







St. Wilfrid's CE Primary Academy Curriculum Overview 2025-2026



Nursery

Term:	Autumn Term		Spring Term		Summer Term	
Focus Theme:	I'm special, I'm me	Tell me a story	Whatever the weather	Mini-beast Madness	Food Glorious food	Under water adventure
Focus Theme Summary <p><i>"I'm Special, I'm Me"</i> is all about celebrating each child's unique qualities and fostering a positive self-image. Centred around the focus text 'There's Only One You' by Kathryn Heling, the topic promotes tolerance, cooperation, self-confidence and acceptance, encouraging children to recognise and appreciate what makes them and their peers special and different. They engage in activities that highlight their individual traits, such as learning about the different parts of the body, examining their facial features, and creating self-portraits. The topic also includes exploring emotions through the book 'The Colour Monster Goes to School' by Anna Llenas, where children talk about how they might feel about this new experience and compare it to the emotions of the Colour Monster. Through home learning, children create family trees to celebrate the uniqueness within their own families, reinforcing the value of self-worth and the beauty of diversity.</p>	<p><i>"I'm Special, I'm Me"</i> is all about celebrating each child's unique qualities and fostering a positive self-image. Centred around the focus text 'There's Only One You' by Kathryn Heling, the topic promotes tolerance, cooperation, self-confidence and acceptance, encouraging children to recognise and appreciate what makes them and their peers special and different. They engage in activities that highlight their individual traits, such as learning about the different parts of the body, examining their facial features, and creating self-portraits. The topic also includes exploring emotions through the book 'The Colour Monster Goes to School' by Anna Llenas, where children talk about how they might feel about this new experience and compare it to the emotions of the Colour Monster. Through home learning, children create family trees to celebrate the uniqueness within their own families, reinforcing the value of self-worth and the beauty of diversity.</p>	<p><i>"Tell Me a Story"</i> invites children to dive into the enchanting world of fairy tales and traditional stories, fostering a love for storytelling. Through a variety of classic tales, children explore story structure, focusing on characters, settings, and endings. They discuss their feelings about their favourite rhymes and stories, and engage in activities that help them anticipate key events and repeated phrases. Children will practice sequencing stories by arranging pictures in the correct order and labelling story elements, further enhancing their understanding of storytelling and narrative flow. They will also have the opportunity to act out the stories, bringing characters and events to life through imaginative play, which deepens their engagement and helps solidify their understanding of the narrative structure. The topic culminates in a the telling of the birth of Jesus, offering a special opportunity to celebrate the Christmas story and in church with families.</p>	<p><i>"Whatever the Weather"</i> introduces children to the fascinating world of weather, using the focus text 'Meet the Weather' by Caryl Hart to explore various types of weather and their effects. Children will learn new vocabulary, such as sleet and hail, and sing nursery rhymes related to different weather conditions. By examining pictures of extreme weather and discussing how weather can influence our bodies, feelings, and emotions, children gain a deeper understanding of how weather impacts their daily lives. They will also discuss their favourite types of weather and observe weather symbols. This topic not only teaches children about the passage of time and seasonal changes but also helps them recognise the repetitive patterns in nature, illustrating how weather plays a crucial role in supporting life and shaping our experiences with colour, food, and celebrations.</p>	<p><i>"Mini-beast Madness"</i> immerses children in the captivating world of insects and small creatures. With 'Do You Love Bugs?' by Matt Robertson as a focus text, children explore various mini-beasts and their habitats, engaging in a mini-beast hunt around the school to observe and learn about these fascinating creatures first-hand. The topic is further enriched by a visit from a bug expert, who brings an engaging show about insects. Other books like 'The Very Hungry Caterpillar' by Eric Carle, 'Bella Loves Bugs' by Jess French and Duncan Beedie, and various non-fiction titles support their learning, offering insights into the natural world and insects from different countries. Children also learn about caring for creatures and the environment, while participating in counting and sequencing activities related to mini-beasts, making for a comprehensive and exciting exploration of the insect world.</p>	<p><i>"Food Glorious Food"</i> introduces children to the exciting world of food and healthy eating. Using 'The Shopping Basket' by John Burningham as the focus text, children engage in food tasting activities, broadening their palates and exploring different flavours. They select a recipe to make together, learning about the importance of making healthy choices with food, drink, and physical activity. The children also get hands-on by making fruit salads and bread, exploring the textures and tastes of different ingredients. The topic includes diverse texts such as 'Mama Panya's Pancakes' by Mary and Rich Chamberlin and 'It's a No-Money Day' by Kate Milner, which help children learn about food from around the world and the significance of sharing and community. They also explore what happens to The Gingerbread Man when he falls into water, adding a scientific twist to the classic tale. A visit from a chef further enriches their understanding of food and health, making the topic both educational and enjoyable.</p>	<p><i>"Under Water Adventure"</i> takes children on an exciting journey beneath the waves, with 'The Snail and the Whale' by Julia Donaldson as the focus text. Through this story and other engaging books like 'Commotion in the Ocean' by Giles Andreae and David Wojtowycz, and 'One Day On Our Blue Planet: In the Ocean' by Ella Bailey, children explore the diverse species that inhabit the ocean. They learn about different marine habitats and the unique creatures that live there. The topic also emphasises the importance of looking after our oceans, teaching children about conservation and the role they can play in protecting marine life. This underwater exploration not only fuels their curiosity but also instils a sense of responsibility for the natural world.</p>
Hook:	Photograph album	Crime scene	Box of weather-related items	Mini-beast hunt around school	Food tasting	Aquarium clip
Focus Reading Text:	There's Only One You by Kathryn Heling 	Illustrated Traditional Stories by Various 	Meet the Weather by Caryl Hart 	Do You Love Bugs? Matt Robertson 	The Shopping Basket by John Burningham 	The Snail and the Whale by Julia Donaldson 
Home Learning project:	Create a family tree		Make a mini-beast model		Select a recipe and make this together	
Showcase:	The story of the Birth of Jesus - Church Service		Easter stay and play		Teddy bear picnic stay and play	
Focus Theme Enrichment:	Story Workshop		Creepy Crawly Show		Cookstars Workshop	Rockpool visit school

