

| Development Matters   | Year A - Autumn 1<br><br>What makes a place special?  | Key Vocabulary<br>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.  |
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| <p>Understanding the World</p> <p><u>3-4 years</u></p> <p>* Talk about what they see, using a wide vocabulary.</p> <p>* Begin to make sense of their own life-story and family's history.</p> <p>* Continue developing positive attitudes about the differences between people.</p> <p><u>Reception</u></p> <p>* Talk about members of their immediate family and community.</p> <p>* Understand that some places are special to members of their community.</p> <p>* Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p><b>Lesson 1 - What Places Are Special to Me?</b></p> <ul style="list-style-type: none"> <li>• LO: To talk about places that are special to us.</li> <li>• Brief Overview: Children discuss places they enjoy visiting or places that feel important to them such as home, the park, grandparents' house or school. Children share why these places are special.</li> <li>• Key Knowledge: Everyone has places that are special to them. Special places can make us feel happy, safe or calm. People may have different special places.</li> <li>• Key Vocabulary: special, feelings, happy, safe, place</li> <li>• Skills: Speaking and listening, sharing personal experiences, Expressing feelings, Respecting others' ideas.</li> </ul> <p><b>Lesson 2 - Special Places for Christians: The Church</b></p> <ul style="list-style-type: none"> <li>• LO: To know that a church is a special place for Christians.</li> <li>• Brief Overview: Children learn what a church looks like and explore simple features such as the cross and Bible. Discuss what Christians may do inside a church.</li> <li>• Key Knowledge: A church is a special place for Christians. Christians may pray in a church. The cross is an important Christian symbol. The Bible is a special book for Christians.</li> <li>• Key Vocabulary: church, cross, Bible, praying, Christian</li> <li>• Skills: Identifying religious symbols, observing similarities and differences, asking questions, Learning new vocabulary.</li> </ul> | <p><b>Essential / Core Vocabulary (Must Know) -</b> explicitly taught, revisited, and expected to be remembered:</p> <p><b>Special</b> - Something important that we care about.<br/> <b>Church</b> - A special place where Christians go.<br/> <b>Synagogue</b> - A special place where Jewish people go.<br/> <b>Mosque</b> - A special place where Muslims go.<br/> <b>Cross</b> - A special Christian symbol.<br/> <b>Bible</b> - A special book for Christians.<br/> <b>Praying</b> - Talking and listening to God.</p> <p><b>Wider Vocabulary (Exposure / Challenge) -</b> introduced through discussion; not expected to be memorised:</p> <p><b>Christian</b> - A person who follows Christianity.<br/> <b>Jewish / Jew</b> - A person who follows Judaism.<br/> <b>Muslim</b> - A person who follows Islam.<br/> <b>Worship</b> - Showing love and respect to God.<br/> <b>Respect</b> - Being kind and careful with people and places.<br/> <b>Feelings</b> - The way we feel inside.<br/> <b>Quiet</b> - Calm and not noisy.<br/> <b>Place</b> - Somewhere we can go.</p> |

ELG

People, Culture and Communities

\* 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.

**Lesson 3 – Visiting a Church**

- LO: To talk about what people, do in a church.
- Brief Overview: Children look at photographs/videos or visit a local church if possible. They discuss what they notice, hear and feel in the space.
- Key Knowledge: Churches can be quiet and peaceful places. People may sing, pray or listen to stories in church. Some churches have crosses, candles and stained-glass windows.
- Key Vocabulary: worship, pray, quiet, cross, church
- Skills: Observation, talking about experiences, describing feelings, listening carefully

**Lesson 4 – Special Places for Jewish People: The Synagogue**

- LO: To know that a synagogue is a special place for Jewish people.
- Brief Overview: Children are introduced to the synagogue and compare it to a church. They learn that Jewish people gather there to worship and learn.
- Key Knowledge: A synagogue is a special place for Jews. Jewish people may pray and learn in a synagogue. Different religions have different special places.
- Key Vocabulary: synagogue, Jewish, special, worship, pray
- Skills: Comparing places, recognising differences, building respect for others, using new vocabulary

**Lesson 5 – Special Places for Muslims: The Mosque**

- LO: To know that a mosque is a special place for Muslims.
- Brief Overview: Children learn about mosques through stories, photographs and discussion. Explore what Muslims may do in a mosque and how people show respect there.
- Key Knowledge: A mosque is a special place for Muslims. Muslims pray in a mosque. People show respect in special places.
- Key Vocabulary: mosque, Muslim, prayer, special, respect
- Skills: Recognising religious buildings, understanding respect, speaking and listening, comparing similarities and differences

### **Lesson 6 - What Makes a Place Special?**

- LO: To reflect on why places are special to different people.
- Brief Overview: Children recap the church, synagogue and mosque and discuss similarities and differences. They create a picture, collage or simple class book about special places.
- Key Knowledge: Different people have different special places. Religious people may worship in special places. We should respect places that are important to others.
- Key Vocabulary: special, church, synagogue, mosque, respect, worship
- Skills: Reflecting on learning, recalling vocabulary, Comparing ideas, Creative expression

### **End Point**

By the end of the unit, children will be able to:

- Talk about a place that is special to them.
- Recognise that some religions have special places for worship.
- Name a church, synagogue and mosque.
- Use simple RE vocabulary such as church, cross, Bible, praying, synagogue and mosque.
- Share thoughts and feelings about visiting or seeing a special place.
- Show respect when learning about places that are special to others.

