**Understanding the World/RE Class 1 Long Term Plan**

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| **Characteristics of Effective Learning** | | |
| **Playing and Exploring – Engagement**   * Finding out and exploring ✓ * Playing with what they know ✓ * Being willing to ‘have a go’ ✓ | **Active Learning – Motivation**   * Being involved and concentrating ✓ * Keeping on trying ✓ * Enjoying achieving what they set out to do ✓ | **Creating and Thinking Critically – Thinking**   * Having their own ideas (creative thinking) ✓ * Making links (building theories) ✓ * Choosing ways to do things (critical thinking ✓ |

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| **Area of RE**  **Areas of Development Matters and ELG being worked towards.** | **The knowledge and skills that the children will develop through Nursery and Reception** | **Vocab** |
| **Christianity** (Whole school main focus topics)  **3 and 4 year olds will be learning to:**  **Understanding the World:** Continue developing positive attitudes about the difference between people.  **Children in reception with be learning to:**  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  **Working towards meeting ELGs:**  **People, Culture & Communities:** 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; | **Beliefs**  I know that there are differences in what people believe.  I am developing a positive attitude in understanding about the differences between people.  **Beliefs**  I can show a positive attitude in talking about and explaining the differences between people.  I can comment on the differences between people’s beliefs and how they celebrate and live their lives.  I can talk about the main festivals of a religion**.**  **Places of worship.**  I know that there are different places of worship.  I can name different religious places of worship. I can name the Church and Temple.  **Places of worship.**  I know that places of worship are special to people, and I know why people go there.  I can recognise, name, and describe a feature of a familiar place of worship.  I can recognise, name, and describe different religious places. | Nursery: God, church, Christianity, Christmas, Easter,  Reception: God/Creation  God Creation, Adam, Eve, Animals, Respect, Believe, Stewardship, Parables, Pearl, Precious, pray, Christian, Baptism, Bible, story,  Incarnation  Jesus, Christmas, Heaven, God, Wise men, Magi, Shepherds, Nativity, Incarnation, Human, God, Saviour, Herod, World,  Salvation  Jesus, God, Salvation, Cross, Disciples, Donkey, Hosanna, Palm, leaves, Palm Sunday, Good Friday, Easter Day, Resurrection, The Good Samaritan. |
| **Buddhism**  **3 and 4 year olds will be learning to:**  **Understanding the World:** Continue developing positive attitudes about the difference between people.  **Children in reception with be learning to:**  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Working towards meeting ELGs:  **People, Culture & Communities:** 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; | **Beliefs**  I know that there are differences in what people believe.  I am developing a positive attitude in understanding about the differences between people.  **Beliefs**  I can show a positive attitude in talking about and explaining the differences between people.  I can comment on the differences between people’s beliefs and how they celebrate and live their lives.  I can talk about the main festivals of a religion**.**  **Places of worship.**  I know that there are different places of worship.  I can name different religious places of worship. I can name the Church and Temple.  **Places of worship.**  I know that places of worship are special to people, and I know why people go there.  I can recognise, name, and describe a feature of a familiar place of worship.  I can recognise, name, and describe different religious places. | Nursery: Buddha, Temple,  Reception: Buddhism, Buddha, Temple, meditation, monks, prayer, mantra, enlightenment, Mandala art, symmetrical, wheel of life, lotus flower, |
| **Festivals and Celebrations**  **3 and 4 year olds will be learning to:**  **Understanding the World:** Continue developing positive attitudes about the difference between people.  **Children in reception with be learning to:**  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Working towards meeting ELGs:  **People, Culture & Communities:** 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; | **Festivals and Celebrations**  I can comment on recent photos and pictures of celebrations in my own life, e.g. This is me at … my birthday, Christmas, Diwali or Chinese New Year.  **Festivals and Celebrations**  I can comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year.  I can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events.  I can talk about the experiences that others have in celebrating their special times. | Nursery: Celebration, festival, family,  Reception: Festivals, celebrations, similarities, differences,  Harvest, celebration, festival, give thanks, grateful.  Dawali, symbols, artefacts, India, Rangoli pattern, oil lamps, good and evil, dark and light, flower garlands, goddess,  Also is Christianity |
| **Other areas of the EYFS that RE will enable the children to work towards meeting at the end of Nursery:**  **Understanding the World:** Show an interest in different occupations.  **Other areas of the EYFS that RE will enable the children to work towards meeting ELGs:**  **Listening, Attention & Understanding:** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding;  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  **Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  **Building Relationships:** Show sensitivity to their own and to others’ needs.  **Writing:** Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Write simple phrases and sentences that can be read by others.  **Past and Present:** Talk about the lives of the people around them and their roles in society;  **Creating materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  Make use of props and materials when role playing characters in narratives and stories.  **Being Imaginative & Expressive:** Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | | |