



Cycle of Creativity & The Arts Including RE topics with learning objectives by Stage

Annual Topics covered taken from this list	• Christianity: Easter & Christmas • Islam & Eid • Sikhism & Hinduism: Diwali • Sikhism: Vaisakhi	• Judaism & Passover • Buddhism & animism: Lunar New Year • Humanism & acceptance of difference • Holi Festival		
Lunar New Year • Be aware of/ understand that different places celebrate New year by the moon, not on December 31st & where this happens • Be aware of/ understand which countries celebrate a lunar new year • Be aware of the Year of Animal and understand your own zodiac animal • Experience an aspect/s of lunar new year celebrations (decorations/ food/ dance etc.) • Experience a story related to this festival				
Stage 1 Show an awareness	Stage 2 Explore	Stage 3 Understand	Stage 4 Know that	Stage 5 Show understanding
Children can: Show an interest or awareness of....	As before plus, children can: Explore...	As before plus, children can: Understand that ...	As before plus, children can: Show knowledge ...	As before plus, children can: Can show an understanding ...
To develop awareness that the moon's appearance changes and that the celebration relates to this cycle, not the standard January 1st date. Moon Observation: Create a simple "moon diary" or create an immersive environment using black paper/material and white chalk/paint. Children observe and mark the moon's shape each day	Explore how different people celebrate the new year by the moon exploring textures and use sensory play to introduce the concept of the new moon and where the festival is celebrated. Moon Dust" Sensory Play: Use cornflour/gloop in a large black tray with	To grasp that different cultures use different calendars (moon vs sun-based) and celebrate at different times. Calendar & Globe Activity: Use a globe or world map to show the UK and countries that celebrate Lunar New Year (e.g., China, Korea, Vietnam). Introduce both a standard (solar) calendar and a simple lunar one,	To be able to state simple facts about the timing of the celebration and the calendar used. Through guided discussion and simple visual aids, children recall specific facts: "Does our New Year and the Lunar New Year happen on the same day every year?" (No) or "Which culture uses the moon to decide the New Year?" (Many, including Chinese, Korean, Vietnamese).	To independently apply their knowledge by explaining the timing and cultural variations of the festival in a meaningful context Children use the world map and decorations from different countries to "host" a celebration. They can explain that in their chosen country (e.g., Korea), they celebrate according to the moon and not on December 31st, perhaps making "tteokguk" (rice cake soup) and bowing to elders as a cultural practice.

around the New Year period.	moon shapes. Add small figures or 'space' items. Discuss the "new moon" (darkest moon) as the start of the year in different places (China, Vietnam, Korea, etc.)	explaining that the lunar date is different each year and from Dec 31st.		
Show an interest of the flags of countries which celebrate Lunar New Year. Look at pictures and videos use sensory experience and objects of references which link to the country. Introduce diverse Lunar New Year decorations (red/gold in China/Singapore, peach/apricot blossoms for Vietnam, traditional dress/hanbok for Korea), music, and images from various countries around the setting.	Explore the different flags of countries which celebrate New Year. Hands-on sensory exploration: Noodle/rice play with various utensils (chopsticks for some, spoons for others). Provide small flags or maps to mark the countries on a world map. Make simple lanterns (common in many countries) and try simple Korean origami (hanji).	Understand the different countries that celebrate Lunar New year by identifying them on a map, being able to name atleast one of the countries. Share the story of the Zodiac race, noting that the order of animals is similar across cultures. Discuss family reunion traditions, mentioning the specific names like "Tết" (Vietnam) or "Seollal" (Korea) and the unique customs (e.g., bowing to elders in Korea, specific foods in Singapore).	Show knowledge of the counties that celebrate Lunar New Year about something specific from one country's celebration (eg dragon dances in China, Tet in Vietnam, lantern festivals in Korea. Recalling specific facts. Use simple flashcards or a globe to ask questions like: "What is the New Year called in Vietnam?" (Tết) or "Which country has a tradition of hiding shoes from ghosts?" (Korea).	Explains in simple terms that different countries celebrate Lunar New Year in their own ways, showing understanding that the festival is celebrated worldwide and that customs vary. Role-play a Lunar New Year celebration, where children can choose to run a Chinese restaurant, perform a Vietnamese lion dance, or act out the Korean tradition of bowing to elders (Sebae) to show respect.
Show an interest and awareness in the animal of the year by looking at pictures of the animals, models of the animals	Explore the animal of the year by participating in role play or crafts linked to the animal	Understand the zodiac animal of the year by describing the animal and why it represents that year.	Knows that the Lunar New Year has a special animal each year. Can name the animal and recall facts about the animal. Explain the difference between their animal and another in the zodiac circle.	Shows an understanding of cultural importance, can explain the cycle of animals, and shows respect for the tradition of Lunar New Year.

Engage with red and gold items such as fabrics, envelopes, and lanterns through sensory play. Introduce traditional Chinese music using instruments like drums and cymbals, encouraging movement	Engage with the Chinese Zodiac story through role-play with puppets or props. Explore textures and practice fine motor skills with noodle and rice sensory play. Create and decorate simple paper lanterns.	Discuss the importance of family reunions and special meals, linking to children's own experiences. Explore the purpose of firecrackers and fireworks through art or sound activities.	Recalling information: Engage in guided discussions or simple quizzes about facts. For example, "What colour means good luck?" (Red) or "Which animal is it this year?" (Based on the current year's animal).	Applying knowledge: Children independently set up a "restaurant" or "family celebration" role-play area, using the correct vocabulary, making "good luck" cards, or trying to use chopsticks correctly to "eat" pretend food.
Looks at pictures or the story with interest. Points or gestures towards illustrations of characters or events. Shows awareness of familiar words or phrases through facial expressions. Can imitate sounds from the story eg dragon movements.	Handles story props, toys/puppets/felt characters. Participates in simple role play inspired by the story. Exploring story costumes.	Understand characters in the story. Sequencing parts of the story and naming some characters and events.	Know that the story is about Lunar New Year. Name characters and their role. Able to explain the idea or message in the story in simple terms	Show understanding by listening and re-enacting the story. Retell the story using key words and phrases. Make connections of the story and your own experiences through creative responses (drawing, acting or story telling)

Easter

- Be aware of/ understand that Christians celebrate Easter every year & that this is the cornerstone of their faith
- Be aware of/ understand that Christians live all over the world & share the same values
- Experience/ understand an aspect/s of Easter celebrations (cards/ Easter egg hunt/ the cross as a symbol)
- Experience the Easter story
- Have opportunities to think about death as part of life

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To show an awareness of Easter through experiencing celebration activities. Children will begin to show an interest in participating in sharing and turn taking activities. Children will show an interest in listening to songs relating to the celebration of Easter. Children can explore Easter sensory baskets (soft chicks, eggs, flowers). They can listen to songs or watch simple, happy Easter scenes. Participate exploring decorations	Exploring that Christians celebrate Easter every year and that it is the cornerstone of their faith by exploring objects of reference Eg Using a tent as a cave. Recognise Easter as a happy time for some people. Begin to link Easter to celebration and togetherness. Look at pictures or books about Easter. Make simple Easter crafts (cards, egg painting). Talk about family celebrations.	Begin to understand that Easter is a Christian celebration. Recognise simple Easter symbols (cross, egg, flowers). Know that it is celebrated every year. Share simple versions of the Easter story. Match pictures of Easter symbols to their meanings (egg = new life). Discuss how different people celebrate Easter.	Know that Easter is an important Christian festival celebrated every year. Know that it tells the story of Jesus' death and resurrection. Begin to understand why it is special to Christians. Retell the Easter story with props or puppets. Create Easter art (cross, sunrise, empty tomb). Talk about Easter celebrations at church and home.	Show clear understanding that Easter is the cornerstone of Christian faith. Children can explain in simple terms that Christians believe Jesus rose again and this brings hope and new life. Show respect for others' beliefs. Retell or role play the Easter story. Compare Easter with other celebrations (e.g., Diwali, Eid). Reflect on themes of hope, love, and new beginnings.
Begin to notice diversity in people and surroundings. Experience warm, caring relationships that model kindness and sharing. Respond to stories, music or celebrations from different cultures. Explore diverse images of people around the world (faces, families). Listen to soft songs about love and caring. Participate in group activities showing kindness and care.	Explore people living in different parts of the world and notice that people everywhere can be kind, loving and helpful. Experience stories about love and kindness. Explore photos or short videos of Christian families worldwide.	Begin to understand that Christians live all over the world. Recognise that they share values of love, kindness and forgiveness. Notice that people may celebrate and worship in different ways. Explore a map or globe to see where Christians live. Look at photos of different churches and families around the world. Discuss what it means to be kind or helpful to others.	Understand that Christianity is a worldwide faith. Recognise that Christians share the same values, even though they live differently. Know that Christians show their love for God by caring for others. Watch short videos or picture slides of global Christian celebrations. Create art or maps showing Christians around the world. Use visual sequencing cards to retell stories.	Understand that Christians everywhere share the same beliefs and values. Recognise love, kindness, forgiveness and helping others as key Christian values. Show respect and curiosity about global differences. Compare how Christians worship in different countries (Africa, Asia, Europe). Listen to global Christian songs or watch short clips of celebrations. Reflect on how children can show kindness in their own lives. Offer choice in response methods (drawing, speaking, signing, photos).

Provide sensory materials (soft textures, sound books, sensory photos). Use repetitive, simple songs or gestures to reinforce meaning. Model kindness through tone, expression, and touch (if appropriate). Children respond positively to caring actions. Children show curiosity in images or resources with people from different places.	Use dolls, puppets or small-world play to explore diversity. Listen to short, repetitive stories about being kind or helping others. Use visuals, Makaton or key word signing to support understanding ("kind," "help," "love"). Offer objects or props related to stories. Children to use gestures words like "kind," "help," or "love." Children to begin to recognise and name differences and similarities.	Provide tactile maps or large images for visual access. Use simplified language and visual prompts (symbols for "love," "help," etc.). Encourage non-verbal participation (pointing, matching, feeling textures).	Offer sensory-friendly activities (soft music, quiet space for reflection). Use AAC (communication boards or symbols) for children with limited speech. Learn about Christian values through stories like "The Good Samaritan."	Provide visual supports (emotion cards, picture symbols). Reinforce concepts through repetition and small group discussion.
Begin to experience the sensory and joyful elements of celebration. Show awareness and curiosity or excitement about bright colours, textures and music linked to Easter. Begin to recognise that something special is happening. Explore a sensory Easter basket (soft chicks, textured eggs, coloured scarves). Listen to soft, happy music or Easter songs. Engage in sensory play with pastel	Begin to take part in simple Easter activities. Recognise common Easter items (eggs, chicks, crosses, bunnies). Associate Easter with happiness and sharing. Make or decorate simple Easter cards. Join a simple egg hunt indoors or outdoors.	Begin to understand that Easter is a special celebration for Christians. Recognise simple Easter symbols like the egg (new life) and the cross (Jesus). Participate with enjoyment in shared Easter activities. Listen to a simple version of the Easter story with pictures or props. Create Easter crafts such as egg collages or paper crosses.	Understand that Easter is a Christian festival celebrated every year. Begin to understand the meanings of symbols (cross = Jesus, egg = new life). Express enjoyment and understanding through talk, art or play. Retell the Easter story through puppets or small-world play. Create Easter cards for family members.	Understand that Easter is an important Christian celebration about Jesus' resurrection. Recognise the cross as a key Christian symbol and eggs as a sign of new life. Respect and show curiosity about how people celebrate Easter differently. Retell the Easter story in own words or through art, song or drama. Compare Easter celebrations with another festival (e.g. Eid or Diwali). Reflect on how Easter represents hope and new beginnings. Use multiple means of expression (speech, drawing, symbols, AAC).

