

# Class Curriculum Map – Reception

	AUTUMN 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Theme &amp; High Quality Text</b>	Settling In Core Text: The Colour Monster - Anna Llenas	Bears Core Text: Peace at Last - Jill Murphy	Space Core Text: Astro Girl - Ken Wilson-Max	Journeys Core Text: Let's All Creep Through Crocodile Creek - Jonathan Lambert	Pirates Core Text: The Pirates are Coming! - John Condon	Dinosaurs Core Text: Giganotosaurus - Jonny Duddle	Holidays Core Text: The Sea Saw - Tom Percival
<b>Communication and Language</b>	<p><u>Listening</u>            WALT: understand how to listen carefully and why listening is important            WALT: listens to the opinion of others when in a small group            WALT: maintain our attention and concentration when listening to others            WALT: pay attention during a conversation            WALT: listens to others (in a larger group)            WALT: engage in story time            WALT: listen to and talk about stories to build familiarity and understanding            WALT: listen carefully to rhymes and songs, paying attention to how they sound            WALT: learn rhymes, poems and songs            WALT: engage in non-fiction books            WALT: listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary            WALT: listens attentively in a range of situations            WALT: Listen attentively with sustained concentration</p> <p><u>Understanding</u>            WALT: follow longer, more complex instructions            WALT: understands simple who, what and where questions            WALT: Understands 'how' and 'why' questions            WALT: answers 'how' and 'why' questions about their experiences and in responses to stories or events            WALT: respond to instructions with two or more parts            WALT: follow a series of instructions involving several ideas and actions            WALT: demonstrate understanding in their conversations with others by responding appropriately            WALT: carry out instructions which contain several parts in a sequence            WALT: express views about events or characters in a story.</p> <p><u>Speaking</u>            WALT: learn new vocabulary            WALT: use new vocabulary through the day            WALT: use new vocabulary in different contexts            WALT: use new vocabulary accurately and in context            WALT: ask questions to find out more and to check they understand what has been said            WALT: articulate our ideas and thoughts in well-formed sentences</p>						

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	<p>WALT: retell a story, (once they have developed a deep familiarity with the text, some as exact repetition and some in their own words)</p> <p>WALT: respond to stories, asking questions and making comments, showing interest in new vocabulary explored</p> <p>WALT: use talk (to help work out problems and organise thinking and activities, and to explain how things work and why they might happen)</p> <p>WALT: connect one idea or action to another using a range of connectives</p> <p>WALT: use as 'because', 'or', and 'and'</p> <p>WALT: describe events in some detail</p> <p>WALT: have conversations (that reflect basic 'back and forth' interaction)</p> <p>WALT: develop social phrases</p> <p>WALT: use past, present and future tenses appropriately in speech</p> <p>WALT: asks questions (about events that have happened or are to happen in the future, exploring new vocabulary linked to these events)</p> <p>WALT: say our ideas and give simple explanations</p> <p>WALT: expresses ourselves using extended language drawing on new vocabulary</p> <p>WALT: expresses ourselves effectively, using full sentences using past and present tenses</p> <p>WALT: develop our own narratives</p> <p>WALT: recount experiences and imagine possibilities, often connecting ideas</p> <p>WALT: use new vocabulary in imaginative ways (to add information, express ideas, explain and justify actions)</p>					
