



## St Lukes CE Primary School EYFS Progression of Skills

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skill	<b>Communication and Language</b>					
Listening, Attention and Understanding.	To understand how to listen carefully. To understand why listening is important. To be able to follow directions	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures.	To retell a story. To follow a story without pictures or props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth exchanges.
Speaking	To talk in front of a small group. To talk to class teacher and LSAs. To learn new vocabulary.	To answer questions in front of whole class. To use new vocabulary throughout the day.	To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. and, because.	To share their work to the class- standing up at the front. To use new vocabulary in different contexts. To engage in non-fiction books.	To link statements and stick to a main theme. To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To talk to different adults around the school. To talk about why things happen. To talk in sentences using a range of tenses.
ELG	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

Personal, Social and Emotional Development						
Self-regulation	To recognise different emotions To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.	To talk about how they are feeling. To begin to consider the feelings of others. To adapt behaviour to a range of situations.	To focus during longer whole class lessons. To follow two-step instructions	To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others.	To control their emotions using a range of techniques. To set a target and reflect on progress throughout.	To maintain focus during extended whole class teaching. To follow instructions of three steps or more.
Managing Self	To wash hands independently. To put coat and socks on independently. To get changed for P.E with support. To explore different areas within the EY areas. To use the toilet independently.	To develop class rules and understand the need to have rules. To put P.E kit on independently To have confidence to try new activities.	To begin to show resilience and perseverance in the face of challenge. To practise doing zips and buttons	To develop independence when dressing and undressing for activities such as P.E and water play.	To identify and name healthy foods. To manage own basic needs independently. To put uniform on independently and do up zips and buttons.	To understand the importance of healthy food choices. To show resilience and perseverance in the face of challenge. To show a 'can do' attitude.
Building Relationships	To seek support of adults when needed. To gain confidence to speak to peers and adults.	To play with children who are playing with the same activity. To begin to develop friendships To have positive relationships with all staff.	To begin to work as a group with support. To use taught strategies to support turn taking.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group. To begin to develop relationships with other adults around the school.	To have confidence to communicate with adults around the school. To have strong Friendships.
ELG	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed 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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					

Physical development

<p>Gross Motor Skills</p>	<p>To move safely in a space                  To stop safely                  To develop control when using equipment                  To follow a path and take turns                  To work co-operatively with a partner</p> <p>First Outdoor games session.</p>	<p>To balance                  To run and stop                  To change direction                  To jump                  To hop                  To explore different ways to travel using equipment</p> <p>PE Passport: Yoga and Fine Motor Skills</p>	<p>To roll and track a ball                  To develop accuracy when throwing to a target                  To dribble using hands                  To throw and catch with a partner                  To dribble a ball using feet                  To kick a ball to a target</p> <p>PE Passport: Dance - seasons and fundamental movement skills.</p>	<p>To create short sequences using shapes, balances and travelling actions                  To balance and safely use apparatus                  To jump and land safely from a height                  To develop rocking and rolling                  To explore traveling around, over and through apparatus                  To create short sequences linking actions together and including apparatus</p> <p>PE Passport: Pippa and Eddy an adventure with the emergency services and object manipulation.</p>	<p>To use counting to help to stay in time with the music when copying and creating actions                  To move safely with confidence and imagination, communicating ideas through movement                  To explore movement using a prop with control and co-ordination                  To move with control and co-ordination, expressing ideas through movement                  To move with control and co-ordination, copying, linking and repeating actions                  To remember and repeat actions, exploring pathways and shapes</p> <p>PE Passport: Gymnastics and net and wall games.</p>	<p>To develop accuracy when throwing and practise keeping score                  To follow instructions and move safely when playing tagging games                  To learn to play against an opponent                  To play by the rules and develop coordination                  To explore striking a ball and keeping score                  To work cooperatively as a team</p> <p>PE Passport: gymnastics and invasion games.</p>
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Fine Motor Skills	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>o begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To paint using thinner paintbrushes</p> <p>To hold scissors correctly and cut out small shapes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>
ELG	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>					
Literacy						
Comprehension	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>

