



## Trust Curriculum Overview 2023 - 2024

### Reception

| Term:                  | Autumn Term  |  | Spring Term  |   | Summer Term  |  |
|------------------------|--|--|--|---|--|--|
| <b>Unit Name:</b>      | <b>It's Good To Be Me!</b>   |  | <b>All Around Me!</b>  |   | <b>Our Wonderful World!</b>  |  |
| <b>Hook:</b>           | Visit to Hindley Library!  |  | Visit from the Emergency Services!   |   | Tadpoles in Reception!   |  |
| <b>Home Learning:</b>  | Autumn Project: Create your own sculpture out of natural materials   |  | Spring Project: Build a famous building or landmark from Hindley/Wigan   |   | Summer Project: Create your own sculpture based on Anthony Gormley   |  |
| <b>Showcase:</b>       | Re-tell a traditional tale using role play or puppets and present your production via iMovie/Keynote   |  | Use your project to create a small town of famous Wigan landmarks and helpful people   |   | Graduation Assembly  |  |
| <b>Enrichment:</b>     | Visit to Amberswood to collect natural materials<br>Pantomime!   |  | Visit to Amberswood to do orienteering<br>Visit to St. Peter's Church  |   | Visit to Amberswood for signs of Spring<br>Tracey the Bug Lady<br>Trip to The World Museum in Liverpool and Crosby Beach   |  |
| <b>Books to Enjoy!</b> | <ul style="list-style-type: none"> <li>The Children's Book of Nursery Rhymes</li> <li>Aesop's Fables</li> <li>Life is a Rainbow by Igloo Books</li> <li>Small's Big Dream by Manjeet Man</li> <li>Pumpkin Soup by Helen Cooper</li> <li>The Day the Crayons Quit! by Oliver Jeffers</li> </ul> | <ul style="list-style-type: none"> <li>Stubby: A True Story of Friendship by Michael Foreman</li> <li>The Grinch Who Stole Christmas! by Dr. Seuss.</li> <li>'Twas the Night Before Christmas by Clement Clark Moore</li> <li>The Polar Express by Chris Van Allsburg</li> <li>The Elf on the Shelf by Carol Aebersold</li> <li>The Most Wonderful Gift in the World by Mark Sperring and Lucy Flemming</li> </ul> | <ul style="list-style-type: none"> <li>101 Bums by Sam Harper</li> <li>Goriolla by Anthony Browne</li> <li>Peace at Last by Jill Murphy</li> <li>Whatever Next! by Jill Murphy</li> <li>We're Going on a Bear Hunt by Michael Rosen</li> <li>Poo in the Zoo by Steve Smallman</li> </ul> | <ul style="list-style-type: none"> <li>I Am a Tiger by Karl Newson</li> <li>On the Way Home by Jill Murphy</li> <li>The Tiger Who Came to Tea by Judith Kerr</li> <li>When Willy Went to the Wedding by Judith Kerr</li> <li>The Biggest Story by Sarah Coyle</li> <li>Santa Claus vs The Easter Bunny by Fred Blunt</li> </ul> | <ul style="list-style-type: none"> <li>Tadpole's Promise by Jeanne Willis</li> <li>The Very Hungry Caterpillar by Eric Carle</li> <li>The Teeny Weeny Tadpole by Sheridan Cain</li> <li>Oi Frog! by Kes Gray</li> <li>Wanted: The Perfect Pet by Fiona Robertson</li> <li>The Day the Crayons Came Home by Oliver Jeffers</li> </ul> | <ul style="list-style-type: none"> <li>Oh, the Places You'll Go! by Dr. Seuss</li> <li>The Lighthouse Keeper's Lunch by Ronda and David Armitage</li> <li>The Sea Saw by Tom Percival</li> <li>Journey by Aaron Becker</li> <li>The Suitcase by Chris Naylor-Ballesteros</li> <li>The Day the Crayons Went on Holiday by Oliver Jeffers</li> </ul> |

| Subject Area:   | Autumn Term   |  | Spring Term   |  | Summer Term  |  |
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| <b>Literacy:<br/>Communication<br/>and<br/>Language:<br/>Listening,<br/>Attention &amp;<br/>Understanding</b> | Begin to listen carefully<br>Begin to ask questions to check understanding<br>Listen to and respond to rhymes and songs<br>Begin to engage in story time<br>Begin to develop social interactions<br>Begin to engage in conversation | Listen carefully<br>Ask questions to check understanding<br>Listen to and respond to rhymes and songs<br>Engage in story time and non-fiction texts<br>Develop social interactions and phrases<br>Begin to engage in conversation  | Listen carefully<br>Ask questions to check understanding<br>Listen to and respond to rhymes and songs<br>Engage in story time and non-fiction texts<br>Develop social interactions and phrases and begin to hold conversations.