

EYFS Learning in R.E

The following curriculum is based on the Early Years Framework.

Our Curriculum Drivers are the factors that we value as a school. All of the adults in school model and actively teach the **Lawn Values of Responsibility, Respect, Teamwork, Initiative, Integrity and Empathy**. These values are woven through our curriculum in EYFS and form part of our classroom ethos. Alongside these are our **Trust values of Respect, Kindness, Equality and Creativity**.

The Characteristics of Effective Learning:

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The emphasis on how children learn has huge potential to transform early years practice and empower children as confident, creative lifelong learners. The Characteristics of Effective Learning are:

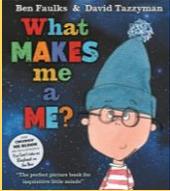
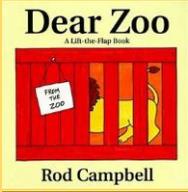
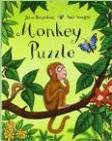
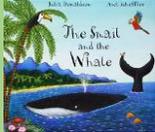
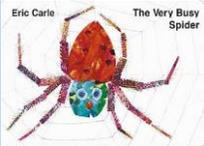
Playing and exploring – children investigate and experience things, and ‘have a go’.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These are the behaviours that the children use in order to learn. To learn well children must approach each opportunity with enthusiasm, curiosity and energy. A child displaying these abilities and attitudes will be a strong learner and will be able to make good progress across all areas of learning,

<u>Learning Nutrient</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Ambition</i>	<i>Challenge</i>	<i>Positivity and Praise</i>	<i>Celebrating and Reviewing</i>	<i>Coach and Support Others</i>	<i>Making choices to support next steps</i>
Topic <i>Link to Global Citizenship Curriculum</i>	Marvellous Me <i>Baseline (3 weeks) Plus observations for own Baseline. We Are All Unique</i>	Let's Celebrate!	Explorers <i>Clean Green World (Whole school do this in Summer term, but this links with our Spring term topic)</i>	Explorers	Castles and Traditional Tales Once Upon a Time... <i>Freedom and Equality</i>	Minibeast Madness

<p>Key texts</p>	<p>'What Makes me a Me' by Ben Foulkes</p>  <p>'Dear Zoo' by Rod Campbell</p> 	<p>'Little Glow' by Katie Sahota and Harry Woodgate</p> 	<p>'Say Hello to the Snowy animals'</p>  <p>'Monkey Puzzle' by Julia Donaldson</p>  <p>'Owl Babies' by Martin Waddell</p> 	<p>'The Smeds and the Smoos' by Julia Donaldson</p>  <p>'The Snail and the Whale' by Julia Donaldson</p>  <p>'What a submarine sees' by Laura Knowles</p> 	<p>'Lullabyhullabaloo' by Mick Inkpen</p>  <p>'Jack and the Beanstalk' (Traditional Tale)</p> 	<p>'The Very Hungry Caterpillar' by Eric Carle</p>  <p>'The Very Busy Spider' by Eric Carle</p> 
<p>Understanding of the world</p> <p>RE</p>	<p>Children will know:</p> <p>About some of the things that make them unique. They will be able to talk about similarities and differences in relation to friends and family e.g. appearance, things they like and dislike.</p> <p>Discussing people in their family, and in the wider family of</p>	<p>Children will know:</p> <p>About similarities and differences between themselves and others and about different cultures and traditions.</p> <p>Finding out about the cultures and religious beliefs of others though exploring festival of light through the story 'Little Glow'. Children</p>	<p>Children will know:</p> <p>They will explain similarities and differences between life in this country and life in other countries through our 'Explorers' topic.</p>	<p>Children will know:</p> <p>Finding out about different religious beliefs when finding out about Easter and how and why it is celebrated.</p>		

	<p>school, community etc.</p> <p>Children will talk about their own lives and discuss their own experiences, talking to different families, discussing what makes families and family life different or the same.</p>	<p>will use their own experiences to talk about different religious festivals and to discuss these in relations to stories read in class.</p> <p>Children will recognise and describe special times or events through the discussion of celebrations they have taken part in and relate it to stories we hear in class.</p>				
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