

<u>Curriculum Aim/Ambition</u>	All children will be able to retell a narrative using ambitious vocabulary	All children will be confident risk takers	All children will be global green citizens	All children will develop independence and take care of themselves	All children will celebrate a variety of cultures	All children will understand their place in time and space
Reasoning	Writing Framework (2025) states spoken language is as important for Writing as for reading with pupils In KS1 writing levels are lower than reading Oral rehearsal of quality texts supports children in being able to write their own stories 2025 baseline C&L 91.1% Reading 86.7% Writing 80%	Using real tools enables our children to learn risk management, problem solve and increase independence skills. Increased confidence/independence/resilience Support growth mindset i.e. learning from mistakes 2025 baseline PSED 88.9% Maths 86.4% EAD 86.4%	Outdoor learning is fundamental to our ethos and vision Mental health impact Global awareness and impact Respect for our environment, selves and community Children's sense of responsibility for the environment 2025 baseline UW 86.4%	Preparation for KS1 Impact on fine and gross motor skills Taking pride and ownership as part of wider school community Sense of achievement i.e. Developmental milestones 2025 baseline PD 93.3% PSED 88.9%	Develop greater understanding of People, Cultures and communities within Merry Hill and beyond Not all religious buildings are represented in Bushey Recent events and world news equity vs equality Increased acceptance of cultural differences 2024 baseline UW 86.4%	Lack of experiences for some children in wider geographical areas. History and Geography whole school curriculum focus Preparation for Key Stage 1 using the Spiral Curriculum Increased understanding of change over time in their lifetime and beyond. 2024 baseline UW 86.4%

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Experiences we could offer	- Talking time - Talk for Writing - World book day - Author visit - Plays/performances - Makaton - Playground story telling area - Stage in Nursery and Reception gardens - Stage in school hall	- Working with a range of tools – screwdrivers, hammers, saws etc. - Visitors (carpenter, artist and craft people) - Hands on site manager - Parental involvement - Forest area (collect raw materials) - Natural environment	- Mini Forest Explorers - Planting areas - Recycling in class - Compost bin - Harvesting produce - Trip to an allotment, green grocers - Work alongside eco council - Litter pickers - Classroom helpers with responsibilities - Walk to school week - Topics – mini beasts/ planting	- Changing for PE - Allocated pegs, book bag boxes, colour group bottles - Changing into outdoor suits - Changing into welly boots - Fiddly fingers (fine motor activities) - A variety of fastenings	- Visitors from a range of cultures - Teaching festivals - Multicultural focus texts in literacy - A range of diverse books and resources - Music focus - Dressing up/role play - Watching cultural dances, etc - Family Tree with family input	- Walks in the locality - School trips to areas outside of Bushey - Visitors to share experiences of other countries - Visitors to share experiences of their lives in the past - Invitations to families to share their experiences with the cohort

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Skills	• Oral rehearsal • Applying story language • Speaking • Listening • Vocabulary • Makaton	• Clasp strength • Joining • Cutting • Twisting • Develop control of movements • Develop tool/ materials safety understanding • Hand eye coordination • Measuring • Observational skills • Planning and problem solving skills	• Plant life cycles • What plants need to grow • Use gardening tools • Sort materials • Recycle • Repurpose items • Conserve energy (turn off lights, shut doors, put lids on pens) • Care and respect our school environment as well as our home and community environments	• Hand strength • Pulling • Balance • Coordination • Organisation • Sequencing • Right/ left • Pairing • Reading their name • Ownership of property • Turning clothes inside out • Flip coat over • Fastening buttons • Fastening zips • Putting shoes on the correct way round	• Identify differences and similarities (appearance, belief, hobbies, interests) • Care • Empathy • Respect • Tolerance • Value	• Sequencing • Awareness of chronology • Identification of change over time • Using the vocabulary of comparison E.g. In the past/present Places that are near to us/far from us • Describing pictures and artefacts E.g. Are they from the past/present? How do we know? • Looking at simple maps, what can we see?