

Nursery - RE

There are ten flexible sets of learning ideas for Nursery to work on during the Year, they do not need to be taught in any specific term but might link to some of your topic work across the year.

<p style="text-align: center;">Play</p> <p style="text-align: center;">Through their play, children make sense of the world and have fun together</p>	<p style="text-align: center;">Games</p> <p style="text-align: center;">The fun of games is an underused resource for introducing ideas and questions to FS children</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;">Religious communities and FS classrooms are both places to enjoy music together</p>	<p style="text-align: center;">Artefacts</p> <p style="text-align: center;">Make objects from inside a faith into a keyhole or window into the religion, let the artefact tell a story for you.</p>	<p style="text-align: center;">Questioning</p> <p style="text-align: center;">Asking big questions and playing about with them</p>
<p>Use children's natural love of play to set them up for 'playing' ritual: family life, weddings or baby-welcoming ceremonies.</p> <ul style="list-style-type: none"> • Use Playmobil or Lego people to encourage children to play out a faith story they have heard. • Teach children the meaning of some values words through play activity: helping, caring, co-operating, forgiving. • Play guessing games about children's baby 	<p>These ways of working help any child to learn team skills</p> <ul style="list-style-type: none"> • Use team games to develop understanding of simple RE concepts: o follow the leader, for work on religious leaders. o Kim's Game (remembering 10 objects on a tray) to review and develop learning about religious artefacts, or objects seen on the church visit, or 'what shows that people care for us?' or many more o 'mime an action to your partner' games for learning about gestures of greeting, 	<p>Play music from a religious tradition to pupils to show them how faith uses music in worship, or to tell a story from the faith.</p> <ul style="list-style-type: none"> • Make music with children to express simple ideas: a piece of music that is excited, that is thankful, that is easy to sing, tied to a faith story of thrills or thanks or praise. • Use drums, sticks and rhythms to accompany storytelling or key word work: "hit your sticks loudly whenever goliath is mentioned, and softly for David". • Use rhythms and 	<p>Use one artefacts at a time and introduce it in multisensory ways - touch before sight using a feely bag, for example, or 'what sound does it make?'</p> <ul style="list-style-type: none"> • Or make a paper box into a 'through the keyhole' looking box, and put artefacts inside. Get a child to look and describe what they see to the rest. • Get children to speculate about the artefact you choose: what, how, where, when, why? 	<p>Always ask children to come up with the questions they would like to ask: if you could ask the character, the object, the visitor, the person in the story two questions, what would you ask?</p> <ul style="list-style-type: none"> • Try this with an artefact, a complex picture or artwork, a story, or even 'what would you like to ask the person who knows everything?' • Distinguish big questions from little ones, and accept that the bigger the question,

<p>pictures: Who grew up from this baby?</p> <ul style="list-style-type: none"> • Communication language and literacy are at the heart of this kind of RE 	<p>celebration or prayer or hiding and seeking games to find some key words on flashcards or to find Easter eggs, or diva lamps, or pieces of an RE jigsaw.</p>	<p>chants created by the children as a class to focus learning and make it memorable: chant the six words that say how Noah felt through the flood story.</p> <ul style="list-style-type: none"> • This work adds to a child's knowledge and understanding of the world, and contributes to creative development. 	<ul style="list-style-type: none"> • Then introduce a second, related artefact, and do the same simple enquiry process. • Use a candle to set an atmosphere for RE that is calm and reflective. • Knowledge and understanding of different cultures can start here. 	<p>the harder to answer. Share this mystery!</p> <ul style="list-style-type: none"> • All good learning uses questions, but especially in RE, 'asking for myself' is a key.
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Nursery - RE