<p>Personal, Social and Emotional Development  (Jigsaw)</p>	<p><u>Being Me in My World</u> WALT: understand how it feels to belong and that we are similar and different WALT: start to recognise and manage our feelings WALT: work with others and consider other people's feelings WALT: understand why it is good to be kind and use gentle hands WALT: understand children's rights (we should all be allowed to learn and play) WALT: understand what being responsible means</p>	<p><u>Celebrating Difference</u> WALT: identify something we are good at and understand that everyone is good at different things WALT: understand that being different makes us all special WALT: understand that we are all different but the same in some ways WALT: understand why are homes are special to us WALT: explain how to be a kind friend WALT: know what we should do when someone says or does something unkind</p>	<p><u>Dreams &amp; Goals</u> WALT: understand that if we persevere we can tackle challenges WALT: discuss a time when we didn't give up until we achieved a goal WALT: set a goal and work towards it WALT: use kind words to encourage people WALT: understand the link between what we learn now and the jobs we might like to do when we're older WALT: say how we feel when we achieve a goal and know what it means to feel proud</p>	<p><u>Healthy Me</u> WALT: understand that we need to exercise to keep our bodies healthy WALT: understand how moving and resting are good for our bodies WALT: understand what 'healthy' means and that some foods are healthier than others WALT: understand how to help ourselves go to sleep and why sleep is good for us WALT: understand why it is important to thoroughly wash our hands especially before we eat and after we go to the toilet WALT: understand who our safe adults are how to stay safe if they are not close to me</p>	<p><u>Relationships</u> WALT: identify some of the jobs we do in our families WALT: understand how to make friends to stop ourselves from feeling lonely WALT: think of ways to solve problems and stay friends WALT: understand the impact of unkind words WALT: use Calm Me Time to manage my feelings WALT: know how we can be a good friend</p>	<p><u>Changing Me</u> WALT: name parts of the body WALT: talk about some of the things we can do and foods we can eat to be healthy WALT: understand that we all grow from babies to adults WALT: express how we feel about moving to Year 1 WALT: talk about how we feel about our worries and/or the things I am looking forward to about being in Year 1 WALT: share our memories of the best bits of this year in Reception</p>

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<p style="text-align: center;"><b>Physical Development</b></p>	<p>WALT: revise and refine the fundamental movement skills that we have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>WALT: progress towards a more fluent style of moving, with developing control and grace</p> <p>WALT: negotiate space</p> <p>WALT: adjust speed, direction and position</p> <p>WALT: use precision to control manipulate resources (such as small world toys, simple puzzles pieces, books, small construction)</p> <p>WALT: hold writing tools between our thumb and first two fingers (tripod grip).</p> <p>PE focus: running and movement</p>	<p>WALT: further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting, and aiming</p> <p>WALT: develop our small motor skills so that we can use a range of tools competently, safely and confidently</p> <p>WALT: hold writing tools between our thumb and first two fingers (tripod grip)</p> <p>WALT: uses cross lateral movement to move forward and negotiate space when moving through tunnels, dens when on made or created vehicles.</p> <p>PE focus: throwing and catching</p>	<p>WALT: move with confidence in a range of ways developing core strength, balance and coordination</p> <p>WALT: develop our overall body strength, co-ordination, balance and agility</p> <p>WALT: develop our small motor skills so that we can use a range of tools competently, safely and confidently</p> <p>WALT: hold writing tools between our thumb and first two fingers (tripod grip)</p> <p>PE focus: object control and balance</p>	<p>WALT: use a range of large and small apparatus, confidently and safely</p> <p>WALT: Develop overall body-strength, balance, co-ordination and agility</p> <p>WALT: handling cutlery effectively</p> <p>WALT: hold writing tools between our thumb and first two fingers (tripod grip).</p> <p>PE focus: games and circuits</p>	<p>WALT: further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting, and aiming</p> <p>WALT: develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>WALT: hold writing tools between our thumb and first two fingers (tripod grip)</p> <p>PE focus: rolling and throwing</p>	<p>WALT: hold writing tools between our thumb and first two fingers (tripod grip)</p> <p>WALT: further develop and consolidate all fine motor and gross motor skills learned throughout the year</p> <p>PE focus: team games</p>
