

Oakfield Primary School – EYFS Progression of Knowledge, Skills and Understanding Links to National Curriculum

Science (Understanding the World – The Natural World)

Early Learning Goal: The Natural World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Implementation/ Context:	Plants	Living things and their habitats	Animals, including Humans	Materials
<ul style="list-style-type: none"> Children will be given the opportunity to research key people that have made a scientific impact on the world. They will begin to consolidate their understanding of what it means to think scientifically by looking into the lives of note-worthy scientists, explorers, mathematicians and engineers. Children will be encouraged to observe and talk about similarities, differences, patterns and change through a variety of activities both indoors and outdoors. The children will ask and answer challenging questions, giving clear reasons why something has occurred or changed. Children will learn different types of investigative skills, such as evidence collection and evidence classification. Key scientific vocabulary will be taught to help pupils use task appropriate language. Children will investigate materials and objects and ask and answer questions about what they can see, whilst channelling their 5 senses to enable them to do so. Children will look closely at plants and animals whilst showing care and concern for their environment. Children will think about how they use, re-use and recycle objects in their classroom and at home. Children will have opportunities to explore growth and living things in order to develop comparison skills to help them make observations about changes over time. Children will use a variety of scientific equipment to collect evidence and test out their findings. Children will talk about their locality/their local environment and compare with other environments, whilst looking for similarities and differences. Clear labelling and identification of scientific equipment such as torches, magnifying glasses, magnets and measuring jugs and their purposes will enable children to explore scientifically using task appropriate equipment. 	<ul style="list-style-type: none"> To talk about what I see (using a wide range of vocabulary). To plant seeds and care for growing plants. To understand the key features of the lifecycle of a plant. To explore the natural world around me, making observations and drawing plants. <p>Working scientifically: Growing plants, growth and decay experiments.</p> <p>Key vocabulary: plants, grown, seeds, flower, live/living, die/dying, observe</p>	<ul style="list-style-type: none"> To begin to understand the need to respect and care for the natural environment and all living things. To describe what I see, hear and feel whilst outside. To recognise some environments that are different to the one that I live in. (using my experiences and what is read to me). To explore the natural world around me. To understand some important changes in the natural world, including seasons. To understand how changing seasons, affect the natural world around me. <p>Working scientifically: Nature walks, nocturnal animal fact files</p> <p>Key vocabulary: living things, natural, environment, care, respect, seasons</p>	<ul style="list-style-type: none"> To understand the key features of the lifecycle of an animal. To begin to understand the need to respect and care for the natural environment and all living things. To explore the natural world around me, making observations and drawing animals <p>Working scientifically: Examine (& recreate) how different animals (including humans) behave. Caterpillars in the classroom- Butterfly life cycle.</p> <p>Key vocabulary: general names of animals, humans, people, animals, changes</p>	<ul style="list-style-type: none"> To use all of my senses in hands-on exploration of natural materials. To explore collections of materials with similar and/or different properties. To talk about what I see (using a wide range of vocabulary). To talk about the changes I notice in materials. To understand some important changes in the natural world, including changing states of matter. <p>Working scientifically: Exploring materials to make a bridge for the Billy Goats Gruff. Floating and sinking experiment.</p> <p>Key vocabulary: Hard, soft, spiky, squishy, object, material, protect, fabric, cold, wool, foil, card</p>

History

(Understanding the World – People and Communities)

Early Learning Goal: People and Communities: Children talk about past and present events in their own lives and in the lives of family members. Past and Present: Talk about the lives of people around them and their roles in society. Children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will understand the past through settings, characters and events encountered in books read in class and storytelling.

Implementation/ Context:	Past and Present	Chronology	Comparison	Interpretation
<ul style="list-style-type: none"> Children will be given the opportunity to talk about their family customs and they will learn about other family customs and routines from other countries and cultures. They will be able to talk about past and present events in their own lives and the lives of their family members. They will use their Learning Journeys, Tapestry and Memorable Moments to assist them with their reflections and recounts of previous events. 	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> To sequence events: This may be children talking about themselves, people they know, things they do. <p>Key vocabulary: days of the week, months of the year, before, after, tomorrow, now, next.</p>	<ul style="list-style-type: none"> To compare my life to that of the past. Comment on images of familiar situations in the past <p>Compare and contrast characters from stories, including figures from the past (historical figures - Guy Fawkes)</p> <p>Children can talk about what they can do now (their milestones) and what they could not do previously (For example, I can now ride my bike but when I was 2 I couldn't).</p>	<p>Develop an understanding of growth or changes over time (I am taller now, my grandad is older now).</p>
	<p>Cause and Consequence</p> <ul style="list-style-type: none"> To explain a consequence. <p>For example, children could say 'If I practise riding my bike every day I will get better and be able to ride without stabilisers'.</p>	<p>Enquiry</p> <ul style="list-style-type: none"> To ask and answer questions. <p>Children may be curious about other people, show interest in their stories, perhaps ask questions 'how' and 'why' something that has happened.</p>	<p>Children may recognise the similarities and difference between past and present in their own and others' lives. (When my nan was younger she played games, I play games too etc.)</p>	

