EYFS - RE **Autumn 1st Half Term**

Unit: F1 Which stories are special and why?

Unit Overview:
Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.

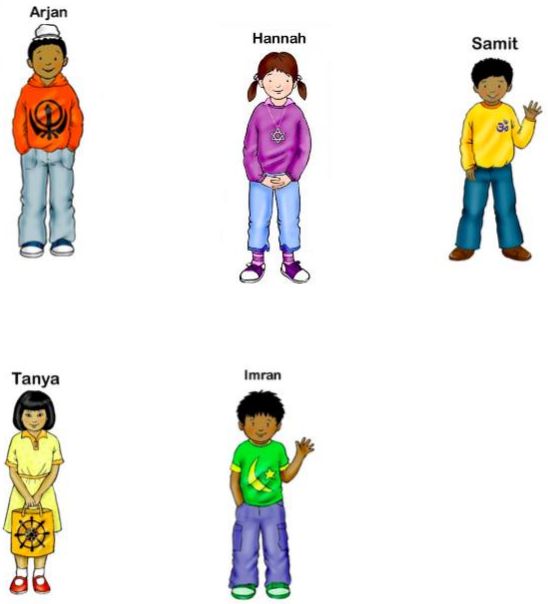
Key Questions:

- What is your favourite story? What do you like about it and why?
- Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like?
- What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn?
- What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn?
- What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God?
- What is the holy book for Muslims?
- What are the similarities and differences between different people's special stories?

Vocabulary:
Jesus, Bible, parables, Muslim, Qur'an, emotions-names of emotion (worried, scared, ecstatic, elated, excited), promises Believe , Christmas, Bible, Angel, Star, Easter, Jesus, Cross, Hindu, Diwali, Rama & Sita, Diva lamp

Resources:
Quality Texts: My First Qur'an by Saniyasnain Khan, My Look and Point Bible by Christina Goodings and Annabel Hudson, Stories Jesus Told books by Nick Butterworth and Mick Inkpen, My Very First Bible Stories by Lois Rock and Alex Ayliffe

NATRE unit 6



EYFS - RE	Autumn 2nd Half Term

Unit: F2 Which people are special and why?

Unit Overview:

Pupils think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'. There is an emphasis on how some characters show the qualities of friendship.

Key Questions:

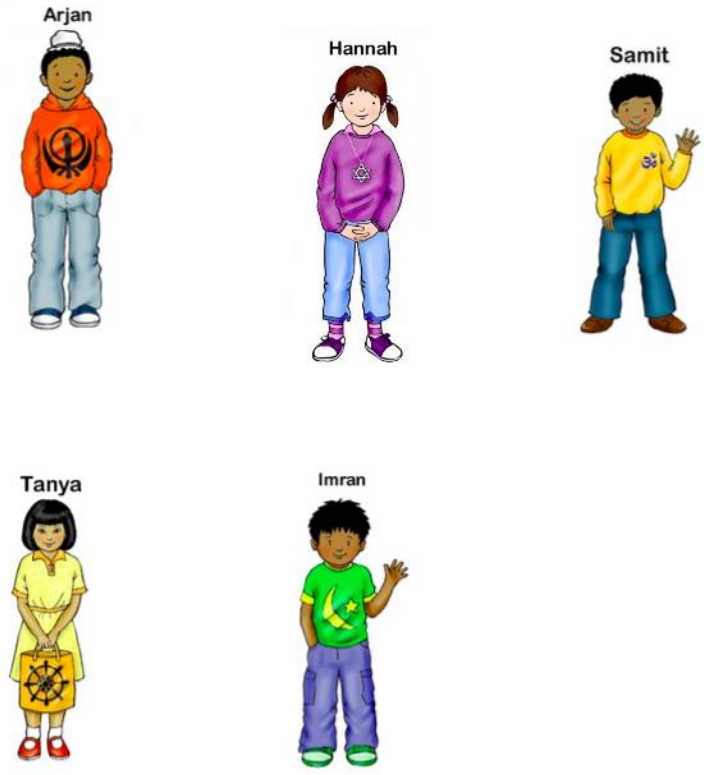
- Who is special to you and why?
- Why are some people special?
- What story do Sikhs tell about a special person?
- What is a good friend like? How did Jesus make some very special friends?
- What can a Christian learn from actions in a story?
- What story shows Jesus being a friend and caring for others?