Links to Ages and Stages of the EYFS curriculum

	Play	Games	Music	Artefacts	Questioning
22 - 36 months	<p>MR1 Interested in others' play and starting to join in.</p> <p>MR2 Seeks out others to share experiences.</p>	<p>MH1 Runs safely on whole foot.</p> <p>MH2 Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>MH3 Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>MH4 Can kick a large ball.</p>	<p>EMM1 Joins in singing favourite songs</p> <p>EMM2 Creates sounds by banging, shaking, tapping or blowing.</p> <p>EMM3 Shows an interest in the way musical instruments sound.</p>	<p>S1 Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts</p> <p>S3 Learns new words very rapidly and is able to use them in communicating</p> <p>S5 Uses a variety of questions (e.g. what, where, who).</p> <p>S6 Uses simple sentences (e.g. 'Mummy gonna work.')</p>	<p>S5 Uses a variety of questions (e.g. what, where, who).</p> <p>U3 Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p>
30 - 50 Months	<p>MR5 Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children</p> <p>MR6 Initiates play, offering cues to peers to join them</p> <p>SCSA7 Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p>MH11 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>MH14 Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>MH16 Can catch a large ball.</p>	<p>EMM5 Enjoys joining in with dancing and ring games</p> <p>EMM6 Sings a few familiar songs.</p> <p>EMM7 Beginning to move rhythmically</p> <p>EMM8 Imitates movement in response to music.</p> <p>EMM9 Taps out simple repeated Rhythms</p> <p>EMM10 Explores and learns how sounds can be changed.</p>	<p>S8 Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>S10 Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>S11 Questions why things happen and gives explanations.</p> <p>Asks e.g. who, what, when, how.</p> <p>S14 Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>S15 Builds up vocabulary that reflects the breadth of their experiences.</p> <p>S16 Uses talk in pretending that objects stand for something else</p>	<p>S11 Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>U8 Beginning to understand 'why' and 'how' questions</p>

40 - 60 months	MR9 Initiates conversations, attends to and takes account of what others say.	MH22 Experiments with different ways of moving. MH23 Jumps off an object and lands appropriately MH24 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. MH25 Travels with confidence and skill around, under, over and through balancing and climbing equipment MH26 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	EMM18 Begins to build a repertoire of songs and dances EMM19 Explores the different sounds of instruments.	in play, e.g. 'This box is my castle.' S17 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. S18 Uses language to imagine and recreate roles and experiences in play situations. S20 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	S20 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. U11 Listens and responds to ideas expressed by others in conversation or discussion.
Early Learning Goal	MR6 Children play co-operatively, taking turns with others MR7 They take account of one another's ideas about how to organise their activity	MR33 Children show good control and co-ordination in large and small movements MR34 They move confidently in a range of ways, safely negotiating space.	EMM28 Children sing songs, make music and dance, and experiment with ways of changing them	S22 Children express themselves effectively, showing awareness of listeners' needs.	S22 Children express themselves effectively, showing awareness of listeners' needs U13 They answer 'how' and 'why' questions about their experiences and in response to stories or events

Talking The foundation of good RE learning	Storytelling The essence-of-learning method in religion	Making and Creativity Through giving time to these activities, thinking can open up	Imagination Good learning for 3-5s takes their own wide world of imagination seriously!	Symbol A key to learning from religion: symbol carries meaning without words. Very useful for 3-5s.
<p>Use 'think pair share' or 'thinking time, talking time' or numerous circle time routines to enable children to talk about their RE and their own ideas and feelings.</p> <ul style="list-style-type: none"> • Talk about names, for example: who was I named by, after? What do names tell us? Whose name is also in a holy book? Lots of 	<p>The foundation of FS RE is in good storytelling. Use all your gifts and talents to make it memorable and exciting. Find the Jackanory within and release that storyteller!</p> <ul style="list-style-type: none"> • Search for stories from the different faiths to tell in the class. • Make it interactive, with children responding and joining in on cue. 	<p>Children make 'leaves for the tree of peace'.</p> <ul style="list-style-type: none"> • Children make links in the chain of 'what helps us to live together'. • Children decorate a candle template with signs for kindness, happiness, love and friendship. 	<p>Set up imaginative activity for children, e.g. using lights, large floaty pieces of cloth, items collected from the school grounds, or whatever!</p> <ul style="list-style-type: none"> • Use five senses to stimulate the sixth and seventh senses of thinking and feeling. What can we see, 	<p>Introduce simple symbols of two religions to children.</p> <ul style="list-style-type: none"> • Can the children match the dress, food, place of worship, to the symbol? • Can they talk about the different symbols? • Think together about the symbols of festivals - which ones really matter? Can children choose 'one out of five' Diwali, Christmas or Eid symbols that

