



ACE Reception and Year 1

Curriculum Map 26-27

In the EYFS, planning is adjusted according to the interests and needs of the children. Throughout all learning, we ensure activities and interactions support the Characteristics of Effective Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes Interests Lines of Enquiry	Me and My local area Starting School What makes me special Autumn Family People who help us The local Area	Let’s Celebrate Bonfire Night Remembrance Day Advent Christmas Diwali	Wonderful world Winter Arctic environments Journeys The world Chinese New Year	Come Outside Life cycles Outdoors Gardening Flowers Spring Easter	Chop, slice, cook Food sources Healthy eating Preparing and cooking food Evaluating International food	Into the Jungle Locations Types British Forest v jungle Animals and people Plants Henri Rousseau
Celebrations Cultural Capital Enrichment	School Tour Harvest Festival Black History Month	Children in Need Tree dressing ceremony Nativity Pantomime Odd Socks Day	Valentine's Day NSPCC Numbers day Safer Internet Day RSPB Big School’s Bird Watch	World Book Day Comic Relief Mother's Day Pancake Day World Art Day Earth Day	School Bake-off World Food Safety day	Father's Day Sports Day Wimbledon Transition Blue Planet trip
Suggested Texts	Starting School The Colour Monster Goes to School Ruby’s Worry The Leaf Thief Room on the Broom Cave Baby Supertato The Jolly Postman	Pumpkin Soup Little Red Hen Rama and Sita: The Story of Diwali The Christmas Pine Last Stop on Market Street The Enormous Turnip The Snowman	Lost and Found The Emperor’s Egg The Journey Home Handa’s Surprise Dragon Dance Owl Babies We’re Going on a Bear Hunt The Owl and the Pussy Cat	Jasper’s Beanstalk The Tiny Seed Sam Plants a Sunflower Yucky Worms Mad About Mini Beasts The Extraordinary Gardener The Tale of Peter Rabbit The Easter Story	The Runaway Pea Oliver’s Vegetables Bee-Bim Bop Goldilocks and Just One Bear The Gingerbread Man The Ugly Five The Disgusting Sandwich	Rumble in the Jungle Walking Through the Jungle The Great Kapok Tree The Tiger Who Came to Tea The Greedy Zebra The Lion Inside Monkey Puzzle

Key Questions	Who are we? What do we look like? Do we look the same? What is my body? Names of simple body parts. Where do we live? Where do I live? What is the name of my town? What do I live in? (House, flat, bungalow etc.) Who can help me? What are senses? What makes me special - how am I unique? What am I good at? Our families How has my body changed? Names of key body parts. How do we use our senses?	What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Let's explore celebrations - Baptisms, Christmas, Diwali, Remembrance Day, and Bonfire Night. Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance Day, Diwali, and Christmas. Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)	What is the world? What is a map/globe? What is the blue? What is the green? What country do I live in? What do homes look like in different parts of the world? Do all homes look like mine? What is the weather like in different countries? What do people wear in hot/cold countries? What is a town/street/city/country? Which country do I live in? Where is my country on a map/globe? What are the other countries called? Are all countries the same? Look at differences – rainforests/deserts/Antarctica Which animals live in which countries?	What is Spring? What happens in Spring? Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them? What is a season? How is Spring different to other seasons? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a minibeast? How can I find out more about them? How many minibeasts can I find?	What shall we make? How do we cut/chop/dice/mash/cook it? What will we need? Why? What ingredients will we need? What do we need to remember – why? What is healthy? How does this help our bodies? Why is this good for us? Why is this unhealthy? What are unhealthy foods? Why do we need to wash our hands? How can we stay safe in the kitchen? What do you like about...? What could we have done differently? Why? How could we have changed it? Have you tried... before? What is new for you?	What is the jungle? Where in the world are jungles? Where is...? What are its features? What lives in jungles? What are mangroves? Where are cloud forests found? How can we protect habitats and animals? What do I already know about jungles? What would I like to find out? How can I find out this information? What could I find in a jungle? Are they all the same? How are they different? What technique/style is used? What colours and shades can you see? What can you see, hear, feel etc.? Who is hiding behind the trees – how can you tell? What parts of the jungle are found in Rousseau's paintings?
Vocabulary	Myself, family, parents, same, different, special, friend, body, house,	Celebrate, birthday, party, marry, birth, birthday, present,	Live, home, house, bungalow, flat, town, country, earth, world,	Spring, new life, change, hatch, nest, grow, seed, bulb, plant,	Make, cook, slice, dice, chop, mix, stir, grate, prepare, wash,	Forest, jungle, waterfall, rock, fern, bush, flower, leaf,