<br>Engage in conversation   | Listen carefully and respond with relevant questions, comments, and actions<br>Engage in story time and non-fiction texts<br>Make relevant comments and ask questions to clarify understanding<br>Engage in conversation   | Listen carefully and respond with relevant questions, comments, and actions<br>Make relevant comments and ask questions to clarify understanding<br>Engage in conversation   | Listen carefully and respond with relevant questions, comments, and actions<br>Make relevant comments and ask questions to clarify understanding<br>Engage in conversation   |
| <b>Literacy:<br/>Communication<br/>and<br/>Language:<br/>Speaking</b>   | Begin to engage in Plan, Learn Review cycle.<br>Begin to describe events in some detail<br>Begin to talk about fiction and non-fiction texts using new vocabulary   | Engage in Plan, Learn Review cycle beginning to speak in full sentences.<br>Describe events in some detail<br>Talk about fiction and non-fiction texts using new vocabulary<br>Begin to solve problems by talking them through<br>Begin to take part in class discussions offering own ideas | Engage in Plan, Learn Review cycle articulating ideas and thoughts in full sentences.<br>Describe events in detail<br>Begin to use past and present and future tenses<br>Take part in class discussions offering own ideas<br>Describe events in some detail<br>Talk about fiction and non-fiction texts using new vocabulary | Engage in Plan, Learn Review cycle articulating ideas and thoughts in full sentences.<br>Begin to use conjunctions in sentences<br>Describe events in detail<br>Use past and present and future tenses<br>Take part in class discussions offering own ideas<br>Talk about fiction and non-fiction texts using new vocabulary<br>Begin to offer explanation for why things happen | Engage in Plan, Learn Review cycle articulating ideas and thoughts in full sentences.<br>Use conjunctions in sentences<br>Describe events in detail<br>Use past and present and future tenses<br>Confidently take part in class discussions offering own ideas<br>Talk with confidence about fiction and non-fiction texts using new vocabulary<br>Offer explanation for why things happen | Engage in Plan, Learn Review cycle articulating ideas and thoughts in full sentences.<br>Use conjunctions in sentences<br>Describe events accurately with detail.<br>Use past and present and future tenses<br>Confidently take part in class discussions offering own ideas<br>Talk with confidence about fiction and non-fiction texts using new vocabulary<br>Offer explanation for why things happen |

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| <p><b>Literacy: Word Reading (Phonics)</b></p> <p><b>Phase 1 - ELS</b><br/><i>This can be covered throughout Reception alongside Phase 2</i></p> | <p><b>Phase 2 - ELS</b><br/>Oral blending<br/>Sounding out (segment) and blending with 23 new grapheme-phoneme correspondences (GPCs)<br/>12 new harder to read and spell (HRS) words<br/>Read sentences/ captions/phrases</p>   | <p><b>Phase 3 - ELS</b><br/>Oral blending<br/>Sounding out (segment) and blending with 29 new GPCs<br/>32 new HRS words<br/>Revision of Phase 2<br/>Read sentences/ captions/phrases</p>  | <p><b>Phase 3 - ELS</b><br/>Oral blending<br/>Sounding out (segment) and blending with 29 new GPCs<br/>32 new HRS words<br/>Revision of Phase 2<br/>Read sentences/ captions/phrases</p>  | <p><b>Phase 3 - ELS</b><br/>Oral blending<br/>Sounding out (segment) and blending with 29 new GPCs<br/>32 new HRS words<br/>Revision of Phase 2<br/>Read sentences/ captions/phrases</p>   | <p><b>Phase 4 - ELS</b><br/>Oral blending<br/>No new GPCs<br/>No new HRS words<br/>Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc<br/>Suffixes<br/>Revision of Phase 2 and Phase 3<br/>Read sentences/ captions/phrases</p>   | <p><b>Phase 5 - ELS</b><br/>Introduction to Phase 5 for reading<br/>20 new GPCs<br/>16 new HRS words<br/>Read sentences/ captions/phrases</p>  |
