

## Curriculum

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into the National Curriculum subjects.

The Educational Programme within the Statutory Framework for the Early Years 2021 states

### Understanding of the World

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.

At Botley School we use Development Matters (non-statutory guidance) to support our curriculum. This is an outline of the learning within Development Matters that link to RE.

<b>Three and Four-Year-Olds (Nursery)</b>	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>
<b>Reception</b>	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Think about the perspectives of others.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
<b>Early Learning Goal</b>	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> <li>Show sensitivity to their own and others’ needs.</li> </ul>
	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
		People and Communities	<ul style="list-style-type: none"> <li>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.</li> </ul>

## Coverage within Early Years

This is an outline of the topics that will be taught across the Early Years. RE is taught through our continuous provision based on the children’s interest,

culture and personal celebrations as well as links to PSHE (PSED).

	Term 1 Superheroes	Term 2 Celebrations	Term 3 My world	Term 4 Once upon a Nursery Rhyme	Term 5 Animal Boogie	Term 6 A wonderful world
<b>Key question of focus:</b>	Is everyone special?	What do we celebrate?	What is a special space?	Should we celebrate Easter?	What can we learn from stories?	How should people care for our world?
<b>Opportunities for learning about celebrations</b>	Harvest Eid	Diwali (could be in Term 1) Bonfire Night Remembrance Sunday Christmas / Advent	Chinese New Year International Food Day Shrove Tuesday	Easter Mother's Day	St George's Day Eid	
<b>Opportunities related to PSED / PSHE</b>	Learning about ourselves and others Belonging to our families, school, groups etc.	Children in Need Making comparisons between my celebrations and those others take part in	Where I live and how others live	Comic Relief / Sports Relief	Father's Day	Making comparisons between our lives and those of other people Thinking about how we can make our world a better place

## Continuous provision

In Early Years, learning does not just happen during the adult led activities but also in our well-planned continuous provision. Here are some ways that RE is taught within continuous provision.

- During adult interactions, staff are sensitive to children's feelings and beliefs. Staff help children to form friendly relationships with others. Staff act as good role models and teach children how to be respectful of each other during day to day daily interactions.
- Talking about and sharing own experiences and home life including celebrations (with the support of Tapestry)
- Celebrate festivals and special days throughout year and use these as teaching days to educate all about these days.
- Resources including Multicultural dolls, instruments, dressing up clothes, books, puzzles and skin tone paints and pencils.
- Range of feelings and moral books on bookshelves.

## Characteristics of Effective Teaching and Learning

The Characteristics of Effective Learning play a crucial role in how a child learns.

Playing and exploring	Motivation	Critically thinking
<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• I show curiosity about objects, events and people.</li> <li>• I am showing particular interests.</li> <li>• I engage in open-ended activities.</li> <li>• I use my senses to explore the world around me.</li> </ul>	<b>Achieving what I set out to do</b> <ul style="list-style-type: none"> <li>• I enjoy meeting challenges and not just as a way of getting praise.</li> <li>• I am proud of how I've accomplished something, not just the end result.</li> <li>• I am really pleased when I meet my own goals.</li> </ul>	<b>Having own ideas</b> <ul style="list-style-type: none"> <li>• I am able to think of ideas.</li> <li>• I can find ways to solve problems.</li> <li>• I am able to find new ways to do things.</li> </ul>
<b>Playing with what I know:</b> <ul style="list-style-type: none"> <li>• I like acting out my experiences when I play.</li> <li>• I like pretending objects are things that I know.</li> <li>• I like taking on a role when I play.</li> </ul>	<b>Keep on trying</b> <ul style="list-style-type: none"> <li>• I believe that if I keep trying or change what I'm doing, it will pay off</li> <li>• I am able to bounce back after difficulties.</li> </ul>	<b>Making links</b> <ul style="list-style-type: none"> <li>• I can develop ideas of grouping, sequencing, cause and effect.</li> <li>• I am able to test my ideas.</li> </ul>

<ul style="list-style-type: none"> <li>I like acting out my experiences with other people.</li> </ul>	<ul style="list-style-type: none"> <li>I stick with an activity even when challenges arise.</li> </ul>	<ul style="list-style-type: none"> <li>I make links and notice patterns in my experience.</li> <li>I am able to make predictions.</li> </ul>
<p><b>Willing to have a go</b></p> <ul style="list-style-type: none"> <li>I can initiate activities.</li> <li>I like to seek out things that will challenge me.</li> <li>I like to show a 'can do' attitude.</li> <li>I enjoy taking a risk, trying new things and learning by trial and error.</li> </ul>	<p><b>Being involved and concentrating</b></p> <ul style="list-style-type: none"> <li>I can keep focussed on my activity for a period of time.</li> <li>I am able to show high levels of energy and fascination.</li> <li>I am not easily distracted.</li> <li>I am able to pay attention to details.</li> </ul>	<p><b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>I am able to check how well an activity is going.</li> <li>I can plan, choose how to approach a task, solve a problem and reach a goal.</li> <li>I can change my approach or strategy when needed.</li> <li>I am able to review how well my approach worked.</li> </ul>

### Evidence of teaching and learning

You will be able to find evidence of the teaching and learning in the Early Years through

- Planning files
- Displays
- Tapestry – online learning journey
- Talking and playing alongside children
- Bromcomm data