Literacy:

Developing a
passion
for reading

Comprehension

Word
Reading

ELS

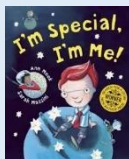
*It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing)*

Autumn Term

I'm special, I'm me

What Makes Me A Me?
by Ben Faulks

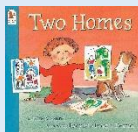
I'm Special, I'm Me
by Ann Meek



You're All My Favourites
by Sam McBratney

Super Duper You
by Sophy Henn

Two Homes
by Claire Masurel



Sulwe
by Lupita Nyong'o

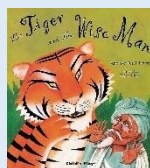
Tell me a story

The Gruffalo
by Julia Donaldson

The Gingerbread Man
by Mara Alperin

**Goldilocks and the
Three Bears**
by Utomo and Gabhor

**The Tiger and the Wise
Man**
by Andrew Fusek Peters



**Dingo Dog and the
Billabong Storm**
by Andrew Fusek Peters



Spring Term

Whatever the weather

The Wind Blew
Pat Hutchins



Rain
Sam Usher

Sun
by Sam Usher

**One Springy Day: A
Percy the Park Keeper
Story**
by Nick Butterworth

**What Small Rabbit
Heard**
by Sheryl Webster

**Once Upon a Raindrop:
The Story of Water**
by James Carter

Mini-beast Madness

Mad About Minibeasts!
by Giles Andreae

Aaaarrgghh, Spider!
by Lydia Monks

Bella Loves Bugs
by Jess French & Duncan
Beedie



Do You Love Bugs?
by Matt Robertson

**The Very Hungry
Caterpillar**
by Eric Carle

Summer Term

Food Glorious food

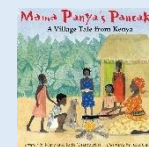
Oliver's Vegetables
by Vivian French

Oliver's Fruit Salad
by Vivian French

**Breakfast Around the
World**
by Casey Null Peterson

Zed's Bread
by Manning Mick

**Mama Panya's
Pancakes**
by Mary and Rich
Chamberlin



It's a No-Money Day
by Kate Milner



**George and Flora's
Secret Garden**
by Dr Jo Elworthy and
Ley Honor Roberts

Under water adventure

The Rainbow Fish
Marcus Pfister



Tiddler
Julia Donaldson and Axel
Scheffler

Sea
Patricia Hegarty & Britta
Teckentrup

**Commotion in the
Ocean**
Giles Andreae & David
Wojtowycz

**Dougal's Deep-Sea
Diary**
by Simon Bartram

**One Day on Our Blue
Planet: In the Ocean**
by Ella Bailey

Sharing a Shell
by Julia Donaldson

Poetry

Daily Read and Recite:
Collection of rhymes,
poems and songs

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Writing:

Books and Texts used as stimulus across the year

Writing is an important **lifelong skill**. Learning to write is a complex process that involves learning many skills. First, children need to learn to speak, build their vocabulary and develop gross motor and fine motor coordination they will need to manipulate a writing instrument. As they grow, they need to learn about the alphabet and to **make connections between spoken and written words**. Children need to learn to write so they can communicate and express themselves. Formal writing, taught later in reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children should be provided with opportunities to build their **physical strength and control in the core, upper body, hands and fingers**. Writing develops alongside all learning areas, especially communication and language, reading and mathematics. Writing, along with reading, makes up literacy, one of the four specific areas of the Early Years Foundation Stage (EYFS).

Autumn Term		Spring Term		Summer Term	
<p>Begin to hold writing instruments to create marks.</p> <p>Manipulate dough to strengthen hand muscles for writing</p> <p>Provide opportunities for threading, for hand and eye coordination</p> <p>May begin to have a dominant hand for writing, using a palmer grip</p> <p>Scrimbling (mark making to music)</p> <p>Children are provided with lots of activities to work on large scale using brushes on walls with water and large-scale painting.</p>	<p>Consolidate Autumn One</p> <p>Sequence the story (pictures)</p> <p>Activities to support children to develop fine and Gross motor skills to develop strength.</p> <p>Adults support children to expand on their mark making skills, developing wavy lines into more distinct separate shapes.</p> <p>Use lines to create pictures to represent objects</p> <p>Scrimbling (mark making to music)</p> 	<p>Continue to provide opportunities for children to strengthen their fine motor skills.</p> <p>Adults support children's early writing by talking to children, re-phrasing what they have said and modelling correct sentence structure.</p> <p>Children begin to use emergent writing to label pictures.</p> <p>Scrimbling (mark making to music)</p>	<p>Opportunities are given for children to draw freely and act like writers.</p> <p>Begin to identify the initial sounds in words and may attempt to write them.</p> <p>Tell an adult what they have written</p> <p>Adults model writing</p> <p>Scrimbling (mark making to music)</p>	<p>Opportunities are given for children to draw freely and act like writers.</p> <p>Most children will have developed a dominant hand using a tripod grip.</p> <p>Begin to</p> <p>Some children will begin to write recognisable letters (lower case) some of which are formed correctly and may be part of their name.</p> <p>Begin to complete CVC words puzzles by identifying the sounds</p> <p>Sequence the story and talk about what has happened in the picture.</p> <p>Opportunities are giving to children to practise making lists using some recognisable letters. (Shopping lists and recipes).</p> <p>Begin to use familiar letters in their writing and mark making</p>	<p>Opportunities are given for children to draw freely and act like writers.</p> <p>Writing initial sounds and simple captions.</p> <p>Some children will begin to write CVC words by identifying the sounds.</p> <p>Adults will support children in using their phonological skills to begin to write some of the sounds.</p> <p>Continue to sequence the story and begin to use talk for writing <i>e.g What could we write about this picture?</i></p> <p>Adults model how to write a sentence.</p>
Phonics: ELS	Phase 1 phonics aspects 1,2,3	Phase 1 Phonics aspects 1,2,3	Phase 1 Phonics aspects 1,2,3,4	Phase 1 Phonics aspects 1,2,3,4,5	Phase 1 Phonics aspect 1,2,3,4,5,6,7

Maths:

*Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 5**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children develop **positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults and peers** about what they notice and not be afraid to make mistakes.*