**End Point Activity** - Special Places Around the World" Floor Map Activity

Overview: Children work together to create a large floor map or display board showing all the special places they have learned about during the topic.

Provide pictures of:

- a church
- a synagogue
- a mosque
- children's own special places (home, park, school etc.)

Children sort, match and place the pictures onto the display while discussing:

- what each place is called
- who goes there
- why it is special
- what people might do there

Children can then add drawings, symbols or photos they remember from the lessons (cross, Bible, praying hands etc.).

**Progression**

**Nursery**

Children begin to talk about places that are special to them and recognise that some places are special to other people. They explore religious places through pictures, stories and discussion and begin to use simple RE vocabulary with support. Children also begin to talk about feelings linked to special places.

**Reception**

Children build on this by explaining why places are special to different people and independently naming a church, synagogue and mosque. They begin to talk about what people might do in places of worship, use RE vocabulary more confidently and compare similarities and differences between special places. Children also develop respect and understanding towards different beliefs and communities.

**Retrieval questions for quiz basket**

1. What is a special place?
  - A place that is important to someone.
2. How can a special place make you feel?
  - Happy, safe or calm.
3. Do all people have the same special place?
  - No.
4. What is a special place for Christians called?
  - A church.
5. What special book do Christians read?
  - The Bible.
6. What is an important Christian symbol?
  - The cross.
7. What might people do in a church?
  - Pray, sing or listen to stories.
8. What is a special place for Jewish people called?
  - A synagogue.
9. What might Jewish people do in a synagogue?
  - Pray and learn.
10. What is a special place for Muslims called?
  - A mosque.
11. What might Muslims do in a mosque?
  - Pray.
12. How should we treat places that are special to other people?
  - With respect.

| Development Matters   | Year A - Autumn 2<br><br>Why do Christians perform nativity plays at Christmas?   | Key Vocabulary<br>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.  |
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| <p>Understanding the world</p> <p><u>3-4 years</u></p> <p>* Talk about what they see, using a wide vocabulary.</p> <p>* Begin to make sense of their own life-story and family's history.</p> <p>* Continue developing positive attitudes about the differences between people.</p> <p>* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><u>Reception</u></p> <p>* Talk about members of their immediate family and community.</p> <p>* Compare and contrast characters</p> | <p><b>Lesson 1 - What Is Christmas?</b></p> <ul style="list-style-type: none"> <li>• LO: To know that Christmas is a celebration of Jesus' birthday.</li> <li>• Brief Overview: Children explore what happens at Christmas and learn that Christians celebrate the birth of Jesus.</li> <li>• Key Knowledge: Christmas is a Christian celebration. Christians celebrate Jesus' birthday at Christmas. Families celebrate Christmas in different ways.</li> <li>• Key Vocabulary: Christmas, Jesus, celebration, birthday</li> <li>• Skills: Speaking and listening, sharing experiences, learning new vocabulary, talking about celebrations.</li> </ul> <p><b>Lesson 2 - The Nativity Story</b></p> <ul style="list-style-type: none"> <li>• LO: To know the story of Jesus' birth.</li> <li>• Brief Overview: Children hear the nativity story and discuss the main events and characters.</li> <li>• Key Knowledge: Jesus was born in Bethlehem. Mary and Joseph travelled to Bethlehem. Baby Jesus was born in a stable.</li> <li>• Key Vocabulary: nativity, Mary, Joseph, baby Jesus, stable</li> <li>• Skills: Listening to stories, sequencing events, recalling information, answering questions.</li> </ul> | <p><b>Essential / Core Vocabulary (Must Know)</b> - explicitly taught, revisited, and expected to be remembered:</p> <p><b>Jesus</b> - Christians believe Jesus is God's Son.<br/> <b>Mary</b> - Jesus' mother.<br/> <b>Joseph</b> - Jesus' earthly father.<br/> <b>Christmas</b> - A celebration of Jesus' birthday.<br/> <b>Nativity</b> - The story of Jesus' birth.<br/> <b>Church</b> - A special place where Christians go.</p> <p><b>Wider Vocabulary (Exposure / Challenge)</b> - introduced through discussion; not expected to be memorised:</p> <p><b>Stable</b> - The place where Jesus was born.<br/> <b>Shepherds</b> - People who looked after sheep.<br/> <b>Wise Men</b> - Visitors who followed the star to Jesus.<br/> <b>Angel</b> - God's messenger.<br/> <b>Praying</b> - Talking and listening to God.<br/> <b>Celebration</b> - A happy special time.<br/> <b>Carols</b> - Special songs about Jesus' birth.</p> |

from stories, including figures from the past.

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

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

#### ELG

#### People, Culture and Communities

\* 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.

#### **Lesson 3 – Who Visited Baby Jesus?**

- LO: To know who visited baby Jesus.
- Brief Overview: Children learn about the shepherds and wise men visiting Jesus and why this was important.
- Key Knowledge: Shepherds visited Jesus after angels shared the news. Wise men followed a star to find Jesus. Christians believe Jesus was special.
- Key Vocabulary: shepherds, angels, wise men, star
- Skills: Retelling stories, Observation, Talking about characters, Remembering key events.

