

Feb 2022 - Mapping out of EY RE/UW framework in line with Leeds Agreed Syllabus and EY's "I can" statements.

*some "extra" I can statements to meet the "Deeper" objectives from the syllabus more explicitly.



Past and present:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, culture and communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

The natural world:

- Explore the natural world around them, making observations and drawing on pictures and animals of plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.

Module	Objectives from Leeds Agreed Syllabus EYFS documents	I can statements from school's UW and CLL curriculum Emerging and Expected learners
F.1 - Where do I live? What place is special to me?	<p>ARE:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family. • Name and describe people who are familiar to them. <p>Deeper:</p> <ul style="list-style-type: none"> • Talk about who and what is important to them. • Recall some stories from the Bible and Qur'an • Name people who help them in their community. 	<p>Emerging:</p> <ul style="list-style-type: none"> • I can draw my family and tell you about them from my drawings. • I can share a family photo that is a happy memory. • I know who I can ask to help me in school. • I know the name of the Head Teacher and what they do. • I know the school secretary and what they do. • I can tell the building is a church. • I can tell you where I live, my home style and favourite thing to do here. • I am beginning to know about people around the world.

- I can tell you I live in a town.
- I am beginning to listen during carpet times.
- I am beginning to answer questions asked to me by an adult.
- I am beginning to show understanding when asked a question.
- I can listen and I am beginning to want to answer questions.
- I am beginning to use full sentences in my PDR.
- I am beginning to use full sentences in my role play.
- I will listen to an adult modelling and begin to copy.
- I am looking at non-fiction books.
- I am using non-fiction books to find information with an adult.
- I am beginning to learn two non-fiction facts about a subject.
- I have a new word to share from our fact finding.
- I am beginning to participate in role play around a story.
- I will use some of my own words to describe a story.

Expected:

- I can tell you what my family likes and dislikes.
- I can tell you what they do when I'm in school.
- I can share something from my home to tell you more about my family.
- I can answer questions about my family life.
- I can tell three members of staff from the school and their roles.
- I can tell you what people in our community do to help us.
- I can tell you it's a church, mosque, synagogue or gurdwara.
- I know when to listen.
- I can listen for an extended period of time (5-10 mins)
- I can tell you about what you just said or what I heard.
- I can answer any question asked.
- I show a clear understanding of what has been said to me.
- I clearly know social phrases and use them correctly.
- I always listen and then attempt to answer questions which show comprehension of a story.
- I can speak clearly.
- I can speak in full sentences with a variety of vocabulary.

		<ul style="list-style-type: none"> ● I know a non fiction is a book of information. ● I know four facts about a subject from a non fiction book (adult read). ● I can share new words around the subject from my facts. ● I can retell stories I have learned in my role-play. ● I can create story maps of a familiar text. ● I can sequence a familiar story. ● I can tell you a traditional tale from another culture.
<p>F.2 - How are special times celebrated? Autumn and winter festivals.</p> <p>Visit from Priest</p>	<p>ARE:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family. ● Compare and contrast characters from stories. ● Recognise that people have different beliefs and celebrate times in a different way. ● Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p>Deeper:</p> <ul style="list-style-type: none"> ● Notice the meaning behind different religious festivals and why they are important to believers. ● Recall how and why different religions celebrate different festivals. ● Begin to make connections between how religious beliefs are expressed through worship festivals. 	<p>Emerging:</p> <ul style="list-style-type: none"> ● I can draw my family and tell you about them from my drawings. ● I can share a family photo that is a happy memory. ● I can listen to people from different religions and cultures with interest. ● I can tell you about my beliefs. ● I can tell you what my family celebrates. ● I can tell you if a character in a story is old. ● I can tell you if this story is about the past. ● I am beginning to learn traditional stories from the past. Christmas story. ● I am beginning to listen during carpet times. ● I am beginning to answer questions asked to me by an adult. ● I am beginning to show understanding when asked a question. ● I can listen and I am beginning to want to answer questions. ● I am beginning to use full sentences in my PDR. ● I am beginning to use full sentences in my role play. ● I will listen to an adult modelling and begin to copy. ● I am looking at non-fiction books. ● I am using non-fiction books to find information with an adult. ● I am beginning to learn two non-fiction facts about a subject. ● I have a new word to share from our fact finding. ● I am beginning to participate in role play around a story. ● I will use some of my own words to describe a story.