<p>Word Reading</p>	<p>To recognise their name.          To begin learning set 1 sounds.          To recognise m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r.            To take part in fred games and to be able to orally blend when an adult segments CVC words.</p>	<p>To know and recall set 1 sounds.          To recognise m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.            To begin recognising set 1 special friends sh, th, ch, qu, ng and nk.            To learn some red words (tricky words) I, of, my, to, the, no, he, she.            Teach children to blend using single letter sounds.</p>	<p>To know and recall all set 1 sounds with increasing speed.          To recognise m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.            To recognise set 1 special friends with increasing speed sh, th, ch, qu, ng and nk.            To know red words (tricky words) I, of, my, to, the, no, he, she, go.          To introduce red words (tricky words) your, said, you, be, me, are, was.            Secure blending of CVC words (word time 1.1. - 1.5.)</p>	<p>To know and recall all set 1 sounds with speed m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.            To know and recall all set 1 special friends with speed sh, th, ch, qu, ng and nk.            To know red words (tricky words) I, of, my, to, the, no, he, your, said, you, be, me, are, was, she and go.          To introduce red words (tricky words) all, call, want, some, there.            Secure blending of CVC words (word time 1.1. - 1.6.)</p>	<p>To recall all set 1 sounds with speed m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x. To know and recall all set 1 special friends with speed sh, th, ch, qu, ng and nk.            To know red words (tricky words) I, of, my, to, the, no, he, your, said, you, be, me, are, was, he, she and go. To recognise red words (tricky words) all, call, want, some, there.            Teach blending of words containing constant blends.          Word time 1.7. for all children.            Teach set 2 sounds ay, ee, igh, ow, oo and oo.</p>	<p>To recall all set 1 sounds with speed m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x. To know and recall all set 1 special friends with speed sh, th, ch, qu, ng and nk.            To know red words (tricky words) I, of, my, to, the, no, he, your, said, you, be, me, are, was.          To recognise and use red words (tricky words) all, call, want, some, there.            To read green words 1.1. - 1.7. speedily. To read some green words containing set 2 sounds.            To recall ay, ee, igh, ow, oo and oo. Teach set 2 sounds ar, or, air, ir, ou and oy.</p>
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Writing	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lower-case letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower-case letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower-case and capital letters correctly</p> <p>To begin to copy letters using a lead in and lead out</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To form lower-case and capital letters correctly</p> <p>To copy letters using a lead in and lead out</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>
ELG	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>					

Mathematics

<p>Number</p>	<p>To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity</p>	<p>To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects</p>	<p>To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones To match the number to quantity</p>	<p>To solve simple number problems To recap the composition of each number to 10. To know addition and subtraction facts to 10 To know doubling facts</p>
<p>Numerical Pattern</p>	<p>To say which group has more To say which group has less To compare quantities to 3 To count to 5</p>	<p>To compare quantities to 5 To compare equal and unequal groups To count to 10</p>	<p>To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the different between odd and even numbers up to 8 To combine two groups of</p>	<p>To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects</p>	<p>To count to beyond 20. To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19 To find the missing</p>	<p>To count beyond 20 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10</p>
<p>ELG</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					



Understanding the world						
Past and Present	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p> <p>To know that the emergency services exist and what they do.</p> <p>Kapow ICT: Using a computer</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling</p> <p>Kapow ICT: All about instructions</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)</p> <p>To know about figures from the past</p> <p>Kapow ICT: Exploring hardware</p>	<p>Kapow ICT: Bee-Bots</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)</p> <p>Kapow ICT: Introduction to data</p>
People, Culture and communities.	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	<p>To talk about how Hindus, celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated.</p> <p>To know that people around the world have different religions.</p>	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community.</p>	<p>To learn about the Easter story.</p>	<p>To know that people in other countries may speak different languages.</p> <p>To speak simple vocabulary from a different language.</p>	<p>To know that simple symbols are used to identify features on a map</p>
The Natural World	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>To know about and recognise the signs of Autumn</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p>	<p>To know about features of the world and Earth</p> <p>To plant seeds and bulbs.</p> <p>To know the different between herbivores and carnivores</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about habitats.</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p>