#### **Lesson 4 – What Happens in Church at Christmas?**

- LO: To know what Christians might do in church at Christmas.
- Brief Overview: Children explore Christmas traditions in church including singing carols, praying and nativity plays.
- Key Knowledge: Christians may go to church at Christmas. People sing carols and pray in church. Nativity plays tell the story of Jesus' birth.
- Key Vocabulary: church, carols, praying, nativity play
- Skills: Comparing experiences, listening and responding, learning vocabulary, talking about traditions.

#### **Lesson 5 – Why Do Christians Perform Nativity Plays?**

- LO: To understand why Christians perform nativity plays.
- Brief Overview: Children discuss why Christians retell the nativity story through plays and songs.
- Key Knowledge: Nativity plays help Christians remember the story of Jesus' birth. Christians believe Jesus is special. Stories can be shared through acting, songs and pictures.
- Key Vocabulary: nativity play, Jesus, Christmas, story, special
- Skills: Retelling stories, understanding meaning, speaking and listening, creative expression.

Past and Present

\* Understand the past through settings, characters and events encountered in books read in class and storytelling.

**Lesson 6 - Remembering the Nativity Story**

- LO: To retell and talk about the nativity story.
- Brief Overview: Children revisit all learning from the topic through sequencing pictures, discussion and creating a class nativity display or story map.
- Key Knowledge: Christmas celebrates Jesus' birth. The nativity story tells Christians about Jesus' birth. Christians celebrate Christmas in churches and homes.
- Key Vocabulary: Christmas, Jesus, nativity, church, carols
- Skills: Recalling learning, sequencing events, using vocabulary, talking about beliefs and celebrations.

**End Point**

By the end of the unit, children will be able to:

- Talk about the nativity story.
- Know that Christians celebrate Jesus' birthday at Christmas.
- Recognise that Christians believe Jesus is special.
- Talk about what happens in church at Christmas.
- Use simple RE vocabulary linked to Christmas.
- Retell parts of the nativity story through discussion, art and sequencing activities.

**End Point Activity** - Nativity Story Journey Floor Book or Story Map

Children work together to create a large story map or floor book retelling the nativity story from beginning to end.

Include:

- Mary and Joseph travelling
- the stable
- baby Jesus
- shepherds
- angels
- wise men
- churches/carols/nativity plays

Children help sequence pictures, match vocabulary and talk about what is happening in each part.

**Progression**

**Nursery**

Children begin to listen to and join in with the nativity story. They talk about Christmas celebrations and begin to recognise that Christmas is special to Christians. Children use simple vocabulary with support and begin to recall parts of the story.

**Reception**

Children build on this by retelling the nativity story in sequence and explaining why Christmas is important to Christians. They begin to understand why nativity plays are performed and use RE vocabulary more independently when discussing beliefs and celebrations.

**Retrieval questions for quiz basket**

1. What does Christmas celebrate?
  - Jesus' birthday.
2. Who do Christians celebrate at Christmas?
  - Jesus.
3. Where was Jesus born?
  - Bethlehem.
4. Who travelled to Bethlehem?
  - Mary and Joseph.
5. Where was baby Jesus born?
  - In a stable.
6. Who told the shepherds that Jesus had been born?
  - Angels.
7. Who followed a star to find baby Jesus?
  - The wise men.
8. Why do Christians believe Jesus is special?
  - He is God's Son.
9. What might Christians do in church at Christmas?
  - Sing carols, pray and watch a nativity play.
10. What does a nativity play tell?
  - The story of Jesus' birth.
11. Why do Christians perform nativity plays?
  - To remember the story of Jesus' birth.
12. Can families celebrate Christmas in different ways?
  - Yes.

| Development Matters  | Year A – Spring 1<br><br>What makes a story special?  | Key Vocabulary<br>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.  |
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| <p>Understanding the world</p> <p>3-4 years</p> <p>* Talk about what they see, using a wide vocabulary.</p> <p>* Begin to make sense of their own life-story and family's history.</p> <p>* Continue developing positive attitudes about the differences between people.</p> <p>Reception</p> <p>* Talk about members of their immediate family and community.</p> <p>* Compare and contrast characters from stories, including figures from the past.</p> <p>* Recognise that people have different beliefs and celebrate</p> | <p><b>Lesson 1 – What Stories Are Special to Me?</b></p> <ul style="list-style-type: none"> <li>• LO: To talk about stories that are special to us.</li> <li>• Brief Overview: Children share favourite stories and discuss why stories can be special and important.</li> <li>• Key Knowledge: Stories can make people feel happy and help them learn. Different people have different favourite stories. Stories can be remembered and shared.</li> <li>• Key Vocabulary: story, special, favourite, feelings</li> <li>• Skills: Speaking and listening, sharing ideas, expressing feelings, talking about experiences.</li> </ul> <p><b>Lesson 2 – The Bible: A Special Book for Christians</b></p> <ul style="list-style-type: none"> <li>• LO: To know that the Bible is special to Christians.</li> <li>• Brief Overview: Children explore what the Bible is and why Christians think it is special.</li> <li>• Key Knowledge: The Bible is a special book for Christians. Christians listen to stories from the Bible. The Bible teaches Christians about God and Jesus.</li> <li>• Key Vocabulary: Bible, Christian, Jesus, special</li> <li>• Skills: Listening, learning new vocabulary, observing books and symbols, talking about beliefs.</li> </ul> | <p><b>Essential / Core Vocabulary (Must Know) –</b> explicitly taught, revisited, and expected to be remembered:</p> <p><b>Bible</b> – A special book for Christians.<br/> <b>Jesus</b> – Christians believe he is God the Son.<br/> <b>Parables</b> – Special stories told by Jesus.<br/> <b>Qur'an</b> – A special book for Muslims.<br/> <b>Story</b> – Words that tell something that happened.</p> <p><b>Wider Vocabulary (Exposure / Challenge) –</b> introduced through discussion; not expected to be memorised:</p> <p><b>Christian</b> – A person who follows Christianity.<br/> <b>Muslim</b> – A person who follows Islam.<br/> <b>Islam</b> – The religion followed by Muslims.<br/> <b>Special</b> – Something important that we care about.<br/> <b>Respect</b> – Being careful and kind with people and things.<br/> <b>Lesson</b> – Something we can learn.<br/> <b>Favourite</b> – Something we like the most.</p> |

