

RE Reception Long Term Plan

Characteristics of Effective Learning		
<b>Playing and Exploring - Engagement</b> <ul style="list-style-type: none"> <li>Finding out and exploring ✓</li> <li>Playing with what they know ✓</li> <li>Being willing to 'have a go' ✓</li> </ul>	<b>Active Learning - Motivation</b> <ul style="list-style-type: none"> <li>Being involved and concentrating ✓</li> <li>Keeping on trying ✓</li> <li>Enjoying achieving what they set out to do ✓</li> </ul>	<b>Creating and Thinking Critically - Thinking</b> <ul style="list-style-type: none"> <li>Having their own ideas (creative thinking) ✓</li> <li>Making links (building theories) ✓</li> <li>Choosing ways to do things (critical thinking) ✓</li> </ul>

Area of RE	Knowledge and skills	Vocab
<b>Christianity</b> (Whole school main focus topics)  Working towards meeting ELGs: <b>People, Culture &amp; Communities:</b> 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;	Begin to name different beliefs and practices. Begin to understand why God is important to Christians. Begin to name Christian symbols  Begin to understand why the Bible is important to Christians. Begin to retell/act out some stories from the Bible and suggest their morals.  Begin to understand why the Creation story is important to Christians and how it is told.  Begin to understand the importance of Incarnation to Christians and how it is celebrated. Begin to retell religious stories.  Begin to understand the importance of Salvation to Christians and how it is celebrated. Begin to retell stories from holly week. Begin to name Easter symbols,	God/creation, God, pray, Christian, Baptism,  Bible, story,  Creation, Adam and Eve,  Incarnation, Nativity, celebration, Christmas, Jesus, Bethlehem, Worship, Advent, birth, advent,  Bible, Gospel, Lent, Easter, cross, new, life, palm cross,
<b>Buddhism</b>  Working towards meeting ELGs: <b>People, Culture &amp; Communities:</b> 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;	Begin to name different beliefs and practices. Begin to understand a Buddhists way of life. Begin to understand Buddhist festivals, worship and rituals. Begin to recognise some Buddhism symbols. Begin to understand the similarities and differences between Christianity and Buddhism.	Buddhism, Buddha, Temple, meditation, monks, prayer, mantra, enlightenment, Mandala art, symmetrical, wheel of life, lotus flower,

<p><b>Festivals and Celebrations</b></p> <p>Working towards meeting ELGs:  <b>People, Culture &amp; Communities:</b> 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>Begin to name festivals.</p> <p>Begin to notice/name similarities and differences between different festivals and celebrations.</p> <p>Begin to develop an understanding of different celebrations e.g. Harvest, Remembrance Day, Dawali, Chinese New Year, Eid (Plus the festivals and celebrations above).</p> <p>Begin to name places of worship.  Begin to explain how festivals are celebrated.  Begin to name different symbols.  Begin to name places of worship.</p>	<p>Festivals, celebrations, similarities, differences, Harvest, celebration, festival, give thanks, grateful.</p> <p>Dawali, symbols, artefacts, India, Rangoli pattern, oil lamps, good and evil, dark and light, flower garlands, goddess,</p>
---	---	--

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.