| <p><b>Literacy: Comprehension</b></p>  | <p>Listen to stories to build up understanding<br/>Begin to use new words and begin to describe events<br/>Begin to talk about stories – recall, discuss characters, what happens next?<br/>Engage in rhymes and songs<br/>Begin to use new vocabulary in different contexts</p> | <p>Re-read stories to build up understanding and begin to use new words and describe events<br/>Talk about stories – recall, discuss characters, what happens next?<br/>Begin to engage in non-fiction texts<br/>Engage in rhymes and songs listening carefully<br/>Use new vocabulary in different contexts<br/>Begin to anticipate key events in stories.</p> | <p>Re-read stories to build up understanding and use new words.<br/>Describe events with some detail<br/>Talk about stories – recall, discuss characters, what happens next?<br/>Engage in non-fiction texts<br/>Engage in rhymes, songs and poems using new vocabulary<br/>Use new vocabulary in different contexts<br/>Begin to anticipate key events in stories.</p> | <p>Retell stories and use new vocabulary in context<br/>Describe events with some detail<br/>Talk about stories – recall, discuss characters, what happens next?<br/>Anticipate key events in stories<br/>Engage in non-fiction texts using vocabulary from what is read and understood<br/>Engage in rhymes and poems using new vocabulary<br/>Use new vocabulary in different contexts</p> | <p>Retell stories and use new vocabulary in context<br/>Describe events in detail<br/>Talk about stories – recall, discuss characters, what happens next?<br/>Anticipate key events in stories<br/>Engage in non-fiction texts using vocabulary from what is read and understood<br/>Engage in rhymes and poems using new vocabulary<br/>Use new vocabulary in different contexts</p> | <p>Retell stories and use new vocabulary in context<br/>Describe events in detail<br/>Talk about stories – recall, discuss characters, what happens next?<br/>Anticipate key events in stories.<br/>Engage in non-fiction texts using vocabulary from what is read and understood<br/>Engage in rhymes and poems using new vocabulary<br/>Use new vocabulary in different contexts</p> |

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| <b>Literacy: Writing:</b> | <p>Write letters from their name</p> <p>Form some letters (linking to Phonics sounds)</p> <p>Begin to identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Start to spell common exception words</p> <p>Write words with known grapheme-phoneme correspondences</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write words</p> | <p>Form lower case letters (linking to Phonics sounds)</p> <p>Form capital letters</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words</p> <p>Write words with known grapheme-phoneme correspondences</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write words and begin to write short sentences</p> <p>Begin to use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p> | <p>Form lower case letters (linking to Phonics sounds)</p> <p>Form capital letters</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words</p> <p>Write words with known grapheme-phoneme correspondences</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write words and begin to write short sentences</p> <p>Begin to use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p> | <p>Write well-formed lower case and capital letters (linking to Phonics sounds)</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write short sentences and phrases.</p> <p>Use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p> <p>Writing can be read by others</p> | <p>Write well-formed lower case and capital letters (linking to Phonics sounds)</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write short sentences and phrases.</p> <p>Use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p> <p>Writing can be read by others</p> <p>Begin to check and edit writing</p> | <p>Write well-formed lower case and capital letters (linking to Phonics sounds)</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write short sentences and phrases.</p> <p>Use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p> <p>Writing can be read by others</p> <p>Begin to check and edit writing</p> <p>ModeshiftWelcome!123</p> |