	home, job, helper, senses. Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste.	Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together, Baptise, christening, tradition, anniversary, wedding, carnival, event, festival	map, globe, land, sea, weather, hot, cold, sun, rain, wind, snow, Street, city, community, travel, continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons	leaf, flower, bug, environment Habitat, life cycle, insect, thorax, abdomen, roots, stem, petals, absorb, oxygen, hydrate	clean, hands, utensil names, knife, fork, plates, bowls, oven, tray, bake, healthy, unhealthy, raw, cooked, fruit, vegetable, salad, safe, safety, rules, change, ingredients, list, food names, recipe, same, different, see, taste, touch, smell, feel, texture, roll, shape, dough, amount, quantity, measure, mixture	broad, similar, different, vine, plant, rainforest, cloud forest, mountain, places, river, mangrove, world, countries, python, panther, sloth, tiger, jaguar, monkey, hornbill, parrot, tropical, equator, hot, wet, rainy, painting, image, see, spot, design, technique, show, make
Enhanced Provision Ideas	• Mark-making (faces, names) • Paper plate faces – use mirrors to look at my different features • Painting self-portraits, looking closely at my features • Playdough faces • Loose part faces • Collage names • Footprints and handprints – compare sizes • Sensory exploration – textures, sounds, tasting, smells • Junk model houses • Large body collage – add labels	• Autumn walk – collect leaves, take pictures, walk through crunchy leaves • Leaf rubbing • Make a stick man • Pumpkin exploration • Firework pictures, make the sounds • Dance like firework • Remembrance Day - make poppies, poppy printing (apples) • Party Role Play – make decorations • Decorate birthday cakes • Playdough cakes and candles • Rangoli patterns • Diwa lamps	• Role play pancakes/frying pans in home corner • Lemon bubbles – mixing and making bubbles – whisking, filling pouring, pipettes • Decorate house numbers • Globes - paper plates • Ice exploration – free the trapped animals • Craft - animals living in Iceland • Craft - African animals • Creating a bag for Sunny the meerkat • Chinese writing and numbers • Making a Chinese lantern	• Spring colouring – flowers/birds • Take photos of signs of spring • Observational drawing – Daffodils • Tissue paper sunflowers • Blossom tree painting – cotton buds • Make bird feeders • Bird watching – binoculars • Basic garden birds – names and differences • Plant seeds • Beanstalk leaves to make a giant beanstalk • Bean sorting/counting • Bug hunt • Make a bug house	• Create your own imaginary food • Fruit and vegetables repeating patterns • Grow vegetables and salads, plant a fruit tree • Grow cress and experiment with different conditions. Cress diary. • Fork painting – foods • Eatwell food plate • Size sorting and weighing fruits and vegetables • Biscuit/ flapjack making • Fishing posters • Role play salad bar	• Leaf sorting • Counting jungle animals • Make a jungle scene • Jungle animal craft • A Rousseau jungle box • Floating/sinking • Cardboard fish to decorate • Pattern fish with stamps • Jungle creature and floral stampers • Exploring patterns and creating my own • Different textures • Kim's Game with jungle creatures •