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| <p>special times in different ways.</p> <p>ELG<br/>People, Culture and Communities<br/>* 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.<br/>Past and Present<br/>* Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p><b>Lesson 3 – Jesus Told Parables</b></p> <ul style="list-style-type: none"> <li>• LO: To know that Jesus told special stories called parables.</li> <li>• Brief Overview: Children hear a simple parable such as The Lost Sheep and discuss what happens in the story.</li> <li>• Key Knowledge: Jesus told stories called parables. Parables help teach people lessons. Christians believe Jesus is special.</li> <li>• Key Vocabulary: Jesus, parable, story, lesson</li> <li>• Skills: Listening to stories, recalling events, talking about meaning, answering questions.</li> </ul> <p><b>Lesson 4 – A Special Story from the Bible</b></p> <ul style="list-style-type: none"> <li>• LO: To talk about a Bible story.</li> <li>• Brief Overview: Children explore another simple Bible story and discuss the characters, events and feelings in the story.</li> <li>• Key Knowledge: The Bible contains many stories. Christians learn from Bible stories. Stories can help people understand right and wrong.</li> <li>• Key Vocabulary: Bible, story, Christian, Jesus</li> <li>• Skills: Retelling stories, sequencing events, speaking and listening, describing characters.</li> </ul> <p><b>Lesson 5 – The Qur'an: A Special Book for Muslims</b></p> <ul style="list-style-type: none"> <li>• LO: To know that the Qur'an is special to Muslims.</li> <li>• Brief Overview: Children are introduced to the Qur'an and learn that Muslims treat it with respect.</li> <li>• Key Knowledge: The Qur'an is a special book for Muslims. Muslims follow Islam. Special books should be treated respectfully.</li> <li>• Key Vocabulary: Qur'an, Muslim, Islam, respect</li> <li>• Skills: Comparing beliefs, learning vocabulary, observing similarities and differences, showing respect.</li> </ul> |  |
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### **Lesson 6 - What Makes Stories Special?**

- LO: To reflect on why stories are special to different people.
- Brief Overview: Children revisit the Bible, Qur'an and parables and discuss why stories are important. Children create a class story display or sequencing activity.
- Key Knowledge: Some stories are special because they teach people important things. Religious people have special stories and books. Different people may have different special stories.
- Key Vocabulary: story, Bible, Qur'an, parable, special
- Skills: Recalling learning, comparing ideas, using vocabulary, talking confidently

### **End Point**

By the end of the unit, children will be able to:

- Talk about a story that is special to them.
- Know that the Bible is special to Christians.
- Know that the Qur'an is special to Muslims.
- Know that Jesus told special stories called parables.
- Retell parts of a parable or special story.
- Use simple RE vocabulary linked to stories and special books.

**End Point Activity** - Our Special Stories" Class Story Journey

Children work together to create a large story journey display showing all the stories and books explored during the topic.

Include:

- favourite stories from home
- the Bible
- the Qur'an
- a parable told by Jesus
- pictures, symbols and sequencing cards

Children sort and sequence story pictures, match vocabulary and talk about:

- what the story/book is called
- who it is special to
- why it is special
- what happens in the story

**Progression**

**Nursery**

Children begin to talk about stories they enjoy and recognise that some books and stories are special to different people. They listen to religious stories and begin to use simple RE vocabulary with support.

**Reception**

Children build on this by retelling simple religious stories and explaining why the Bible and Qur'an are special to different people. They begin to compare religious stories and use RE vocabulary more independently when discussing beliefs and special books.

