



Seamer and Irton CP School

RE in EYFS



In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are:

- playing and exploring – children investigate and experience things, and ‘have a go’;
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake;
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

EYFS Understanding the World

Development Matters	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.	
	Understanding the World (pg. 108-110)	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
Early years foundation stage statutory framework	Understanding the World: ELG: People, Culture and Communities (pg 15)	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Believing	Expressing	Living
<p>Begin to recall parts of religious stories</p> <p>Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year – ongoing</p> <p>Talk about their community.</p>	<p>Talk about religion from sources of information and use some simple everyday religious terms.</p> <p>Show some awareness of religions.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p>	<p>Can recognise some symbols of religion both verbal and visual.</p> <p>Find out about places of worship and places of local importance to the community.</p> <p>Begin to talk about their own experiences and feelings.</p> <p>Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy and sad.</p>

Unit	RE Knowledge: Key outcomes	Vocabulary	Enrichment and Engagement activities
<p>Autumn 1 Super Me!</p> <p>F5: Where do we belong</p>	<ol style="list-style-type: none"> 1. What makes us feel special? What makes Christians feel special to God? 2. How do Christians know that children are special to God? 3. What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to? 4. How do we show people they are welcome? How are babies welcomed into the Christian family? 5. How is a baby welcomed into the Muslim religion? 6. How do Hindu brothers and sisters show their love for each other at a festival? 	<p>Family, home, church, Special, God Christian, baptism Muslim, Allah, mosque, whisper Hindu, brothers, sisters</p>	<p>Taste fruit and vegetables Harvest service Harvest songs Fingerprint pictures Introduce the character of Grace Pass the smile around the circle Draw a picture of your family Bring in a baby picture. Can you guess who the baby is?</p>
<p>Autumn 2 Brown leaves, dark nights, bright lights and shining stars.</p> <p>F4: Which times are special and why?</p>	<ol style="list-style-type: none"> 1. What special times have you had? What do other people celebrate? 2. What happens at Sukkot and why? 3. What story do Hindu people remember at Diwali? What happens at Diwali and why? 4. What happens at Christmas, and why? 5. What can we say about Christmas, Diwali and Sukkot? 	<p>Celebrate, festival, gifts, food, clothes, cards Christmas – Christian, Mary, Jesus, Joseph, angel, shepherds, king Divali – Hindu, Rama Sita, diva, light Sukkot – Jewish, sukkah</p>	<p>What’s in the box? Emotion cards Create a celebrations picture Build a Sukkah in the outdoor classroom Guess who game – the story of Rama and Sita Diwali – rangoli patterns, Diwali cards and making divas from clay Nativity play</p>

<p>Spring 1 Can polar bears and penguins be friends?</p> <p>F6: What is special about our world?</p>	<ol style="list-style-type: none"> 1. What are our favourite things about nature? 2. Why do some people say the world is special? What do you think is special about the world? 3. What story do Christians tell about how the creation of the world? 4. How can we tell the Christian story of creation? 5. What stories do Muslim people tell about God's creation? 6. How does Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? 7. Is our world 'very good'? 	<p>Creation, nature, world, plants, animals, camels, kittens, God, Allah, Prophet Muhammad, happy, sad, kind, good, care</p>	<p>Listening walk outside Mud kitchen Nature suncatchers Windmills, kites, shadows, rain Binoculars and magnifying glasses Creation story Drama</p>
<p>Spring 2 When dinosaurs ruled the world</p> <p>F2: Which people are special and why?</p>	<ol style="list-style-type: none"> 1. Who is special to you and why? 2. Why are some people special? 3. What story do Sikhs tell about a special person? 4. What is a good friend like? How did Jesus make some very special friends? 5. What can a Christian learn from actions in a story? 6. What story shows Jesus being a friend and caring for others? 	<p>family, friends, Guru Nanak (Sikhism) snake cobra, poisonous, Jesus, loaves, fishes, miracle Zacchaeus</p>	<p>I am special because.... 2,4,6,8 who do we appreciate game 2 Visitors – police, fire, caretaker, crossing patrol, secretary My good friend certificates Making Easter garden Design an Easter egg Making pancakes</p>

<p>Summer 1 Growing up</p> <p>F3: Which places are special and why?</p> <p>Summer 2 Seaside story</p> <p>F3 : Which places are special and why?</p>	<ol style="list-style-type: none"> 1. Where is special to me? 2. Where is a special place for Christians to go? 3. Where is a special place for Christians to go? What makes a church special? 4. Where is a holy place for Muslims to go? 5. Where is a special place for Muslims to go? What makes a mosque special? 6. What is important in a church and a mosque? How are holy buildings similar and different? 7. What is needed to make a truly special place of our own? 	<p>Special, school, home, Christian church Muslim, mosque happy, excited, relaxed, sad, worried</p> <p>Special, school, home, Christian church Muslim, mosque happy, excited, relaxed, sad, worried</p>	<p>Visit to the Church – be explorers</p> <p>Using construction materials build a church or a mosque</p> <p>Set up a special place in the classroom work together with the children</p>
<p>Throughout the year</p> <p>F1: What stories are special and why?</p>	<ol style="list-style-type: none"> 1. What is your favourite story? What do you like about it, and why? 2. Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like? 3. What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn? 4. What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn? 5. What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God? 6. What is the holy book for Muslims? 7. What are the similarities and differences between different people’s special stories? 	<p>Bible, Qur’an, God, Jesus, Muhammad, feelings, promises, good, storm, scared, worried, brave</p>	<p>Drama – David and Goliath</p> <p>Write a class promise poem</p> <p>Climbing up high and down low like David and Goliath in the outdoor classroom</p> <p>Make boats to float on the water</p> <p>Make puppets of characters from stories</p>

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