	• Draw around each other with chalk/bricks • Work based around 'My class is a family' e.g. lolly stick houses and drawings of my family and my class	• Santa's workshop role play • Christmas activities • Diwali Party • Letters delivered to Santa • Building Santa's sleigh	• Making a boat / vehicle.	• Wormery • Butterfly paintings – folding printing • Measuring growth of sunflowers • Lifecycles sorting and matching	• Role play café/restaurant • Role play juice/smoothie bar	
Parental Involvement	• All about me box / Show and tell box • Parents reading stories in school • WOW moments shared	• Family celebration photos shared in school. • Parents talking about the celebrations they have • Nativity performance	• Parents Evenings • WOW moments shared • Parents reading stories in school. • Book looks for parents to see children's work.	• Seeds sent home for parents to plant with their children • Class Assembly for parents	• Parents joining in with Eid Celebrations • Send a simple recipe home • Parents Evenings	• WOW moments shared • Reports discussions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language: Listening Attention Understanding Speaking	Reception: Listen carefully, follow instructions and develop confidence in conversations. Learn and use new vocabulary. Year 1: Listen and respond appropriately in discussions. Ask and answer questions and express ideas clearly.	Reception: Develop attention and listening. Use new vocabulary in different contexts and talk about experiences in increasing detail. Year 1: Participate in discussions, taking turns and building on what others say. Speak clearly and audibly.	Reception: Use talk to organise thinking, solve problems and retell stories. Develop well-formed sentences and use connectives. Year 1: Explain ideas and experiences clearly. Listen and respond to others, maintaining conversations and discussions.	Reception: Ask questions, describe observations and explain how and why things happen. Develop vocabulary through stories and non-fiction. Year 1: Ask relevant questions and use spoken language to develop understanding. Explain ideas and experiences in sequence.	Reception: Develop confident back-and-forth conversations. Use increasingly precise vocabulary to explain ideas and experiences. Year 1: Speak clearly and confidently for different purposes. Use discussion to develop ideas and explain understanding.	Reception: Consolidate listening, speaking and vocabulary skills. Express ideas clearly and confidently in a range of contexts. Year 1: Listen and respond appropriately, building on others' ideas and speaking clearly for different audiences and purposes.
Personal, Social and Emotional Development Self-Regulation Managing Self Building relationships	Reception: Build positive relationships with adults and peers. Recognise and talk about feelings. Develop independence in routines Year 1: Understand why classroom rules are important. Develop respectful friendships and listen to others.	Reception: Recognise similarities and differences. Show kindness and respect towards others. Develop confidence and belonging. Year 1: Recognise and respect differences between people and families. Understand how to treat others with kindness and respect.	Reception: Manage feelings and begin to resolve disagreements. Take turns, share and cooperate. Develop resilience when trying new things. Year 1: Recognise and manage emotions. Resolve disagreements positively. Understand how actions can affect others.	Reception: Show care and concern for living things. Develop healthy habits and understand how to keep safe. Year 1: Understand ways to stay healthy and safe. Recognise who can help when something feels unsafe or worrying.	Reception: Develop independence and responsibility. Show resilience and confidence when solving problems. Recognise personal strengths and achievements. Year 1: Take responsibility for behaviour and learning. Develop resilience and self-confidence. Make healthy and safe choices.	Reception: Reflect on achievements and recognise progress. Develop confidence for transition to Year 1. Year 1: Reflect on personal achievements and recognise strengths. Develop confidence about change and new experiences.