**Retrieval questions for quiz basket**

1. What can stories help people do?
  - Learn and feel happy.
2. Do all people have the same favourite story?
  - No.
3. What special book do Christians read?
  - The Bible.
4. What does the Bible teach Christians about?
  - God and Jesus.
5. What were the special stories Jesus told called?
  - Parables.
6. Why did Jesus tell parables?
  - To teach people lessons.
7. What does the Bible contain?
  - Many stories.
8. What can Bible stories help people learn?
  - Right and wrong.
9. What special book do Muslims read?
  - The Qur'an.
10. How should people treat the Qur'an?
  - With respect.
11. Why are some stories special?
  - They teach important things.
12. Can different people have different special stories?
  - Yes.

| Development Matters  | Year A - Spring 2<br><br>Why do Christians put a cross in an Easter garden?  | Key Vocabulary<br>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.   |
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| <p>Understanding the world</p> <p><u>3-4 years</u></p> <p>* Talk about what they see, using a wide vocabulary.</p> <p>* Begin to make sense of their own life-story and family's history.</p> <p>* Continue developing positive attitudes about the differences between people.</p> <p><u>Reception</u></p> <p>* Talk about members of their immediate family and community.</p> <p>* Compare and contrast characters from stories, including figures from the past.</p> <p>* Understand that some places are special to members of their community.</p> | <p><b>Lesson 1 - What Is Easter?</b></p> <ul style="list-style-type: none"> <li>• LO: To know that Easter is a special Christian celebration.</li> <li>• Brief Overview: Children learn that Christians celebrate Easter and begin to explore why it is important.</li> <li>• Key Knowledge: Easter is a Christian celebration. Christians remember Jesus at Easter. Easter is a special time for Christians.</li> <li>• Key Vocabulary: Easter, Christian, Jesus, celebration</li> <li>• Skills: Speaking and listening, learning new vocabulary, talking about celebrations, sharing ideas.</li> </ul> <p><b>Lesson 2 - Palm Sunday</b></p> <ul style="list-style-type: none"> <li>• LO: To know what happened on Palm Sunday.</li> <li>• Brief Overview: Children hear the story of Jesus riding into Jerusalem on a donkey and explore why people welcomed him.</li> <li>• Key Knowledge: Jesus rode on a donkey. People waved palm leaves. Palm Sunday is part of the Easter story.</li> <li>• Key Vocabulary: Palm Sunday, donkey, Jesus, palm leaves</li> <li>• Skills: Listening to stories, recalling events, sequencing, answering questions.</li> </ul> | <p><b>Essential / Core Vocabulary (Must Know) -</b> explicitly taught, revisited, and expected to be remembered:</p> <p><b>Jesus</b> - Christians believe he is God in human form.<br/> <b>Palm Sunday</b> - The day Jesus rode on a donkey.<br/> <b>Cross</b> - A symbol of Jesus dying to show God's love.<br/> <b>Easter Sunday</b> - The celebration of Jesus coming back to life.<br/> <b>Forgive</b> - To make friends again.</p> <p><b>Wider Vocabulary (Exposure / Challenge) -</b> introduced through discussion; not expected to be memorised:</p> <p><b>Easter</b> - A Christian celebration remembering Jesus.<br/> <b>Christian</b> - A person who follows Christianity.<br/> <b>Church</b> - A special place where Christians go.<br/> <b>Sorry</b> - Saying you feel bad for something you did.<br/> <b>Symbol</b> - Something that stands for an idea.<br/> <b>Celebrate</b> - To do something special and happy.<br/> <b>Palm leaves</b> - Leaves people waved when Jesus rode into Jerusalem.</p> |

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

ELG

People, Culture and Communities

\* 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.

Past and Present

\* Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **Lesson 3 - The Cross**

- LO: To know that the cross is a Christian symbol.
- Brief Overview: Children explore the meaning of the cross for Christians and learn that it reminds Christians of Jesus and God's love.
- Key Knowledge: The cross is a Christian symbol. Christians believe Jesus died on a cross. Christians believe the cross shows God's love.
- Key Vocabulary: cross, symbol, Jesus, love,
- Skills: Recognising symbols, talking about meaning, observation, speaking and listening.

### **Lesson 4 - Easter Sunday**

- LO: To know what Christians, celebrate on Easter Sunday.
- Brief Overview: Children hear the story of Easter Sunday and learn that Christians believe Jesus came back to life.
- Key Knowledge: Christians celebrate Jesus coming back to life. Easter Sunday is a happy celebration. Christians celebrate Easter in churches and homes.
- Key Vocabulary: Easter Sunday, celebrate, Jesus, church
- Skills: Listening, recalling stories, talking about feelings, using vocabulary.

### **Lesson 5 - Saying Sorry and Forgiving**

- LO: To understand the meaning of forgiveness.
- Brief Overview: Children discuss saying sorry, making kind choices and forgiving others through stories and discussion.
- Key Knowledge: Sometimes people make mistakes. Saying sorry can help make things better. Forgiving means making friends again. Christians believe God forgives people.
- Key Vocabulary: forgive, sorry, kind, friends
- Skills: Expressing feelings, speaking and listening, building relationships, reflecting on behaviour.

**Lesson 6 - Why Do Christians Put a Cross in an Easter Garden?**

- LO: To talk about why the cross is important at Easter.
- Brief Overview: Children revisit the Easter story and explore Easter gardens as symbols of the Easter story.
- Key Knowledge: Easter gardens remind Christians about Easter. The cross is important to Christians. Easter is a celebration of hope and new life.
- Key Vocabulary: Easter garden, cross, Easter, Jesus
- Skills: Recalling learning, talking about beliefs, using RE vocabulary, creative expression

**End Point**

By the end of the unit, children will be able to:

- Talk about parts of the Easter story.
- Know what happened on Palm Sunday and Easter Sunday.
- Recognise the cross as a Christian symbol.
- Talk about saying sorry and forgiving others.
- Know that Christians believe God forgives people.
- Use simple RE vocabulary linked to Easter.

