



## Religious Education at Wisborough Green Primary School (yearly cycle)

<b>Early Years Foundation Stage</b>	<u>All About Me</u>  <u>Autumn</u>  <u>Harvest</u>	<u>Diwali</u>  <u>Christmas Story</u>  <u>Christmas around the world</u>	<u>Chinese New Year</u>	<u>Pancake Day</u>  <u>Easter</u>	<u>Traditional Tales</u>	<u>Traditional Tales</u>			
<b>Visits and Events</b>	<i>Harvest Festival service at St Peter's</i>	<i>Nativity</i>							
<b>Communication and Language</b>	<p><b><u>Statutory Framework - Communication and Language</u></b></p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="356 802 945 1431" style="width: 33%; vertical-align: top;"> Engage in story times, rhymes, and songs.   Maintain attention in whole class/groups.   Understand 'why' questions.   Learn new vocabulary.   Ask questions to find out more and to check they understand what has been said to them.   Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. </td> <td data-bbox="945 802 1525 1431" style="width: 33%; vertical-align: top;"> Engage in non-fiction books.   Use talk to organise/stand for something else in play.   Learn new vocabulary.   Learn rhymes, poems and songs. </td> <td data-bbox="1525 802 2107 1431" style="width: 33%; vertical-align: top;"> Understand how, why, where questions.   Describe events in some detail.   Express ideas about feelings and experiences.   Articulate their ideas and thoughts in well-formed sentences.   Learn new vocabulary. </td> </tr> </table>						Engage in story times, rhymes, and songs.  Maintain attention in whole class/groups.  Understand 'why' questions.  Learn new vocabulary.  Ask questions to find out more and to check they understand what has been said to them.  Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in non-fiction books.  Use talk to organise/stand for something else in play.  Learn new vocabulary.  Learn rhymes, poems and songs.	Understand how, why, where questions.  Describe events in some detail.  Express ideas about feelings and experiences.  Articulate their ideas and thoughts in well-formed sentences.  Learn new vocabulary.
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			<p>Listen and respond with relevant questions, comments, or actions.</p> <p>Retell the story once they have developed a deep familiarity with the text some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p><b>Understanding the World</b></p>	<p><b><u>Statutory Framework – Understanding the World</u></b></p> <p>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.</p>		
	<p>Talk about members of their immediate community.</p> <p>Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Compare and contrast characters from stories.</p>	<p>Recount an event, orally, pictorial and/or with captions.</p> <p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> <p>Order experiences in relation to themselves and others, including stories.</p>
<p><b><u>Statutory Framework - Expressive Arts and Design</u></b></p>			



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<b>Expressive Arts and Design</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Develop storylines in their pretend play.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Develop storylines in their pretend play.			Listen attentively, move to, and talk about music, expressing their feelings and responses.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Develop storylines in their pretend play.	
	<b>Cycle A</b>			<b>Cycle B</b>		
	<b>Time Riders</b>	<b>Extreme Survival</b>	<b>Your Majesty</b>	<b>Far Away and Long Ago</b>	<b>Ingenious Engineering</b>	<b>Wild Wisborough</b>
<b>Visits and Events</b>	<i>Harvest Festival Service at St Peter's</i>	<i>Nativity</i>		<i>Harvest Festival Service at St Peter's</i>	<i>Nativity</i>	
<b>Lower Key Stage 2</b>	<p><b><u>Year 3 (Islam):</u></b> <b>Main themes:</b> Core Beliefs, Ideas and Symbols of Islam Identity-daily life of a Muslim</p> <p><b><u>Year 4 (Judaism &amp; Christianity):</u></b> <b>Main festivals/celebrations:</b> Rosh Hashannah, Yom Kippur, Sukkot and Hanukkah (link to Christmas) <b>Main themes:</b> Core Beliefs, Ideas and Symbols of Judaism Expressions of Faith and Identity-daily life of a Jew</p>	<p><b><u>Year 3 (Islam):</u></b> <b>Main festivals/celebrations:</b> Ramadan and Eid ul Fitr (falls in April/May) <b>Main themes:</b> Expressions of Faith Social Action – putting beliefs into action</p> <p><b><u>Year 4 (Judaism &amp; Christianity):</u></b> <b>Main festivals/celebrations:</b> Easter (inc. Lent – link to Passover) <b>Main themes:</b> Core Beliefs, Ideas and Symbols of Christianity Expressions of Faith and Identity-daily life of a Christian</p>	<p><b><u>Year 3 (Islam):</u></b> <b>Main festivals/celebrations:</b> Eid-ul-Adha and Al-Hijra – (Ramadan/Eid ul Fitr - sometimes falls in May), <b>Main themes:</b> Expressions of Faith (festivals and celebrations) Ask big questions and make connections</p> <p><b><u>Year 4 (Judaism &amp; Christianity):</u></b> <b>Main themes:</b> Social Action – putting beliefs into action Ask big questions and make connections – Comparing and making connections between Abrahamic faiths</p>	<p><b><u>Year 3 (Islam):</u></b> <b>Main themes:</b> Core Beliefs, Ideas and Symbols of Islam Identity-daily life of a Muslim</p> <p><b><u>Year 4 (Judaism &amp; Christianity):</u></b> <b>Main festivals/celebrations:</b> Rosh Hashannah, Yom Kippur, Sukkot and Hanukkah (link to Christmas) <b>Main themes:</b> Core Beliefs, Ideas and Symbols of Judaism Expressions of Faith and Identity-daily life of a Jew</p>	<p><b><u>Year 3 (Islam):</u></b> <b>Main festivals/celebrations:</b> Ramadan and Eid ul Fitr (falls in April/May) <b>Main themes:</b> Expressions of Faith Social Action – putting beliefs into action</p> <p><b><u>Year 4 (Judaism &amp; Christianity):</u></b> <b>Main festivals/celebrations:</b> Easter (inc. Lent – link to Passover) <b>Main themes:</b> Core Beliefs, Ideas and Symbols of Christianity Expressions of Faith and Identity-daily life of a Christian</p>	<p><b><u>Year 3 (Islam):</u></b> <b>Main festivals/celebrations:</b> Eid-ul-Adha and Al-Hijra – (Ramadan/Eid ul Fitr - sometimes falls in May), <b>Main themes:</b> Expressions of Faith (festivals and celebrations) Ask big questions and make connections</p> <p><b><u>Year 4 (Judaism &amp; Christianity):</u></b> <b>Main themes:</b> Social Action – putting beliefs into action Ask big questions and make connections – Comparing and making connections between Abrahamic faiths</p>