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<p><b>Literacy</b></p>	<p>WALT: hear, say and read single letter sounds  WALT: oral blend  WALT: blend sounds into words  WALT: ask for favourite rhymes, poems fiction or non-fiction book based on own interest, enjoyment and pleasure  WALT: develop and use new vocabulary, (in activities such as reading, role play and small world)  WALT: use new vocabulary  WALT: ascribes meaning to the marks we made  WALT: segments CVC words (using letter cards, letter magnets etc.)</p>	<p>WALT: hear, say and read single letter sounds  WALT: hear, say and read digraphs  WALT: blend sounds into words  WALT: read simple phrases  WALT: read tricky words</p> <p>WALT: talk about what we have read, (showing some understanding, drawing on new vocabulary)  WALT: emotionally engage with the content (of a text)  WALT: form lower-case letters correctly  WALT: spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>WALT: hear, say and read single letter sounds  WALT: hear, say and read digraphs  WALT: blend sounds into words  WALT: read simple phrases  WALT: read simple sentences  WALT: read some common exception words (tricky words)  WALT: retell a story (in their play using vocabulary from their reading experiences)  WALT: retell a poem (in their play using vocabulary from their reading experiences)  WALT: read and understand simple sentences  WALT: anticipate key events in a story.  WALT: spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>WALT: hear, say and read single letter sounds  WALT: hear, say and read digraphs  WALT: read the alternative sounds  WALT: read, say and write capital letters  WALT: blend sounds into words  WALT: read simple phrases  WALT: read simple sentences  WALT: read some common exception words (tricky words)  WALT: understand that capital letters go at the beginning of a sentence  WALT: understand that a full stop goes at the end of a sentence  WALT: write a simple sentence  WALT: select a book to read for pleasure  WALT: describe in our own words what they have read (in a non-fiction or fiction text) using a range of new vocabulary  WALT: form capital letters correctly.</p>	<p>WALT: hear, say and read single letter sounds  WALT: hear, say and read digraphs  WALT: read the alternative sounds  WALT: read, say and write capital letters  WALT: read, say and write split digraphs  WALT: blend sounds into words  WALT: read simple phrases  WALT: read simple sentences  WALT: read some common exception words (tricky words)  WALT: understand that capital letters go at the beginning of a sentence  WALT: understand that a full stop goes at the end of a sentence  WALT: write a simple sentence  WALT: answer questions about a familiar text  WALT: recognise familiar printed words quickly.</p>	<p>WALT: hear, say and read single letter sounds  WALT: hear, say and read digraphs  WALT: read the alternative sounds  WALT: read, say and write capital letters  WALT: read, say and write split digraphs  WALT: blend sounds into words  WALT: read simple phrases  WALT: read simple sentences  WALT: read some common exception words (tricky words)  WALT: understand that capital letters go at the beginning of a sentence  WALT: understand that a full stop goes at the end of a sentence  WALT: write simple sentences  WALT: make inferences and predictions about what might happen next in a story</p>
<p><b>Mathematics</b></p>	<p>Measure (covered throughout the year)  WALT: compare amounts of continuous quantities (length, weight and capacity)  WALT: show an awareness of comparison in estimating and predicting  WALT: compare (length, weight, capacity) indirectly  WALT: recognising the relationship between the size and number of units  WALT: use units to compare things</p>					

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	<p>WALT: begin to use time to sequence events WALT: begin to experience specific time durations</p>					
	<p>WALT: say number words in sequence WALT: tag each object with one number word WALT: know that the last number counted gives the total so far WALT: recognise small quantities without needing to count them all WALT: name 2D shapes WALT: continue an ABC pattern</p>	<p>WALT: say number words in sequence (from 0-10 and them 0-20) WALT: subitise (recognise small quantities without needing to count them all) WALT: know that the number does not change if things are rearranged (as long as none have been added or taken away). WALT: partition a number of things into two groups WALT: name 3D shapes WALT: continue an ABC pattern</p>	<p>WALT: say number words in sequence (from 0-10 and them 0-20) WALT: subitise (recognise small quantities without needing to count them all) WALT: partition a number of things into two groups, and to recognise