Autumn Term	Spring Term	Summer Term
<p>To recite numbers to 5 and show finger numbers up to 5</p> <p>Talk about and identify the patterns around them, use informal language to describe them</p> <p>Extend and create ABAB patterns</p> <p>Positional Vocab,</p> <p>Counting small groups of objects and recognising numbers of personal significance like their age</p> <p>Shape</p> <p>Sorting by size</p> <p>Measuring, Size</p> <p>Counting sets of objects</p>	<p>Number and counting</p> <p>Counting sets of objects using 1-1 correspondence</p> <p>Recognising numbers to 5</p> <p>Begin to show numbers up to 5 with their fingers</p> <p>Sorting and classifying</p> <p>Explore pattern and create patterns</p> <p>Subitising</p> <p>2 D and 3 D Shapes</p> <p>Length</p> <p>Height</p> <p>Weight</p>	<p>Begin to Add sets of objects together</p> <p>Subitising</p> <p>Adding groups of objects together</p> <p>Match numbers and objects</p> <p>Experiment with their own symbols</p> <p>Solve real world maths problems</p> <p>Understand position through words</p> <p>Describe and discuss a familiar route</p> <p>Begin to describe a sequence of events</p> <p>Shape</p> <p>Sorting and classifying</p>

Communication and Language: Listening, Attention and Understanding, Speaking

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, Poetry, speech and language interventions, role-play areas, sharing weekend news, EYFS productions, assemblies and weekly interventions

*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**.*

Autumn Term	Spring Term	Summer Term
<p>Role play- support children in their play</p> <p>Small group time speaking opportunities</p> <p>Begin to listen to story books with pictures and answer some simple questions about the story.</p> <p>Model show and tell and questioning</p> <p>Use a wider range of vocabulary</p> <p>Know many rhymes</p> <p>Use longer sentences of four to five words</p> <p>Understand a question or instruction that has two parts e.g., 'Put your coat on and line up at the door'</p> <p>Follow a two chained instruction</p>	<p>Role play- support children in developing characters.</p> <p>Maintain attention</p> <p>Talk in larger groups and develop conversational skills between peers and adults</p> <p>Begin to follow instructions</p> <p>Listen to and remember much of what happens in longer stories</p> <p>Learn rhymes, talk about familiar books, and tell a long story</p> <p>Use talk to organise themselves and their play</p> <p>Understand 'why' questions</p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals</p> <p>Role play- Support children in creating storylines</p> <p>Maintain attention in group activities.</p> <p>Talk in large and small groups.</p> <p>Begin to ask questions in response to conversations.</p> <p>Begin to understand sentences containing three pieces of information.</p>

Personal, Social and Emotional Development:

Self -Regulation

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings without letting them spill out at every small annoyance they meet.

Managing Self

This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas.

Building Relationships

This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships.

*Strong PSED enables children to become confident learners in all areas of the curriculum. 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 peacefully. These attributes will provide a secure platform from which children can **achieve at school and in later life**.*

Autumn Term

Think Equal Level 1
Become more outgoing with unfamiliar people, in the safe context of their setting
Talk about their feelings/favourite rhymes/stories
Play with one or more other children
Increasingly follow rules, understanding why they are important
Select and use activities and resources, with help when needed.
New beginnings
Boundaries, rewards

Spring Term

Think Equal Level 1
Develop confidence in new social situations
Help to find solutions to conflicts
Learn about feelings
Follow Golden Rules
Develop assertiveness
Talking about favourite toys

Summer Term

Think Equal Level 1
Play with other children, extending and elaborating play ideas
Talk with others to solve conflicts
Talk about their feelings
Begin to understand how others might be feeling
Develop their sense of responsibility and membership of a community
Changes
Relationships

Physical Development:

Gross Motor Skills:

through outdoor learning in the outdoor area and weekly PE lessons

Fine Motor Skills:

daily opportunities for fine motor activities

*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**.*

Autumn Term

Use large-muscle movements to wave flags and streamers, paint and make marks
Movement to music 'Sticky kids' and dance/yoga
Use one-handed tools and equipment like hammers
Develop independence as they get dressed and undressed with coats
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
Be increasingly independent in meeting their own care needs
Start to eat independently and learning how to use a knife and fork

Spring Term

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
Use one-handed tools and equipment like scissors
Show a preference for a dominant hand
Use a comfortable grip with good control when holding pencils
Show a preference for a dominant hand
Be increasingly independent putting on jumpers and coats
Using small equipment
Skill Wise-First touch

Summer Term

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Match their developing physical skills to tasks and activities in the setting
Choose the right resources to carry out their own plan
Collaborate with others to manage large items
Use a comfortable grip
Make healthy choices about food, drink and activity
Yoga, dance and circle games

Expressive Arts and Design:

Being Imaginative and Expressive

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

Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

Creating with Materials

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay sculptures,

Lots of links to Fine Motor Skills. Children to explain their work to others.

