

# TH LONG TERM PLANS FOR EARLY YEARS FOUNDATION STAGE (2015 to 2017)

RE in the Early Years Foundation Stage Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.

In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Communication and language:

- children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development:

- children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others;
  - have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

- children talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people; • explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design

- children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- children recognise, create and describe some patterns, sorting and ordering objects simply.

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Term	Maple Class Year One	Hours	Maple Class Year Two	Hours
Autumn	<p data-bbox="416 293 887 331">What are Harvest Festivals?</p> <p data-bbox="331 421 972 459">What are we celebrating at Christmas?</p>		<p data-bbox="1312 293 1908 331">How is Harvest Festival celebrated?</p> <p data-bbox="1240 421 1980 459">How do we celebrate at Christmas and why?</p>	
Spring	<p data-bbox="389 673 913 711">Who were the friends of Jesus?</p> <p data-bbox="434 801 869 839">How is Easter celebrated?</p>		<p data-bbox="1236 673 1984 711">What can we learn from the friends of Jesus?</p> <p data-bbox="1249 801 1971 839">Why is Easter celebrated in different ways?</p>	
Summer	<p data-bbox="510 1082 788 1120">Who was Noah?</p>		<p data-bbox="1352 1082 1868 1120">What can we learn from Noah?</p>	