



Moorland Primary School – Progression of Skills in RE – Early Years

Early Years	Development matters (22-36 Months)	Development matters (30 – 50 Months)	40 -60 Months Statutory Framework ELG
<b>K&amp;U of the world: People &amp; Communities</b>	<p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not 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.</p> <p>EYFS Statement Links:</p> <ul style="list-style-type: none"> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life</li> </ul>	<p>Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions, and the importance of treating them with respect.</p> <p>EYFS Statement Links:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Enjoys joining in with family customs and routines.</li> </ul>
<b>K&amp;U of the world: The World</b>	<ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> </ul>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>EYFS Statement Links:</p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<p>Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p> <p>EYFS Statement Links:</p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change</li> </ul>



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<p><b>PSED: Self-confidence &amp; self-awareness</b></p>	<p><i>* Separates from main carer with support and encouragement from a familiar adult.</i></p> <p><i>* Expresses own preferences and interests.</i></p>	<p><i>Children are confident to try new activities, and say why they like some activities more than others do. 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 do not need help.</i></p> <p><i>EYFS Statements:</i></p> <ul style="list-style-type: none"><li>• <i>Can select and use activities and resources with help.</i></li><li>• <i>Welcomes and values praise for what they have done.</i></li><li>• <i>Enjoys responsibility of carrying out small tasks</i></li><li>• <i>Is more outgoing towards unfamiliar people and more confident in new social situations.</i></li><li>• <i>Confident to talk to other children when playing, and will communicate freely about own home and community.</i></li><li>• <i>Shows confidence in asking adults for help</i></li></ul>	<p><i>Children are confident speaking to a class group. They can talk about the things they enjoy, are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</i></p> <p><i>EYFS Statements:</i></p> <ul style="list-style-type: none"><li>• <i>Confident to speak to others about own needs, wants, interests and opinions.</i></li><li>• <i>Can describe self in positive terms and talk about abilities.</i></li></ul>
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