<p>learning about diversity can follow.</p> <ul style="list-style-type: none"> • Talk matters much more than paper in early RE: celebrate and use this. • Get children to talk about stories, sayings from the sacred texts, photos of worship, values and everything else by asking them for favourites: favourite word, story, character, day, time, celebrations are all good, but there are many others too. • This is all about RE's intersection with language and literacy. 	<ul style="list-style-type: none"> • Communication and literacy methods are very well suited to RE with stories. 	<ul style="list-style-type: none"> • In festivals work, get children to choose designs and colours for cards, mobiles, displays and wall hangings, or to decorate letters to make up words for a display: Happy Easter, Eid Mubarak. • There are 101 ways RE can contribute to creative development. Hardly any RE lesson can avoid it! 	<p>touch, taste, smell, hear? And what can we think and feel?</p> <ul style="list-style-type: none"> • Give children space and scope to be imaginative about - for example - heaven, a world of peace, what it would be like to go back in time to the stories of Jesus or Guru Nanak. • Use a wide range of hats, or dressing-up activities, or making 'dens', to mark out space for imagination, and use faith stories to kick off the playing instinct for groups of children dressed up! • Creative development ELGs matter in RE 	<p>they like best, or think is most important, to talk about?</p> <ul style="list-style-type: none"> • Can children choose symbols for themselves from a range offered, and talk about why they work? What colour, plant, place, food is a good symbol for me?
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Nursery - RE

Links to Ages and Stages of the EYFS curriculum

	Talking	Storytelling	Making and Creativity	Imagination	Symbol
22 - 36	S1 Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts	LA1 Listens with interest to the noises adults make when they read stories.	MH6 Shows control in holding and using jugs to pour, hammers, books and mark-making tools.	BI1 Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'	UW TW2 Notices detailed features of objects in their environment.

<p>months</p>	<p>S3 Learns new words very rapidly and is able to use them in communicating S5 Uses a variety of questions (e.g. what, where, who). S6 Uses simple sentences (e.g. 'Mummy gonna work.')</p>	<p>LA3 Shows interest in play with sounds, songs and rhymes. S1 Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. S6 Uses simple sentences (e.g. 'Mummy gonna work.')</p>	<p>MH7 Beginning to use three fingers (tripod grip) to hold writing tools EMM4 Experiments with blocks, colours and marks.</p>	<p>BI2 Beginning to make-believe by pretending.</p>	
<p>30 - 50 Months</p>	<p>S8 Beginning to use more complex sentences to link thoughts (e.g. using and, because). S10 Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences S11 Questions why things happen and gives explanations. Asks e.g. who, what, when, how. S14 Uses vocabulary focused on objects and people that are of particular importance to them. S15 Builds up vocabulary that reflects the breadth of their experiences. S16 Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'</p>	<p>LA6 Listens to stories with increasing attention and recall. LA7 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories S15 Builds up vocabulary that reflects the breadth of their experiences. S16 Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>MH17 Draws lines and circles using gross motor movements MH18 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. EMM11 Explores colour and how colours can be changed EMM12 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. EMM13 Beginning to be interested in and describe the texture of things. EMM14 Uses various construction materials. EMM15 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. EMM16 Joins construction pieces together to build and balance. EMM17 Realises tools can be used for a purpose.</p>	<p>BI3 Developing preferences for forms of expression BI4 Uses movement to express feelings. BI5 Creates movement in response to music. BI6 Sings to self and makes up simple songs. BI7 Makes up rhythms. BI8 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. BI9 Engages in imaginative role-play based on own first-hand experiences. BI10 Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. BI11 Uses available resources to create props to support role-play. BI12 Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>UW TW3 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. UWTW5 Talks about why things happen and how things work.</p>
<p>40 - 60 months</p>	<p>S17 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. S18 Uses language to imagine and recreate roles and experiences in play situations. S20 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>S18 Uses language to imagine and recreate roles and experiences in play situations S20 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. S21 Introduces a storyline or narrative into their play.</p>	<p>MH27 Uses simple tools to effect changes to materials MH28 •Handles tools, objects, construction and malleable materials safely and with increasing control. EMM20 Explores what happens when they mix colours EMM21 Experiments to create different textures. EMM22 Understands that different media can be combined to create new effects. EMM23 Manipulates materials to achieve a planned effect. EMM24 Constructs with a purpose in mind, using a variety of resources. EMM25 Uses simple tools and techniques competently and appropriately EMM26 Selects appropriate resources and adapts work where necessary. EMM27 Selects tools and techniques needed to shape,</p>	<p>BI1 Create simple representations of events, people and objects. BI2 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. BI3 Chooses particular colours to use for a purpose. BI4 Introduces a storyline or narrative into their play. BI5 Plays alongside other children who are engaged in the same theme. BI6 Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>UWTW8 Looks closely at similarities, differences, patterns and change.</p>

