

## Religious Education Medium Term Planning

Year: FS1

(to be utilised alongside the EYFS overview of coverage - shows when new learning will be introduced or covered more specifically. Most learning will be covered, consolidated and practised throughout the year through a variety of contexts and themes relevant to the time)

Term	Main Enquiry/Knowledge	Sub Questions	End Point	Subject Specific Vocabulary	Linked Visits in / Visits out/Experiences/Stories	Assessment will be based on a formative approach of children being able to answer the questions using the knowledge acquired over the term.
<b>Autumn Term</b>	<p>To find out about the special times and events for different people who are familiar to them.</p> <p>PCC - To talk about and compare the similarities and differences between special times for family and friends</p> <p>To understand why rules are important.</p> <p>To use language to share feelings, ideas, experiences and thoughts.</p>	<p>Which groups do I belong to? (family, class, school, hobbies etc.)</p> <p>What other groups can I find in stories, songs, rhymes, books and TV?</p> <p>Why do we have class rules? How does it help us as a group?</p> <p>Why is my name special? Why are names special?</p> <p>What is special about me? What is special about other people/this person?</p>	<p>I know which groups I am a part of or belong to.</p> <p>I can find out about the special times of people I meet or hear about from stories, videos, visits or visitors.</p> <p>I know what the class rules are.</p> <p>I can describe what makes me special</p> <p>I can name and identify the basic feelings of happy, sad, angry and tired/hungry.</p> <p>I can talk about a special time or event in my own life.</p>	<p>Group</p> <p>Belong</p> <p>Rules</p> <p>Special</p> <p>Feelings</p>	My World	
<b>Spring Term</b>	<p>To begin to understand some of the basic differences between themselves and others.</p> <p>To learn about strategies of co-operation, fairness, negotiation and compromise e.g. through the use of social stories, drama and role play.</p> <p>To become more aware of the similarities and differences between themselves and others. (physical, social and emotional similarities and differences)</p>	<p>Why is this special?' 'Does everyone think it is special?'</p> <p>How would this be used?' 'When would it be used?'</p> <p>Have you seen something like this before?' 'How does it make you feel?'</p> <p>What special times do I look forward to? Do all of my friends? Is it a special time for them too?</p> <p>What special times are celebrated in my local community? (history link)</p>	<p>I know what the word "special" means.</p> <p>I know about significant special times in my community and how we celebrate them.</p> <p>I can talk about the ways in which I am the same or different as my friends.</p> <p>I can recognise when another is feeling happy, sad, angry or tired/hungry.</p> <p>I know how to follow a class rule.</p> <p>I can talk about things I remember from my past experiences.</p>	<p>Event</p> <p>Time</p> <p>Community</p> <p>Celebrate</p> <p>Remember</p> <p>Memory</p>	Special Times	
<b>Summer Term</b>	<p>To develop their sense of responsibility and membership of communities (family, school, class, peer group, locality, society etc.)</p> <p>SR - To learn that expectations of actions and behaviours differ in</p>	<p>Which places are special to me?</p> <p>Why is a place special to me?</p> <p>How are my special places similar or different to those of my friends?</p> <p>What other special places are there in my local area?</p> <p>Why is it special? How do people treat the special place?</p>	<p>I can name a place that is special to me.</p> <p>I can identify a special place from my local community.</p> <p>I can talk about how my special place is similar or different to another's.</p> <p>I can describe how I treat something that is special to me.</p>	<p>Place</p> <p>Responsibility</p> <p>Treat</p> <p>Local Area</p>	Special Places	

	different events and social situations.					
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