EYFS progression map from birth to the end of Reception year

Area of Learning Understanding the World

Concept:

People, Culture and Communities

RE

Educational Programme from the EYFS framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Progression steps to enable typical progression within this concept

Birth – 3

I can make connections between features of my family and other families.

I can notice differences between people by responding to different people's names with gestures/actions.

I can look at photos and point to familiar people in my life.

3-4 yrs

I know in my community there are many different people who might look different to me.

I have a positive attitude towards the differences between people

Reception

I can talk about who is in my family and how this might be the same or different to other families.

I can name and describe people who are familiar to me such as family members, the police, fire service, doctors or farmers.

Drawing on my experience and what has been read to me, I know that people have different beliefs and celebrate special times in different ways.

Autumn 1
LAS Unit Being special: Where do we belong?

- Re-tell religious stories making connections with personal experiences
- Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication
- Recall simply what happens when a baby is welcomed into a religion other than Christianity.

Key Vocab
Christian
Muslim
Jew
Hindu
God

Autumn 2
LAS Unit Special people to me
[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]

Incarnation UC F2 (core)
Why do Christians perform Nativity plays at Christmas?
Key Vocab
Vicar
Imam
Rabbi
Jesus
Muhammad
God

Spring 1
LAS Unit What times/ stories are special and why?

- 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, Torah
- talk about some of the things these stories teach believers

Key Vocab
Bible
Qur'an
Torah

Spring 2
Salvation UC F3 (core)
Why do Christians put a cross in an Easter garden?
Key Vocab
Christian
Jesus
God
Easter
Cross

Summer 1
Creation
UC F1 (core)
Why is the word 'God' so important to Christians?
Key Vocab
Christian
God
Creation
Care
Responsibility

Summer 2
LAS Unit What places are special and why?
Our beautiful world
[*Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment*]

- Talk about somewhere that is special to themselves, saying why
- Recognise that some religious people have places which have special meaning for them
- Talk about the things that are special and valued in a place of worship
- Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship)
- Express a personal response to the natural world.

Key Vocab
Muslim Jew
Hindu
God
Creation
Care
Responsibility
Beautiful

ELG

Children at the expected level of development will:
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;
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.