Vocabulary:

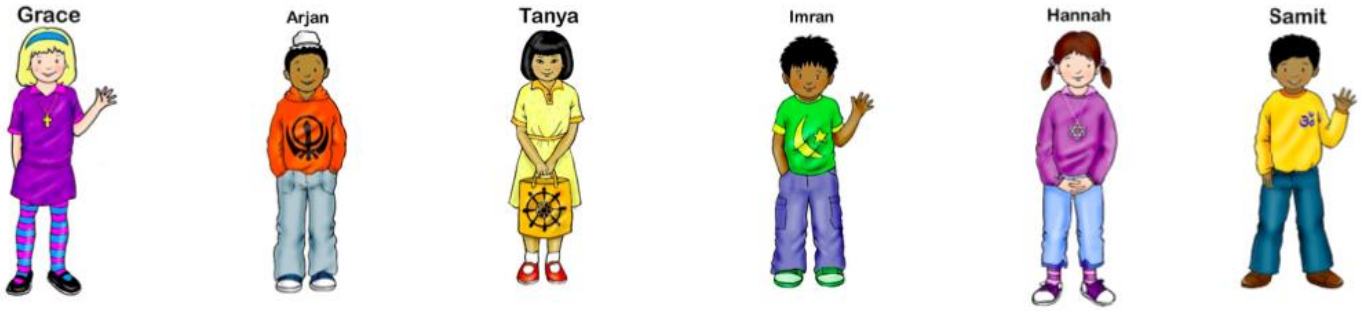
relation, family tree past/present /future, relationships, siblings emotions-names of emotion differences/different, Special Friend, Disciples, Miracle, Sikh, Guru Nanak

Resources:

Quality Texts: 'I am Special' song, The Rainbow Fish, The feeding of the 5 000, The story of Zacchaeus



EYFS - RE	Spring 1st Half Term
Unit: F4 Which times are special and why?	
Unit Overview: Pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas, Diwali and Sukkot/Sukkoth. However, teachers may decide to focus on other religious special times depending on their class' needs.	
Key Questions: - What special times have you had? What do other people celebrate? - What happens at Sukkot and why? - What story do Hindu people remember at Diwali? What happens at Diwali and why? - What happens at Christmas/Easter and why? - What can we say about Christmas/Easter, Diwali and Sukkot?	
Vocabulary: celebrations, celebrate, Hindu, Hinduism, Diwali, Jewish, Hannukah, Christmas, Easter, special time, Church, Synagogue, Mosque, Mandir, Holy, different types of celebratory food, believe, belief, faith	
Resources: **Quality Texts:** Story of Diwali, Christmas/Easter story	





EYFS - RE	Spring 1st Half Term
Unit: F3 Which places are special and why?	
Unit Overview: Pupils explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship and it is incredibly beneficial if the class can go on a visit. There is the opportunity to show learning about a holy place through model making and the unit finishes with pupils consolidating all of their learning to create a special place for the whole class.	
Key Questions: - What makes our home special? - Where is my favourite place in my home? - What makes our school special? - How do I feel when I am in my special place? - Are places that are special to me, special to everyone?	
Vocabulary: Church, Mosque, Muslim, Christian, religion, worship, special, holy, alter, lectern, font, western wall, Prophet Muhammed, Allah.	
Resources: NATRE unit 5	











EYFS - RE	Summer 1st Half Term

Unit: F5 Where do we belong?

Unit Overview:
Pupils to think about how each person is unique and valuable and consider religious beliefs about this. It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism.

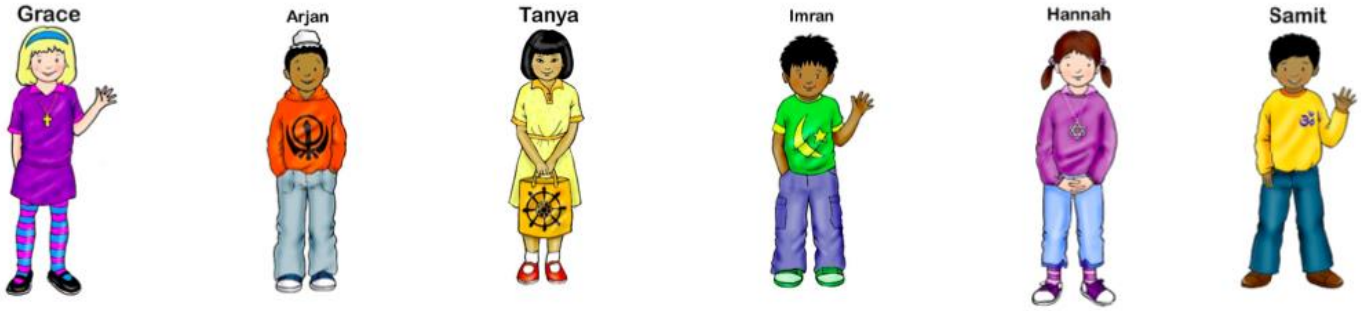
Key Questions:

- What makes us feel special? What makes Christians feel special to God?
- How do Christians know that children are special to God?
- What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to?
- How do we show people they are welcome? How are babies welcomed into the Christian family?
- How is a baby welcomed into the Muslim religion?
- How do Hindu brothers and sisters show their love for each other at a festival?

Vocabulary:
faith, community, belonging, special, religion, symbol, baptism, dedication, marriage, identify, traditional
Unique, Valued, Belonging, Group, Religion, Baptism, Blessing

Resources:
Quality Texts: The Lion and the Mouse Story, Where's Wally book, Jesus Blesses the Children

NATRE unit 3





EYFS - RE **Summer 2nd Half Term**

Unit: F6 What is special about our world?

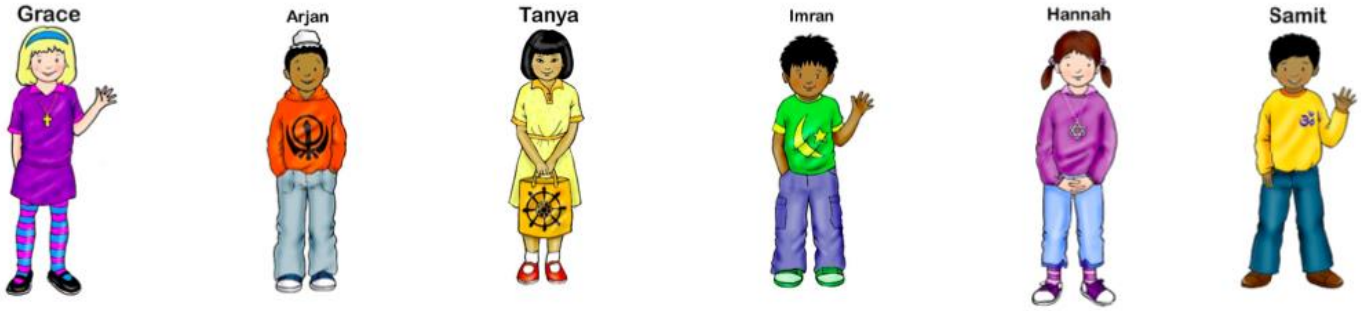
Unit Overview:
Pupils are encouraged to experience the nature around them and reflect upon the natural world for themselves. This provides a basis for thinking about how the world was created and understanding that many religious people believe that God designed and created it. The creation story from Genesis is introduced alongside two stories from Islam focusing on care for Allah's creation.

Key Questions:

- What are our favourite things about nature?
- Why do some people say the world is special? What do you think is special about the world?
- What story do Christians tell about how the creation of the world?
- How can we tell the Christian story of creation?
- What stories do Muslim people tell about God's creation?
- How does Muhammad show Muslims how to behave in the story of Muhammad and the Kittens?
- Is our world 'very good'?

Vocabulary:
Life cycles, natural, creation, grow, words linked to plants and animals, words linked to textures, colours and sizes, Bible, Muslims,

Resources:
Quality Texts: A story of creation, Genesis story, Muhammad and the Crying Camel, Muhammad and the Kittens



Location	What was created in the story?	Pupils could each collect:
1	Day 1 Light (Day) and Darkness (Night)	Image of day and night/ image of lightbulb shining in darkness
2	Day 2 Sky above and waters below	Image of the sky/ image of the sky above water
3	Day 3 Earth, sea and plants	Leaf or another piece of greenery/ image of the sea near a shore where plants are growing
4	Day 4 Sun, moon and stars	Image of the sky at daytime and night time/ image showing a sun, the moon and the stars
5	Day 5 Water animals, birds	Feather/ image of water animals
6	Day 6 Animals and people	Small plastic animal/ image of themselves
7	Day 7 God rested	Image of a pillow