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| <p><b>Mathematics: Number/Numerical pattern</b></p> <p>(White Rose Maths)</p> | <p>Getting to know you (2 weeks)<br/>Match and compare (2weeks0<br/>Talk about measure and patterns (2weeks)</p> <p><b>Teach number 1</b><br/>Subitise<br/>One more than 1.<br/>Find the numeral 1<br/>Count past 1<br/>Compare objects of 1</p> <p><b>Teach number 2</b><br/>Subitise<br/>One more than 2.<br/>Find the numeral 2<br/>Count past 2<br/>Compare objects of 2 – link to Shape, and Measure</p> <p><b>Teach number 3</b><br/>Subitise<br/>One more than 3.<br/>Find the numeral 3<br/>Count past 3<br/>Compare objects of 3 - link to Shape and measure</p> | <p>It's me 123 (2 week)<br/>Circles and triangles (1 week)<br/>1,2,3,4,5 (2 week)<br/>Shape with 4 sides (1 week)</p> <p><b>Teach number 4</b><br/>Subitise<br/>One more than 4.<br/>Find the numeral 4<br/>Count past 4<br/>Compare objects of 4 – link to Shape, and Measure</p> <p><b>Teach number 5</b><br/>Subitise<br/>One more than 5<br/>Find the numeral 5<br/>Count past 5<br/>Compare objects of 5 - link to Shape and measure</p> | <p>Alive in 5 (2 weeks)<br/>Geometry (1 week)<br/>Growing 6, 7, 8 (2 week)<br/>Length, Height and Time (1 week)</p> <p><b>Teach number 6</b><br/>Subitise<br/>One more than 6.<br/>Find the numeral 6<br/>Count past 6<br/>Compare objects of 6 – link to Shape, and Measure</p> <p><b>Teach number 7</b><br/>Subitise<br/>One more than 7<br/>Find the numeral 7<br/>Count past 7<br/>Compare objects of 7 - link to Shape and measure</p> <p><b>Teach number 8</b><br/>Subitise<br/>One more than 8<br/>Find the numeral 8<br/>Count past 8<br/>Compare objects of 8 - link to Shape and measure</p> | <p>Length, Height and Time (1 week)<br/>Building 9 and 10 (3 weeks)<br/>Explore 3-D shape ( 2 weeks)</p> <p><b>Teach number 9</b><br/>Subitise<br/>One more than 9<br/>Find the numeral 9<br/>Count past 9<br/>Compare objects of 9 - link to Shape and measure</p> <p><b>Teacher number 10</b><br/>Subitise<br/>One more than 10<br/>Find the numeral 10<br/>Count past 10<br/>Compare objects of 10 - link to Shape and measure</p> | <p>To 20 and beyond ( 2 weeks)<br/>How many now (1 week)<br/>Manipulate, compose and decompose (2weeks)<br/>Sharing and Grouping (1 week)</p> | <p>Sharing and Grouping ( 1 week)<br/>Visualise and build a map ( 3 weeks)<br/>Making connections (1 week)<br/>Consolidation (1 week)</p> |

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| <p><b>Personal Social and Emotional Development</b></p> <p><b>Self-regulation</b></p>       | <p>Circle time: Rules of school, getting to know each other, family names. Marvellous Me Follow simple instructions</p>   | <p>Circle time: Making friends, falling out and consequences for our actions. Special people Following two-part instructions</p>  | <p>Community: People who help us. Understand the importance of listening and following instructions. Road safety in the community.</p>  | <p>Belonging – a sense of belonging in our communities. Resilience when things get tough!</p>   | <p>Explore emotions: How to deal with upsets. Getting along with each other Stranger Danger!</p>  | <p>What we want to be when we grow up. Follow more complex instructions and answer how and why questions.</p>  |
| <p><b>Managing self</b></p> <p><b>Building relationships</b></p>                            | <p><b><u>PSHE - Jigsaw</u></b><br/><b><u>Being me in my world</u></b><br/>Self identity<br/>Understanding feelings<br/>Being in a classroom<br/>Being gentle<br/>Rights and responsibilities</p>                                | <p><b><u>PSHE - Jigsaw</u></b><br/><b><u>Celebrating differences</u></b><br/>Identifying talents<br/>Being special Families<br/>Where we live<br/>Making friends<br/>Standing up for yourself</p>   | <p><b><u>PSHE - Jigsaw</u></b><br/><b><u>Dreams and Goals</u></b><br/>Challenges<br/>Perseverance<br/>Goal Setting<br/>Overcoming obstacles<br/>Seeking help<br/>Jobs<br/>Achieving goals</p> | <p><b><u>PSHE - Jigsaw</u></b><br/><b><u>Healthy me</u></b><br/>Exercising bodies<br/>Physical activities<br/>Healthy food<br/>Sleep<br/>Keeping clean safety</p> | <p><b><u>PSHE - Jigsaw</u></b><br/><b><u>Relationships</u></b><br/>Family life<br/>Friendships<br/>Breaking friendships<br/>Falling out<br/>Dealing with bullying<br/>Being a good friend</p> | <p><b><u>PSHE - Jigsaw</u></b><br/><b><u>Changing me</u></b><br/><b><u>Bodies</u></b><br/>Respecting my body<br/>Growing up<br/>Growth and change<br/>Fun and fears<br/>Celebrations</p> |
