

## RE

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

RE is taught cross curricular every day during both adult directed and child initiated learning. E.g. learning about similarities and differences between themselves, learning about their families, celebrating religious festivals.

We record RE through observations which can be seen on Tapestry in Nursery and Reception. Tapestry is an online learning journal which consists of pictures of children’s work, children’s voice, moments from home e.g. a child celebrating their birthdays, adult led activities, independent activities as well as child initiated learning (this is where children can choose where to work and we scaffold their learning). In Reception we also have a theme and maths folder. In the theme folder you can see sequencing of events, work on Christmas, Diwali etc.. Also work is displayed around the classroom across EYFS.

Examples of some activities that can be seen across the year in EYFS are:

- Family trees on displays
- Discussing similarities and differences between us
- Christmas play performance
- Diwali – retelling the story of Rama and Sita
- Easter story and activities
- St. Georges Day – creating own swords and shields
- Reading fiction and non fiction stories
- Discussing ourselves

Below is the EYFS statements taken from Birth to 5 that children need to meet during Nursery and Reception. You can see the progression from Range 5 to Early Learning Goals (ELG). ELG is where children should be at the end of Reception. RE is mostly seen in Understanding of the World (UW) and Communication and Language (CL) statements.

	<b>Understanding of the World (UW)</b>	<b>Communication and Language</b>
Range 5	<p><b><u>People and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• 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</li> </ul>	<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture</li> </ul>
Range 6	<p><b><u>The World</u></b></p> <ul style="list-style-type: none"> <li>• To look closely at similarities, differences, patterns and change.</li> </ul>	<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Links statements and sticks to a main theme or intention.</li> </ul>

	<p style="text-align: center;"><b><u>People and Communities</u></b></p> <p>Enjoys joining in with family customs and routines</p> <ul style="list-style-type: none"> <li>• Talks about past and present events in their own life and in the lives of family members</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>
ELG	<p style="text-align: center;"><b><u>People, Culture and Communities</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- 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.</li> </ul> <p style="text-align: center;"><b><u>The Natural World</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul> <p style="text-align: center;"><b><u>Past and Present</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> </ul>	<p style="text-align: center;"><b><u>Speaking</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>