


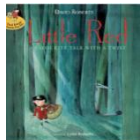




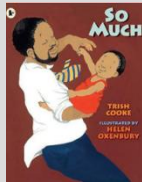


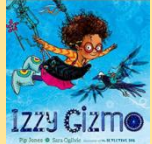


## EYFS Long Term Curriculum Map

EYFS	Autumn 1 8 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 4 weeks	Summer 2 6 weeks
Topics	Myself  Animals	Space  Winter	Heroes  Machines	Growing  Healthy Living	Seaside  Pirates	Dinosaurs  Minibeasts
Literacy	<p>Where The Wild Things Are</p>  <p>Own version narrative</p> <ul style="list-style-type: none"> <li>Labels</li> <li>Captions</li> <li>Oral re-telling</li> <li>Developing a new character</li> </ul> <p>Bringing the Rain to Kapiti Plain</p>  <p>Tourist information leaflets</p> <ul style="list-style-type: none"> <li>Labels and captions</li> <li>Retellings</li> </ul>	<p>Look up!</p>  <p>Non-chronological reports</p> <ul style="list-style-type: none"> <li>Dialogue, diaries</li> <li>Re-telling (oral dictation)</li> <li>Mini autobiography</li> <li>Ship's log</li> </ul> <p>Ning and the Night Spirits</p>  <p>Information texts about night spirits</p>	<p>Little Red</p>  <p>Alternative character versions</p> <ul style="list-style-type: none"> <li>Labels</li> <li>Notes of advice</li> <li>Adverts</li> </ul> <p>Super Milly and the Super School Day</p>  <p>Alternative character version</p> <ul style="list-style-type: none"> <li>Letters of encouragement</li> </ul>	<p>The Tiny Seed</p>  <p>Advice leaflets</p> <ul style="list-style-type: none"> <li>Labels and captions</li> <li>Advice</li> <li>Retellings</li> <li>Writing in role</li> <li>Narrative</li> <li>Letter</li> <li>Advice leaflet</li> </ul> <p>The Extraordinary Gardener</p> 	<p>WeirDo</p>  <p>Instructional guides to being brave</p> <ul style="list-style-type: none"> <li>Writing in role</li> <li>Letters</li> <li>Captions and labels</li> <li>Narrative</li> <li>Retellings</li> </ul> <p>So Much</p>  <p>Own 'So Much' narrative poems</p> <ul style="list-style-type: none"> <li>Past tense sentences</li> </ul>	<p>And Tango Makes Three</p>  <p>Alternative version narratives</p> <ul style="list-style-type: none"> <li>Signs and lists</li> <li>Writing in role</li> <li>Letters of advice</li> <li>'New baby' cards</li> </ul> <p>Oi! Frog</p>  <p>Own version rhyming narratives</p> <ul style="list-style-type: none"> <li>Rhyming flipbooks</li> </ul>

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	<ul style="list-style-type: none"> <li>Simple explanations</li> </ul>	<ul style="list-style-type: none"> <li>Posters</li> <li>Advice letters</li> <li>Party invitations</li> </ul>	<ul style="list-style-type: none"> <li>A retelling; song lyrics and job applications</li> </ul>	Narrative inspired by the original text <ul style="list-style-type: none"> <li>Labels</li> <li>Letters of advice</li> <li>Instructions</li> <li>Narratives</li> </ul>	<ul style="list-style-type: none"> <li>Writing in role</li> <li>Performance/ narrative poetry</li> </ul> <p><b>The Night Pirates</b></p>  <p>'How to be a pirate' guides</p> <ul style="list-style-type: none"> <li>Writing in role</li> <li>Letters</li> <li>Labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>Questions</li> <li>Captions and labels</li> </ul> <p><b>Izzy Gizmo</b></p>  <p>Simple explanation</p> <ul style="list-style-type: none"> <li>Signage</li> <li>Letters of advice</li> <li>Lists</li> <li>Labelled diagrams</li> </ul>
<b>Maths</b>  <b>White</b> <b>Rose</b> <b>Maths</b>	<ul style="list-style-type: none"> <li>Getting to know you</li> <li>Match, sort and compare</li> <li>Talk about measure and patterns</li> </ul>	<ul style="list-style-type: none"> <li>It's me 1, 2, 3</li> <li>Circles and triangles</li> <li>1, 2, 3, 4, 5</li> <li>Shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and capacity</li> <li>Growing 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>Length, height and time</li> <li>Building 9 and 10</li> <li>Explore 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>To 20 and beyond</li> <li>How many now?</li> <li>Manipulate, compose and decompose</li> </ul>	<ul style="list-style-type: none"> <li>Sharing and grouping</li> <li>Visualise, build and map</li> <li>Make connections</li> <li>Consolidation</li> </ul>