Geography
(Understanding the World - The Natural World)

Early Learning Goal: The Natural World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Implementation/ Context:	People, Culture and Communities	Natural World	Locational Knowledge	Place Knowledge
<p>Children will be encouraged to give different opinions on natural and built environments and will be supported with their use of language with an adult (using words such as hot, cold, country, village, town etc.)</p> <p>They will read stories from different countries and explore these different environments through small world, photos, online sources and discussions with family members.</p> <p>They will note, observe and talk about the animals and plant life that they see in different environments, such as Polar regions, the African plains, desert areas and tropical areas.</p> <p>They will begin to look at and create their own simple maps for where things are in their own, familiar environment.</p>	<p>Describe their immediate environment.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <hr/> <p>Physical and Human Geography</p> <ul style="list-style-type: none"> • To identify weather. • To describe features of a place. <p>Children may recognise weather patterns and know when it is cold, hot, raining, windy etc.</p> <p>Children may know some of the physical features. For example, they may go to Southend beach, have been in Hockley woods or seen a large hill.</p>	<p>Explore the natural world.</p> <p>Know some similarities and differences between the natural world around them and contrasting environment.</p> <p>Understand some important changes in the natural world around them, including seasons.</p> <hr/> <p>Fieldwork and observational skills</p> <ul style="list-style-type: none"> • To use location and directional language. • To follow directions. <p>Simple locational language used with children (e.g. the tree is next to the classroom).</p> <p>Follow simple directions (we are going to line up next to the door etc.)</p>	<ul style="list-style-type: none"> • To locate places. <p>Children can identify where their home is, school, park, their favourite shop etc.</p> <hr/> <p>Map skills</p> <ul style="list-style-type: none"> • To follow a map. <p>Children may show they can follow a particular route they are familiar with. For example, knowing the walk to school or walking the magic woods / pond.</p>	<ul style="list-style-type: none"> • To identify features of a place. <p>Children can identify what is in their hometown. For example, in Wickford there are woods next to the school, my school, the local Memorial park.</p>

Computing
(Understanding the World)

Early Learning Goal: There is no longer an Early Learning Goal for technology under the new EYFS curriculum. Under the old framework children were to recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Understand the World: Foster their understanding of our culturally, socially, technologically and ecologically diverse world. Technology should flow across all areas of learning in the framework, incorporated through everything as part of our everyday life.

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Implementation/ Context:	Online Safety	PC Familiarisation	Data Handling	Shaping the digital world
<p>Children will be given the opportunity to use a light box through independent activities and use i-Pads to interact with age appropriate software and take photos.</p> <p>They will learn how to log-on to the lap tops using their class username and password and discuss the importance of staying safe online.</p> <p>They will be given the opportunity to use IT equipment such as battery powered torches, the Interactive Whiteboard, beebot to program and create algorithms.</p> <p>They will sing a variety of songs and record performances which can be watched on Tapestry by parents/carers.</p>	<p>Children are introduced to basics of safe use of technology and how to report unsettling episodes.</p>	<p><i>Using a computer:</i></p> <ul style="list-style-type: none"> • Parts of the computer • Locating the keys on the keyboard • Logging in and out • Mouse control • Clicking • Clicking and dragging 	<ul style="list-style-type: none"> • Sort and categorise objects • Children sort themselves into groups based upon given categories before undertaking the activity independently • Respond yes/no questions as an intro to branching databases • Learn branching databases through physical sorting and categorising. • Learn to interpret a basic pictogram. 	<p>Teachers to ensure that technology flows across all areas of learning and provide access to technology to ensure it is incorporated through everything as part of everyday life</p> <p><i>Use of technology can mean:</i></p> <ul style="list-style-type: none"> • Taking a photograph with a camera or tablet • Searching for information on the internet • Playing games on the interactive whiteboard • Exploring an old typewriter or other mechanical toys • Using a Beebot • Watching a video clip • Listening to music
	<p>Communicating in the digital world</p>	<p>Programming</p>		
	<p>Teachers to ensure that technology flows across all areas of learning and provide access to technology to ensure it is incorporated through everything as part of everyday life.</p>	<p><i>Beebot programming:</i></p> <ul style="list-style-type: none"> • Understanding arrows • Introducing the Beebot • Simple Beebot programming • Understanding algorithms – follow an algorithm as part of an unplugged game and begin to learn to debug instructions when things go wrong • Programming a Beebot 		