			assemble and join materials they are using.		
Early Learning Goal	S22 Children express themselves effectively, showing awareness of listeners' needs.	LA13 They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. S24 They develop their own narratives and explanations by connecting ideas or events.	MH35 They handle equipment and tools effectively, including pencils for writing. EEM29 They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	BI19 Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. BI20 They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	UWTW10 They talk about the features of their own immediate environment and how environments might vary from one another.

Reception – RE

Special Places and Festivals	The Birth of Jesus	Relationships, Promises and Church Wedding Celebrations	Easter Celebrations	Caring for Creation	Helping Others
Explore Practically with hands-on equipment	Explore Practically with hands-on equipment	Explore Practically with hands-on equipment	Explore Practically with hands-on equipment	Explore Practically with hands-on equipment	Explore Practically with hands-on equipment
Engage make links from their own experiences	Engage make links from their own experiences	Engage make links from their own experiences	Engage make links from their own experiences	Engage make links from their own experiences	Engage make links from their own experiences
Reflect answer questions and give suggestions for why things happen	Reflect answer questions and give suggestions for why things happen	Reflect answer questions and give suggestions for why things happen	Reflect answer questions and give suggestions for why things happen	Reflect answer questions and give suggestions for why things happen	Reflect answer questions and give suggestions for why things happen
What is a Harvest? How do people celebrate Harvest? How can we help people?	What is Divali ? Who celebrates Divali? Why do we celebrate Christmas?	What is a church? Why do people go to church? What do you see inside a church?	What is the special book that Christians read?	Why should we look after the earth? What would happen if we stopped caring for each other / the creatures etc?	Why is it important to belong? What different groups / societies do you belong? How does belonging to a group make you feel?

<p>Identify and ask questions about customs associated with particular religious communities. Focus: A Wet and Windy Harvest for Puddles Christianity</p>	<p>Celebrate the Hindu Festival of Divali. Christianity Celebrate Christmas (Jesus birthday)</p>	<p>Identify symbolic actions, gestures and rituals. Christianity Visit the local church. Faith In Focus.</p>	<p>Find out about ways in which sacred texts are regarded and read by believers. Christianity Puddles and the Happy Easter Day</p>	<p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world. Islam The Tiny Ants</p>	<p>Hear and respond to stories about belonging and relating to religious communities. Islam The Lost Kitten</p>
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Rec Topic Coverage

<u>Autumn</u> <u>Celebrations</u>			<u>Spring</u> <u>Worship and Celebrations</u>			<u>Summer</u> <u>The World and Belonging</u>		
<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>
Ex1 Ex2	En1 En2	R1 R2	Ex3 Ex4	En3 En4	R3 R4	Ex5 Ex6	En5 En6	R5 R6
<u>Vocabulary – Subject Specific</u>								
Engage with, Talk about, Listen to, Find out about, Explore								
<u>Vocabulary - Topic Specific</u>								
<ul style="list-style-type: none"> Faith Story Belief Attitudes Action Teachings Believers Natural World Influence Community Create Reflect Explore Care Identify Symbols Express Special Jesus Mary Joseph Shepherds God Adam Eve Angel Baby Birth Belong 			<ul style="list-style-type: none"> Actions Gestures Rituals Belief Candle Hymn Prayer Celebrate Celebrations Worship Differences Similarities Palm Peace Church Cross Service Special Book Community 			<ul style="list-style-type: none"> Muslim Muhammad Mosque Quran Imam Allah Prophet Mecca Belong Community 		

I will learn...

