

Ashtree Primary School and Nursery Medium Term Plan for RE

EYFS - Nursery - RE

Key Vocabulary Festival, celebrate, harvest, Eid, Muslim, Christmas, Christian, Diwali, Hindu, presents, God, baby, Jesus, Nativity, Mary, Joseph, Three Wise Men, Spring, Easter, church, temple, mosque, advent wreath, cross, silent, still, reflect (think about), Aqiqah, Hindu, Raksha Bandhan, Beginning of the world, look after, helping, creator, universe Muhammed, care.

Key Knowledge

Children can be taught key knowledge by following the steps below:

Beliefs and practices

Celebrating joyous occasions, harvest

To know how and why do we prepare for and celebrate a joyous occasion (*birthday parties, weddings, Chinese New Year*). To know how and why Christians celebrate Harvest? How do we know that it's Harvest time?

To know why Christians perform nativity plays at Christmas? **Aut**

Sources of wisdom

Hear religious stories. Share the Christmas story. Using puppets, small world or Lego figures, retell stories from holy books. **Aut**

Exploring the Easter story. Read an account of the Easter events from a children's bible **Spr**

Symbols and actions

Exploring artefacts, dress and food - Talk about lifestyle, religious and cultural places and practices, dress, food and music.

Explore some religious artefacts through the senses showing respect for beliefs, for example, an advent wreath. **Aut**

Prayer, worship and reflection

Exploring places of prayer, worship and reflection- Experience through the senses, candles, incense, flowers, water, foods and religious artefacts used in sacred spaces (*church, mosque temple*). Where do you go to be silent/still/pray/reflect? Create a reflective area, with the children, inside or out where they can participate in periods of stillness and reflection Listen to sounds, music, voices and instruments and listen in silence to their own thoughts **Spr**

Key Skills

Identifying and belonging

Celebrating belonging to a family and community- Develop curiosity and begin to ask questions about their own and other people's home and community life. How do people, including those from religious groups, celebrate belonging? **Spr**

Ultimate questions

What makes the world so wonderful? Share a range of stories from different faith traditions about the beginning of the world (Christian, Jewish creation) **Sum**

Human responsibility and values

How do we show care and concern for each other? Who cares for us and who do we care for? Explore how and why religious people in the local community help others through their work. Listen to stories about religious characters including leaders helping others. **Sum**

Justice and fairness

How can we help others when they need it? - Share stories that encourage the children to think about what type of person the prophet Muhammad was through his actions towards the care of animals. **Sum**

Development Matters 2020 – Three & Four Year Olds

- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life indoors and outdoors
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

Curriculum Enhancements

Talk about, prepare and participate in tasting foods for celebrations.

Create a space for reflection/stillness.

Celebrating belonging - Muslim Aqiqah (welcoming a new baby), a Hindu, Humanist or Sikh naming ceremony (*explore faith relevant to cohort*). How do Hindu brothers and sisters show protection for one another at Raksha Bandhan?

Possible Misconceptions

That Nursery children may think that everyone has the same customs and celebrate the same celebrations and festivals.

Suggested Activities

- Exploring artefacts, dress and food
- Use puppets, small world or Lego figures, retell stories from holy books
- Create a reflective area
- Listen to sounds, music, voices and instruments and listen in silence to their own thoughts
- Illustrate the story of creation
- Invite religious people from the community to share how they help others in the community
- Muslim stories of 'The Crying Camel', 'The Tiny Ants' and 'Seven New Kittens'

This will lead to . . .

Reception

ELG: listening, attention and 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

ELG: self-regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

ELG: people, culture and communities

- 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