

Religious Education Tracking Foundation Stage

Unit F1: Why is the word 'God' special to Christians?	Working Towards	Greater Depth
<p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Retell stories, talking about what they say about the world, God, human beings <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Say how and when Christians like to thank their Creator <p>Making Connections:</p> <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Think about the wonders of the natural world, expressing ideas and feelings • Talk about what people do to mess up the world and what they do to look after it. 		
Unit F2: Why is Christmas special for Christians?	Working Towards	Greater Depth
<p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian festival (Christmas) <p>Making Connections:</p> <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Retell religious stories, making connections with personal experiences. 		
Unit F3: Why is Easter special for Christians?	Working Towards	Greater Depth
<p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter. <p>Making Connections:</p> <ul style="list-style-type: none"> • Talk about ideas of new life in nature 		

Unit F4: Being special: where do we belong?	Working Towards	Greater Depth
<p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Retell religious stories making connections with personal experiences <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>Making Connections:</p> <ul style="list-style-type: none"> • Share and record occasions when things have happened in their lives that made them feel special 		
Unit F5: Which places are special and why?	Working Towards	Greater Depth
<p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship. <p>Making Connections:</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world 		
Unit F6: Which stories are special and why?	Working Towards	Greater Depth
<p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, e.g. about God • Identify a sacred text e.g. Bible, Torah <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. <p>Making Connections:</p> <ul style="list-style-type: none"> • Identify some of their own feelings in the stories they hear 		