*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.*

Autumn Term

Listen with increased attention to sounds
Make imaginative 'small worlds' with blocks and construction kits
Play instruments with increasing control to express their feelings and ideas
Develop their own ideas and then decide which materials to use to express them
Painting and drawing
Self portraits
Collage, Printing, Baking
Singing Nursery rhymes
Selecting appropriate materials
Learning new songs playing instruments

Spring Term

Develop more detailed stories using small world equipment
Explore colour and colour-mixing
Play instruments with increasing control to express their feelings and ideas
Drawing, Collage, Printing, Baking, Painting, Sculptures- using clay and plasticine
Observational drawings
Exploring fastenings
Listening to different music and talking about it.
Using different things to create music/composing

Summer Term

Develop drawing skills
Respond to what they have heard, expressing their thoughts and feelings
Develop singing skills - 'pitch match' and 'melodic shape' of familiar songs
Create their own songs, or improvise a song around one they know
Using different things to create music/composing
Drawing, Collage, Printing, Baking, Painting
Exploring instruments
Observational drawings of shells

Understanding the world:

People, culture and Communities

Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own and the wider community.

Children will have opportunity to develop their emerging moral and cultural awareness.

Past and Present

Children begin to explore History by first starting with their own and through reading and exploring high quality texts

The natural world

We encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

We use our outdoor provision to provide first hand experiences of the natural world

*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.*

Autumn Term

Use all their senses in hands-on exploration of natural materials
Explore collections of materials with similar and/or different properties
Talk about what they see, using a wide vocabulary
Begin to make sense of their own life-story and family's history

Spring Term

Explore and talk about different forces they can feel
Talk about the differences between materials and changes they notice
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Summer Term

Planting seeds and caring for plants
Life cycles of plants and animals
Caring for the natural world
Explore different countries and their differences
Develop positive attitudes towards different people

Controlling the mouse
My body
Senses

Observing similarities and differences
Personal History- when I was a baby

Using buttons, dials and Switches
Code a Caterpillar
Changing materials
Baking
Children around the world
Fairy tale maps

Paint programmes on the computer
Using Cbeebies
Exploring materials
Observing the weather
Looking at weather symbols.

Using Purple mash
Using Cbeebies
Exploring the natural world
looking at different mini-beasts
Looking at Insects from other countries
Looking at habitats
Our local area
Map work
Using iPads to take pictures

Purple Mash, Beebot
Growing plants
Baking
Food from around the world.
Using iPads to take pictures

Purple Mash
Bee bots
Using iPads to take pictures
Exploring maps of the world
Remembering holidays, we've been on
Places we've been on holiday
Looking at habitats

Other areas:

<u>Religious Education</u>	EYFS 1 I am special Why are we all different and special? Links to World Faiths: Islam	EYFS 4 Christmas: How do Christians celebrate Jesus' birthday? Links to World Faiths: Hanukkah, Diwali	EYFS 8 Friendship: What makes a good friend?	EYFS 7 Easter: Why do Christians believe that Easter is all about love?	EYFS 10 Prayer: What is prayer? Links to World Faiths: Prayer
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<u>Subject Area:</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
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<u>SMSC</u>	Our Nursery Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.					
	<p><i>“I’m Special, I’m Me”</i> encourages children to reflect on their own identity, uniqueness, and personal qualities, fostering self-awareness and a sense of belonging. Morally, they learn to value differences, respect others’ feelings, and understand that everyone has individual strengths and characteristics. Socially, they develop cooperation and empathy through discussions, role-play, and collaborative activities, building positive relationships with peers. Culturally, exploring diversity within their own families and learning about the uniqueness of others promotes appreciation of different backgrounds, traditions, and ways of life.</p>	<p><i>“Tell Me a Story”</i> encourages children to explore feelings and imagination through stories, fostering wonder and curiosity about characters and events, including the special Christmas story. They discuss characters’ actions, promoting understanding of right and wrong, kindness, and empathy. Acting out stories supports cooperation and sharing with peers. Exploring traditional fairy tales and the Christmas story introduces cultural heritage and respect for diverse traditions and beliefs.</p>	<p><i>“Whatever the Weather”</i> nurtures the sense of wonder about nature and the changing environment. It encourages moral development as children learn to appreciate how weather affects people and animals, fostering empathy and responsibility. Social development is promoted through group discussions where children share their experiences and listen to others’ views about different weather types. Culturally, the unit introduces children to various seasonal celebrations and traditions connected to weather, helping them understand and respect diverse cultural practices linked to the natural world.</p>	<p><i>“Mini-beast Madness”</i> encourages children to develop a sense of wonder and respect for living creatures and the environment. Exploring the diversity of mini-beasts helps children appreciate the complexity of the natural world, fostering spiritual curiosity and awe. Through observing habitats and learning how to care for insects, children develop empathy and moral responsibility towards other living things. Socially, group activities like the mini-beast hunt and interactive sessions with the bug expert promote cooperation, communication, and teamwork. Culturally, books featuring insects from different countries introduce children to diverse natural habitats and encourage openness to learning about the wider world.</p>	<p><i>“Food Glorious Food”</i> encourages children to appreciate the importance of healthy eating and physical activity, fostering a sense of responsibility for their own wellbeing. Through tasting activities and cooking together, children develop social skills such as cooperation, sharing, and respect for others’ preferences and choices. The inclusion of diverse stories like ‘Mama Panya’s Pancakes’ and ‘It’s a No-Money Day’ promotes cultural awareness and empathy, helping children understand different ways of life and the value of community and sharing. The visit from a chef adds a real-world connection, inspiring curiosity and respect for skills and professions related to food and health.</p>	<p><i>“Under Water Adventure”</i> allows children to engage with the wonder and beauty of the natural world, fostering awe and curiosity about marine life and ocean habitats. Morally, the unit encourages children to consider the importance of caring for the environment, instilling values of responsibility and stewardship toward the oceans and its creatures. Socially, activities such as group exploration and discussions about conservation promote cooperation and empathy, helping children understand their role within a community and the wider world. Culturally, by exploring diverse marine species and habitats, children gain an appreciation of the natural diversity of the planet, which can be linked to understanding and valuing diversity in human cultures as well.</p>

EDIJ

Our Nursery Curriculum actively fosters Equity, Diversity, Justice, and Inclusion (EDIJ) by celebrating differences, promoting fairness, encouraging empathy, and ensuring every child feels valued and respected, laying the foundation for a compassionate and inclusive society.

"I'm Special, I'm Me"

values every child's unique qualities and ensuring all have the opportunity to share and celebrate their individuality. Activities such as exploring different facial features, learning about body parts, discussing emotions, and creating family trees highlight diversity in appearance, abilities, and backgrounds. The focus on tolerance, cooperation, and acceptance helps children understand fairness, inclusion, and respect for others, fostering a classroom environment where individuality is celebrated, and everyone feels valued and included.

"Tell Me a Story"

introduces children to diverse cultural stories and traditions, including the Christmas story, helping them develop respect and appreciation for different beliefs and backgrounds. They hear stories from a variety of cultures, promoting inclusion and understanding of diversity. Activities encourage children to express their own experiences and emotions, fostering self-awareness and confidence. The unit supports language development for all children, including those with English as an additional language, through storytelling, repetition, and visual sequencing.

"Whatever the Weather"

introduces children to a wide range of weather experiences that affect people from different places and cultures. It encourages respect for diversity by exploring how weather influences various traditions, celebrations, and daily lives around the world. The unit fosters an inclusive environment where all children's experiences and feelings about weather are valued and shared, helping them understand that everyone interacts with nature in unique ways. This approach supports children in appreciating differences and developing a sense of belonging within their community and beyond.