Physical Education

(Physical Development)

Early Learning Goal: Physical Development, Gross Motor Skills: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. **Expressive Arts and Design: Creating with materials:** Children sing songs, make music and dance, and experiment with ways of changing them. **Expressive Arts and Design: Being Imaginative and Expressive:** They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Implementation/ Context:	Evaluating and Improving	Acquiring and developing skills	Athletics	Gymnastics
<p>Know the importance of good health, physical exercise and a healthy diet (ELG).</p> <p>Talk about ways to keep healthy and safe (ELG).</p> <p>Manage their own hygiene and basic needs i.e. dressing and undressing (ELG).</p> <p>Know and talk about the different factors that support their overall health and wellbeing: i.e. regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian (DM).</p>	<ul style="list-style-type: none"> Revise and refine the fundamental skills they have already acquired i.e. rolling, crawling, walking, jumping, running, hopping, skipping, climbing (DM) Use basic vocabulary to describe their movement i.e. 'I am skipping backwards'. 	<ul style="list-style-type: none"> Negotiating space and obstacles safely with consideration for themselves and others (ELG). Demonstrate strength, balance and coordination when playing (ELG). Move energetically i.e. running, jumping, hopping, skipping and climbing (ELG). 	<ul style="list-style-type: none"> Learn skills of running, jumping, throwing and catching with a range of equipment and begin to apply this to team games. Vary speed of running based on commands given. Use comparative language i.e. faster, longer, and be able to physically demonstrate this. 	<ul style="list-style-type: none"> Move confidently and safely in their own and general space. Move and stop, recognising both commands and acting upon them immediately. Show contrast with their bodies including tall/short, wide/thin, straight/curved. Copy simple movements and simple sequences.
	Dance	Team Games		
	<ul style="list-style-type: none"> Explore and copy basic body actions and rhythms. To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc. To begin to respond with their bodies to different types of music. To begin to move with control and grace (DM). 	<ul style="list-style-type: none"> Understand their role in a team, demonstrating good sportsmanship; Being able to demonstrate good sportsmanship and understanding that you need to try hard regardless of winning and losing. Beginning to understand that being part of a team is like being part of a community. 		<ul style="list-style-type: none"> Make shapes with their bodies, according to commands. Jump off an object and land appropriately. Maintain good balance and control when moving along the floor and beams. Develop confidence and coordination when climbing a range of apparatus. To begin to sequence two or more movements with purpose.

Early Learning Goal: Physical Development, Fine Motor Skills: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. **Expressive Arts and Design: Creating with materials:** Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

