

## Spirituality Across the Curriculum- Year Group Reception

Aspects of Spirituality	Literacy <i>TFR, TFW, Phonics</i>	Maths	Understanding the World. Science, History, Geography, RE	PE	Expressive Arts and Design Art/DT	PSHE
A sense of the mystery of life:	Exploring traditional tales and mythical creatures.		Space topic – learning all about our planet What places are special to different people? (RE) If the world is special, how should we treat it? (RE)			
A sense of choice, decision making and personal responsibility:	Phonics – deciding which grapheme is 'best fit' when writing.	The ability to choose strategies that work best for the individual.	Dinosaur topic – deciding what they think happened to the dinosaurs. What makes me special? (RE)	Getting changed independently.		Deciding class rules. Healthy eating
A sense of awe and wonder:	Introduction to new texts – gingerbread men sneaking into school. Beanstalk appearing in classrooms. Finding a nest hidden in the classroom.		Dinosaur and space topic – learning about our world. Dinosaur dig day. How do different people celebrate their special times? (RE) What places are special to different people? (RE) If the world is special, how should we treat it? (RE)	Yoga and winter dance.	Nativity performance. Creating a range of pieces of artwork throughout the year using different methods and materials.	
A sense of awareness of there being something more to life than meets the eye:	Exploring traditional tales and mythical creatures.		Learning about distant lands – Arctic animals, Continents of the world, planets in our Solar System. Which stories are special to different people? (RE) What places are special to different people? (RE) If the world is special, how should we treat it? (RE)			

A sense of love for the outside:	Exploring the forest area on our Bear Hunt. A walk to the Mill for Little Red Hen.	Shape hunt outside. Using the outdoor area for maths continuous provision such as counting, number formation, shape space and measure.	Minibeast hunt, seasonal walks around Lollycocks to explore the changing seasons. Visit to the farm. If the world is special, how should we treat it? (RE)	Outdoor PE, Sports day. Use of outdoor area and trim trail.	Use of outdoor area – outdoor easels, chalk boards, storytelling corner, chinks, puppet show.	
A sense of pattern, sequence and order:	Make it up Monday – learning the sequence and structure that a 5 sentence story follows. Sequencing stories. Learning about the concept of rhyme.	Repeating patterns, symmetrical patterns, number order and counting, ordinal numbers.	Seasons, days of the week, months of the year. How do different people celebrate their special times? (RE) – <i>ways in which people carry out special actions in a particular order or sequence</i> What places are special to different people? (RE) – <i>ways in which people carry out special actions in a particular order or sequence</i>	Getting changed. Warm ups and cool downs.	Colour mixing.	
A sense of enquiry and open mindedness:	Exploring new texts. Learning lots of new vocabulary. Learning to make predictions in texts.	Discussing different ways to tackle problems. Different ways of partitioning numbers. Different people 'see' things in different ways.	Space topic – what is out there. Learning about other planets. Dinosaur topic – what happened to the dinosaurs? Continents – learning what different places are like. All RE topics	Learning about new skills and activities: yoga, gymnastics, dance, ball games, athletics.	Learning to use different techniques and mediums and exploring their effects.	
A sense of life's joys and achievements:	A sense of pride in learning to read and write.	Using their knowledge and learning to solve problems independently – e.g. knowledge of number bonds.	Learning about celebrations from all over the world – Diwali, Christmas etc. How do different people celebrate their special times? (RE)	Pride felt when learning a new skill -e.g. jumping from the high platforms in gymnastics, or throwing and catching a ball. Sports Day.	Nativity performance. Creating a range of pieces of artwork throughout the year using different methods and materials.	Year group collective worships to celebrate good work, reading etc.
A sense of disappointment and failure, suffering and pain:	Challenges faced when learning a new skill.					

A sense of others as feeling, thinking people:	Discussing how characters in stories feel and why.	Working in pairs to help their friends tackle problems.	Working with and spending time with buddies. What makes me special? (RE) Who is special to different people? (RE)	Cheering each other on and celebrating each other's successes during lessons in team games and Sports Day etc.		Circle times around fears, feelings, ow wow and now moments. Looking at similarities and differences between us.
A sense of empathy with others:	Discussing how characters in stories feel and why.	Working in pairs to help their friends tackle problems.	Working with and spending time with buddies. What makes me special? (RE) Who is special to different people? (RE)	Cheering each other on and celebrating each other's successes during lessons in team games and Sports Day etc.		Circle times around fears, feelings, ow wow and now moments. Looking at similarities and differences between us.
A sense of silence and reflection:			Being out and about enjoying nature- River Slea/Lollycocks If the world is special, how should we treat it? (RE)	Yoga	Taking time to create own pieces carefully and thoughtfully.	Mindfulness and relaxation.
A sense of self-worth and the worth of others:			People who help us topic – learning about the roles people have in society. What makes me special? (RE) Who is special to different people? (RE)	Cheering each other on and celebrating each other's successes during lessons in team games and Sports Day etc.		Similarities and differences between us. Discussing the things we are good at.
A sense of self-confidence in expressing inner thoughts:	Creating their own narratives.		Sharing their ideas and experiences. What makes me special? (RE)		Taking the time to explain the pieces they have made and how they have created them,	Circle times around fears, feelings, ow wow and now moments.
A sense of the joy in life:	Exploring and sharing new stories and poems. Working together to create stories in Make it up Monday.		Exploring the seasons during our seasonal walks. Spending time with our buddies and friends. How do different people celebrate their special times? (RE) If the world is special, how should we treat it? (RE)		Using a range of materials to explore what they can create. Creating firework pictures, winter trees, dinosaur sunset silhouettes. Singing and learning songs and poetry.	