<p>What is Harvest and who celebrates.</p> <p>How people celebrate Harvest?</p> <p>How we can help people?</p> <p>What is Divali</p> <p>Who celebrates Divali</p> <p>Why do Christians celebrate Christmas</p>	<p>What a church is.</p> <p>Why people go to church</p> <p>What is to be found inside a typical church</p> <p>About the special book that Christians read</p>	<p>Why we should look after the earth.</p> <p>What would happen if we stopped caring for each other / the creatures etc</p> <p>Why it is important to belong</p> <p>What different groups / societies you belong to.</p> <p>How belonging to a group makes you feel</p>
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Reception - RE

Links to Ages and Stages of the EYFS curriculum

	Special Places and Festivals	The Birth of Jesus	Relationships, promises and celebrations	Easter Celebrations	Caring and Creation	Helping Others
<p>22 - 36 months</p>	<p>PSED MR3 Shows affection and concern for people who are special to them.</p> <p>PSED MR4 May form a special friendship with another child.</p> <p>C&L U3 Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p>C&L S5 Uses a variety of questions (e.g. what, where, who).</p> <p>UW PC1 Has a sense of own immediate family and relations.</p> <p>UW PC4 Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>C&L LA1 Listens with interest to the noises adults make when they read stories</p> <p>R1 Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>R2 Repeats words or phrases from familiar stories.</p>	<p>PSED MR3 Shows affection and concern for people who are special to them.</p> <p>PSED MR4 May form a special friendship with another child</p> <p>UW PC1 Has a sense of own immediate family and relations.</p> <p>UW PC4 Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>UW PC1 Has a sense of own immediate family and relations.</p> <p>UW PC4 Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>PSED MR3 Shows affection and concern for people who are special to them.</p> <p>PSED MR4 May form a special friendship with another child</p> <p>PSED MFB1 Seeks comfort from familiar adults when needed.</p> <p>PSED MFB2 Can express their own feelings such as sad, happy, cross, scared, worried.</p> <p>PSED MFB3 Responds to the feelings and wishes of others.</p> <p>PSED MFB4 Aware that some actions can hurt or harm others.</p> <p>PSED MFB5 Tries to</p>	<p>PSED MR3 Shows affection and concern for people who are special to them.</p> <p>PSED MR4 May form a special friendship with another child</p> <p>PSED MFB1 Seeks comfort from familiar adults when needed.</p> <p>PSED MFB2 Can express their own feelings such as sad, happy, cross, scared, worried.</p> <p>PSED MFB3 Responds to the feelings and wishes of others.</p> <p>PSED MFB4 Aware that some actions can hurt or harm others.</p> <p>PSED MFB5 Tries to help or give comfort when others are distressed.</p>

					help or give comfort when others are distressed.	
30 - 50 Months	<p>PSED MR8 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>LA 6 Listens to stories with increasing attention and recall</p> <p>C&L U8 Beginning to understand 'why' and 'how' questions</p> <p>C&L S11 Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>UW PC5 Shows interest in the lives of people who are familiar to them.</p> <p>UW PC6 Remembers and talks about significant events in their own experience.</p> <p>UW PC7 Recognises and describes special times or events for family or friends.</p> <p>UW PC8 Shows interest in different occupations and ways of life.</p> <p>UW PC9 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.</p> <p>UW TW3 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>UW TW4 Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>UW TW5 Talks about why things happen and how things work.</p>	<p>L&A6 Listens to stories with increasing attention and recall.</p> <p>L&A7 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>R7 Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>R8 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>R9 Beginning to be aware of the way stories are structured.</p> <p>R10 Suggests how the story might end.</p> <p>R11 Listens to stories with increasing attention and recall.</p> <p>R12 Describes main story settings, events and principal characters.</p> <p>R13 Shows interest in illustrations and print in books and print in the environment.</p> <p>R14 Recognises familiar words and signs such as own name and advertising logos.</p> <p>R15 Looks at books independently.</p> <p>R16 Handles books carefully.</p> <p>R17 Knows information can be relayed in the form of print.</p> <p>R18 Holds books the correct way up and turns pages.</p> <p>R19 Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>PSED MR8 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>UW PC5 Shows interest in the lives of people who are familiar to them.</p> <p>UW PC6 Remembers and talks about significant events in their own experience.</p> <p>UW PC7 Recognises and describes special times or events for family or friends.</p> <p>UW PC8 Shows interest in different occupations and ways of life.</p> <p>UW PC9 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.</p> <p>UW TW3 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>UW TW4 Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>UW TW5 Talks about why things happen and how things work.</p>	<p>UW PC5 Shows interest in the lives of people who are familiar to them.</p> <p>UW PC6 Remembers and talks about significant events in their own experience.</p> <p>UW PC7 Recognises and describes special times or events for family or friends.</p> <p>UW PC8 Shows interest in different occupations and ways of life.</p> <p>UW PC9 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.</p> <p>UW TW3 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>UW TW4 Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>UW TW5 Talks about why things happen and how things work.</p>	<p>PSED MR8 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>PSED MFB9 Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>PSED MFB10 Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>UW TW3 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>UW TW4 Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>UW TW5 Talks about why things happen and how things work.</p> <p>UW TW6 Developing an understanding of growth, decay and changes over time.</p> <p>UW TW7 Shows care and concern for living things and the environment.</p>	<p>PSED MR8 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>PSED MFB9 Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>PSED MFB10 Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p>