"Mini-beast Madness"

introduces children to the diversity of insects from different countries through books and stories, promoting an early appreciation of global biodiversity. Learning about various mini-beasts and their habitats encourages respect for all forms of life, fostering inclusive attitudes towards the natural world. Activities such as caring for creatures and understanding their environments teach children responsibility and empathy, values that transcend cultural differences. The inclusion of diverse non-fiction texts broadens children's awareness of the world beyond their immediate environment, helping to build a foundation for curiosity and respect for different ecosystems and cultures.

"Food Glorious Food"

introduces children to a variety of foods from different cultures through texts like 'Mama Panya's Pancakes' and 'It's a No-Money Day.' This broadens children's awareness of diverse family traditions, lifestyles, and food customs, promoting respect and curiosity about others' experiences. The topic encourages children to appreciate differences in tastes and dietary choices, fostering an inclusive attitude towards individual preferences and needs. Activities such as shared cooking and tasting support social inclusion by encouraging cooperation and valuing every child's contribution, helping all children feel included and valued within the group.

"Under Water Adventure"

introduces children to a wide variety of marine species from different parts of the world, and the concept of biodiversity, helping them appreciate and respect differences within the natural world. The topic's focus on conservation encourages inclusive thinking about how everyone, regardless of background or ability, can contribute to protecting the environment. Additionally, diverse texts and visual materials can be chosen to represent a range of cultures and perspectives connected to the oceans, supporting children's understanding of global diversity. Through collaborative activities and discussions, children are encouraged to respect others' ideas and work together, fostering an inclusive classroom environment from an early age.

**Fundamental
British Values**

Our Nursery Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.

"I'm Special, I'm Me"
encourages children to recognise and celebrate their own uniqueness while valuing the differences in others. Through activities such as creating self-portraits, exploring emotions, and sharing family trees, children learn to express themselves confidently, respect others' perspectives, and understand that everyone has the right to be themselves. The focus on cooperation, acceptance, and celebrating diversity fosters an inclusive environment where respect and fairness are at the heart of learning.

"Tell Me a Story"
encourages children to respect different cultural and religious traditions through stories such as the birth of Jesus, fostering tolerance and mutual respect. The unit promotes cooperation and listening skills as children engage in group storytelling and role-play activities. Through shared narratives, children begin to understand the importance of community and shared values, encouraging a sense of belonging and social responsibility.

"Whatever the Weather"
encourages children to develop an understanding and respect for the natural world and its patterns, fostering a sense of responsibility towards the environment. Through discussions about different types of weather and how they affect people's lives, children begin to appreciate the diversity of experiences within their community and beyond. The topic promotes individual liberty by allowing children to express their own preferences about weather and share their feelings, while also encouraging mutual respect as they listen to and value others' perspectives. These elements help lay the foundation for respect, tolerance, and community awareness from an early age.

"Mini-beast Madness"
encourages respect and care for living things and the environment, fostering a sense of responsibility towards nature that underpins the value of respect for others and the world we share. Through exploring insects from different countries, children develop an early understanding of diversity and the importance of tolerance towards different forms of life and cultures. The collaborative activities, such as group mini-beast hunts and learning from a visiting expert, promote cooperation and mutual respect, reinforcing social skills and the value of teamwork within the community.

"Food Glorious Food"
teaches children about food from different cultures and family backgrounds, as seen in texts like 'Mama Panya's Pancakes' and 'It's a No-Money Day.' Children explore the importance of sharing and community, which fosters social cohesion and a sense of belonging. The collaborative activities, such as following recipes and making food together, encourage cooperation and respect for others' ideas and choices. Additionally, learning about healthy choices and physical activity supports personal responsibility and individual well-being.

"Under Water Adventure"
fosters respect and responsibility. Through learning about marine habitats and conservation, children develop a sense of stewardship for the environment, encouraging them to care for the world around them and understand their role within a community. The collaborative nature of the activities promotes mutual respect and tolerance as children listen to each other's ideas and work together to protect marine life. The exploration of diverse species and habitats also subtly supports an appreciation for diversity and encourages children to value different forms of life.

**Christian
Values**

**Our Christian Values underpin all of our Curriculum at St. Wilfrid's:
FAIR, FORGIVE, TRUST, HOPE, **LOVE**, JOY, COURAGE, KIND and PEACE.**