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| **CY2 Autumn 1 2023 LTP/Progression Document**  **Whole School Theme:** Inspiring Inventions  **Nursery Theme:** Marvellous Me  **Religious Education**  **EYFS and KS1: Believing**  F1 Which stories are special and why?  1.4 What can we learn from sacred books? (Muslims and/or Jewish people)  **KS2: Believing**  L2.1 What do different people believe about God? (Muslims/Non-religious/Atheist)  U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century? (Christianity) | | | | |
| **Progression of Knowledge and Skills** | | | | |
| **Nursery** | **Reception** | **Y1/Y2** | **Y3/Y4** | **Y5/Y6** |
| **Children in Nursery will:**  **Personal, Social and Emotional Development:**  **\*Links to EYFS LTP:**  **Nursery 1:**   * Establish their sense of self. * Express preferences and decisions. They also try new things and start establishing their autonomy. * Engage with others through gestures, gaze and talk.   **Nursery 2:**   * Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. * Talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …   **Understanding the World:**  **Nursery 1:**   * Make connections between the features of their family and other families.   **Nursery 2:**   * Continue developing positive attitudes about the differences between people.   **Links with ‘Working with the revised EYFS Principles into Practice’ Document:**  \*Develop their sense of responsibility and membership of a community – give the children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.  \*Continue to develop positive attitudes about the differences between people – celebrate and value cultural, religious and community events and experiences.  **Characteristics of effective learning:**   * 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.   **Religious Education in the nursery could include:**   * Creative play, make-believe, role play, dance and drama * Dressing up and acting out scenes from stories, celebrations or festivals * Making and eating festival food * Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination * Exploring authentic religious artefacts, including those designed for small children such as ‘soft toy’ artefacts or story books * Seeing pictures, books and videos of places of worship and meeting believers in class * Listening to religious music * Starting to introduce religious terminology * Work on nature, growing and life cycles * Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet * Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.   **Predictable Interests/ Learning experiences:**  \*New routines  \*Class expectations  \*Autumn  **Hooks for learning:**  \*Starting my new class/New Beginnings  \*How do I make others feel?  \*Being kind    **Suggestive Learning:**  \*Create paintings that reflect the emotions happy, sad and angry. Provide colours that are associated with these emotions, such as red for anger.  \*Provide children with paper plates, collage materials and wool so that they can make their own faces and hair.  \*Draw a face in the centre of a paper plate. The children can give the character hair by snipping with scissors along the top of the plate.  \*Explore and celebrate that everyone is different. Play a game to help children consider how their body is the same/different to others. Lay hoops on the floor. When you say a feature a child has, such as curly hair, they jump in a hoop. If they don’t have said feature, they freeze.  \*Freeze familiar objects in ice overnight, such as small world toys, large buttons, keys and pom-poms. Children can work together to explore the ice using magnifying glasses to guess what is hidden inside. Release the objects using pipettes and warm water.  \*Create calm areas in your setting where children can retreat and enjoy listening to music, relaxing and having time on their own. You may like to add some sensory bottles for children to explore, such as this [Emotion Mood Monsters Bottle](https://www.twinkl.co.uk/resource/t-t-2547044-my-emotions-mood-monsters-sensory-bottle).  \*Invite children’s special people into the nursery for a picnic, celebrating people who are special in the children’s lives.  \*Create oval shapes using playdough. Provide googly eyes and coloured wool to represent hair for the children to use to create a face. Add these [**Hair Colour Cut-Outs**](https://www.twinkl.co.uk/resource/t-n-7222-hair-colour-cut-outs) and talk about differences between people.  \*Provide opportunities for children to explore, feel and combine different textures and materials. For example, placing foam and ice, or mud and building bricks together.  \*Share photos of children’s memories both at home and in your setting. You may wish to create a ‘happy’ book of these moments. | **Believing**  F1 Which stories are special and why?  **Children in Reception will:**   * talk about some religious stories * recognise some religious words, e.g. about God * identify some of their own feelings in the stories they hear * identify a sacred text e.g. Bible, Qur’an * talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do * talk about what Jesus teaches about saying ‘thank you’, and why it is good to thank and be thanked.   **\*Links to EYFS LTP:**  **Reception:**  **Personal, Social & Emotional Development**   * Understand why rules are important. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘angry’ and ‘worried’ * Understand gradually how others might be feeling. * Express their feelings and consider the feelings of others.   **Links with ‘Working with the revised EYFS Principles into Practice’ Document:**  \*See themselves as a valuable individual  \*Think about the perspective of others  \*Understand that some places are special to members of their community  \*Recognise that people have different beliefs and celebrate special times in different ways | **Believing**  1.4 What can we learn from sacred books? (Muslims and/or Jewish people)  **Children in Y1/Y2 will:**  **Emerging:**   * **Talk about some of the stories that are used in religion and why people still read them (A2).** * **Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).**   **Expected:**   * **Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).** * **Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).** * **Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).** * **Talk about issues of good and bad, right and wrong arising from the stories (C3).**   **Exceeding:**   * **Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).** * **Make links between the messages within sacred texts and the way people live (A2).** | **Believing**  L2.1 What do different people believe about God? (Muslims/Non-religious/Atheist)  **Children in Y3/Y4 will:**  **Emerging:**   * **Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).** * **Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).**   **Expected:**   * **Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).** * **Ask questions and suggest some of their own responses to ideas about God (C1).** * **Suggest why having a faith or belief in something can be hard (B2).** * **Identify how and say why it makes a difference in people’s lives to believe in God (B1).**   **Exceeding:**   * **Identify some similarities and differences between ideas about what God is like in different religions (B3).** * **Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).** | **Believing**  U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century? (Christianity)  **Children in Y5/Y6 will:**  **Emerging:**   * **Make connections between some of Jesus’ teachings and the way Christians live today (A1).** * **Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).**   **Expected:**   * **Outline Jesus’ teaching on how his followers should live (A2).** * **Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3).** * **Explain the impact Jesus’ example and teachings might have on Christians today (B1).** * **Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).**   **Exceeding:**   * **Explain the links between Jesus’ death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).** * **Investigate and explain the challenges of following Jesus’ teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).** |
| **Progression of Vocabulary** | | | | |
| EYFS | | Y1/Y2 | Y3/Y4 | Y5/Y6 |
| Nursery:  \*Feelings words (linked to EYFS LTP)  \*Religion, religious, non-religious, special people, friendship, welcome, myself, rules, belong, belonging, feelings, relationships, friend, family, community  Reception: F1 Which stories are special and why? Special stories/books, religious stories, secular stories, sacred text, Holy book, beliefs, promises, Bible, God, Jesus, Muslim, Qur’an, Prophet Muhammed, Jewish people, Torah | | 1.4 What can we learn from sacred books? (Muslims and/or Jewish people)  Sacred books/texts, believing, believe, secular books, Muslims, Jewish people, parable, special, holy, Muslims, Holy Qur’an, Prophet Muhammed, Allah, Jewish people, God, Torah, scrolls, Yad, Ark, Hebrew, Arabic | L2.1 What do different people believe about God? (Muslims/Non-religious/Atheist)  Believe, faith, God, Humanists, Atheist, Muslims, Prophet Muhammed, Allah, Holy Qur’an | U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century? (Christianity)  Jesus, values, parables, forgiveness, justice, fairness, generosity, greed, salvation, moral dilemma |