PSHE (Jigsaw)	-Learn how to use the Jigsaw Journal -understand the rights and responsibilities as a member of my class -understand the rights and responsibilities for being a member of my class -know their views are valued and can contribute to the Learning Charter -recognise the choices they make and understand the consequences -understand their rights and responsibilities within our Learning Charter	-identify similarities between people in the class -identify differences between people in the class -know what bullying is -know some people who they could talk to if they were feeling unhappy or being bullied -know how to make new friends -can tell some ways they are different from their friends	-set simple goals -set a goal and work out how to achieve it -understand how to work well with a partner -tackle a new challenge and understand this might stretch my learning -tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them -tell you how I felt when I succeeded in a new challenge and how I celebrated it	-understand the difference between being healthy and less healthy, and know some ways to keep myself healthy -know how to make healthy lifestyle choices -know how to keep myself clean and healthy, and understand how germs cause disease/illness -understand that medicines can help me if I feel poorly and I know how to use them safely -know how to keep safe when crossing the road, and about people who can help me to stay safe -tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	- identify the members of my family and understand that there are lots of different types of families -identify what being a good friend means to me -know appropriate ways of physical contact to greet my friends and know which ways I prefer -know who can help me in my school community - recognise my qualities as a person and a friend - tell you why I appreciate someone who is special to me	-starting to understand the life cycles of animals and humans - tell you some things about me that have changed and some things about me that have stayed the same -tell you how my body has changed since I was a baby -understand that every time I learn something new I change a little bit -tell you about changes that have happened in my life Year 1 -identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus

Physical Development Gross Motor Skills Fine Motor Skills	Reception: Develop balance, coordination and control through running, jumping, climbing and movement. Develop increasing independence in fine-motor tasks. Year 1: Develop running, jumping and coordination skills. Begin to apply these in different activities and games.	Reception: Refine fundamental movement skills and develop control when moving in different ways. Use tools and equipment with increasing confidence. Year 1: Develop agility, balance and coordination through a range of physical activities. Begin to apply skills with increasing control.	Reception: Develop strength, balance and coordination through physical challenges. Use fine-motor skills with increasing precision. Year 1: Develop running, jumping, throwing and catching skills. Apply these in increasingly challenging activities.	Reception: Combine movements with increasing control and confidence. Develop coordination through outdoor and practical experiences. Year 1: Apply running, jumping, throwing and catching skills in different activities. Develop simple tactics when working with others	Reception: Refine movement skills and develop confidence in team games and physical challenges. Year 1: Participate confidently in team games and develop simple attacking and defending skills. Improve agility, balance and coordination.	Reception: Consolidate fundamental movement skills and develop independence, strength and coordination. Year 1: Apply fundamental movement skills confidently across different activities and perform dances using simple movement patterns.
PE (PE Passport)	Invasion Games Skills 1	Gymnastics - Wide, narrow & curled rolling & balancing	Striking & Fielding Game Skills 1	Gymnastics - Balancing & spinning on Points & Patches	Object Control 2	Athletics 2
Phonics Reception	Baseline assessment, Phase 1 consolidation, introduce Phase 2 grapheme-phoneme correspondences	Complete Phase 2 and begin Phase 3	Phase 3 and introduction to adjacent consonants	Consolidate Phase 3, develop blending and segmenting fluency	Phase 4 and application in reading and writing	Consolidation, fluency, reading with increasing confidence, transition to Year 1
Phonics Year 1	Assess and revisit Phase 4 knowledge. Introduce Phase 5 graphemes and alternative pronunciations. Apply in reading and spelling.	Continue Phase 5. Develop knowledge of alternative spellings for known phonemes. Increase fluency in blending and decoding.	Continue Phase 5 progression. Read and spell words with a wider range of graphemes and alternative spellings.	Complete core Phase 5 content. Develop automatic recognition of common exception words and increase reading fluency.	Consolidate Phases 3, 4 and 5. Prepare pupils for the Phonics Screening Check through revision and targeted support.	Extend and apply phonics knowledge in reading and writing. Focus on fluency, prosody, spelling patterns and

