

## RE Long Term Map: Reception

### Preparation for NC:

	<u>Theme</u>	<u>EYFS Development Matters Objectives</u>
Autumn 1	<p><b><u>F:3 What makes a good helper? (see detailed unit planning)</u></b></p> <p><b><u>All About Me</u></b></p> <p>Throughout the unit, the children learn to:</p> <ul style="list-style-type: none"> <li>• take turns and share with other children - adults modelling these skills in the areas of provision in the first few weeks to embed.</li> <li>• explain in simple terms about right and wrong, in terms of behaviour at home and school – explaining the rewards in our classroom (stars on charts) and the traffic light behaviour chart. Writing a list of class and home behaviour rules.</li> <li>• talk about how to care for a friend – discussion of how to help a friend in class e.g. if they need to find an adult for first aid or can't reach something in the areas.</li> <li>• Think of ways they can be helpful to teachers and school staff, parents and grandparents; brothers and sisters and how they can help to look after their pets</li> <li>• explain how they have helped someone they don't even know by fundraising for a charity – share experiences from nursery e.g. reindeer run for Overgate hospice, buying a red nose for comic relief.</li> </ul>	<p><b><u>Understanding the World: People and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members.</li> <li>• They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>• Make a link between pupils own personal experiences and those of their friends</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>
Autumn 2	<p><b><u>F:2 How special times are celebrated (Christian/Hindu) (see detailed unit planning)</u></b></p> <p><b><u>Celebrations</u></b></p> <p>Throughout the unit, the children learn to:</p> <ul style="list-style-type: none"> <li>• Share experiences of celebration they have had/attended e.g. birthday parties, christenings, weddings, Christmas parties – children to share photos</li> </ul>	<p><b><u>Understanding the World: The World</u></b></p> <ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members</li> <li>• They know about similarities and differences between themselves and others and among families, communities and traditions.</li> </ul>

	<ul style="list-style-type: none"> <li>describe the Diwali story and traditions in Hindu families who celebrate – Diwali clothing, books, artefacts in reflection area</li> <li>retell the Christmas story and traditions in Christian families who celebrate - nativity set in small world area for children to act out.</li> </ul> <p><b>Nativity performance for parents/carers</b>  <b>Diwali day – art activities in tuff trays, Rangoli patterns</b>  <b>Trip to St Malachy’s – focus on nativity/birth of Jesus celebration</b></p>	
Spring 1	<p><b><u>F:1 Where do we live and who lives there? (see detailed unit planning)</u></b>  <b><u>Under the Sea</u></b>  Throughout the unit, the children learn to:</p> <ul style="list-style-type: none"> <li>talk about similarities and differences between themselves and others e.g. identify which after school, or out of school groups they belong to</li> <li>Understand that we belong in our homes and local area – Share photos of their homes/families with class</li> <li>Think about a places that are special to them – discuss places they like to go and holiday/day out places they visit with families</li> <li>Look at pictures and read stories about different families and homes and understand that all families and homes are different and special – single parent, same sex parents, children in care</li> <li>Understand that churches and mosques are special places for Christians and Muslims – look back at the photos/videos from the visit to St Malachy’s and virtual tour of mosque in preparation for visit to Halifax mosque.</li> </ul>	<p><b><u>Understanding the World: People and Communities</u></b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> <li>They know that other children don’t always enjoy the same things, and are sensitive to this.</li> <li>Make a link between pupils own personal experiences and those of their friends</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>
Spring 2	<p><b><u>F:4 What can we see in our wonderful world? (see detailed unit planning)</u></b>  <b><u>Growing /Easter</u></b>  Throughout the unit, the children learn to:</p>	<p><b><u>Understanding the World: People and Communities</u></b></p> <ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>They talk about the features of their own immediate environment and how they feel about them</li> </ul>

	<ul style="list-style-type: none"> <li>• Use their senses to investigate the natural world around them to appreciate the wonder of creation – local walks around school grounds/drive, drawing spring flowers e.g. daffodils</li> <li>• Understand that we can find signs of new life in nature – baby animals on the farm</li> <li>• Understand that Christians believe that God created the world – sharing creation story</li> <li>• Grow and look after plants in outdoor provision</li> <li>• - plant seeds/sunflowers/daffodils</li> <li>• Talk about how they can help to look after a place or make it better – relate to local area walk to the park e.g. litter picking</li> <li>• Find out about how Christians celebrate at Easter and understand that Jesus life, death and resurrection are of central importance to Christians</li> </ul> <p><b>Easter bonnet parade – song about baby animals, poem about signs of spring</b></p> <p><b>Trip to Beechwood Park – spotting signs of spring</b></p>	<ul style="list-style-type: none"> <li>• They make observations of the natural world around them and explain why some things occur, and talk about changes. They can say what they do and do not like.</li> </ul>
Summer 1	<p><b><u>F:5 Who and what are special to us? (see detailed unit planning)</u></b></p> <p><b><u>Dinosaurs</u></b></p> <p>Throughout the unit, the children learn to:</p> <ul style="list-style-type: none"> <li>• Think about characteristics of others which make them unique – playing guess who</li> <li>• talk about the different jobs that people do in school and outside of school</li> <li>• Understand that Jesus is special for some people and that Prophet Mohammed is special for some people – sharing stories with them in</li> <li>• special objects and symbols used by Christians and Muslims – linked to Ramadan celebrations and visit to the Mosque.</li> </ul>	<p><b><u>Understanding the World: People and Communities</u></b></p> <ul style="list-style-type: none"> <li>• They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>

	<p><b>Ramadan party at Beech Hill</b>  <b>Trip to the Mosque</b></p>	
<b>Summer 2</b>	<p><b><u>F:2 How special times are celebrated (Islam)</u></b>  <u>Space</u>  Throughout the unit, the children learn to:</p> <ul style="list-style-type: none"> <li>• describe the Eid al Adha traditions in families</li> </ul>	<p><b><u>Understanding the World: The World</u></b></p> <ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members</li> <li>• They know about similarities and differences between themselves and others and among families, communities and traditions.</li> </ul>