<p>40 - 60 months</p>	<p>PSED MR10 Explains own knowledge and understanding, and asks appropriate questions of others. PSED MR11 Takes steps to resolve conflicts with other children, e.g. finding a compromise. LA10 Maintains attention, concentrates and sits quietly during appropriate activity. C&L U11 Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>C&L S18 Uses language to imagine and recreate roles and experiences in play situations C&L S20 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events UW PC10 Enjoys joining in with family customs and routines. UW TW8 Looks closely at similarities, differences, patterns and change</p>	<p>L&A10 Maintains attention, concentrates and sits quietly during appropriate activity R24 Begins to read words and simple sentences. R6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. R26 Enjoys an increasing range of books. R27 Knows that information can be retrieved from books and computers.</p>	<p>PSED MR10 Explains own knowledge and understanding, and asks appropriate questions of others. PSED MR11 Takes steps to resolve conflicts with other children, e.g. finding a compromise UW PC10 Enjoys joining in with family customs and routines. UW TW8 Looks closely at similarities, differences, patterns and change</p>	<p>UW PC10 Enjoys joining in with family customs and routines. UW TW8 Looks closely at similarities, differences, patterns and change</p>	<p>PSED MR2 Explains own knowledge and understanding, and asks appropriate questions of others. PSED MR3 Takes steps to resolve conflicts with other children, e.g. finding a compromise. PSED MFB13 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. UW TW8 Looks closely at similarities, differences, patterns and change</p>	<p>PSED MR10 Explains own knowledge and understanding, and asks appropriate questions of others. PSED MR11 Takes steps to resolve conflicts with other children, e.g. finding a compromise. PSED MFB13 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them</p>
<p>Early Learning Goal</p>	<p>PSED MR14 They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. LA12 Children listen attentively in a range of situations. LA13 They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. LA14 They give their attention to what others say and respond appropriately, while engaged in another activity. C&L U13 They answer 'how' and 'why' questions about their experiences and in response to stories or events. C&L S22 Children express themselves effectively, showing awareness of listeners' needs. C&L S24 They develop their own narratives and explanations by connecting ideas or events. UW PC11 Children talk about past and present events in their own lives and in the lives of family members. UW PC12 They know that other children don't always enjoy the same things, and are sensitive to this. UW PC13 They know about similarities and differences between themselves and others, and among families, communities and traditions UW TW10 They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>L&A13 They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions R28 Children read and understand simple sentences. R29 They use phonic knowledge to decode regular words and read them aloud accurately. R30 They also read some common irregular words. R31 They demonstrate understanding when talking with others about what they have read.</p>	<p>PSED MR14 They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. UW PC11 Children talk about past and present events in their own lives and in the lives of family members. UW PC12 They know that other children don't always enjoy the same things, and are sensitive to this. UW PC13 They know about similarities and differences between themselves and others, and among families, communities and traditions UW TW10 They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>UW PC11 Children talk about past and present events in their own lives and in the lives of family members. UW PC12 They know that other children don't always enjoy the same things, and are sensitive to this. UW PC13 They know about similarities and differences between themselves and others, and among families, communities and traditions UW TW10 They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>PSED MR3 They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. PSED MFB16 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. UW TW10 They talk about the features of their own immediate environment and how environments might vary from one another. UW TW11 They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>PSED MR14 They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. PSED MFB16 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.</p>

