

# R.E- Knowledge and skills F1

3-4 years

		Knowledge/Skills	Vocabulary	Early Years Framework Objectives
<b>Autumn 1</b>	All about me	<p>I can talk about my family and notice differences in themselves between being a baby and now.</p> <p>I can talk about what I do at home with family.</p>	Home, school, same, different, me, my , special, family, hair, eyes, skin, colour, lips, teeth	<p><b>Use all their senses in hands on exploration of natural materials.</b> Provide interesting natural environments for children to explore freely outdoors</p> <p><b>Talk about what they see, using a wide vocabulary.</b> Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</p> <p><b>Continue developing positive attitudes about the differences between people.</b> Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation.</p> <p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p>
<b>Autumn 2</b>	Remembering/ Festivals and Christmas	I can talk about Christmas and how I celebrate Christmas at home.	Christmas, angel, presents, gifts, Jesus, stable, star, Christmas tree.	<p><b>Continue developing positive attitudes about the differences between people.</b> Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help</p>

	(Diwali, bonfire night)	I can talk about special traditions. I know who is in the Christmas story.	Fireworks, colours, decoration, festival.	children to learn each other's names, modelling correct pronunciation.  Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.
<b>Spring 1</b>	Celebrations/ Chinese new year  Signs of winter	I can talk about a festival or celebration. I can look at photos of my own experiences of celebrations e.g birthdays, christenings, weddings...	Celebrate, fireworks Winter, birthday, cake, presents	<b>Use all their senses in hands on exploration of natural materials.</b> Provide interesting natural environments for children to explore freely outdoors  <b>Talk about what they see, using a wide vocabulary.</b> Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.  <b>Continue developing positive attitudes about the differences between people.</b> Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.
<b>Spring 2</b>	Easter – new life  Signs of Spring	I can talk about what happens at Easter time in my house or at other people's houses.	Easter, eggs, hunt, chick, bunny, baby, plant, flower, colours, spring	<b>Use all their senses in hands on exploration of natural materials.</b> Provide interesting natural environments for children to explore freely outdoors  <b>Talk about what they see, using a wide vocabulary.</b> Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.

		<p>I am beginning to notice that Spring time is a time of new life.</p> <p>I am beginning to notice signs of Spring.</p>		<p><b>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</b></p> <p>Help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.</p>
<p><b>Summer 1</b></p>	<p>Growing and caring for plants</p>	<p>I know how to care for plants.</p> <p>I can talk about the life cycle of a caterpillar.</p> <p>I can talk about what I can see outdoors</p>	<p>Grow, care for, water, soil, sunshine,</p>	<p><b>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</b></p> <p>Help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.</p> <p><b>Use all their senses in hands on exploration of natural materials.</b></p> <p>Provide interesting natural environments for children to explore freely outdoors</p> <p><b>Talk about what they see, using a wide vocabulary.</b></p> <p>Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</p>
<p><b>Summer 2</b></p>	<p>People who help us</p>	<p>I can name people in the community who help us.</p> <p>I know we have a local church.</p>	<p>Police, fire fighter, nurse, vet, church, doctor, dentist, help, special,</p>	<p><b>Show interest in different occupations.</b></p> <p>Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related to the occupation, and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes</p>

		I can talk my experiences of attending a special event / celebration.		
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