

# R.E- Knowledge and skills Little acorns

## Birth-3 years

		Knowledge/Skills	Vocabulary	Early Years Framework Objectives
<b>Autumn 1</b>	A1 - All about me (families)	<p>I can talk about people who are close to me e.g my mummy and daddy</p> <p>I am starting to talk about other family members.</p> <p>I can point to different body parts and I'm noticing that people look different.</p> <p>I am beginning to choose things that interest me.</p>	mummy, daddy, home, school, me, my, brother, sister, like, hair, eyes, blue, brown, green, skin	<p><b>Birth-3 years</b>  <b>Explore and respond to different natural phenomena in their setting and on trips.</b>            Example - Encourage children's exploration, curiosity, appreciation and respect for living things.</p> <p><b>Make connections between the features of their family and other families.</b>            Example - Be open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?" Point out the similarities between different families, as well as discussing differences.</p> <p><b>Notice differences between people.</b>            Example - Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference. Have resources which include: - positive images of people who are disabled - books and play materials that reflect the diversity of life in modern</p>
<b>Autumn 2</b>	A2 - Colours everywhere (Changing colours outside)	<p>I can say the names of colours that I see.</p> <p>I notice trees and know that trees have leaves.</p>	Red, yellow, green, brown, tree, leaf	<p><b>Birth-3 years</b>  <b>Make connections between the features of their family and other families.</b>            Example - Be open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come</p>

		I can point some natural things that I see outside.		<p>your hair feels different to mine?" Point out the similarities between different families, as well as discussing differences.</p> <p><b>Notice differences between people.</b>  Example - Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference. Have resources which include: - positive images of people who are disabled - books and play materials that reflect the diversity of life in modern</p>
<b>Spring 1</b>	Spr1 - Under the sea rainbow fish recycling	<p>I am beginning to develop friendships.</p> <p>I am starting to share my toys.</p> <p>I know that sharing is a nice thing to do.</p>	<p>Share, friend Rubbish, tidy, Use again,</p>	<p><b>Birth-3 years</b>  <b>Explore and respond to different natural phenomena in their setting and on trips.</b>  Example - Encourage children's exploration, curiosity, appreciation and respect for living things.</p> <p><b>Make connections between the features of their family and other families.</b>  Example - Be open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?" Point out the similarities between different families, as well as discussing differences.</p> <p><b>Notice differences between people.</b>  Example - Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference. Have resources which include: - positive images of people who are disabled - books and play materials that reflect the diversity of life in modern</p>

<p><b>Spring 2</b></p>	<p>Spr 2- Transport</p>	<p>I know some forms of transport.</p> <p>I am beginning to say shape names that I notice on different vehicles.</p> <p>I am beginning to say the names of emergency vehicles.</p>	<p>Truck, Car, boat, bus aeroplane, truck, road, sky, sea, wheel, window, door, police car, fire engine, ambulance, circle, square.</p>	<p><b>Notice differences between people.</b> Example - Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference. Have resources which include: - positive images of people who are disabled - books and play materials that reflect the diversity of life in modern</p>
<p><b>Summer 1</b></p>	<p>S1- Minibeasts - being gentle.</p>	<p>I know I have to be gentle and take care when holding creatures.</p> <p>I know that caterpillars turn into butterflies.</p> <p>I can name things in my environment.</p>	<p>Caterpillar, butterfly, gentle, bug, plant, tree, flower.</p>	<p><b>Birth-3 years</b> <b>Explore and respond to different natural phenomena in their setting and on trips.</b> Example - Encourage children's exploration, curiosity, appreciation and respect for living things.</p>
<p><b>Summer 2</b></p>	<p>S2 - Summer time/ growing</p>	<p>I name things in my outdoor environment.</p> <p>I know that a seed will grow.</p> <p>I know plants need water.</p>	<p>Seed, water, sunlight, sand, sea, seashells, sun, hot, hat.</p>	<p><b>Birth-3 years</b> <b>Explore and respond to different natural phenomena in their setting and on trips.</b> Example - Encourage children's exploration, curiosity, appreciation and respect for living things</p>

		<p>I can talk about what we find at the beach.</p> <p>I know what clothes I need to wear in the sun.</p>		
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