

Yearly Skills & Knowledge Progression
Subject: RE-Thematic Approach.
Year group: EYFS

There are 6 key questions, accessed through continuous provision (or discretely), in line with Development Matters & Birth to 5 Matters guidance for EYFS. Pupils are assessed against ELGs. All units will introduce specialist vocabulary and be resourced reflecting the worldviews that are appropriate for Dovers Green School, whilst also including Christianity.

	Half Term 1	Half Term 2
Autumn	<p>Who am I, and where do I belong?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Every person is special and unique • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious & non-religious) • Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses) <p>Why do we have celebrations?</p> <ul style="list-style-type: none"> • Christians celebrate special festivals e.g. Harvest, Christmas, Easter <p><u>Skills</u></p> <p>Reflecting on the feelings and experiences of new life.</p> <p>Empathising with the joy of new life at spring time, throughout the year as babies are born, and within stories, e.g. the Christmas story.</p> <p>Investigating artefacts and stories through listening and asking questions.</p> <p>Interpreting by suggesting meanings for words, actions and objects within stories and celebrations.</p>	<p>Why do we have celebrations?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Each person has a "birth-day" and this is celebrated on the anniversary of their birth • Celebrations are joyful times • Celebrations are often a time to say "thank you" • Christians celebrate special festivals e.g. Harvest, Christmas, Easter • Other religions have different festivals • School-based celebrations <p><u>Skills</u></p> <p>Reflecting on their own experiences and celebrations.</p> <p>Empathising by considering the experiences and beliefs of others, and knowing how to show respect.</p> <p>Investigating by asking relevant questions.</p> <p>Interpreting the meaning of different foods, artefacts, decorations and outfits for various religious celebrations</p>

	<p>Forest School - Why do we have celebrations?</p> <ul style="list-style-type: none"> • Christians celebrate special festivals e.g. Harvest, Christmas, Easter • School-based celebrations <p>Skills</p> <p>Reflecting on the feelings and experiences of the world and the Creation story - how does it feel to make something fantastic?</p> <p>Empathising with the wonder of the world or how it feels to have made something but to have it spoilt.</p> <p>Investigating the story/stories of Creation through talk, particularly questions.</p> <p>Interpreting by talking about what they think about the world and creation.</p>
<p>What can make this personal to Dovers Green?</p> <p>Link RE to topic on Ourselves- Celebrate the religious beliefs of the pupils in the class. Use of photos, family trees, special days to invite family members into class eg Invite your dad to school.</p> <p>Harvest Festival- Whole school celebration.</p>	<p>What can make this personal to Dovers Green?</p> <p>Christmas Play</p> <p>Local Christian Minister to lead Nativity Assembly.</p> <p>PTA set up a winter wonderland in Forest School.</p> <p>Christmas dinner celebration and class Christmas parties.</p> <p>RE linked to topics covered - Birthdays, Hannukah, Diwali, Christmas Story.</p>
<p>What makes a place special?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Some people have places that are special to them • There are special buildings where some people go to think and learn about God • Some people feel close to God anywhere or in their own special places <p>Why do we have celebrations?</p>	<p>What makes something special?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Different things are special to people for different reasons • How to look after special things and respect things that are special to others • People can use objects to help them remember special times and places • Memories can be special

- Celebrate pupils birthdays throughout the year.

Skills

Reflecting on feelings, experiences, beliefs and practices

Empathising by considering thoughts, feelings, experiences, beliefs and practices; knowing how to behave in various places

Investigating by gathering information from a variety of sources, e.g., places of worship, photos, artefacts/objects, books etc.

Interpreting the meaning of symbols in a church building or place of worship

- Some objects are 'religious' objects and help people to think about God

Why do we have celebrations?

- Celebrate pupils birthdays throughout the year.

- Christians celebrate special festivals e.g. Harvest, Christmas, Easter

Skills

Reflecting on the importance of stories, what we can learn from stories and how they relate to our own lives.

Empathising with characters within stories and thinking about how they may have felt at particular moments.

Investigating stories through listening and asking questions.

Interpreting by suggesting meanings for words, actions and objects within stories.

What can make this personal to Dovers Green?

Individual pupils - Using Seesaw to take photos of their special place or place of worship.

What can make this personal to Dovers Green?

Easter traditions - Easter egg hunt in Forest School. Pupils bring in objects of personal interest and discuss why they are special to them. Look at different religious objects from the school resources and discuss why they are special.

Forest School - What makes our world wonderful?

Knowledge

- Our world is a place of wonder & we should look after it
- People are naturally 'creative'
- Some people believe our world was created by God and that this is an important story in their special books
- Some people believe that it came about naturally and that science is the best way to understand it

Skills

Reflecting on the feelings and experiences of the world and the Creation story - how does it feel to make something fantastic?

Empathising with the wonder of the world or how it feels to have made something but to have it spoilt.

Investigating the story/stories of Creation through talk, particularly questions.

	<p>Interpreting by talking about what they think about the world and creation.</p> <p>Why do we have celebrations?</p> <ul style="list-style-type: none"> • Christians celebrate special festivals e.g. Harvest, Christmas, Easter 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p>What makes our world wonderful?</p> <ul style="list-style-type: none"> • Our world is a place of wonder & we should look after it • People are naturally 'creative' • Some people believe our world was created by God and that this is an important story in their special books • Some people believe that it came about naturally and that science is the best way to understand it <p><u>Skills</u></p> <p>Reflecting on the feelings and experiences of the world and the Creation story - how does it feel to make something fantastic?</p> <p>Empathising with the wonder of the world or how it feels to have made something but to have it spoilt.</p> <p>Investigating the story/stories of Creation through talk, particularly questions.</p> <p>Interpreting by talking about what they think about the world and creation.</p>	<p>What can we learn from stories?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • People can have favourite stories • Through stories people share ideas and values about how to live • Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God • Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc. <p>Why do we have celebrations?</p> <ul style="list-style-type: none"> • Celebrate pupils birthdays throughout the year. • School-based celebrations <p><u>Skills</u></p> <p>Reflecting on the importance of stories, what we can learn from stories and how they relate to our own lives.</p> <p>Empathising with characters within stories and thinking about how they may have felt at particular moments.</p> <p>Investigating stories through listening and asking questions.</p> <p>Interpreting by suggesting meanings for words, actions and objects within stories.</p>
	<p>What can make this personal to Dovers Green?</p> <p>The use of Forest School. Look at globes and google maps to have an understanding of the world and different habitats. Caring for and watching minibeasts grow and develop in our classroom.</p>	<p>What can make this personal to Dovers Green?</p> <p>EYFS topic Once Upon a Time - Introduce some religious books Bible, Torah and Qur'an and talk about some of the special people in the stories e.g. Jesus, Prophet Muhammad, Moses etc.</p>

, helicopter stories/role play and small world play to bring stories alive.

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Thinking theologically about God

Thinking sociologically about community

Thinking philosophically about identity