
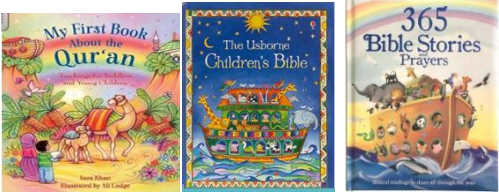



RE Long Term Plan EYFS

Term	Autumn Special times	Spring Special stories	Summer Special Places
Big Questions	How and why do we celebrate? What times are special for different people and why?	Why are some stories special? What special messages can we learn from stories?	What buildings and places are special to different people?
Key Vocabulary	Eid, Christmas, Christian, Muslim, Celebration, Special, Family, Ramadan, Fasting,	Christian, Muslim, Sacred, Holy, Bible, Qur'an, God, Allah,	Christian, Muslim, holy, worship, prayer, minaret, dome, star, prayer mat, altar, font, pulpit, spire, mosque, church
RE Substantive knowledge	<p>Islam To know what Ramadan is and who follows it . To know how Eid is celebrated by Muslims.</p>	<p>Islam To know Muslims holy book is called the Quran and they believe it is the word of Allah . To know a story from the Quran.</p>	<p>Islam To know that a mosque is a special and holy place for a Muslim. To know some special features of a mosque. To know some of the things Muslims do when they are visiting a mosque.</p>
	<p>Christianity To know the nativity story (beliefs and values) To know how Christmas is celebrated by Christians.</p>	<p>Christianity To know that the Bible is a special and holy book for Christians. To know a story from the bible.</p>	<p>Christianity To know that a church is a special and holy place for a Christian. To know some special features of a church To know some of the things Christians do when they are visiting a church.</p>

	<p>Development Matters - Reception</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Development Matters - Reception</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Development Matters - Reception</p> <p>Understand that some places are special to members of their community</p>
<p>High quality texts</p>			
<p>Education Programme</p>	<p>Understanding the World 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 fire-fighters. 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.</p>		
<p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> • 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 		

ELG: Children at the expected level of development will-

Early Learning Goal

ELG: People, Culture and Communities Children at the expected level of development will: - 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.

Key Learning linked to People Culture and Communities – Cultures and Beliefs

Communication	Respect	Observe	Describe	Compare
Express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.	Themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, and possessions.	Look closely and consider their own culture and religion and that of the people in their own community. Look closely at and observe the lives of people in communities in other countries within the world.	Culture and religion in relation to themselves, friends, family and other people within their community based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.	Recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.

RE Long Term Plan EYFS

Research	Vocabulary
Show curiosity and interest, find out about people within their own community and in other countries – special places and events or objects – through nonfiction texts, stories, visitors, celebrations – explore and ask different types of questions, examine possibilities, consider alternatives.	Language of tolerance, respect and co-operation.