The **enquiry** approach to Religious Education

EYFS
Progression Summary



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EYFS Enquiries Progression Summary

This document collects the relevant assessment statements and key vocabulary for EYFS in one place.

Schools can use this collated information for their own curriculum documents, such as progression maps and knowledge organisers. This can be used alongside the knowledge organisers for each enquiry.

The 'I know' and 'I can' statements represents specific RE/RVE statements for a child working at expected levels for their age group. At the end of the document full assessment grids are given showing statements for Working Towards/Working At/Working Beyond for each enquiry. This may be helpful for schools who want their EYFS assessment to align with practices in KS1 and KS2.

The other statements draw on the relevant development matters statements. The development matters statements that appear in 4 or more pieces within the enquiry are in **bold**.

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Enquiry	**Area of Learning:** Personal, Emotional and Social Development (Linked to Personal Development)	**Area of Learning:** Understanding the World (Linked to Substantive Knowledge)	**Area of Learning:** Communication and Language (Linked to Disciplinary Knowledge)	**Key Vocabulary** by lesson
Age 4-5 (F2) **Autumn 1** What makes people special?	*I can identify family and friends who are special to me and explain why.* **Build constructive and respectful relationships.** **Express their feelings and consider the feelings of others.** Identify and moderate their own feelings socially and emotionally. **Think about the perspectives of others.**	*I know some Christian Stories: Moses and the 10 Commandments; Jesus Heals the Paralysed Man and Jesus Heals Blind Bartimaeus.* **Talk about members of their immediate family and community.** **Name and describe people who are familiar to them.** Compare and contrast characters from stories, including figures from the past. **Recognise that people have different beliefs and celebrate special times in different ways.**	*I can listen carefully to stories about special people and begin to understand why they are special.* **Understand how to listen carefully and why listening is important.** **Learn new vocabulary** **Ask questions to find out more and to check they understand what has been said to them** **Describe events in some detail.** **Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.** **Engage in storytimes.** **Listen to and talk about stories to build familiarity and understanding.** Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Family, Love, Home Friend, Special Teach, Role Models Rules, Moses, Ten Commandments, Religion, Judaism, Jews, God, Role Model Jesus, Christians, Jewish, Ten Commandments, Rules, son of God, Role Model Jesus, Christian, Son of God, Role Model, Miracle, Healing

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Age 4-5 (F2) **Autumn 2** What is Christmas?	*I can explain why presents are special to me and others.* **Build constructive and respectful relationships.** **Express their feelings and consider the feelings of others.** **Identify and moderate their own feelings socially and emotionally.** **Think about the perspectives of others.**	*I can recall the Christmas story.* **Talk about members of their immediate family and community.** **Name and describe people who are familiar to them.** **Compare and contrast characters from stories, including figures from the past.** **Recognise that people have different beliefs and celebrate special times in different ways.** Recognise some similarities and differences between life in this country and life in other countries.	*I can listen carefully to and retell the Christmas story in some detail.* **Understand how to listen carefully and why listening is important.** **Learn new vocabulary** **Ask questions to find out more and to check they understand what has been said to them** **Describe events in some detail.** **Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.** Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Baby, Present, Suitable, Unsuitable Letter, Present, Thank you Christmas, Candle, Christians, Jesus, Son of God, Present Shepherds, Jesus, Angel, Good News, Joy, Saviour, Role Model, Incarnation King, Presents, Wise Men, Jesus, Gold, Frankincense, Myrrh Christmas, Nativity, Character, celebrate, special time