colours, ribbons, bubbles or lights. Use multi-sensory resources (touch, sound, movement). Include simple cause-and-effect toys (e.g. sound eggs, light-up crosses). Children show awareness by responds with smiles, gestures or sounds during Easter activities. Shows recognition of repeated cues (music, decorations).	Explore Easter story books or pictures. Share chocolate or toy eggs with others. Use visual prompts or photos to support understanding.	Take part in an egg hunt and talk about “new life.” Provide visuals and simplified story sequencing. Use sensory storytelling (touching objects as they appear in the story). Children may join in an Easter song, story, or craft with interest. Children talk about or recognise an Easter symbol.	Discuss what people do to celebrate Easter (church, family meals, egg hunts). Use picture sequencing cards to support story recall. Allow alternative forms of communication (signing, drawing, pointing). Offer quiet spaces for reflection or sensory regulation. Can say or show that Easter is about Jesus and new life. Identifies Easter symbols and explains their meaning in simple terms.	Provide visual supports (story maps, photos). Encourage peer support in mixed-ability groups. Children can explain “Easter is when Christians celebrate Jesus coming back to life.” Children show curiosity or empathy when discussing celebrations.
Children will begin to experience the atmosphere of celebration through sensory exploration. Respond to sounds, textures, and images linked to Easter. Show curiosity or enjoyment during group story experiences. Take part in a sensory Easter story with textures, sounds, and lights (e.g. soft cloths for the tomb, light for the sunrise). Explore Easter sensory baskets (soft chicks, ribbons, flowers). Listen to calming Easter music or short rhymes about love and happiness.	Begin to engage with short stories about Jesus in an Easter context. Recognise familiar objects or symbols linked to the story (cross, stone, flowers). Participate in simple group storytelling or creative play. Use simple picture books or puppets to tell the Easter story. Create art from parts of the story (flowers for the garden, sun for Easter morning).	Begin to understand that Easter is a Christian story about Jesus. Recognise key parts of the story (cross, tomb, stone, new life). Express feelings linked to the story (sadness, joy, hope). Share a simple version of the Easter story using puppets or props. Role-play with small-world figures or natural materials (e.g. creating an Easter garden). Discuss how people felt at different points in the story.	Understand that the Easter story tells Christians about Jesus dying and coming back to life. Retell or sequence parts of the story with support. Begin to reflect on themes of love, kindness, and hope. Sequence the story using picture cards. Use drama, role-play, or small group storytelling. Create Easter crafts (crosses, sunrise pictures, “empty tomb” models). Visit or view a local church display (if possible).	Understand that the Easter story is central to the Christian faith. Recognise that Christians believe Jesus came back to life and that Easter celebrates love, hope, and new beginnings. Express understanding creatively or through reflection. Retell the Easter story in their own words or through art, song, or drama. Compare the Easter story with other special stories about kindness or hope. Reflect on what the story means to Christians and what it means to them.

	Join in an Easter song or action rhyme ("Jesus is alive!").			
Children begin to recognise feelings of comfort and safety in caring relationships. Experience gentle endings and beginnings (e.g. nap time, saying goodbye). Respond to calm, nurturing environments. Use simple routines to show endings and beginnings (tidy-up songs, waving goodbye). Offer comforting sensory experiences — soft lighting, gentle sounds, warm fabrics. Share simple stories or songs about love and care (no direct mention of death).	Begin to understand simple ideas of change and loss (a flower wilting, a pet going away). Express feelings about things ending. Experience gentle stories about sadness and hope. Talk about natural cycles – flowers growing and fading, butterflies emerging. Read simple stories about change (e.g. seasons, day/night). Use Easter stories to focus on sadness and happiness (Jesus' friends were sad, then happy).	Begin to understand that all living things have a beginning and an end. Recognise that people feel sad when something or someone dies. Hear that Christians believe Jesus died but that there was hope afterwards. Share an age-appropriate Easter story (focus on feelings and hope). Grow plants or observe natural cycles (flowers, tadpoles, butterflies). Use art to express change — "from dark to light," "from seed to flower." Talk about "remembering" people or pets in positive ways.	Know that death is a part of life for all living things. Explore the Easter story as one where people were sad and then hopeful again. Begin to think about ways to remember and celebrate life. Discuss life cycles in nature and connect to ideas of change and renewal. Retell the Easter story (focus on sadness, love, and hope). Create an "Easter Garden" or "memory garden" with flowers and stones. Share feelings safely in circle time or reflection moments.	Understand that death is a natural part of life and that many people, including Christians, believe in life after death. Reflect on feelings of loss and hope through story, art, and discussion. Show empathy and respect when talking about death. Children will discuss the Easter story as a message of hope and new life. Reflect on nature's cycles as symbols of renewal (spring, flowers, sunrise). Write or draw about someone or something they love and want to remember. Compare Easter hope to other stories about love.