Implementation/ Context:	Designing	Making	Evaluating	Technical Knowledge
<p>Children will be given the opportunity to construct a variety of different products safely using different tools and media.</p> <p>They will be given the opportunity to share their ideas and explain adaptations to work where necessary.</p> <p>Children will use a mixture of natural and man-made materials to explore and create new structures like houses, bridges, trucks, cars.</p> <p>They will continue to be taught and develop their skills of using scissors for cutting and other tools through continuous provision and quality first teaching by using a range of manipulative materials.</p> <p>They will develop their skills of building by bridging and balancing. They will create a healthy snack for a loved one, practising their cutting and food preparation skills.</p> <p>The children are thinking about the intent of their design, talking it through as they are building or creating. They will design for a purpose such as building a bridge for the three billy goats to cross, designing a waterproof suit for a diver, designing a moon buggy with big wheels that can move along the uneven surface of the moon etc. Children will be evaluating which is the best material to use.</p>	<p>Structures:</p> <ul style="list-style-type: none"> • To plan my ideas out loud or to an adult. • To think about how to build a structure before making it and communicate these ideas. • Develop my own ideas and then decide which materials to use to express them. <p>Mechanisms:</p> <ul style="list-style-type: none"> • To plan my ideas out loud or to an adult. • To think about how to use split pins to make a model move. Before making it and communicate these ideas. • Develop my own ideas and then decide which materials to use to express them. <p>Textiles: N/A</p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • To talk about healthy foods. Understand the importance of healthy food choices and discuss this with adults and peers. 	<p>Structures:</p> <ul style="list-style-type: none"> • To build a structure. • To safely use and explore a variety of building materials and tools needed. Experiment with colour, design, texture, form and function. • Select and use resources to carry out my plan, with support if needed. • Build imaginative and complex 'small world' structures with blocks and construction kits. • Creative collaboratively, sharing ideas, resources and skills. • Develop fine motor skills when using tools such as scissors, pens and pencils to build structures. <p>Mechanisms:</p> <ul style="list-style-type: none"> • Experiment with colour, design, form and function. • Select and use resources to carry out my plan, with support if needed. 	<p>Structures:</p> <ul style="list-style-type: none"> • To return to and build upon previous learning and refine ideas for future structures. • Talk about my work to a peer or an adult, sharing their creation and explaining the process used. <p>Mechanisms:</p> <ul style="list-style-type: none"> • To talk about my creation. • To return to and build upon previous learning and refine ideas for future creations. • Talk about my work to a peer or an adult, sharing their creation and explaining the process used. <p>Textiles: N/A</p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • To talk about a healthy dish 	<p>Structures:</p> <ul style="list-style-type: none"> • To explore different structures. • To use equipment safely. • Begin to explore different structures, their names and purposes. • Begin to understand what makes a structure strong or weak, making links to their own creations. • Use small motor skills to use a range of tools to make structures competently, safely and confidently. • Use one-handed tools. <p>Mechanisms:</p> <ul style="list-style-type: none"> • To explore mechanisms. • To use equipment safely. • Begin to explore mechanisms, such as split pins, and their purpose. • Talk about how mechanisms make things move. • Use small motor skills to use a range of tools to

			<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Develop fine motor skills when using tools such as scissors, pens and pencils. <p>Textiles:</p> <ul style="list-style-type: none"> • To explore a variety of materials through play. • To explore different materials freely through play. • Explore simple weaving of fabrics. • Talk about the colours, texture and feel of fabrics with peers or adults. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • To help prepare a healthy dish. • Help an adult safely prepare a healthy dish, for example, a fruit salad. • Identify different healthy foods. • Begin to understand where fruits and vegetables come from. 	<ul style="list-style-type: none"> • Taste test a healthy dish using cutlery. • Talk to adults and peers about what they like and dislike. 	<p>make mechanisms competently, safely and confidently.</p> <ul style="list-style-type: none"> • Use one-handed tools. <p>Textiles: N/A</p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • To explore a healthy meal. • With support from an adult, begin to explore what a healthy meal looks like. • Explore the 5 food groups and why they are all important.
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Art and Design
(Physical Development / Expressive Arts and Design)