that those groups can be recombined to make the same total WALT: identify smaller numbers within a number (part-whole). (conceptual subitising – seeing groups and combining to a total) WALT: name 2D shapes WALT: represent spatial relationships WALT: have an awareness of properties of shape WALT: continue a pattern which ends mid-unit</p>	<p>WALT: identify the pairs of numbers that make a total WALT: understand that a number can be partitioned into different pairs of numbers WALT: recall number bonds for numbers 0-5 and some to 10. WALT: identify smaller numbers within a number (part-whole). (conceptual subitising – seeing groups and combining to a total) WALT: name 3D shapes WALT: represent spatial relationships WALT: have an awareness of properties of shape WALT: continue a pattern which ends mid-unit WALT: make our own ABB, ABBC patterns</p>	<p>WALT: understand that a number can be partitioned into different pairs of numbers WALT: recall number bonds for numbers 0-5 and some to 10 WALT: know that a number can be partitioned into more than two numbers. WALT: name 2D shapes WALT: describe the properties of shapes WALT: develop an awareness of the relationships between shapes WALT: make our own ABB, ABBC patterns WALT: spot an error in an ABB pattern WALT: record the patterns we have created. (Symbolising the unit structure).</p>	<p>WALT: understand that a number can be partitioned into different pairs of numbers WALT: recall number bonds for numbers 0-5 and some to 10 WALT: know that a number can be partitioned into more than two numbers. WALT: name 3D shapes WALT: describe the properties of shapes WALT: develop an awareness of the relationships between shapes WALT: spot an error in an ABB pattern WALT: record the patterns we have created. (Symbolising the unit structure).</p>
<p>Understanding the World</p>	<p><u>The Natural World</u> <u>Humans</u> WALT: describe people who are familiar to us WALT: take care of ourselves (LINK PSSED) <u>Seasonal Changes</u> WALT: play and explore in all seasons and in different weather WALT: observe living things throughout the year <u>Materials, including changing them</u> WALT: explore a range of materials, including natural materials</p>					

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	<p>WALT: make objects from different materials including natural materials  WALT: observe how materials change when heated and cooled  WALT: measure how materials change when heated and cooled  WALT: record how materials change when heated and cooled</p> <p><u>Past and Present</u>  WALT: use appropriate past and present tenses (building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community)</p> <p><u>People, Culture and Communities</u>  WALT: understand that some places are special to members of the community  WALT: have a growing awareness of our own uniqueness and differences of other families  WALT: talk about festivals and celebrations that are marked within our own culture  WALT: recognise that people celebrate special times in different ways  WALT: explore some similarities and begin to recognise some differences in religious beliefs and cultures</p>					
	<p><u>The Natural World</u>  <u>Animals (excluding humans)</u>  WALT: name and describe animals that live in different habitats  WALT: describe different habitats</p> <p><u>Light</u>  WALT: explore shadows</p> <p><u>Sound</u>  WALT: listen to sounds outside and identify the source  WALT: make sounds</p> <p><u>Past and Present</u>  WALT: talk about members of their immediate family and community  WALT: name and describe people who are familiar to them  WALT: talk about similarities and differences of themselves and other families (including their roles and routines)</p> <p><u>People, Culture and Communities</u>  WALT: have a growing awareness of our own uniqueness and differences of other families</p>	<p><u>The Natural World</u>  <u>Earth and Space</u>  WALT: explore the Earth, Sun, Moon, planets and stars  WALT: explore space travel</p> <p><u>Past and Present</u>  WALT: talk about members of their immediate family and community  WALT: name and describe people who are familiar to them  WALT: talk about similarities and differences of themselves and other families (including their roles and routines)</p> <p><u>People, Culture and Communities</u>  WALT: talk about festivals and celebrations that are marked within our own culture</p>	<p><u>The Natural World</u>  <u>Forces</u>  WALT: explore how the wind the wind can move objects  WALT: explore how objects move in water</p> <p><u>Past and Present</u>  WALT: compare and contrast