Christmas Crafternoon with families

- Have opportunities to learn and enjoy creativity alongside a family member/ carer
- Have opportunities to interact with others in a creative context
- Have sustained opportunity to use fine motor skills
- Have opportunities to perform in public & develop speaking/ singing/ movement skills

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	Explore...			
To show an awareness of being alongside parents and carers and begin to show an interest in approaching and engaging in multi-sensory activities associated with Christmas.	To begin to recognise family members and enjoy sharing their space. Children will happily engage and explore tuff spot activities and show an interest in being creative.	To begin to understand and anticipate that parents/carers will be in the classroom and happily accept the change in routine. Children will begin to understand the intentions set out in each activity and enjoy engaging for extended periods of time on different crafts with parents/carers and other adults in the room. Children will begin to understand how Christmas is celebrated.	To know that parents will be coming into the classroom on a particular date to enjoy getting involved in a Christmas craft afternoon. The children will begin to think about different activities that they would like to do in advance and make choices. Children will enjoy including parents/carers in craft making and begin to talk about what they are doing. Children will show some knowledge of how Christmas is celebrated.	To Plan for and welcome parents on arrival to the classroom. Children will happily show parents around the different Christmas crafts set up in the classroom and are keen to involve parents in getting creative. Children will be able to follow instructions to make crafts and model this to others. Children will be able to talk about why Christians celebrate Christmas. Children will be able to talk about how their craft relates to celebrating Christmas.
To begin to show an interest and enjoyment of interacting with parents in the classroom. To begin to explore Sensory/creative play alongside parents and carers.	To show an awareness of where their parents and carers are in the room and enjoy positive interactions during free flow exploration of creative activities. Children will begin to approach parents/carers in the room and seek out interactions.	To show an understanding of positive interactions with parents/carers and enjoy the experience of sharing space. Children will begin to initiate interactions with parents guiding them to an activity of their choice and respond positively to parents/carers enticement/encouragement to join in craft activities.	To demonstrate a knowledge of how to interact with parents/carers coming into the classroom. Children will approach parents happily when they enter the room and welcome parents with positive interactions. Children will happily interact with adults in the room and engage in creative activities more independently. The children will begin to talk about what they are doing and communicate likes/dislikes.	To show an understanding of the purpose of the Christmas crafternoon. The children will plan how to welcome parents, eg sending invites and understand the importance of kindness and how we welcome visitors to our school. The children will happily chat about the craft afternoon and talk about what activities are set up, showing parents around the room. The children will interact positively with all adults in the room and will actively involve parents in being creative. The children will make clear choices and preferences for certain activities and show and tell their completed craft- explaining why this is related to Christmas.
To show an interest in using different tools and materials to express creativity with some hand over hand support.	To explore a variety of different craft making tools and materials and begin to manipulate them in different ways	To understand how to use different tools in the correct way to make a desired effect. The children will begin to understand how to use	To know how to use the correct tool to make a craft item. Children will be able to/begin to follow adult modelling and use tools independently to make the desired	To choose different fine motor skills activities and plan what tools needed for the activity. Children begin to demonstrate the knowledge for using different tool to achieve a desired goal, eg, scissors to cut, glue to stick, and tweezers to