ELG	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing</p>
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**Expressive Arts and design**

Creating with materials	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (chopping harvest vegetables)</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To use tools to cut and join.</p> <p>To use different construction materials.</p>	<p>To use natural objects to make a piece of art</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To confidently and independently create observational drawings</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists e.g. Henri Matisse.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>
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	<p>Access Art: Making art with our bodies - hands and feet.</p> <p>Kapow D&amp;T: Food - Soup</p>	<p>Access Art: Collaging with wax crayon rubbings.</p> <p>Kapow D&amp;T: Workshop - Junk modelling Hedgehog hibernation box</p>	<p>Access Art: Imaginary landscapes collage.</p> <p>Kapow D&amp;T: Seasonal - Hanging Easter Decoration</p>	<p>Access Art: Ducklings</p> <p>Kapow D&amp;T: Structures - Boats</p>	<p>Access Art: Insect Hotels</p> <p>Kapow D&amp;T: Textiles - Threading</p>	<p>Access Art: What can we see? Shells.</p> <p>Kapow D&amp;T: Seasonal - Flower threading</p>
Being imaginative and expressive	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p> <p>Kapow: Exploring Sound</p>	<p>To perform a Christmas song</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p> <p>Kapow: Celebration Music</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>To take part in a whole school performance of 'Hats Off'.</p> <p>Kapow: Musical stories</p>	<p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> <p>Kapow: Music and movement</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p> <p>Kapow: Nature sounds</p>	<p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p> <p>Kapow: Big band</p>
ELG	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>					

Religious Education

<u>Which people are special and why?</u>	<u>Questful RE: Early Years Christmas</u>	<u>What times are special and why?</u>	<u>Questful RE: Early Years Easter</u>	<u>What is special about our world?</u>
<p>To talk about people who are special to them</p> <p>To hold conversations about what makes their family and friends special to them</p> <p>To identify some of the qualities of a good friend</p> <p>To be able to reflect on the question 'Am I a good friend?'</p> <p>To recall and talk about stories of Jesus as a friend to others using new vocabulary</p> <p>To recall stories about special people in other religions and talk about what we can learn from them</p> <p>To know some similarities and differences between religious communities in Britain.</p>	<p>To recall/retell the nativity story.</p> <p>To identify characters in the nativity story.</p> <p>Use religious works to talk about Christmas.</p> <p>Talk about why Christmas is important.</p> <p>Talk about how the church celebrates Christmas.</p> <p>Talk about their own experiences of Christmas.</p> <p>Talk about feelings related to celebrating Christmas and birthdays.</p>	<p>Give examples of special occasions and suggest features of a good celebration</p> <p>Recall simple stories connected with Christmas / Easter and a festival from another faith</p> <p>Say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith</p> <p>Use new vocabulary to identify some similarities and differences between religious communities in Britain</p> <p>Respond imaginatively and expressively to what happens at their favourite times.</p>	<p>Retell the Christian belief that Jesus died for us because he loves us.</p> <p>Briefly retell the story of Easter.</p> <p>Identify symbols associated with Easter.</p> <p>Talk about their own experiences of love and other emotions expressed in the Easter Story.</p> <p>Ask questions about the Easter Story.</p>	<p>Talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world.</p> <p>Think and talk about the wonders of the natural world, responding with joy, wonder and curiosity.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p>Hold conversations using new vocabulary about caring for the world.</p> <p>Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.</p> <p>Talk about their own experiences and feelings about when the world is and is not looked after.</p>