| <p><b>Physical Development</b></p> <p><b>Gross Motor Skills &amp; Fine Motor Skills</b></p> | <p>Introduction to how to use resources safely, construction and outdoors area, bikes etc. Safe use of scissors and other resources.<br/>Begin to use comfortable pencil grip (tripod grip)<br/>Begin to use dominant hand.</p> | <p>Negotiates space and avoid obstacles. Uses tools to change materials. Develop pincer control with small objects.<br/>Use comfortable pencil grip (tripod).<br/>Use dominant hand/<br/>Begin to use fluent handwriting in written work/</p> | <p>Handle objects safely, malleable materials. Develop larger control using balance bikes.<br/>Use tripod pencil grip.<br/>Use fluent handwriting in written work.</p>                        | <p>Use large construction materials to build. Improve balance and mobility.<br/>Use tripod pencil grip.<br/>Use fluent handwriting in written work.</p>           | <p>Understanding health and exercise. Use tripod pencil grip.<br/>Use fluent handwriting in written work.</p>   | <p>Know the impact of exercise on the body, manage hygiene etc. Healthy Eating.<br/>Use tripod pencil grip.<br/>Use fluent handwriting in written work.</p>                              |
|   | <p><b>PE – Get Set for PE</b><br/>Fundamentals Unit 1<br/>Introduction to PE Unit 1</p>   | <p><b>PE – Get Set for PE</b><br/>Fundamentals Unit 2<br/>Introduction to PE Unit 2</p>   | <p><b>PE – Get Set for PE</b><br/>Gymnastics Unit 1<br/>Ball Skills Unit 1</p>  | <p><b>PE – Get Set for PE</b><br/>Gymnastics Unit 2<br/>Ball Skills Unit 2</p>  | <p><b>PE – Get Set for PE</b><br/>Dance Unit 1<br/>Games Unit 1</p>   | <p><b>PE – Get Set for PE</b><br/>Dance Unit 2<br/>Games Unit 2</p>  |

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| <b>Understanding of the world: Past and Present</b>        | Personal History: When I was in Nursery / Before I came to school   | Stories from the past: Guy Fawkes, Remembrance Day, Rama & Sita. The Christmas Story                      | Talk about the lives of people around us and their roles in society. History of homes and Wigan  | The Easter Story  | Holidays in the past comparison with the present  | History of Transport/vehicles How did people travel to their holiday?  |
| <b>People and Communities</b>                              | Where I Live My family  | Special times for different people in our country: Diwali. Christmas around the world                     | Exploring our community, linking with people in our society. Maps of the local area. Special times for different people in our country: Chinese New Year | Special times for different people in our country: Holi Amberswood: Orienteering, following maps and looking for stations | Maps of the world   | Compare a holiday destination with the UK  |
| <b>Understanding The World The Natural World</b>           | Observing similarities and differences between myself and my friends.   | Observing similarities & differences in the seasons. Amberswood: observing changes, colours and patterns. | Bears: where do they live? What species are there?   | Sorting and classifying animals based on their habitats.  | Exploring minibeasts and life cycles.<br><br>Amberswood: Looking for the signs of Spring. | Trip: Liverpool World Museum and Crosby Beach.   |
| <b>Expressive Art &amp; Design Creating with Materials</b> | <b>Art</b><br>Painting and drawing.<br>Colour mixing.<br>Collage work.<br>Cutting and sticking skills .<br><b>Artist Study: Andy Goldsworthy (Amberswood)</b> | <b>D&amp;T</b><br>Craft. Making cards, calendars and decorations.<br>Selecting appropriate materials.     | <b>D&amp;T</b><br>Build their own build town or city of helpful people in the small world.<br>Buildings in our local community (junk modelling).         | <b>Art</b><br>Observational drawings .<br>Stained Glass Windows.<br><b>Artist Study: Helen Whittaker</b>                  | <b>D&amp;T</b><br>Joining materials together to create minibeasts.                        | <b>Art</b><br>Sculptures and den making using a variety of materials.<br><b>Artist Study: Anthony Gormley (Crosby Beach)</b> |
