour are both unacceptable ways of behaving.  Recognise that friendship is a special kind of relationship;  Identify some of the ways that good friends care for each other.  Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);  Explain where someone could get help if they were being upset by someone else’s behaviour. | Explain why we have rules.  Explain some of the feelings someone might have when they lose something important to them.  Identify people who they have a special relationship with.  Use simple strategies for resolving given conflict situations.  Use strategies if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. | Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;  Explain how different words can express the intensity of feelings.  Explain what we mean by a ‘positive, healthy relationship’;  Describe some of the qualities that they admire in others.  Recognise that there are times when they might need to say 'no' to a friend;  Describe appropriate assertive strategies for saying 'no' to a friend.  Demonstrate strategies for working on a collaborative task;  Define successful qualities of teamwork and collaboration.  Identify a wide range of feelings;  Recognise that different people can have different feelings in the same situation;  Explain how feelings can be linked to physical state.  Demonstrate a range of feelings through their facial expressions and body language;  Recognise that their feelings might change towards someone or something once they have further information.  Give examples of strategies to respond to being bullied, including what people can do and say;  Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. | Explain what collaboration means;  Give examples of how they have worked collaboratively;  Describe the attributes needed to work collaboratively.  Explain what is meant by the terms negotiation and compromise;  Describe strategies for resolving difficult issues or situations.  Demonstrate how to respond to a wide range of feelings in others;  Give examples of some key qualities of friendship;  Reflect on their own friendship qualities.  Identify what things make a relationship unhealthy;  Identify who they could talk to if they needed help.  Identify characteristics of passive, aggressive and assertive behaviours;  Understand and rehearse assertiveness skills.  Recognise basic emotional needs, understand that they change according to circumstance;  Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.  Understand that online communication can be misinterpreted;  Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. | **Me and My Relationships**  Demonstrate a collaborative approach to a task;  Describe and implement the skills needed to do this.  Explain what is meant by the terms 'negotiation' and 'compromise';  Suggest positive strategies for negotiating and compromising within a collaborative task;  Demonstrate positive strategies for negotiating and compromising within a collaborative task.  Recognise some of the challenges that arise from friendships;  Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.  List some assertive behaviours;  Recognise peer influence and pressure;  Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.  Recognise and empathise with patterns of behaviour in peer-group dynamics;  Recognise basic emotional needs and understand that they change according to circumstance;  Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.  Describe the consequences of reacting to others in a positive or negative way;  Suggest ways that people can respond more positively to others.  Describe ways in which people show their commitment to each other;  Know the ages at which a person can marry, depending on whether their parents agree;  Understand that everyone has the right to be free to choose who and whether to marry. |
| **RE** | **Little Acorns**  **UTW 0-3 years**  Make connections between features of their families and others  **GO Nursery**  **PSED 3-4**  Develop their sense of responsibility and membership of a community.  community.  **Reception**  **UTW Reception**  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Recognise that people have different beliefs and celebrate special times in different ways. | Which books and stories are special?  How do celebrate special events? | **How is new life welcomed?**  Find out and talk about different ways of welcoming new life; name some artefacts  Recognise similarities and differences in welcoming ceremonies for new babies  Respond sensitively to the feelings and beliefs of Christians and Muslims  Ask and respond to questions about belonging | How do Jews remember God’s covenant with Abraham and Moses?  Re-tell some Jewish stories and consider their importance.  Discover how Jews express their faith through rituals and actions.  Express ideas about the rituals and practices which demonstrate belonging to a community | How are important events remembered in ceremonies?  Describe the different festivals, making links between them  Explain and give reasons for the celebration of each festival  Express ideas and opinions about what light represents | Why are some journeys and places special?  Describe some special places and journeys  Explore and describe feelings about special journeys and places  Identify and explain features of some special places and journeys  Suggest reasons why special places and journeys inspire people  Investigate places of pilgrimage and reflect on the challenges involved in the journey  Explore a range of special places and journeys, identifying and making connections between them  Reflect on how places of pilgrimage inspire and influence believers and express their own ideas about this | **How do Sikhs show Commitment?**  - Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community  •Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them  •Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community |