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<b>Visits and Events</b>	<i>Harvest Festival service at St Peter's</i>			<i>Harvest Festival service at St Peter's</i>		
<b>Upper Key Stage 2</b>	<p><b><u>Year 5 (Sikhi):</u></b>  <b>Main festivals/celebrations:</b>            Diwali and Guru Nanak  <b>Main themes:</b>            Core Beliefs, Ideas and Symbols of Sikhi            Expressions of Faith</p> <p><b><u>Year 6 (Buddhism):</u></b>  <b>Main themes:</b>            Core Beliefs, Ideas and Symbols of Buddhism            Expressions of Faith</p>	<p><b><u>Year 5 (Sikhi):</u></b>  <b>Main festivals/celebrations:</b>            Vaisakhi  <b>Main themes:</b>            Identity-daily life of a Sikh            Social Action – putting beliefs into action</p> <p><b><u>Year 6 (Buddhism):</u></b>  <b>Main festivals/celebrations:</b>            Sangha Day and Losar  <b>Main themes:</b>            Identity-daily life of a Buddhist</p>	<p><b><u>Year 5 (Sikhi):</u></b>  <b>Main festivals/celebrations:</b>            Gurpurbs (throughout year)  <b>Main themes:</b>            Ask big questions and make connections</p> <p><b><u>Year 6 (Buddhism):</u></b>  <b>Main festivals/celebrations:</b>            Wesak (Buddha Day) and Dharma Day  <b>Main themes:</b>            Social Action – putting beliefs into action            Ask big questions and make connections</p>	<p><b><u>Year 5 (Sikhi):</u></b>  <b>Main festivals/celebrations:</b>            Diwali and Guru Nanak  <b>Main themes:</b>            Core Beliefs, Ideas and Symbols of Sikhi            Expressions of Faith</p> <p><b><u>Year 6 (Buddhism):</u></b>  <b>Main themes:</b>            Core Beliefs, Ideas and Symbols of Buddhism            Expressions of Faith</p>	<p><b><u>Year 5 (Sikhi):</u></b>  <b>Main festivals/celebrations:</b>            Vaisakhi  <b>Main themes:</b>            Identity-daily life of a Sikh            Social Action – putting beliefs into action</p> <p><b><u>Year 6 (Buddhism):</u></b>  <b>Main festivals/celebrations:</b>            Sangha Day and Losar  <b>Main themes:</b>            Identity-daily life of a Buddhist</p>	<p><b><u>Year 5 (Sikhi):</u></b>  <b>Main festivals/celebrations:</b>            Gurpurbs (throughout year)  <b>Main themes:</b>            Ask big questions and make connections</p> <p><b><u>Year 6 (Buddhism):</u></b>  <b>Main festivals/celebrations:</b>            Wesak (Buddha Day) and Dharma Day  <b>Main themes:</b>            Social Action – putting beliefs into action            Ask big questions and make connections</p>
<b>Visits and Events</b>	<i>Remembrance Day Service at St Peter's Church</i>			<i>Remembrance Day Service at St Peter's Church</i>		