characters from stories (including figures from the past)</p> <p><u>People, Culture and Communities</u>  WALT: talk about festivals and celebrations that are marked within our own culture  WALT: draw information from a simple map  WALT: talk about our immediate environment</p>	<p><u>The Natural World</u>  <u>Materials, including changing them</u>  WALT: explore a range of materials, including natural materials  WALT: make objects from different materials including natural materials</p> <p><u>Past and Present</u>  WALT: use appropriate past and present tenses</p> <p><u>People, Culture and Communities</u>  WALT: draw information from a simple map  WALT: talk about our immediate environment</p>	<p><u>The Natural World</u>  <u>Living Things and Their Habitats</u>  WALT: explore the plants in the surrounding natural environment  WALT: explore the animals in the surrounding natural environment  WALT: explore plants and animals in a contrasting natural environment</p> <p><u>Past and Present</u>  WALT: use appropriate past and present tenses</p> <p><u>People, Culture and Communities</u>  WALT: recognise some similarities and differences between life in this country and life in other countries  WALT: describe their immediate environment, explaining some similarities and differences between life in this country and life in other countries</p>	<p><u>The Natural World</u>  <u>Materials, including changing them</u>  WALT: observe how materials change when heated and cooled  WALT: measure how materials change when heated and cooled  WALT: record how materials change when heated and cooled</p> <p><u>Past and Present</u>  WALT: use appropriate past and present tenses</p> <p><u>People, Culture and Communities</u>  WALT: draw information from a simple map  WALT: talk about our immediate environment</p>

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<p><b>Expressive Arts and Design</b></p> <p>(various WALTs will be repeated at different stages of the year)</p>	<p><b>Art &amp; DT:</b> WALT: use dots and lines to demonstrate pattern and texture. WALT: use different materials to draw, for example pastels, chalk, felt tips. WALT: explore primary and secondary colours. WALT: match colours. WALT: explore and experiment with colour mixing. <u>Vocalising and Singing</u> WALT: match pitch, (e.g., reproduces with his or her voice the pitch of a tone sung by another).  WALT: sing the melodic shape (moving melody, e.g., up and down, down &amp; up) of familiar songs. <u>Drama</u> WALT: develop storylines in our pretend play</p>	<p><b>Art &amp; DT:</b> WALT: experiment with different brushes and other painting tools WALT: use a variety of materials, e.g. sponges, fruit, blocks for printing. WALT: demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing <u>Moving and Dancing</u> WALT: move to the sound of instruments, (e.g. walks, jumps, hops to the sound of a beating drum). WALT: combines moving, singing and playing instruments, (e.g. marching, tapping a drum whilst singing). <u>Vocalising and Singing</u> WALT: sing entire songs. WALT: perform, (solo and or in groups). WALT: internalises music, (e.g. sings songs inside his or her head).</p>	<p><b>Art &amp; DT:</b> WALT: use a variety of techniques, e.g. rolling, cutting, pinching WALT: use a variety of shapes e.g. lines and circles WALT: use a combination of materials that have been cut, torn and glued WALT: sort and arrange material <u>Hearing and Listening</u> WALT: think abstractly about music and expresses this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs." WALT: distinguishes and describes changes in music. <u>Drama</u> WALT: add a storyline into our play WALT: selects appropriate resources to express themselves imaginatively (e.g. through role play, simple narratives and natural explorations of materials)</p>	<p><b>Art &amp; DT:</b> WALT: use a variety of natural, recycled and manufactured materials for 2D and 3D projects, e.g. clay, straw and card <u>Moving and Dancing</u> WALT: move in time to the pulse of the music being listened to and physically responds to changes in the music, (e.g. jumps in response to loud/sudden changes in the music). WALT: replicate familiar choreographed dances (e.g. imitates dance and movements associated with pop songs). WALT: choreographs our own dances to familiar music, (individually, in pairs/small groups). <u>Drama</u> WALT: selects appropriate resources to express themselves imaginatively (e.g., through role play, simple narratives and natural explorations of materials) WALT: use our creations may be used to support role play and storytelling WALT: develop and act out a simple storyline (as part of a group) WALT: tell stories and experiment with ways of changing them.