						transition to Key Stage 1 reading expectations.
	* Children across Reception, Year 1 and Year 2 are regularly assessed and grouped according to their phonics attainment, ensuring teaching is targeted appropriately to meet individual needs and support progress.					
Drawing Club texts	Room on the Broom The Three Little Pigs The Leaf Thief Mr Benn Funnybones					
Reading -Reception	Say the sounds for an increasing number of taught letters. Begin to orally blend sounds and join in with reading familiar words and simple texts.	Say the sounds for taught letters and some digraphs. Blend sounds to read simple CVC words and begin reading simple captions.	Say the sounds for most taught letters and several digraphs. Read words by sound-blending and read simple sentences with support.	Say the sounds for all taught letters and an increasing range of digraphs. Read words and short sentences with greater accuracy and fluency, including some common exception words.	Confidently say the sounds for all letters and many digraphs. Read simple books and sentences matched to phonic knowledge with increasing independence and expression.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading -Year 1	Secure decoding of Phase 3; read words containing taught GPCs; read common exception words; develop fluency.	Apply Phase 4 phonics; blend unfamiliar words; increase fluency; read simple sentences independently.	Increasingly fluent reading; decode Phase 5 GPCs; recognise alternative pronunciations.	Apply Phase 5 knowledge; read unfamiliar texts with increasing accuracy and fluency.	Read fluently and with expression; apply phonics automatically; develop independence.	Read age-appropriate texts with increasing fluency; self-correct; discuss texts confidently.

Comprehension -Reception	Listen attentively to stories, rhymes and non-fiction texts. Join in with repeated phrases and talk about familiar characters and events.	Recall and discuss key events from familiar stories. Begin to use new vocabulary introduced through books, rhymes and play.	Retell familiar stories in the correct order with support. Use recently introduced vocabulary when discussing stories and during role play.	Retell stories and narratives with increasing detail using their own words. Predict what might happen next in familiar stories and use new vocabulary in a range of contexts.	Confidently retell stories, including key events and characters. Anticipate important events in stories and use a growing range of vocabulary from stories, non-fiction, rhymes and poems.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Comprehension -Year 1	Discuss books; predict what might happen; identify characters and events; retell familiar stories.	Answer questions about what they have read; make simple inferences; sequence events; discuss vocabulary.	Retrieve information; answer who, what, where, when and why questions; discuss word meanings.	Make simple inferences; predict from clues; explain preferences; compare characters and events.	Retrieve, predict and infer; discuss characters, events and vocabulary; identify favourite texts.	Discuss themes and messages; make comparisons; explain answers using evidence from the text.
Writing -Reception	Give meaning to marks and begin to develop correct letter formation. Write initial sounds in words and attempt to record ideas through drawing and emergent writing.	Write some recognisable letters, forming many correctly. Hear and write initial and some final sounds in words. Compose simple captions with support.	Write a growing range of recognisable letters with increasing accuracy. Spell simple CVC words by identifying and recording sounds. Write short captions independently.	Form most letters correctly and use known phonemes to spell words. Write simple phrases that can be read by others.	Write recognisable letters that are mostly correctly formed. Spell words using taught phonemes and digraphs. Write simple sentences using finger spaces and some punctuation.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Writing -Year 1	Form letters correctly; write labels and	Write simple sentences independently; join	Write short narratives and recounts; use	Write for different purposes; develop	Write longer pieces with a clear	Write independently for different