## EYFS Long Term Curriculum Map

<b>Science</b>  <b>White Rose Science</b>	<b>Topic 1:</b> Me and my small world  <b>Topic 2:</b> What's in my basket?  <b>Topic 3:</b> Senses	<b>Topic 1:</b> Let's go outside  <b>Topic 2:</b> What's changed?  <b>Topic 3:</b> Night and day	<b>Topic 1:</b> Changes in Winter  <b>Topic 2:</b> Let it flow  <b>Topic 3:</b> From desert to jungle	<b>Topic 1:</b> Watch it grow  <b>Topic 2:</b> Animal detectives  <b>Topic 3:</b> Pushes and pulls	<b>Topic 1:</b> From city to sea  <b>Topic 2:</b> Look all around  <b>Topic 3:</b> Test it out!	<b>Topic 1:</b> Happy and healthy  <b>Topic 2:</b> Our wonderful world  <b>Topic 3:</b> We're going on an animal hunt
	All the Science topics link to the topics covered in our Maths sessions, which will provide extra knowledge and support in these areas					
<b>RE</b>  <b>Come and See</b>	<b>Domestic church (family):</b> Myself  <b>Baptism/Confirmation (belonging):</b> Welcome	<b>Other faiths:</b> Judaism  <b>Advent/Christmas (loving):</b> Birthday	<b>Local church (community):</b> Celebrating  <b>Eucharist (relating):</b> Gathering	<b>Lent/Easter (giving):</b> Growing	<b>Other faiths:</b> Sikhism  <b>Pentecost (serving):</b> Good News	<b>Reconciliation (Inter-relating):</b> Friends  <b>Universal church (world):</b> Our World
<b>PE</b>  <b>Get Set 4 PE</b>	<b>Introduction to PE Unit 1</b>  <b>Introduction to PE Unit 2</b>	<b>Fundamentals Unit 1</b>  <b>Dance Unit 1</b>	<b>Ball Skills Unit 1</b>  <b>Gym Unit 1</b>	<b>Fundamentals Unit 2</b>  <b>Games Unit 1</b>	<b>Dance Unit 2</b>  <b>Ball Skills Unit 2</b>	<b>Gym Unit 2</b>  <b>Games Unit 2</b>
<b>Computing</b>	<b>To explore technology around us and understand that it has a function</b>	<b>Online Safety</b>	<b>To explore and use directional language</b>	<b>Online Safety</b>	<b>Digital Writing</b>	<b>Online Safety</b>
	COMPUTING KEY KNOWLEDGE					
	<ul style="list-style-type: none"> <li>I know that a keyboard operates a computer</li> <li>I know that a remote control operates a computer and TV</li> </ul>	<ul style="list-style-type: none"> <li>I know what technology is</li> <li>I know that the internet is on laptops, computers, and mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>I know that that a beebot is a robot</li> <li>I know that that pressed button tells the robot to do something</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to explain what technology is</li> <li>I know that words can be hurtful and</li> </ul>	<ul style="list-style-type: none"> <li>I know that that pressing the keyboard will produce letters and numbers on the screen</li> <li>I know how to type my name</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to explain what technology is</li> <li>I know that words can be hurtful and that actions have consequences</li> </ul>