**End Point Activity** - Easter Story Journey Class Display

Children work together to create a large Easter story journey display showing all the learning from the topic.

Include:

- Palm Sunday
- Jesus on the donkey
- the cross
- Easter Sunday
- Easter gardens
- symbols and vocabulary cards

Children sequence pictures, match vocabulary and discuss:

- what happened in the Easter story
- why the cross is important
- what forgiveness means
- why Easter is special to Christians

**Progression**

**Nursery**

Children begin to listen to parts of the Easter story and talk about simple ideas such as saying sorry and being kind. They begin to recognise the cross as a Christian symbol and use simple RE vocabulary with support.

**Reception**

Children build on this by retelling key parts of the Easter story and explaining why Easter is important to Christians. They begin to understand forgiveness and use RE vocabulary more independently when discussing Christian beliefs and celebrations.

**Retrieval questions for quiz basket**

1. What is Easter?
  - A Christian celebration.
2. Who do Christians remember at Easter?
  - Jesus.
3. What did Jesus ride into Jerusalem on?
  - A donkey.
4. What did people wave on Palm Sunday?
  - Palm leaves.
5. What is the cross?
  - A Christian symbol.
6. What do Christians believe happened to Jesus on the cross?
  - He died on the cross.
7. What do Christians celebrate on Easter Sunday?
  - Jesus came back to life.
8. Where might Christians celebrate Easter?
  - In churches and homes.
9. What can saying sorry help to do?
  - Make things better.
10. What does forgiving mean?
  - Making friends again.
11. Why do Christians put a cross in an Easter garden?
  - Because the cross is important to Christians.
12. What does an Easter garden remind Christians about?
  - The Easter story.

| Development Matters  | Year A - Summer 1<br><br>Why is the word 'God' so important to Christians?   | Key Vocabulary<br>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.   |
|--|--|---|
| <p>Understanding the world</p> <p><u>3-4 years</u><br/>* Talk about what they see, using a wide vocabulary.<br/>* Begin to understand the need to respect and care for the natural environment and all living things.<br/>* Explore and talk about different forces they can feel.<br/>* Continue developing positive attitudes about the differences between people.</p> <p><u>Reception</u><br/>* Understand that some places are special to members of their community.</p> | <p><b>Lesson 1 - Who Do Christians Believe Made the World?</b></p> <ul style="list-style-type: none"> <li>• LO: To know that Christians believe God created the world.</li> <li>• Brief Overview: Children hear a simple version of the Creation Story and explore what Christians believe about God making the world.</li> <li>• Key Knowledge: Christians believe God made the world. Christians call God the Creator. The world is special.</li> <li>• Key Vocabulary: God, Creator, world, creation</li> <li>• Skills: Listening to stories, speaking and listening, observing, asking questions.</li> </ul> <p><b>Lesson 2 - God Created Light and Dark</b></p> <ul style="list-style-type: none"> <li>• LO: To know that Christians believe God made day and night.</li> <li>• Brief Overview: Children explore the first part of the Creation Story and talk about light, dark, daytime and nighttime.</li> <li>• Key Knowledge: Christians believe God made light and dark. Day and night are part of the world God created. The world changes from day to night.</li> <li>• Key Vocabulary: light, dark, day, night</li> <li>• Skills: Observing changes, describing what they see, listening, using vocabulary.</li> </ul> | <p><b>Essential / Core Vocabulary (Must Know) -</b> explicitly taught, revisited, and expected to be remembered:</p> <p><b>God</b> - The special name Christians use for God.<br/><b>Creator</b> - Christians believe God made the world.<br/><b>Creation</b> - The world and everything in it.<br/><b>Bible</b> - A special book for Christians.<br/><b>Prayer</b> - Talking and listening to God.</p> <p><b>Wider Vocabulary (Exposure / Challenge) -</b> introduced through discussion; not expected to be memorised:</p> <p><b>Church</b> - A Christian place of worship.<br/><b>Lord's Prayer</b> - A prayer Jesus taught his disciples.<br/><b>Christian</b> - A person who follows Christianity.<br/><b>World</b> - The earth and everything in it.<br/><b>Nature</b> - Plants, animals and the outdoors.<br/><b>Living things</b> - Things that are alive.<br/><b>Care</b> - Looking after something.<br/><b>Light</b> - What helps us see in the daytime.<br/><b>Dark</b> - When there is no light.<br/><b>Day</b> - The light time.<br/><b>Night</b> - The dark time.</p> |

\* Recognise that people have different beliefs and celebrate special times in different ways.  
\* Explore the natural world around them.  
\* Describe what they see, hear and feel whilst outside.  
\* Recognise some environments that are different to the one in which they live.

ELG  
People, Culture and Communities

\* 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.

The Natural World

\* Explore the natural world around them, making observations and drawing pictures of animals and plants.