	captions; write simple sentences; use capital letters, finger spaces and full stops.	ideas with <i>and</i> ; write short descriptions and simple narratives.	sequencing words; improve sentence structure.	descriptions; include relevant vocabulary and detail.	beginning, middle and end; improve vocabulary and detail.	purposes; organise ideas; edit and improve writing.
Maths NCETM -Reception	Pupils will build on previous experiences of number, and further develop their subitising and counting skills. They will explore the composition of numbers within 5, and connect the concept of 'parts' and 'whole' to objects and number. They will develop skills in noticing and visualising and begin to compare sets of objects and use the language of comparison. As they move themselves through space, they will develop their understanding of relevant spatial language.		Pupils will continue to develop skills in noticing and visualising; sorting shapes according to their attributes. They will develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to explore and identify when objects or sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will continue to develop their skills in noticing and visualising, when engaging with pattern work. They will apply their understanding of equal/not equal and prepositional language when working with a range of measures. They will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. Pupils will secure knowledge of number facts through varied practice.	
Maths White Rose -Year 1	Place value within 10 Addition and subtraction within 10 Geometry		Place value within 20 Addition and subtraction within 20 Place value within 50 Length and height Mass and volume		Multiplication and division Fractions Geometry Place value within 100 Money Time	
Understanding the World Past and Present People, Culture and Communities The Natural World	Explore their family, home and local area. Talk about people who are important to them and notice similarities and differences between themselves and others. Begin to notice seasonal changes.	Explore different celebrations, traditions and communities. Notice similarities and differences between people, cultures and the ways they celebrate.	Explore stories, people and events from the past. Begin to recognise changes over time and compare experiences, places and ways of life.	Explore plants, animals, minibests and their habitats. Observe changes in the natural world and develop care and respect for living things.	Explore the wider world, noticing similarities and differences between environments, people and communities. Talk about how people live and work in different places.	Explore different environments. Compare places and notice changes between the past and present.
History Geography	Year 1 (Geography): Our local area Where do we live?	Year 1 (History): Changes within Living Memory How have toys	Year 1 (Geography): Continents and Oceans Would I rather live in a	Year 1 (History): Significant Individuals/ Events beyond Living	Year 1 (Geography): Beside the sea Where are the seashores near	Year 1 (History): Significant Individuals Who are Florence

		and holidays changed over time?	hot or cold place?	Memory Is it always those Magnificent Men in their flying machines?	to us and what are they like?	Nightingale and Mary Seacole and why are they significant?
Science (White Rose)	Reception: Me and my small world Year 1: The Human Body	Reception: Test it out Year 1: Materials	Reception: Our Wonderful World Year 1: Seasonal Changes	Reception: Watch it grow Year 1: Plants	Reception: What's in my basket? Year 1: Growing and Cooking	Reception: From desert to jungle Year 1: Animals
Expressive Arts and Design -Reception	Explore a range of media and materials using their senses. Begin to make marks, join materials and talk about what they have created. Join in with familiar nursery rhymes and songs. Engage in simple role play based on everyday experiences. Retell parts of familiar stories through play.	Experiment with colour, texture and pattern. Use basic tools safely with support. Begin to choose resources for a purpose. Take on roles in small-world and imaginative play. Learn and perform seasonal songs and rhymes. Re-enact familiar stories with adults.	Use a wider range of materials and techniques. Combine resources to represent ideas and experiences. Talk about what they are making. Create simple storylines in play. Adapt familiar narratives and characters. Perform rhymes and songs with growing confidence.	Plan and develop creations with increasing independence. Explore form, function and design. Explain choices of materials and methods. Invent characters and scenarios in role play. Retell stories in sequence. Use props to support storytelling and performance.	Select tools and materials independently for a purpose. Refine ideas and evaluate outcomes. Explain the process used to create work. Create, adapt and extend narratives with peers. Perform songs, poems and stories to others. Begin moving in time to music.	Safely use and explore a variety of materials, tools and techniques. Experiment confidently with colour, design, texture, form and function. Share creations and explain the process used. Invent, adapt and recount narratives and stories with peers and adults. Use props and materials effectively in role play. Sing a range of well-known songs and nursery rhymes and perform confidently, moving in time with music when appropriate.
Art and Design D+T -Year 1	Food (Art)		Frame Structures (D+T)	The Beauty of Flowers (Art)	Portable Snacks (D+T)	

Music (Charanga)	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, rewind and replay
RE (Questful RE)	Harvest How can we help those who do not have a good Harvest? How do people of Jewish faith celebrate the Harvest?	Christmas Why do we give and receive gifts?	Creation What are your favourite things that God created? What do people of Muslim and Hindu faith believe about how God made the world?	Easter What do you think is the most important part of the Easter story?	Baptism Why is Baptism Special? How do people of world faiths welcome babies?	My World Jesus' World How is the place that Jesus lived different to how we live now?

Diversity Texts To be read throughout the year during story time sessions					
BAME	Cultural Diversity	Neurodiversity	Physical Disabilities	Different families	
So much Shine Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	