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	<ul style="list-style-type: none"> <li>• I know that a mobile and landline phone have the same function</li> <li>• I know that a fridge and freezer keeps things cool/frozen</li> <li>• I know that a microwave makes things hot</li> <li>• I know that a visualiser shows a bigger picture of an object</li> <li>• I know that the interactive board is a big computer</li> </ul>	<ul style="list-style-type: none"> <li>• I know that words can be hurtful</li> <li>• I know that there are sites I should not have access to</li> <li>• I know how to spot issues when I am using a device</li> <li>• I know who I can talk to when something feels wrong</li> </ul>	<ul style="list-style-type: none"> <li>• I know that that programming is when you tell a computer or robot to do something</li> <li>• I know that what the words forwards, backwards, left and right mean</li> <li>• I can program a sequence of instructions to the beebot and have a go</li> </ul>	<p>that actions have consequences</p> <ul style="list-style-type: none"> <li>• I know that there are sites I should not have access to and why</li> <li>• I can begin to explain how to spot issues when I am using a device</li> <li>• I know who I can talk to and where I can find support</li> </ul>		<ul style="list-style-type: none"> <li>• I know that there are sites I should not have access to and why</li> <li>• I can begin to explain how to spot issues when I am using a device</li> <li>• I know that that anyone can be playing a game with me online</li> <li>• I know not to share personal details online</li> <li>• I know who I can talk to and where I can find support</li> <li>• I know to speak to a trusted adult if something does not feel safe online</li> </ul>
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## EYFS Long Term Curriculum Map

<b>PSHE</b>  Managing Self  Self-Regulation  Building Relationships	<b>Exploring Emotions</b>  <u>Feelings</u> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> </ul> <b>Being Me</b>  <u>What makes you, you?</u> <ul style="list-style-type: none"> <li>Begin to question and explain why/how we are different/the same and what makes us unique</li> </ul>	<b>Bullying</b>  <u>What is bullying?</u> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul> *Anti-bullying week*  <b>Difference and Diversity</b>  <u>Stereotyping</u> <ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<b>Being Safe</b>  <u>Road safety/consent</u> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <b>Being Responsible</b>  <u>Rights and responsibilities</u> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right for wrong and try to behave accordingly.</li> </ul>	<b>Being Healthy</b>  <u>Food</u> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</li> </ul> <b>Drug Education</b>  <u>Safe and Harmful Objects</u> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>	<b>Relationships</b>  <u>Friendships</u> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers.</li> </ul>	<b>Money Matters</b>  <u>Earning Money</u> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <b>Changes</b>  <u>What changes?</u> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them</li> </ul> <b>RSE: A Journey in Love</b>
<b>Understanding The World</b>	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.					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

## EYFS Long Term Curriculum Map

<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas.</p>	<p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations</p> <p>Share family celebrations and learn about religious celebrations at this time of year within the school community</p> <p>Make comparisons between celebrations from different cultures</p> <p>Fiction and non-fiction texts that offer an insight into contrasting environments (Antarctic and Africa)</p> <p>Diwali Day – how Hindu and Sikhs celebrate this</p> <p>Bonfire night activities and safety</p> <p>Autumn walks and scavenger hunts at the local park</p> <p>Children talk about their own Christmas activities and celebrations and learn about how others celebrate</p>	<p>Can learn and begin to compare their life to those in other countries</p> <p>Children learn about the Lunar New Year and how this is celebrated</p> <p>Children explore Southeast Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar</p> <p>Religious Ceremonies – Hindu weddings, Muslim Aqiqah, Bar/Bat Mitzvah</p> <p>Introduce children to different occupations including the emergency services and other 'people who help us' in the community.</p>	<p>Fruit tasting</p> <p>Listening to stories and placing events in chronological order</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Children are introduced to local wildlife and animals, making sense of different environments and habitats.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Live caterpillars for children to observe the life cycle and changes day to day</p> <p>Listen to what children say about what they see</p> <p>Use of Google Maps for children to navigate around the local area and their homes – allowing children the opportunity to talk about their own local area</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Create Easter treasure hunts to find places/ objects within our learning environment.</p> <p>Easter celebrations and the Easter story.</p>	<p>Sharing their own experiences of special family times including holidays, sleep overs and times they might have spent away from their own home.</p> <p>Family holiday photos for children to compare and recount experiences including photos from the past of parents and grandparents' holidays.</p> <p>Children learn about and compare holidays from the past. using images, photos, posters and artifacts</p> <p>Navigating using local maps and maps of the world.</p> <p>Seasonal changes: Listen to children describing and commenting on things they have seen whilst outside, including plants and animals</p> <p>Ramadan/Eid celebrations, children and families share experiences</p>	<p>Children explore properties of different materials – floating, sinking, waterproof</p> <p>Junk modelling using range of materials to create an umbrella, boat, aeroplane etc.</p> <p>Solids and liquids – exploring freezing, solidifying and melting of different materials.</p> <p>Children learn about similarities and differences between countries in the UK.</p> <p>Children use maps to find places they recognise and new places</p> <p>Minibeast hunts.</p> <p>School trip – exploring nature, animals, new places, travel, new destinations</p>
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## EYFS Long Term Curriculum Map