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Age 4-5 (F2) **Spring 1** How people celebrate?	*I can tell you how I might celebrate different events.* **Build constructive and respectful relationships.** **Express their feelings and consider the feelings of others.** **Identify and moderate their own feelings socially and emotionally.** **Think about the perspectives of others.**	*I know about different celebrations (New Year, Chinese New Year, Persian New Year (Nowruz) and Holi).* **Talk about members of their immediate family and community.** Name and describe people who are familiar to them. **Compare and contrast characters from stories, including figures from the past.** **Recognise that people have different beliefs and celebrate special times in different ways.** **Recognise some similarities and differences between life in this country and life in other countries.** Understand the effect of changing seasons on the natural world around them.	*I can show awareness of how different people celebrate.* **Understand how to listen carefully and why listening is important.** **Learn new vocabulary** **Ask questions to find out more and to check they understand what has been said to them** **Describe events in some detail.** **Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.** **Engage in storytimes.** **Listen carefully to rhymes and songs, paying attention to how they sound.** **Listen to and talk about stories to build familiarity and understanding.** **Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.**	Party, New Year, Resolution Chinese New Year, Map, UK, China Chinese New Year, Celebrate, World, Special Time, Good Luck, Bad Luck, Occasion Iran, Winter, Spring, Seasons, Nowruz, Nokhodi Nowruz, Tradition, Haft-seen, Spring Celebration, Sanatana Dharma, India, Holi, Spring, Good, Evil, Triumph

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Age 4-5 (F2) **Spring 2** What is Easter?	*I can explain what I think is special about Spring and Easter.* **Build constructive and respectful relationships.** Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. **Think about the perspectives of others.**	*I can recall the Christmas Easter Story.* Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them.	*I can listen carefully to the Easter story and consider how people in the story felt.* **Understand how to listen carefully and why listening is important.** **Learn new vocabulary** **Ask questions to find out more and to check they understand what has been said to them** **Describe events in some detail.** **Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.** Engage in storytimes. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Seasons, Winter, Spring, Summer, Autumn, Signs of Spring, Environment Baby, Grow, Spring, New Life, Nature, Wildlife, Life Cycle Easter, Easter Egg, Celebrate, Christians, Jesus Easter, Jerusalem, Donkey, Jesus, Romans, Palm Leaves, Hosanna, Last Supper Easter, Jesus, Disciples, Garden of Gethsemane, prayer, Judas, Trial, Cross Hot Cross Bun, Palm Cross, Weather, Christians, Jesus, Disciples, Resurrection

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Age 4-5 (F2) **Summer 1** What can people learn from stories?	*I can explain how I feel about a story and start to make links with my own experiences.* **Build constructive and respectful relationships.** **Express their feelings and consider the feelings of others.** Identify and moderate their own feelings socially and emotionally. **Think about the perspectives of others.**	*I know some stories from different cultures and worldviews. (Aesop fable, Sikh, Muslim, Indian, Asia, Christian).* Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. **Recognise that people have different beliefs and celebrate special times in different ways.** Recognise some similarities and differences between life in this country and life in other countries.	*I can listen carefully to and retell stories from different cultures and worldviews.* **Understand how to listen carefully and why listening is important.** **Learn new vocabulary** **Ask questions to find out more and to check they understand what has been said to them** **Describe events in some detail.** **Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.** **Engage in storytimes.** Listen carefully to rhymes and songs, paying attention to how they sound. **Listen to and talk about stories to build familiarity and understanding.** **Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.**	Story, moral, Villagers, Lies, Shepherd, Truth, Honest Story, moral, Crocodile, Priest, Sikh, Equal Story, moral, Muslim, Islam, Allah, creation Story, moral, Snake, Serpent, India, Greedy, Grateful Story, moral, Elephant, Best Friends Story, moral, Coin, Jesus, Christians, God, Love

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Age 4-5 (F2) **Summer 2** What makes places special?	*I can give examples of what makes a home special to me and others.* **Build constructive and respectful relationships.** **Express their feelings and consider the feelings of others.** **Identify and moderate their own feelings socially and emotionally.** **Think about the perspectives of others.**	*I know special places for different worldviews (Church, Mosque, Synagogue)* **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.** Recognise some similarities and differences between life in this country and life in other countries.	*I can talk about what happens in different special places (prayer, worship, ceremonies).* **Understand how to listen carefully and why listening is important.** **Learn new vocabulary** **Ask questions to find out more and to check they understand what has been said to them** **Describe events in some detail.** **Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.**	Teamwork, Home Teamwork, Room, Places of Worship Iconic, Visit, School Church, Christian, Jesus, God, Worship, Prayer, Wedding, Baptism, Ceremony Mosque, Muslim, Islam, Allah, Worship, Prayer, Rules Kippah, Synagogue, Jews, Jewish, God, Worship, Prayer

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