

Birth to 2years

Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with.

2-year-olds	Au. 1	Develops a sense of belonging to their family and their key carer.
	Au. 2	Has a sense of own immediate family and relations and pets. Begin to join in celebrations.
	Sp. 1	Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these.
	Sp. 2	Make connections between the features of their family and other families.
	Su. 1	Notice differences between people.
	Su. 2	Show interest in different occupations.

3-year-olds	Au. 1	Knowing who is in their family and why they are special to them.
	Au. 2	Know about family celebrations. Know about events celebrated by different groups of people.
	Sp. 1	Know about events celebrated by different groups of people. Valentine's Day & pancake day
	Sp. 2	Know about who celebrates Easter and why we celebrate Easter. Know about events celebrated by different groups of people.
	Su. 1	Celebrating St Georges Day.
	Su. 2	Celebrating leaving Nursery and starting Reception.

4-year-olds	Au. 1	<p>Throughout the year the children will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Children respect special things in their own lives. Children can draw a simple map and listen to stories with maps. Children recognise some common signs.</p>
	Au. 2	<p>Throughout the year the children will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live. Children use positional language.</p>
	Sp. 1	<p>Throughout the year the children will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live.</p>
	Sp. 2	<p>Throughout the year the children will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves – Google Maps.</p>
	Su. 1	<p>Throughout the year the children will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Children know that different places are special to different people. Children can draw information from a simple map and identify landmarks of our local area walk.</p>
	Su. 2	<p>Throughout the year the children will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Children can compare and contrast different places. Children show respect to one another and to animals. Children can create own maps using grid paper and symbols (x marks the spot treasure maps)</p>

Early Learning Goal

- 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.