



Nursery		
Autumn: I am special, I am me!	Spring: All aboard!	Summer: Food!
<p>Range 3- Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these</p> <p>Range 4- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p>	<p>Range4- Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Range5-Recognises and describes special times or events for family or friends</p>	<p>Range 5- Recognises and describes special times or events for family or friends.</p> <p>Range 5- Enjoys joining in with family customs and routines</p>
<p>Subject specific activities:</p> <p>Being Special, where do I belong?</p> <p>Why is Christmas Special? See Unit: F2</p> <p>What special stories about Jesus are in the Bible?</p> <p>Why do Christians perform Nativity plays at Christmas?</p> <p>Why do Christians celebrate Jesus' birthday?</p> <p>What special things do Christians do at Christmas to share God's love?</p> <p>What makes every single person unique and precious?</p> <p>How does the Christmas story tell Christians they are precious to God?</p> <p>Celebrations of the 4 main religions.</p> <p>Harvest Festival</p> <p>Equinox- Autumn Begins</p> <p>Sukkot- Jewish Harvest Festival</p> <p>Eid</p> <p>Remembrance Sunday</p>	<p>Subject specific activities:</p> <p>Why is Easter special for Christians? See Unit: F2</p> <p>What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again?</p> <p>What do Christians believe happened to Jesus?</p> <p>Why do Christians think this is such an important story?</p> <p>What do Christians do at Easter?</p> <p>Why do we have Easter eggs?</p> <p>Places of Worship- Trip.</p> <p>Chinese New Year- Dragon Dance, looking at the significant animal.</p> <p>Shrove Tuesday- Pancake tasting, Pancake racing</p> <p>Ash Wednesday</p> <p>Holi- Colour splashes.</p> <p>Mothering Sunday</p> <p>Spring Equinox</p> <p>Palm Sunday</p>	<p>Subject specific activities:</p> <p>Which places are special and why? See unit: F5</p> <p>Where do you feel safe? Why?</p> <p>Where do you feel happy? Why?</p> <p>Where is special to me? Where is a special place for believers to go?</p> <p>What makes this place special?</p> <p>Eid- Henna Patterns, a member of staff shared their celebration of Eid.</p> <p>Celebrating nursery- Children made an afternoon tea for their adults.</p> <p>Father's Day</p> <p>Eid- Ramadan</p>

<p>Diwali Advent Hanukkah Christmas</p>	<p>Good Friday Easter</p>	
<p>Reception</p>		
<p>Autumn: <i>All about me (2 weeks)</i> Traditional Tales</p>	<p>Spring: <i>Starry Starry Night</i> <i>It's a Wonderful World</i></p>	<p>Summer: <i>On the move</i> <i>We're going on a Summer Holiday</i></p>
<p>Range 4- Has a sense of own immediate family relations and pets.</p> <p>Range 5- Shows interest in the lives of people who are familiar to them.</p>	<p>Range 6- Enjoys joining in with family customs and routines</p> <p>Range 6- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p>ELG- 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>Subject specific activities:</p> <p>Key Question: Why is God so important to Christians? See unit: F1 Why is Christmas special to Christians? What does the word 'God' mean? Which people believe in God? Which people believe God is the Creator of everything? What is amazing about the world? What do Christians say about God as Creator? What is the story that Christians and Jews use to think about the Creator? What do Christians and other people (including non-religious) think about the world and how we should treat it?</p> <p>Diwali Celebrate Christmas.</p>	<p>Subject specific activities:</p> <p>Being Special: Where do we belong? See Unit: F4</p> <p>How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?</p> <p>Why is Easter special to Christians? Which stories are special and why?</p> <p>Celebrate Chinese New Year Shrove Tuesday Ash Wednesday</p>	<p>Subject specific activities:</p> <p>Which stories are special and why? See Unit: F6</p> <p>What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?</p> <p>Father's Day Eid- Ramadan</p>

Holi- Colour splashes.
Mothering Sunday
Spring Equinox
Palm Sunday
Good Friday
Easter

Ongoing R.E skills:

Colour key:

Making sense

Understanding impact

Making connections

Making sense-

Retell stories, talking about what they say about the world, God, human beings.

Recognise and retell stories connected with celebration of Easter

Say why Easter is a special time for Christians

Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God

Talk about some religious stories

Recognise some religious words, e.g. about God

Understanding impact

Say how and when Christians like to thank their Creator

Recall simply what happens at a traditional Christian festival (Christmas).

Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs.

Talk about some ways Christians remember these stories at Easter.

Recall simply what happens at a traditional Christian infant baptism and dedication

Recall simply what happens when a baby is welcomed into a religion other than Christianity.

Recognise that some religious people have places which have special meaning for them

Talk about the things that are special and valued in a place of worship

Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the *Chanukah* story teaches Jews about standing up for what is right), etc.

Making connections -

Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world

Think about the wonders of the natural world, expressing ideas and feelings

Talk about what people do to mess up the world and what they do to look after it.
Talk about people who are special to them
Say what makes their family and friends special to them
Talk about ideas of new life in nature
Share and record occasions when things have happened in their lives that made them feel special.
Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
Express a personal response to the natural world.
Identify some of their own feelings in the stories they hear

Key vocabulary:

God, creation, fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God, Myself, My life, My senses, My special things, people special to me, people who help us, friendship, welcome, belonging, special places, special times, community, special books, stories, the natural world, Easter, Christmas.

Cross Curricular objectives (ELG):

*PSHE
Communication and Language
EAD
Mathematics*

By the end of EYFS children will be able to:

ELG -

Prime area: Communication and Language. RE enables children to:

Listen attentively and respond with questions, comments and actions to a wide range of stories from different religions and worldviews.
Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter, using new vocabulary.
Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development. RE enables children to:

Understand their own feelings and those of others, stimulated by religious materials and ideas.
Give focused attention to religious materials such as worship, story, festival, song, community living.
Confidently talk about simple values, right and wrong, and good or bad behaviour.
Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings.

Specific area: Literacy. RE enables children to:

Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories.

Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs.