



EYFS	Personal, Social and Emotional Development	30-50 months	Making Relationships	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Keeps play going by responding to what others are saying or doing.
			Self-confidence and Self-awareness	Can select and use activities and resources with help. <ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. Confident to talk to other children when playing, and will communicate freely about own home and community.
			Managing Feelings and Behaviour	Aware of own feelings and knows that some actions and words can hurt others' feelings. <ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
		40-60 months	Making Relationships	Initiates conversations attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others.
			Self-confidence and Self-awareness	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.
			Managing Feelings and Behaviour	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
		ELG	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
			Self-confidence and Self-awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
			Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
	Communication and Language	30-50 months	Listening and Attention	Listens to others one to one or in small groups, when conversation interests them. <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).
			Understanding	Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. <ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions
			Speaking	Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). <ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i>
40-60 months		Listening and Attention	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span.	
		Understanding	Able to follow a story without pictures or props. <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion 	
		Speaking	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 	

		ELG	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	
			Understanding	They answer 'how' and 'why' questions about their experiences and in response to stories or events.	
			Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	
	Literacy	30-50 months	Reading	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters 	
				40-60 months	<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.
				ELG	They demonstrate understanding when talking with others about what they have read.
Understanding the World	30 - 50 months	People and Communities	<ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 		
	40 - 60 months		Enjoys joining in with family customs and routines.		
	ELG		Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.		

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Theme: Special People	Theme: Christmas	Theme: Celebrations	Theme: Easter	Theme: Storytime	Theme: Special Places
	Key Questions: What makes people special?	Concept: Incarnation	Key Questions: How do people celebrate?	Concept: Salvation	Key Questions: What can we learn from stories?	Key Questions: What makes places special?
	Religions: Christianity/Judaism	Key Questions: What is Christmas?	Religions: Hinduism	Key Questions: What is Easter?	Religions: Christianity, Islam, Hinduism, Sikhism.	Religions: Christianity, Islam, Judaism.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 cycle A	<p>Theme: Creation Story (Y1 enquiry focus AF)</p> <p>Concept: God/Creation</p> <p>Key Question: Does God want Christians to look after the world?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas (Year 1 enquiry focus AD)</p> <p>Concept: Incarnation</p> <p>Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus as a friend (Year 1 Enquiry focus AD)</p> <p>Concept: Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Palm Sunday (Year 1 Enquiry focus ACE)</p> <p>Concept: Salvation</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religion: Christianity</p>	<p>Theme: Shabbat (Year 1 Enquiry Focus BD)</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p>	<p>Theme: Hajj (Year 2 Enquiry focus BF)</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
Year 1/2 Cycle B	<p>Theme: What did Jesus teach? (Enquiry focus AF)</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas - Jesus as gift from God (Enquiry focus AE)</p> <p>Concept: Incarnation Key</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p>Theme: Prayer at home (Enquiry focus AF)</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <p>Religion: Islam</p>	<p>Theme: Easter - Resurrection (Enquiry focus BF)</p> <p>Concept: Salvation</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>Theme: Community and Belonging (Enquiry focus BF)</p> <p>Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Channukah (Year 1 Enquiry focus BD)</p> <p>Key Question: Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>Religion: Judaism</p>

<p>Year 3/4 Cycle A</p>	<p>Theme: Divali (Y3 enquiry focus B C D)</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas (Y4 enquiry focus C E)</p> <p>Concept: Incarnation</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p>	<p>Theme: Pilgrimage to the River Ganges (Y3 enquiry focus CF)</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter (Y4 enquiry focus A E)</p> <p>Concept: Salvation</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p>	<p>Theme: Hindu Beliefs (Y3 enquiry focus AE)</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Prayer and Worship (Y4 enquiry focus BD)</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p>
<p>Year 3/4 Cycle B</p>	<p>Theme: Beliefs and Practices (Y4 enquiry focus A D)</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Theme: Christmas (Y3 enquiry focus A E)</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Passover (Y4 enquiry focus BE)</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p>	<p>Theme: Easter -Forgiveness (Y3 enquiry focus C E)</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>Theme: Rites of Passage and good works (Y4 enquiry focus B C F)</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p>	<p>Theme: Jesus' Miracles (Y3 enquiry focus A E)</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 Cycle A	<p>Theme: Beliefs and moral values Y5 enquiry focus BE</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas Y6 enquiry focus AE</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p>	<p>Theme: Hindu Beliefs Y5 enquiry focus AE</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter Y5 enquiry focus AE</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p>	<p>Theme: Prayer and Worship Y5 enquiry focus BF</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>	<p>Theme: Beliefs and Meaning Y6 enquiry focus AE</p> <p>Key Question: How did Jesus create a 'New Covenant' and what does that mean to Christians today?</p> <p>Religion: Christianity</p>
Year 5/6 Cycle B	<p>Theme: Beliefs and Practices Y6 enquiry focus BF</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p>	<p>Theme: Christmas Y5 enquiry focus AE</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and Practices Y5 enquiry focus BF</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p>	<p>Theme: Easter Y6 enquiry focus BDF</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values Y6 enquiry focus ADE</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p><i>NB: This enquiry is taught in 2 sections over the term</i></p>	