		<p>Expected:</p> <ul style="list-style-type: none"> ● I can tell you what my family likes and dislikes. ● I can tell you what they do when I'm in school. ● I can tell you characteristics of other cultures and religions. ● I can tell you what places of worship are near our school. ● I can ask a visitor questions about different religions and cultures. ● I can talk about my beliefs and celebrations with passion. ● I can tell you about someone else and what they believe and celebrate. ● I celebrate differences with a positive attitude. ● I can tell you a story from the past. ● I can use language relating to the past. ● I can remember significant people and events from the past. ● I can explore old artefacts and tell you why they are old. ● I know when to listen. ● I can listen for an extended period of time (5-10 mins) ● I can tell you about what you just said or what I heard. ● I can answer any question asked. ● I show a clear understanding of what has been said to me. ● I clearly know social phrases and use them correctly. ● I always listen and then attempt to answer questions which show comprehension of a story. ● I can speak clearly. ● I can speak in full sentences with a variety of vocabulary. ● I know a non fiction is a book of information. ● I know four facts about a subject from a non fiction book (adult read). ● I can share new words around the subject from my facts. ● I can retell stories I have learned in my role-play. ● I can create story maps of a familiar text. ● I can sequence a familiar story. ● I can tell you a traditional tale from another culture.
<p>F.3 - Which places are special and why?</p>	<p>ARE:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family. 	<p>Emerging:</p> <ul style="list-style-type: none"> ● I can draw my family and tell you about them from my

- Name and describe people who are familiar to them.
- Understand that some places are special to their community.

Deeper:

- Talk about special places in the community.
- Recall which special places belong to different people.
- Name parts of a church or mosque.
- Describe why places are special to people.

drawings.

- I can share a family photo that is a happy memory.
- I can listen to people from different religions and cultures with interest.
- I can tell a building in a church.
- I am beginning to learn traditional stories from the past.
- I am beginning to know about people around the world.
- I am beginning to listen during carpet times.
- I am beginning to answer questions asked to me by an adult.
- I am beginning to show understanding when asked a question.
- I can listen and I am beginning to want to answer questions.
- I am beginning to use full sentences in my PDR.
- I am beginning to use full sentences in my role play.
- I will listen to an adult modelling and begin to copy.
- I am looking at non-fiction books.
- I am using non-fiction books to find information with an adult.
- I am beginning to learn two non-fiction facts about a subject.
- I have a new word to share from our fact finding.
- I am beginning to participate in role play around a story.
- I will use some of my own words to describe a story.

Expected:

- I can tell you characteristics of other cultures and religions.
- I can tell you what places of worship are near our school.
- I can ask a visitor questions about different religions and cultures.
- I can talk about my beliefs and celebrations with passion.
- I can tell you about someone else and what they believe and celebrate.
- I celebrate differences with a positive attitude.
- I can remember significant people and events from the past.
- I can explore old artefacts and tell you why they are old.
- I can tell you it's a church, synagogue, mosque or gurdwara.

F.4 - How are special times

ARE:

Emerging:

celebrated? Spring and Summer festivals

- Talk about members of their immediate family.
- Compare and contrast characters from stories including from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.

Deeper:

- Notice the meaning behind different religious festivals and why they are important to believers.
- Recall how and why different religions celebrate different festivals.
- Begin to make connections between how religious beliefs are expressed through worship in festivals.

- I can draw my family and tell you about them from my drawings.
- I can share a family photo that is a happy memory.
- I can listen to people from different religions and cultures with interest.
- I am beginning to learn traditional stories from the past.
- I am beginning to know about people around the world.
- I can tell you about someone else and what they believe and celebrate.
- I celebrate differences with a positive attitude.
- I can tell you about my beliefs.
- I can tell you what I celebrate.
- I am beginning to listen during carpet times.
- I am beginning to answer questions asked to me by an adult.
- I am beginning to show understanding when asked a question.
- I can listen and I am beginning to want to answer questions.
- I am beginning to use full sentences in my PDR.
- I am beginning to use full sentences in my role play.
- I will listen to an adult modelling and begin to copy.
- I am looking at non-fiction books.
- I am using non-fiction books to find information with an adult.
- I am beginning to learn two non-fiction facts about a subject.
- I have a new word to share from our fact finding.
- I am beginning to participate in role play around a story.
- I will use some of my own words to describe a story.

Expected:

- I can tell you what my family likes and dislikes.
- I can tell you what they do when I'm in school.
- I can tell you it's a church, mosque, synagogue, gurdwara.
- I can tell you other characteristics of other religions and cultures.
- I can talk about my beliefs and celebrations with passion.
- I can tell you about someone else and what they believe and celebrate.