Early Learning Goal: Physical Development, Fine Motor Skills: Children hold a pencil effectively in preparation 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. **Expressive Arts and Design: Creating with materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Implementation/ Context:	Printmaking	Artists and reflection	Painting	Drawing
<p>Children will be given the opportunity to construct a variety of different products safely using different tools and media. Children will choose their own materials with a purpose in mind.</p> <p>They will be given the opportunity to share their ideas, and explain adaptations to work where necessary.</p> <p>Children will use a mixture of natural and man-made materials to explore and create new structures.</p> <p>They will explore mixing of colours and will use different mediums such as crayons, felts, chalks (fat and thin), paint, collage, sculpting and modelling, 3D sculpture with modelling resources with blocks, natural resources, lego etc.</p> <p>They will use a variety of pencils, pens, markers, chalks, charcoal etc for drawing and sketching whilst investigating the varying effects which can be made using these tools.</p>	<ul style="list-style-type: none"> To broaden the children's artistic techniques and use of materials to create different images and effects. To explore rubbings and their effects. To create a picture using printing. To create a simple pattern using printing. Enjoy taking rubbings including leaf, brick, coins etc. Create simple pictures by printing from objects, e.g. potatoes, cork, sponge etc. Develop simple patterns by using objects. 	<ul style="list-style-type: none"> Exploring the work of an array of artists, craft makers, designers and architects as well reflecting using the language of art on their own work and that of other artists. To explore different artists. To reflect on my work. Explore different artists through creating different artwork or using famous techniques. Look and talk about what they have produced, describing simple techniques, media used, likes and dislikes. To think about changes they would make next time. 	<ul style="list-style-type: none"> Developing the children's control and technique (colour, pattern, layering, mixing media, texture etc) when using paints and paint brushes. To explore a variety of painting tools. To hold a paint brush correctly. To recognise and name the primary colours. To match colours to objects. To explore colour mixing. Enjoy using a variety of tools including different sized brushes and tools i.e. sponges, fingers, twigs. Recognise and name the primary colours. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. To explore colour mixing. 	<ul style="list-style-type: none"> Developing the children's use of drawing tools (pencils, chalk, pens, charcoal etc). To explore drawing tools. To hold a <i>pencil</i> correctly. To respect drawing tools and use them appropriately. Use a variety of drawing instruments including pencils, pens, fingers, hands chalk etc. Learn how to correctly hold drawing tools and how to respect the equipment. Use and begin to control a range of drawing instruments. Draw on different surfaces and paper and explore the effects. Produce lines of different thickness using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.
<p>Children will be using/developing a four-finger grasp and moving on to a static tripod grasp.</p> <p>Children are developing ideas and techniques.</p>	<p style="text-align: center;">Techniques</p> <ul style="list-style-type: none"> To broaden the children's skills using texture, pattern, colour, line and tone. This can include using technology. 	<p style="text-align: center;">3D</p> <ul style="list-style-type: none"> Develop and experiment with a variety of malleable materials using a range of different techniques. 		

- To explore a variety of textiles and fabric through play.
- To decorate a piece of fabric.
- Explore collage using a range of materials.
- To use a computer paint program to create a simple picture.
- Enjoy playing with and using a variety of textiles and fabric.
- Decorate a piece of fabric.
- Enjoy making collages: layering fabric, paper etc.
- Use appropriate language to describe colours, media, equipment and textures.
- Use a simple computer paint program to create a picture

- To understand how to use tools and equipment safely and correctly.
- To explore a variety of malleable materials and tools.
- To add decorations to a simple 3D artwork.
- To build a simple sculpture.
- Enjoy using a variety of malleable materials such as clay, papier mache, salt dough.
- Impress and apply simple decorations to a 3D artwork.
- Cut shapes using scissors and other modelling tools.
- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.
- Use tools and equipment safely and in the correct way.

PHSE (Personal, Social and Emotional Development)	Early Learning Goal: Personal, Social and Emotional Development: Self Regulation: 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 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. Managing Self: 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. Building Relationships: 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.		
	Health and Wellbeing	Relationships	Living in the Wider World
	<ul style="list-style-type: none"> • Children can use previous experiences to give an opinion. • To be confident to try new activities and show independence. • To manage my own basic hygiene and personal needs, including going to the toilet. • To understand the importance of healthy food choices. • To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • Children can use previous experiences to give an opinion. • To give focused attention to what the adult says, responding appropriately, even when engaged in an activity. • To set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. • To work and play cooperatively and take turns with others. • To form positive attachments to adults and friendships with peers. • To show sensitivity to my own and others' needs. 	<ul style="list-style-type: none"> • Children can use previous experiences to give an opinion. • To explain the reasons for rules • To know right from wrong and try to behave accordingly.
Music	Listen and Appraise	Musical activities	Perform and Share
	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) • Learn rhymes, poems and songs. (C&L) • Listen attentively, move to and talk about music, expressing their feelings and responses. (Expressive Arts) 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. (PD) • Play instruments with increasing control to express their feelings and ideas. (Expressive Arts). 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. (Expressive Arts) • Explore and engage in music making and dance, performing solo or in groups. (Expressive Arts) • Create their own songs or improvise around one they know. (Expressive Arts).

Religious Diversity

Know about and understand a range of religions and worldviews, so that they can:

- Children can explain their beliefs.
- Children can answer questions.
- Appreciate different ways of life.
- To begin to explore the world of religion in terms of special people, books, times places and objects.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Children can explain their ideas about beliefs.
- Children can express personal reflections about diversity.
- To understand that we are all different.
- To reflect on my own feelings and experiences.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Children can understand belonging and truth.
- Children work cooperatively together.
- Children can share beliefs.
- To use imagination and curiosity to develop appreciation and wonder of the world in which we live.