**Lesson 3 – God Created Plants, Trees and Flowers**

- LO: To know that Christians believe God made nature.
- Brief Overview: Children explore plants, flowers and trees and connect this to the Creation Story.
- Key Knowledge: Christians believe God made plants and trees. Nature is part of the world. Living things should be cared for.
- Key Vocabulary: plants, flowers, trees, nature
- Skills: Observing nature, exploring outdoors, describing, caring for living things.

**Lesson 4 – God Created Animals and People**

- LO: To know that Christians believe God made animals and people.
- Brief Overview: Children learn about animals and people in the Creation Story and discuss similarities and differences.
- Key Knowledge: Christians believe God made animals and people. Animals and people are important. People should care for the world and living things.
- Key Vocabulary: animals, people, care, living things
- Skills: Comparing, Speaking and listening, observing similarities and differences, discussing care and kindness.

**Lesson 5 – Talking to God**

- LO: To know that Christians pray to God.
- Brief Overview: Children learn that Christians talk to God through prayer and say thank you for the world.
- Key Knowledge: Christians pray to God. People may pray to say thank you. The Lord's Prayer is a special Christian prayer.
- Key Vocabulary: prayer, God, thank you, Lord's Prayer
- Skills: Reflecting, speaking and listening, expressing thoughts and feelings.

\* Know some similarities and differences between the natural world around them and contrasting environments.  
\* Understand some important processes and changes in the natural world around them.

### **Lesson 6 - Why Is God Important to Christians?**

- LO: To talk about why Christians, think God is special.
- Brief Overview: Children revisit all learning from the Creation Story and discuss why Christians believe God is important.
- Key Knowledge: Christians believe God created the world. Christians believe God is special. People can help care for the world.
- Key Vocabulary: God, Creator, Bible, world, care
- Skills: Recalling learning, using RE vocabulary, speaking confidently, reflecting on learning.

### **End Point**

By the end of the unit, children will be able to:

- Know that Christians believe God created the world and everything in it.
- Recognise that God is a special name for Christians.
- Talk about parts of the Creation Story.
- Talk about ways people can care for the world and living things.
- Know that Christians pray and talk to God.
- Use simple RE vocabulary linked to creation and Christianity.

**End Point Activity - God's Wonderful World" Creation Display**

Children work together to create a large class creation display showing everything Christians believe God created.

Include:

- day and night pictures
- plants, flowers and trees
- animals and people
- world collage materials
- key vocabulary cards
- children's ideas for caring for the world

Children sequence parts of the Creation Story and discuss:

- what Christians believe God made
- why the world is special
- ways we can care for living things
- why God is important to Christians

**Progression**

**Nursery**

Children begin to explore the Creation Story and talk about the natural world around them. They notice plants, animals, day and night and begin to recognise that Christians believe God made the world. Children use simple RE vocabulary with support and begin to talk about caring for living things.

**Reception**

Children build on this by retelling simple parts of the Creation Story and explaining why Christians believe God is important. They begin to understand that Christians believe God created the world and that people should care for it. Children use RE vocabulary more independently when discussing creation, prayer and Christian beliefs.

**Retrieval questions for quiz basket**

1. Who do Christians believe made the world?
  - God.
2. What do Christians call God?
  - The Creator.
3. What do Christians believe God made on the first day?
  - Light and dark.
4. What changes from day to night?
  - The world.
5. What do Christians believe God made in nature?
  - Plants, trees and flowers.
6. How should people treat living things?
  - With care.
7. Who do Christians believe made animals and people?
  - God.
8. Who should care for the world and living things?
  - People.
9. Who do Christians pray to?
  - God.
10. Why might Christians pray to God?
  - To say thank you.
11. What is the special Christian prayer called?
  - The Lord's Prayer.
12. Why is God important to Christians?
  - Christians believe God created the world and is special.

| Development Matters  | Year A - Summer 2<br><br>What Have We Learnt About Special Beliefs and Celebrations?   | Key Vocabulary<br>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.   |
|--|--|---|
| <p>Understanding the world</p> <p><u>3-4 years</u></p> <p>* Talk about what they see, using a wide vocabulary.</p> <p>* Begin to make sense of their own life-story and family's history.</p> <p>* Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>* Continue developing positive attitudes about the differences between people.</p> <p><u>Reception</u></p> <p>* Talk about members of their immediate family and community.</p> <p>* Compare and contrast characters</p> | <p><b>Lesson 1 - Special Places</b></p> <ul style="list-style-type: none"> <li>• LO: To remember special places, we have learnt about.</li> <li>• Brief Overview: Children revisit churches, synagogues and mosques and discuss why these places are special.</li> <li>• Key Knowledge: Different religions have special places. A church is special to Christians. A synagogue is special to Jewish people. A mosque is special to Muslims.</li> <li>• Key Vocabulary: church, synagogue, mosque, special</li> <li>• Skills: Recalling learning, speaking and listening, comparing places, using vocabulary.</li> </ul> <p><b>Lesson 2 - Special Stories and Books</b></p> <ul style="list-style-type: none"> <li>• LO: To remember special stories and books.</li> <li>• Brief Overview: Children revisit the Bible, Qur'an and parables told by Jesus.</li> <li>• Key Knowledge: The Bible is special to Christians. The Qur'an is special to Muslims. Jesus told special stories called parables.</li> <li>• Key Vocabulary: Bible, Qur'an, parable, Jesus</li> <li>• Skills: Retelling stories, recalling information, listening and responding, using vocabulary.</li> </ul> | <p><b>Essential / Core Vocabulary (Must Know) -</b> explicitly taught, revisited, and expected to be remembered:</p> <p><b>Church</b> - A special place where Christians go.<br/> <b>Mosque</b> - A special place where Muslims go.<br/> <b>Synagogue</b> - A special place where Jewish people go.<br/> <b>Bible</b> - A special book for Christians.<br/> <b>Qur'an</b> - A special book for Muslims.<br/> <b>Jesus</b> - Christians believe he is God's Son.<br/> <b>God</b> - The special name Christians use for God.<br/> <b>Easter</b> - A Christian celebration.<br/> <b>Christmas</b> - A celebration of Jesus' birth.<br/> <b>Forgive</b> - To make friends again.</p> <p><b>Wider Vocabulary (Exposure / Challenge) -</b> introduced through discussion; not expected to be memorised:</p> <p><b>Parable</b> - A special story told by Jesus.<br/> <b>Creator</b> - Christians believe God made the world.<br/> <b>Prayer</b> - Talking and listening to God.<br/> <b>Celebration</b> - A happy special time.<br/> <b>Respect</b> - Being kind and careful with people and places.<br/> <b>Beliefs</b> - Things people think are true.<br/> <b>Special</b> - Something important that we care about.</p> |