		<ul style="list-style-type: none"> ● I can celebrate differences with a positive attitude. ● I know when to listen. ● I can listen for an extended period of time (5-10 mins) ● I can tell you about what you just said or what I heard. ● I can answer any question asked. ● I show a clear understanding of what has been said to me. ● I clearly know social phrases and use them correctly. ● I always listen and then attempt to answer questions which show comprehension of a story. ● I can speak clearly. ● I can speak in full sentences with a variety of vocabulary. ● I know a non fiction is a book of information. ● I know four facts about a subject from a non fiction book (adult read). ● I can share new words around the subject from my facts. ● I can retell stories I have learned in my role-play. ● I can create story maps of a familiar text. ● I can sequence a familiar story. ● I can tell you a traditional tale from another culture.
<p>F.5 - What makes a good helper?</p>	<p>ARE:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family. ● Name and describe people who are familiar to them. <p>Deeper:</p> <ul style="list-style-type: none"> ● Talk about the special people in the community who help. ● Recall some stories about Jesus and Prophet Mohammed. ● Name some special rules that people follow. 	<p>Emerging:</p> <ul style="list-style-type: none"> ● I can draw my family and tell you about them from my drawings. ● I can share a family photo that is a happy memory. ● I am beginning to listen during carpet times. ● I am beginning to answer questions asked to me by an adult. ● I am beginning to show understanding when asked a question. ● I can listen and I am beginning to want to answer questions. ● I am beginning to use full sentences in my PDR. ● I am beginning to use full sentences in my role play. ● I will listen to an adult modelling and begin to copy. ● I am looking at non-fiction books. ● I am using non-fiction books to find information with an adult. ● I am beginning to learn two non-fiction facts about a subject. ● I have a new word to share from our fact finding.

		<ul style="list-style-type: none"> ● I am beginning to participate in role play around a story. ● I will use some of my own words to describe a story. <p>Expected:</p> <ul style="list-style-type: none"> ● I can tell you characteristics of other cultures and religions. ● I can tell you what my family likes and dislikes. ● I can tell you what they do when I'm in school. ● I can tell you what people in our community do to help us. ● I know when to listen. ● I can listen for an extended period of time (5-10 mins) ● I can tell you about what you just said or what I heard. ● I can answer any question asked. ● I show a clear understanding of what has been said to me. ● I clearly know social phrases and use them correctly. ● I always listen and then attempt to answer questions which show comprehension of a story. ● I can speak clearly. ● I can speak in full sentences with a variety of vocabulary. ● I know a non fiction is a book of information. ● I know four facts about a subject from a non fiction book (adult read). ● I can share new words around the subject from my facts. ● I can retell stories I have learned in my role-play. ● I can create story maps of a familiar text. ● I can sequence a familiar story. ● I can tell you a traditional tale from another culture.
<p>F.6 - What do religious believers believe about who created the world?</p>	<p>ARE:</p> <ul style="list-style-type: none"> ● Talk about members of immediate family and in their community. ● Compare and contrast characters from stories including the past. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst 	<p>Emerging:</p> <ul style="list-style-type: none"> ● I can draw my family and tell you about them from my drawings. ● I can share a family photo that is a happy memory. ● I am beginning to learn traditional stories from the past. ● I can listen to people from different cultures and religions with interest. ● I can tell you about my beliefs. ● I can observe the natural world outside my classroom.

outside.

Deeper:

- Find out differences and similarities between different religious accounts of creation.
- Notice details about religious stories of creation.
- Begin to make connections between how religious beliefs about creation are made with how believers care for the world.

- I am beginning to use descriptive words to describe what I can see outdoors.
- I can tell you about where I live.
- I am beginning to listen during carpet times.
- I am beginning to answer questions asked to me by an adult.
- I am beginning to show understanding when asked a question.
- I can listen and I am beginning to want to answer questions.
- I am beginning to use full sentences in my PDR.
- I am beginning to use full sentences in my role play.
- I will listen to an adult modelling and begin to copy.
- I am looking at non-fiction books.
- I am using non-fiction books to find information with an adult.
- I am beginning to learn two non-fiction facts about a subject.
- I have a new word to share from our fact finding.
- I am beginning to participate in role play around a story.
- I will use some of my own words to describe a story.

Expected:

- I can tell you characteristics of other cultures and religions.
- I can ask a visitor questions about different religions and cultures.
- I can tell you about someone else and what they believe and celebrate.
- I celebrate differences with a positive attitude.
- I can remember significant people and events from the past.
- I can explore old artefacts and tell you why they are old.
- I can tell you about winter, spring, summer, autumn.
- I can explore my outdoor environment.
- I can explore my outdoors to experience changes, weather and physical challenges.
- I can use my senses to explore the natural world.
- I can show you I'm interested in the outdoors.
- I know when to listen.
- I can listen for an extended period of time (5-10 mins)
- I can tell you about what you just said or what I heard.

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| | | <ul style="list-style-type: none">● I can answer any question asked.● I show a clear understanding of what has been said to me.● I clearly know social phrases and use them correctly.● I always listen and then attempt to answer questions which show comprehension of a story.● I can speak clearly.● I can speak in full sentences with a variety of vocabulary.● I know a non fiction is a book of information.● I know four facts about a subject from a non fiction book (adult read).● I can share new words around the subject from my facts.● I can retell stories I have learned in my role-play.● I can create story maps of a familiar text.● I can sequence a familiar story.● I can tell you a traditional tale from another culture. |
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