| <b>Being Imaginative &amp; Expressive</b>                  | Actions, movement and imagination. Sing well known nursery rhymes.  | Singing and performing. Recount the narrative of the Christmas Story.                                     | Singing and body percussion - Everyone!  | Performing songs for others. (Mother's Day)   | Singing and percussion – Our World!   | Performing a drama for others. (Graduation Assembly)   |

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|  | <b>Music</b><br>Tune into Talking  | <b>Music</b><br>Tune into Talking                     | <b>Music</b><br>Superheroes                         | <b>Music</b><br>Jungle           | <b>Music</b><br>Minibeasts               | <b>Music</b><br>Bugtown Boogie                           |
| <b>RE<br/>(Church<br/>School)</b>                                      | Questful RE<br>EYFS 1: I am<br>Special   | Questful RE<br>EYFS 4:<br>Christmas                   | Questful RE<br>EYFS 5:<br>Stories Jesus Heard       | Questful RE<br>EYFS 7:<br>Easter | Questful RE<br>EYFS 9:<br>Special Places | Questful RE<br>EYFS 3:<br>Special People                 |
| <b>Computing</b>   | Technology in the Early Years is incorporated throughout the year through continuous provision and via focused activities, it can mean: <ul style="list-style-type: none"> <li>• Taking a photo of their independent learning with a camera or iPad</li> <li>• Using and playing with a remote control car, or robot such as the BeeBots <ul style="list-style-type: none"> <li>• Playing mathematical games on the iPads</li> <li>• Listening to an e-book story</li> </ul> </li> <li>• Showcasing their learning through the use of iMovie or KeyNote</li> <li>• Using Voice Notes to record their sentences verbally before writing them <ul style="list-style-type: none"> <li>• Re-tell stories using voice recordings or drawings</li> </ul> </li> <li>• Scanning QR codes to access digital learning resources independently</li> </ul> |   |   |                                  |  |  |
| <b>SMSC</b>  | <b>Our Year EYFS Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and have courageous advocacy as digital global citizens.</b>   |   |   |                                  |  |  |
| <b>Fundamental<br/>British<br/>Values</b>                              | <b>Our Year EYFS Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>, in order to prepare children for life in Modern Britain.</b>   |   |   |                                  |  |  |
| <b>Spirit of<br/>Purpose<br/>Values</b>                                | <b>Our Spirit of Purpose Values underpin all of our Curriculum at QUEST:<br/>Positivity, Understanding, Respect, Pride, Opportunity, Support and Excellence.</b>   |   |   |                                  |  |  |
| <b>Christian Values<br/>Global Dimension<br/>Cycle 1<br/>2022 2023</b> | Creation<br>GD - Famine  | Respect & Reverence<br>GD – Community links and roles | Trust<br>GD - Human Rights and<br>fairness          | Peace<br>GD – Lent appeal        | Compassion<br>GD - Fairtrade             | Perseverance<br>GD – Change for the better.<br>Clean Air |
| <b>Christian Values<br/>Global Dimension<br/>Cycle 2<br/>2023 2024</b> | Friendship<br>GD –Fairtrade  | Courage<br>GD - Poverty                               | Koinonia<br>GD – Local community links and<br>roles | Generosity<br>GD – Lent appeal   | Justice<br>GD Human rights and justice   | Responsibility<br>GD – Sustainability for the<br>future  |
| <b>Christian Values<br/>Global Dimension<br/>Cycle 3<br/>2024 2025</b> | Thankfulness<br>GD –homelessness   | Service<br>GD – Local Community links and<br>roles    | Truthfulness<br>GD – Fairness in the world          | Forgiveness<br>GD – Lent appeal  | Wisdom<br>GD – Fairtrade                 | Hope<br>GD – Change for the better.<br>Clean water       |