from stories, including figures from the past.

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

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

\* Explore the natural world around them.

#### ELG

#### People, Culture and Communities

\* 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.

#### Past and Present

\* Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### **Lesson 3 – Special Celebrations**

- LO: To remember Christian celebrations.
- Brief Overview: Children revisit Christmas and Easter and discuss why Christians celebrate these special times.
- Key Knowledge: Christmas celebrates Jesus' birth. Easter celebrates Jesus coming back to life. Christians celebrate in churches and homes.
- Key Vocabulary: Christmas, Easter, church, celebration
- Skills, Sequencing events, recalling stories, speaking and listening, comparing celebrations.

#### **Lesson 4 – Caring for the World**

- LO: To remember why Christians, believe the world is special.
- Brief Overview: Children revisit the Creation Story and discuss ways to care for the world and living things.
- Key Knowledge: Christians believe God created the world. The world is special. People should care for nature and living things.
- Key Vocabulary: God, Creator, world, care
- Skills: Reflecting, discussing ideas, observing nature, using vocabulary.

#### **Lesson 5 – Saying Sorry and Forgiving**

- LO: To remember what forgiveness means.
- Brief Overview: Children revisit learning from Easter and discuss saying sorry, kindness and forgiveness.
- Key Knowledge: Saying sorry can help make things better. Forgiving means making friends again. Christians believe God forgives people.
- Key Vocabulary: forgive, sorry, kindness, friends
- Skills: Expressing feelings, speaking and listening, building relationships, reflecting on behaviour.

**Lesson 6 - What Have We Learned in RE?**

- LO: To talk about what we have learned this year.
- Brief Overview: Children revisit key vocabulary, stories, places and celebrations from the year through sorting, matching and discussion activities.
- Key Knowledge: Different religions have special stories, places and celebrations. Christians believe God is special. People should respect different beliefs.
- Key Vocabulary: special, respect, celebration, beliefs
- Skills: Recalling learning, speaking confidently, comparing ideas, using RE vocabulary.

**End Point**

By the end of the unit, children will be able to:

- Talk about some special places, stories and celebrations.
- Recall key learning from the year.
- Recognise that different people have different beliefs.
- Use simple RE vocabulary from throughout the year.
- Talk about similarities and differences between religions and celebrations.
- Share their own ideas, thoughts and feelings respectfully.

**End Point Activity - Our RE Learning Journey Interactive Floor Book**

Children work together to create a large class floor book or display showing all their RE learning from the year.

Include:

- churches, synagogues and mosques
- the nativity story
- Easter story pictures
- Bible and Qur'an images
- Creation Story sequencing
- key vocabulary cards
- children's drawings and comments

Children sort, sequence and talk about:

- special places
- special stories
- celebrations
- symbols
- ways people show kindness and respect

**Progression**

**Nursery**

Children begin to recall stories, places and celebrations they have learned about during the year. They use simple RE vocabulary with support and talk about their own experiences and feelings.

**Reception**

Children build on this by independently recalling key stories, celebrations and beliefs from throughout the year. They begin to compare religions and use RE vocabulary more confidently when discussing similarities and differences.

**Retrieval questions for quiz basket**

1. What is a special place for Christians called?
  - A church.
2. What is a special place for Jewish people called?
  - A synagogue.
3. What is a special place for Muslims called?
  - A mosque.
4. What special book do Christians read?
  - The Bible.
5. What special book do Muslims read?
  - The Qur'an.
6. What were the special stories Jesus told called?
  - Parables.
7. What does Christmas celebrate?
  - Jesus' birth.
8. What does Easter celebrate?
  - Jesus coming back to life.
9. Who do Christians believe created the world?
  - God.
10. What should people do for the world and living things?
  - Care for them.
11. What does forgiving mean?
  - Making friends again.
12. How should we treat people with different beliefs?
  - With respect.