



Holmesdale Infant School
Yearly Knowledge and Skills Progression
Subject: RE
Year group: Nursery

EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Each area is split into 17 aspects, all of which are interwoven. The most relevant for RE are taken from the following areas of learning:

Understanding The World, with elements from Communication & Language, PSED, Literacy and Expressive Arts and Design.

We have identified 5 BIG IDEAS that run through our RE curriculum. These are evident threads that run through the year groups – Beliefs, Diversity, Context, Ethics/Philosophy. These are highlighted throughout the maps.

Throughout the year – as part of continuous provision these topics will be covered throughout the year.

<u>Who am I and where do I belong</u>	<u>Why do we have celebrations?</u>	<u>What makes a place special?</u>	<u>What can we learn from stories?</u>	<u>What makes something special?</u>	<u>What makes our world wonderful?</u>
<p>To explore questions of identity, e.g., ‘What makes you special and unique?’ and ‘How can we value others?’, as well as thinking about the different places the children belong (school community, family, friendships etc.).</p>	<p>To explore the idea of ‘celebration’ as an important concept, the starting point being the celebrations that are a part of the lives of pupils in your class. This learning creates significant opportunities to help pupils to see the world through the eyes of others and to understand that celebrations can help us understand more about what different people believe.</p>	<p>To know that places are special for different people and that some places hold special memories.</p>	<p>To explore a wide range of stories and picture books, religious and secular.</p>	<p>To think about the different ways in which an object might be considered ‘precious’ or ‘special’, and begin to articulate why this is.</p>	<p>To engage children with their innate sense of wonder about the natural world, and their part in it as unique individuals.</p>

Who am I and where do I belong?

<p>Knowledge:</p> <ul style="list-style-type: none"> • To know everybody is special and unique – (birthdays, religious festivals, celebrating achievements) • To know that they belong to different groups (family, class, friends) and these help them feel safe and cared for • To begin noticing that people have different families and different ways of belonging <p>(These prepare children for Reception’s deeper work on beliefs about identity, how babies are welcomed, and how religious groups show belonging.)</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Assembly • Special • Unique • Individual • Values • Rights
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Why do we have celebrations?

Celebrated throughout the year and based on what children in the class may be celebrating themselves

Knowledge:

- To know that birthdays are celebrations and that people enjoy celebrating special events.
- To begin to recognise that different people celebrate different things at different times.
- To notice simple features of celebrations (e.g., gifts, decorations, special foods).
- To know that I have a birthday

(This leads into Reception's focus on Christmas, Easter, Diwali, Chinese New Year, and on comparing celebrations across religions.)

Vocabulary

- Gift/present
- Celebration – Birthday, Christmas, Easter, Harvest, Ramadan, Eid, Chinese New Year, Jewish Sukkot, Hanukkah, Rosh, Hashanah, Wedding
- Decoration
- Thank you
- Journey,
- Christmas - Key people in the story: Jesus, Mary, Joseph, Angel, Shepherds, Kings/Wise men
- Nativity

What makes a place special?

Celebrated throughout the year and based on what children in the class may be celebrating themselves

Knowledge:

- To know that some places are special to them (e.g., home, parks, favourite places).
- To begin to recognise that some people have special places connected to their beliefs (churches, mosques, synagogues, etc.).
- To talk about places they have visited and who they went with.

(Prepares for Reception work on churches, special buildings, and why people go there.)

Vocabulary

- Church
- Worship
- Pray
- Service
- Festival names
- Parish
- Sukkot Sukkah

What can we learn from stories?

Knowledge:

- To talk about what happens in a story (basic retelling).
- To begin to recognise that stories can teach lessons or have meanings.
- To listen to and enjoy stories from different genres.
- To listen to and enjoy stories from different cultures and religions.

(This prepares for Reception's focus on stories from the Bible, and other traditions, and understanding why they are special.)

Vocabulary

- Story
- Favourite

What makes something special?

Knowledge:

- To talk about things that are special to them and why.
- To recognise that different things are special to different people.
- To understand that special things should be looked after.

(This supports Reception's work on artefacts, memory objects, and how Christians and others use special things to think about God.)

Vocabulary

- Special
- Precious
- Artefact
- Collection
- Memory

What makes our world wonderful?

Looking at how to care for the classroom and areas around them

Knowledge:

- To know they are part of the natural world and can help to look after it.
- To notice the beauty and variety in nature around them.
- To understand simple ways to care for their environment (tidying, looking after resources).

(This leads smoothly into Reception's learning about creation stories, being creative, and taking responsibility for the world.)

Vocabulary

- Classroom
- Care
- Tidy
- Safe
- Planet
- World
- Plastic
- Damage
- Spoil
- Problem

British Values/SMSC

- Mutual tolerance and respect
- Open up to different cultures, faiths and traditions other than their own.
- Children are learnt to respect others' varying views and opinions

How can we enrich this at Holmesdale?

- New class sense of belonging
- Nursery will talk about and share the religious festivals of children in their class
- Christmas cards
- Visit to library
- World book day

End points – by the end of the year (from NC):

- To 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.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Demonstrate understanding of what has been read to them by retelling stories
- Talk about the lives of the people around them and their roles in society.
- Recount narratives and stories with peers and their teacher.