	to be creative. Children will begin to Show recognition of the marks/crafts being created.	different tools connected with different activities. Children will begin to use scissors and other mark making equipment appropriately, attaching meaning to the marks they make. Children will make active choices for equipment/materials that they would like to use using pecs.	creation. Children will begin to indicate and gather resources that they would like to use and be able to tell someone how to use the equipment/resources safely and appropriately. Children will begin to engage in craft activities of their choice for extended periods of time and talk about what tools they are using and the marks they have made.	pick something up. Children will be able to use different tools and equipment with confidence and talk about what their desired craft will be in advance. The children will be able to help others and show others how to use some equipment. Children can talk about what they are doing, next steps and talk about their final creation. Children will be able to express themselves through crafts and talk about their craft ideas.
To show an interest in Christmas music and have opportunity to begin to explore musical instruments to play along to the songs.	To show an interest in Christmas songs/music. Children will begin to make choices using pecs to request songs/instruments to play using pecs. The children will explore a variety of different instruments listening to the sounds that they make and begin to identify preferences for desired sounds/instruments.	To begin to sing and move their bodies along to different Christmas songs/music. Children will make clear choices and make preferences for songs/music and will begin to copy signs and actions in the song. Children will enjoy engaging in the song and show some understanding o the words. Children will understand how to use different instruments and make selections according to their sound.	To follow actions in a Christmas song and begin to engage in role play. Children will begin to understand the words of the song and join in with singing and following actions. The children will begin to understand how and why people celebrate Christmas. Children will be able to follow rules of party games and engage in celebratory activities. Children will begin to copy adult modelling of the nativity and show an awareness of role play.	To understand how and why Christmas is celebrated and express this through songs, movement, and role play. Children will understand why Christians celebrate Christmas and show this through creative role play. Children will be able to share ideas and act out parts of the nativity. Children will be able to talk about how they celebrate Christmas and what they like most about Christmas. Soe children may be able to write a poem, sing a song independently to the group, make up a song or showcase playing instruments.

Eid

- Be aware of/ understand that Muslims celebrate Eid twice a year & that fasting, and charity are cornerstones of their faith
- Be aware of/ understand the 5 pillars of Islam
- Experience/ understand an aspect/s of Eid celebrations (food/ special clothes etc.)
- Experience a story related to Islam
- Have opportunities to think about charity and community & shared human values

• Be aware of/ understand the importance of Islamic symbols such as the moon and crescent				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Children can: Show an interest or awareness of....	As before plus, children can: Explore...	As before plus, children can: Understand that ...	As before plus, children can: Show knowledge ...	As before plus, children can: Can show an understanding ...
To show an awareness of Eid through experiencing celebration activities. Children will begin to show an interest in participating in sharing and turn taking activities. Children will show an interest in listening to songs relating to the celebration of EID and the call to prayer.	To explore artefacts, sensory materials relating to the celebration of Eid. Children will explore different decorations, music and taste foods such as dates to signal the end of the fasting period for Muslims. The children will engage in sharing activities to promote charity as a cornerstone of the Muslim faith and explore sharing out different items/toys/food with support. Children will begin to experience the Hajj by experiencing role play.	To begin to understand how Muslims celebrate Eid and the importance of fasting and Ramadan to their faith. Children will begin to understand what fasting is and how people celebrate the end of the fasting period. Children will begin to understand what charity means and engage in doing something kind for someone to show understanding of helping. Children will understand the significance of eating dates to signify the end of fasting and will be able to express their preferences for likes and dislikes of the taste. Children will begin to understand the story of Eid Al Adha and the meaning of sacrifice. Children will experience giving up something they like or letting someone play with their favourite toy	To develop and show knowledge of why Eid is an important festival for Muslims and how fasting is an important factor in Muslim's faith and beliefs. Children will know how charity and giving is a part of faith linked to helping people and begin to identify different things we can do to help others that need help. Children to make choices to engage in a helping activity of their choice and be able to say why this is a kind act. Children will be able to talk about what fasting means and why people eat dates to mark the end of Ramadan. Children will also begin to talk about other ways Muslims celebrate Eid such as the Hajj- the annual pilgrimage to Mecca and commemorating the sacrifice of Ibrahim. The children will begin to show understanding of the story by acting this out through role play.	To talk about the festival of Eid and why Muslims celebrate this special occasion twice a year. Children will be able to discuss different beliefs that Muslims have and how this relates to the five pillars of Islam. Children will be able to tell someone else what Ramadan means and discuss why this is important to the Islamic faith. Children will be able to identify how we help each other daily and how we can give to charity to help the community. Children will be able to think about, discuss and plan a charitable act/activity for the community or the school and think or invite parents in to help celebrate the festival. Children will understand the story of the sacrifice of Ibrahim and understand why Muslims participate in an annual pilgrimage to Mecca through planning the story and engaging in role play.

