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| In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three  Characteristics of Effective Teaching and Learning 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 achievements; **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 **(PSE, CL, PD)** underpin and are an integral part of children’s learning in all areas. | | | |
| **EYFS RE Skills** | | | |
| Making sense of belief  Re-tell religious stories  Begin to recognise the word ‘incarnation’ as describing the belief that God came to earth as Jesus  Recognise some religious words, e.g. about God  Identify a sacred text e.g. Bible, Torah  Recognise and re-tell stories connected with celebration of Easter  Say why Easter is a special time for Christians  Re-tell stories, talking about what they say about the world, God, human beings  Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God | | Understand the impact  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  Recall simply what happens at a traditional Christian festival  Talk about some of the things these stories teach believers  Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc  Talk about some ways Christians remember these stories at Easter  Say how and when Christians like to thank their Creator  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 | Making connections  Make connections with personal experiences  Share and record occasions when things have happened in their lives that made them feel special  Talk about people who are special to them  Say what makes their family and friends special to them  Identify some of their own feelings in the stories they hear  Talk about ideas of new life in nature  Talk about somewhere that is special to themselves, saying why  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. |
| **EYFS RE Knowledge** | | | |
| **Autumn 1 - Being special - where do we belong? Diwali** | | | |
| Making sense of belief   * I know some religious stories | Understand the impact   * I know what happens at a traditional Christian infant baptism and dedication * I know what happens when a baby is welcomed into a religion other than Christianity | | Making connections   * I know about my own personal experiences * I know about events in my life that have made me feel special |
| **Autumn 2 - Why is Christmas special for Christians?** | | | |
| Making sense of belief   * know the word ‘incarnation’ as describing the belief that God came to earth as Jesus | Understand the impact   * I know what happens at a traditional Christian festival (Christmas) | | Making connections   * know people who are special to me * I know what makes my family and friends special to me * I know about my personal experiences of Christmas |
| **Spring 1 - Which stories are special and why?** | | | |
| Making sense of belief   * I know about some religious stories * I know some religious words, e.g. about God * I know the names of sacred text e.g. Bible, Torah | Understand the impact   * I know 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 Hanukkah story teaches Jews about standing up for what is right) | | Making connections   * I know about my own feelings in the stories I hear |
| **Spring 2 - Why is Easter special for Christians?** | | | |
| Making sense of belief   * I know stories connected with celebration of Easter * I know Easter is a special time for Christians | | Understand the impact   * I know some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc * I know some ways Christians remember these stories at Easter | Making connections   * I know about new life in nature |
| **Summer 1 - Why is the word God so important to Christians?** | | | |
| Making sense of belief   * I know some stories that talk about the world, God and human beings. | | Understand the impact   * I know how and when Christians like to thank their creator | Making connections   * I know about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world * I know about the wonders of the natural world, expressing my ideas and feelings * I know what people do to destroy the world and what they do to look after the world |
| **Summer 2 - Which places are special and why?** | | | |
| Making sense of belief   * I know that for Christians, Muslims or Jews, these special things link to beliefs about God | | Understand the impact   * I know religious people have places which have special meaning for them * I know about the things that are special and valued in a place of worship | Making connections   * I know somewhere that is special to me and say why it is a special place * I know and use appropriate words to talk about my thoughts and feelings when visiting a church |
| **Key Vocabulary: religion, Christian, baptism, personal, special, belong, Christmas, festival, incarnation, God, Jesus, Easter, celebration, symbols, Holy Week, palm leaves, cross, eggs, new life, creation, important, world, human beings, look after, destroy, Muslims, Jews, worship, special, church** | | | |