<b>Expressive Arts and Design</b>	<p>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. We will give children an insight into different music genres and encourage them to listen attentively to discuss changes and patterns as a piece of music develops.</p>					
<b>Music</b> <b>Leicestershire Music Hub</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p><b>Pulse</b></p> <p>Learning outcomes covered:</p> <ul style="list-style-type: none"> <li>I can imitate movements in response to music</li> <li>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)</li> <li>I can explore, respond and identify long and short sounds.</li> <li>I can create a piece of music using long and short sounds.</li> <li>I can comment on my own and other people's performances.</li> </ul>	<p><b>Voice</b></p> <p>Learning outcomes covered:</p> <ul style="list-style-type: none"> <li>I can sing songs, which contain a small range of notes (2 or 3 notes for example).</li> <li>I can take turns when singing and be a good listener.</li> <li>I can perform actions to accompany songs.</li> </ul>	<p><b>Rhythm</b></p> <p>Learning outcomes covered:</p> <ul style="list-style-type: none"> <li>I can explore rhythm through play</li> <li>I can begin to use pictures and images to represent sounds</li> <li>I can keep a steady pulse with some accuracy while playing</li> <li>I can begin to recognise changes in tempo</li> <li>I can talk about my own and other children's performances</li> </ul>	<p><b>Pitch</b></p> <p>Learning outcomes covered:</p> <ul style="list-style-type: none"> <li>I can recognise and broadly control changes in pitch using my voice (2 different pitches) and movement</li> <li>I can use my voice to show different emotions through pitch</li> <li>I can comment on and respond to recordings of my own voice and changes in pitch.</li> <li>I can follow a graphic score to create music with different pitches.</li> <li>I can sing 2 pitches in tune</li> </ul>	<p><b>Technology, Structure &amp; Form</b></p> <p>Learning outcomes covered:</p> <ul style="list-style-type: none"> <li>I can comment and respond to recordings of my own voice and other classroom sounds.</li> <li>I can record sounds using technology and use the sounds in songs</li> <li>I can use graphic symbols to help me remember sections of songs</li> <li>I can begin to make comments about my own and other's performances</li> </ul>	<p><b>20th Century Music</b></p> <p>Learning outcomes covered:</p> <ul style="list-style-type: none"> <li>I can identify and perform features of country music.</li> <li>I can identify and perform features of big band music.</li> <li>I can identify and perform features of beatboxing.</li> <li>I can create and practice a piece of music using features of different genres.</li> <li>I can comment on my own and other people's performances.</li> </ul>
	<ul style="list-style-type: none"> <li>Children attend whole school assemblies with music, singing and hymns, often learning them for our frequent visits to Church</li> <li>Children listen to older children perform singing and instrumental pieces in assembly and take part in their own musical performance during our Music assembly</li> </ul>					
	<p><b>Drawing</b></p> <p>Artist inspiration: <b>Wassily Kandinsky</b></p> <p>Artwork inspiration:</p>		<p><b>Painting</b></p> <p>Artist inspiration: <b>Jackson Pollock</b></p>		<p><b>Sculpture</b></p> <p>Artist inspiration: <b>Tony Cragg</b></p> <p>Artwork inspiration:</p>	
<b>Art</b>						



## EYFS Long Term Curriculum Map

	Circles, 1913 Transverse Lines, 1923		Artwork inspiration: Number 18, 1950 Drip Painting, 1951		Stack, 1973/2019 Hedge, 2015	
<b>Design Technology</b>	<p>Creation stations available all year round – resources are changed</p> <p>Drawing what they have made, with some children drawing their ideas before they make them and then evaluating through discussion</p>					
		<p>Being actively involved in creative projects linked to their interests.</p> <p>Making choices about which materials and techniques to use to achieve their end goal.</p> <p>Using glue and tape to join flat materials together.</p> <p>Opportunities to build on large scale outdoors and den building from variety of resources.</p> <p>Product: Create a rocket</p>		<p>Developing the skills to use a varied range of joining techniques e.g. gluing, weaving, hole punching and threading.</p> <p>Developing more complex tearing and folding.</p> <p>Product: Create a plant pot</p>		<p>Developing practical skills and techniques using a range of materials including food, textiles and construction materials</p> <p>Product: Create a minibeast biscuit</p>
<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>Overarching Principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone –embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>					



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<b>Fine Motor</b>  Children take part in fine motor activities depending on their stage of development, these range from placing objects & tweezing to letter formation and name writing	Threading, cutting, playdough, focus fine motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush. Build things with smaller linking blocks, such as Duplo or Lego. Form a pencil grip beyond whole hand grasp.	Threading, cutting, playdough, focus fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engaging in structured activities: with guidance on what to draw, write or copy. Modelling correct letter formation following the Read, Write Inc and Penpals Handwriting schemes.	Threading, cutting, playdough, focus fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Drawing freely. Holding and manipulating small items. Button and zip clothing. Cutting with scissors.	Threading, cutting, playdough, focus fine motor activities. Hold pencil effectively with comfortable grip, encouragement to practise forming recognisable letters during handwriting activities. Pattern tracing and anticlockwise drawing practice.	Threading, cutting, playdough, focus fine motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle.	Threading, cutting, playdough, focus fine motor activities. Form letters correctly. Copy 2D shapes. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable.
<b>Gross Motor</b>	Children have access to the outdoor area and playground where they take part in chasing games, ball games, bikes, scooters, climbing equipment, large scale water, large scale mark making, den building and many other activities that change to suit their current areas of progress.					
	Changing for PE  Negotiate space and obstacles safely, with consideration for themselves and others  Developing overall body strength, control and co-ordination  Balance, hold shapes and jump with control	Developing to move with control and co-ordination including wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying creating patterns of movement and movement to music	Developing co-ordination and control using sports equipment  Learn to control, balance, throw and catch bean bags with themselves and with a partner  Begin to develop controlling large and small balls with their hands, feet and with bats and hockey sticks	Developing jumping, running, skipping, racing, throwing and aiming, relay activities and obstacle courses	Children build on their control of large and small balls to incorporate aiming and shooting for football & hockey scoring games	Demonstrate strength, balance and coordination when playing  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Sports Day
<b>Our Values</b>  Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. Our children's rights are learned, taught, practiced, respected, protected and promoted every day.						
<b>Mutual Respect</b> We are all unique.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated, and	<b>Rule of Law</b>	<b>Individual Liberty</b> We all have the right to have our own views.	<b>Democracy</b> We all have the right to be listened to.		

## EYFS Long Term Curriculum Map

<i>We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</i>	<i>we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</i>	<i>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</i>	<i>We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</i>	<i>We respect everyone and we value their different ideas and opinions. We can play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</i>
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