</p>	<p><b>Art &amp; DT:</b> WALT: express our ideas using a variety of artistic effects and materials. <u>Hearing and Listening</u> WALT: compare pieces of music, eg "this music started fast and then became slow." "This music had lots of instruments but this music only had voices" WALT: associate genres of music with characters and stories. WALT: accurately anticipate changes in music. (eg when music is going to get faster, louder, slower) <u>Exploring and Playing</u> WALT: play instruments (including imaginary ones such as air guitar) to match the structure of the music, (eg playing quietly with quiet parts within music, stopping with the music when it stops). WALT: keep a steady beat whilst playing instruments.</p>	<p><b>Art &amp; DT:</b> WALT: revisits and adapt work (where necessary to create and change a picture or model) WALT: create collaboratively, sharing ideas, resources and skills <u>Exploring and Playing</u> WALT: create music based on a theme (e.g. creates the sounds of the seaside). WALT: find and record sounds using recording devices. WALT: tap rhythms to accompany words, (e.g. tapping the syllables of names/objects/ animals/lyrics of a song). WALT: create rhythms using instruments and body percussion. WALT: play along to the beat of the song they are singing or music being listened to. WALT: play along with the rhythm in music, (e.g. may play along with the lyrics in songs they are singing or listening to).</p>
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<p><b>Religious Education</b></p>	<p><u>Who made this beautiful world?</u>  WALT: understand that Christians believe we are precious to God  WALT: know that Christians believe God made the world  WALT: discuss the Christian story of creation as found in The Bible  WALT: know that Christians believe that God created and loves all human beings  WALT: know that that Christians believe each living thing is precious and is loved and cared for by God  WALT: know that Harvest is important to Christians and it is a time to say 'Thank You' to God</p>	<p><u>Why is Christmas special for Christians?</u>  WALT: discuss how people prepare for a baby  WALT: retell the story of the Angel Gabriel visiting Mary  WALT: talk about the feelings of Mary and Joseph  WALT: recognise and talk about Advent  WALT: retell the story of Christmas  WALT: talk about religious symbols (peace) and words (joy, good news) and significant people</p>	<p><u>Why do Christians believe Jesus is special?</u>  WALT: understand who is particularly special to Christians  WALT: discuss what is important to other people (The Lost Sheep story)  WALT: discuss what they find interesting and puzzling (story of Jesus lost as a child in the Temple)  WALT: discuss what they find interesting and puzzling (Jesus' miracle of feeding the 5,000)  WALT: discuss what they find interesting and puzzling (story of the miracle of Jesus healing the paralysed man)  WALT: know that Jesus taught Christians to love one another</p>	<p><u>What is so special about Easter?</u>  WALT: understand the story of Palm Sunday  WALT: understand the story of the Last Supper  WALT: know the story of Jesus praying in the Garden of Gethsemane  WALT: know the story of when Jesus died  WALT: begin to understand that Christians believe that God raised Jesus from the dead  WALT: know some of the ways that Christians celebrate Easter</p>	<p><u>How Did Jesus 'Rescue' People?</u>  WALT: understand that Christians believe Jesus rescued people who needed food by helping them  WALT: understand that Christians believe Jesus rescued people who couldn't see by healing their sight  WALT: understand that Christians believe Jesus rescued people from illness and healed them  WALT: understand that Christians believe Jesus can rescue people from being lonely  WALT: understand that Christians believe Jesus can rescue people from being sad  WALT: understand that Christians believe Jesus can rescue people when they are afraid</p>	<p><u>Who cares for this special world and why?</u>  WALT: understand and appreciate how special our world is  WALT: show an understanding of how to care for animals  WALT: know that Christians believe it is important to do good things for God  WALT: know how to care for creation  WALT: understand the importance of working together as a community to look after the world  WALT: know that our school is part of the Christian community</p>
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