

Nursery RE Curriculum



<p>Vocabulary difference, special, event / celebration (localise for your school) family, same, different, pretend, God, believe, stories, miracle</p>	<p>2-3 Make connections between the features of their family and other families. ▪ Notice differences between people. ▪ In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</p> <p>3-4 -Enjoy joining in with family customs and routines. ▪ Recognise and describe special times or events for family or friends. ▪ Show interest in different occupations and ways of life indoors and outdoors. ▪ Continue developing positive attitudes about the differences between people.</p>
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What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ similarities and differences between their families and other families ▪ positive attitudes about the differences between people ▪ key customs, routines, special times, events and celebrations for different families / religions / cultures ▪ different occupations linked to people in their community and those who help us ▪ special places and places of significance 	<p>Domestic role play</p> <ul style="list-style-type: none"> ▪ cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, teapot, toaster, phone, clock and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories. 	<p>Themed role play (celebrations from other cultures)</p> <ul style="list-style-type: none"> ▪ special clothing from a range of cultures ▪ appropriate food, packets, dishes, bowls, pans, cutlery / utensils ▪ decorations ▪ photos of their families having celebrations ▪ photos of special places, e.g. synagogue 	<p>Bikes and trikes</p> <ul style="list-style-type: none"> ▪ bikes ▪ trikes ▪ scooters ▪ ride-in cars (if appropriate age wise) ▪ scooter boards ▪ real-life uniforms – firefighter paramedic, police person, engineer ▪ props such as bandages / first aid kits, hose, bell, traffic cones / signs / mark making materials. 	<p>Pupils will also meet this in other aspects of the provision, for example when celebrating key customs, traditions and events as a school, in assemblies, productions and when special visitors come in. Members of the community should be actively encouraged to spend time with pupils sharing their experiences, expertise and aspirations. Care should be taken to ensure all religions and cultures are celebrated at some point throughout the year linked to the families in your school.</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creation *Celebration of class cultures (adapt to the cohort) Diwali	Christmas- The birth of Jesus. How and why is Christmas celebrated? Special celebrations	Epiphany – the coming of the 3 kings. Stories from the New Testament. The Good Samaritan, Jesus' first miracle, Feeding of the 5000	Easter Shrove Tuesday Palm Sunday Good Friday Easter Sunday Holi- March	Special places, special objects and special people.	Stories from the old testament Noah, Jonah, David and Goliath

Festivals to include: Holi- Hindu, Eid ul-Fitr – Islam, Diwali - Hindu, Sikh, and Jain, Easter/Christmas – Christian, Hanukkah- Jewish