

EYFS Understanding the World - RE

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the Prime Areas of Learning (**Personal, Social and Emotional Development, Communication and Language and Physical Development**) underpin and are an integral part of children’s learning in all areas.

EYFS Understanding the World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

EYFS UW People and Communities (RE) Opportunities

- Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.
- Listen to what children say about their own experiences with people who are familiar to them.
- Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year
- Take children to places of worship and places of local importance to the community.
- Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.
- Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

Development Matters

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Vocabulary
grandparent, uncle, auntie, cousin, step father, step mother, birthday, festival, Harvest, Christmas, Eid, Diwali, Muslim, Christian, Allah, God, Hindu, community, church, mosque, prayer, temple, celebration, Nativity, bible, remembrance
ELG: People, Culture and Communities
Children at the expected level of development will: - 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.

Wensley Fold EYFS Communities RE Coverage

What we are learning:

<u>Objective</u>	<u>Learning in EYFS</u>			
Talk about members of their immediate family and community	Appreciate that some people's view of a family may be different to their own.	Talk about their own family and appreciate the roles of grandparents and siblings.	Use photographs to clarify who is who within own family and begin to appreciate other children's families	Use books and real life to recognise that not all families are made up in the same way.
Vocabulary: grandparent, uncle, auntie, cousin, step father, step mother				
Recognise that people have different beliefs and celebrate special times in different ways	Understand that most people have a special day or days, such as birthdays, etc.	Know that not everyone believes in the same way as they do and be understanding of these differences.	Listen to others talk about their special places and their beliefs and ask relevant questions.	Use a range of appropriate vocabulary associated with different religions and events e.g. Harvest, Eid, Easter.
Vocabulary: birthday, festival, Harvest, Christmas, Eid, Diwali, Muslim, Christian, Allah, God, Hindu, community				
Understand that some places are special to members of their community	Begin to understand that in almost all communities that are buildings that are special to different people.	Know that some of the special buildings are very important to their friends and their families.	Begin to understand that many people visit these special buildings on a regular basis to pray and give thanks.	Begin to recognise the main symbols associated with different buildings, e.g., church and mosque
Vocabulary: church, mosque, prayer, temple				

When and how we are learning:

Autumn 1	Autumn 2
I am Special - Talking about their own family and who is special to the, sharing photographs and stories of families. - Talking about God as Heavenly Father and that He makes each one of us different and special. He knows us and loves us. - We are all special and have different likes, dislikes and our own feelings.	Christmas – Birth and Birthdays Christmas, Diwali - Children explore the story of the Nativity - Children understand that this story is the story of Jesus' birth? - Children understand Christmas as a special event from the Christian bible - Children learn about Diwali as a Hindu festival, learning about the story of Rama and Sita including listening to Diwali music, dancing and creating Diwali lamps. - Attend a Christmas service in Church.
Harvest - Giving thanks to God for His wonderful creation and for the Harvest. - Widening pupils understanding of the world and where food comes from. - Exploring being thankful as we have access to plenty of food in Britain but there are many places and people in the world who do not have enough. - Take part in a harvest festival celebration in church – understanding this building is a place of worship for Christians.	

Spring 1	Spring 2
Stories Jesus Heard	Easter
- Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.	- Children to explore the events of Easter through a variety of multi-sensory experiences.
Stories Jesus told	- Children know Easter is a celebration of Jesus' death and resurrection.
- Explore the stories that Jesus told and know that he told them to teach us about God	- Children attend an Easter service in Church.
- Children learn about Lunar New Year celebrations.	
Summer 1	Summer 2
Special Times	Special Places
- Develop children's understanding of special/holy times.	- Begin to develop children's understanding of a place being considered as a special/holy place where believers go to worship.
- Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why.	
- Introduce children to the story of Pentecost and God as Holy Spirit.	
- Children learn about the celebrations of Eid for Muslim people in our community.	

Assessment:

Progression in People, Culture and Communities in EYFS			
End of Nursery	Autumn 2	Spring 2	End of EYFS (ELG)
- Showing interest in the lives of people who are familiar to them; - Remembering and talking about significant events in their own experience; - Recognising and describing special times or events for family or friends; - Starting to show an interest in different occupations and ways of life.	- Showing increased interest in the lives of people who are familiar to them; - Beginning to understand that not all people celebrate the same things as them; - Having a greater understanding about why certain events are being celebrated; - Talking about people that are helpful to them both, from within their family and from outside their family.	- Drawing information from a simple map; - Recognising some similarities and differences between life in this country and life in other countries; - Recognising that people have different beliefs and celebrate special times in different ways; - Starting to show an interest in different occupations and ways of life; - Talking about members of their immediate family and community; - Naming and describing people who are familiar to them.	- 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.

