




R.E in EYFS

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 you to understand how the skills taught across EYFS feed into national curriculum subjects.



This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for RE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for RE.



	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
PSED	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 	<u>Building Relationships</u> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Understanding the World	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<u>Past and Present</u> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People Culture and Communities</u> <ul style="list-style-type: none"> 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.
Communication and language	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Learn new vocabulary. Use new vocabulary throughout the day. Use new vocabulary in different contexts.	 <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses

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and making use of conjunctions, with modeling and support from their teacher.