To begin to show an awareness of how Eid is celebrated through experiencing and engaging in sensory/interaction activities associated with the five pillars of Islam.	To explore different activities in relation to the five pillars of Islam. Children will explore activities focusing on teaching a key element of the five pillars of Islam. Children will listen to the call to prayer and explore artefacts such as prayer mats and special clothes/headwear. Children will begin to copy adults' movements and modelling of engaging in prayer.	To begin to understand that the five pillars of Islam are five duties that every Muslim must follow a good life and these pillars are seen as pillars holding up religion. Children will begin to understand what a mosque is, and that Muslims go there to pray to Allah. Children will begin to develop an understanding of why and how Muslims pray and be able to name some important artefacts such as the Quran. Children will begin to understand how to greet someone during Eid celebrations and will experience using greetings to greet their peers.	To know that there are five pillars of Islam and that each pillar signifies a duty that Muslims must follow in their way of life. Children will begin to identify and talk about what the different pillars mean in terms of duties and experience role play to act some of these duties out. Children will begin to know why a mosque is an important place for Muslims to go to and pray and what happens at a mosque. Children will begin to know about the Hajj Where once a year, Muslims of every ethnic group, colour, social status, and culture gather in Mecca and stand before the Kaaba praising Allah together. Children will begin to make associations with fasting and the five pillars of Islam.	To show knowledge of the five pillars of Islam by talking about each pillar/duty and recognise the Islamic naming to represent each pillar. The children will watch videos and look at pictures. The children will be able to talk about why the five pillars of Islam are a significant part of a Muslims faith and discuss what it means to be a good human. Children will explore all five pillars of Islam in context and design a poster promoting them. Children will help to plan a visit to a mosque and show knowledge of how to behave inside a mosque. Children will be able to look at and discuss features of the mosque, engage in prayer and talk about what to do when visiting a special place such as the mosque. Children will know respect and follow the rules whilst at the mosque.
To experience and show an interest in different activities surrounding the celebration of Eid. Children will begin to engage in trying on special clothes, sharing activities, tasting cultural foods and celebration games.	To explore how the festival of Eid is celebrated through a range of sensory experiences. Children will be given opportunities to come dressed in special clothes, look at different clothes and express preferences to try these on. Children will show awareness by looking in	To understand different aspects of the Eid celebration and how Eid is celebrated. Children will understand that after fasting for 1 month after the new moon was sighted the fast is broken by celebrating with a meal with special family and friends. Children will understand that this is a time for wearing new clothes and meeting up with friends and family to share a meal together	To know what happens during the festival of Eid and how Muslims celebrate this important festival. Children will begin to know what happens during Eid and will be able to talk about different aspects. Children will develop knowledge about different types of Eid and how the celebrations differ. Children will understand Eid greetings (Eid Mubarak) and experience saying this to greet their peers. Children will watch	To show knowledge and understanding of important aspects of celebrating Eid. Children will be able to talk about the five pillars of Islam and how the Eid festival and the aspect of fasting is connected. Children will know that there are two distinct Eid celebrations a year and that during Eid celebrations family gather to give presents, eat a special meal together and wear special clothes. Children will engage in role play- engaging in prayer, visiting Mecca etc. Children will understand and talk about different types of Eid celebrations, significance acts, and why these celebrations are important to Muslim

	the mirror at themselves wearing special clothes and showing a response. Children will listen to and respond to Eid celebration songs and begin to participate in party games and tasting cultural foods. Children will begin to make exchanges for party food items and will express likes and dislikes for new foods.	and give presents. Children will engage in activities focused on the elements of celebration. Children. Children will be able to share out items for a party, think about what games to play during the party and begin to plan for the party. Children will participate in trying new foods using pecs and identify if they liked the food or not.	videos and look at photos of different people celebrating Eid and begin to talk about what is happening in the pictures. Children will engage fully in tasting new foods and engage in making some cultural food to share. Children will share ideas of how they will celebrate as a class and engage in planning a party, thinking about what happens during a party/celebration.	faith and beliefs. Children will be able to identify aspects of celebration and engage in thinking about what is needed for a party and plan for this. Children will be able to follow recipes to make cultural food for everyone to try and experience dancing and copying moves to Eid celebration songs.
To show an awareness of the shapes- crescent moon and the star in relation to the Islamic symbol- and show an interest in using these shapes to make marks/be creative.	To explore the meaning of the crescent moon and star through multi-sensory activities. Children will begin to engage in sensory activities to create cards/pictures/crafts centering around the crescent moon and star. The children will begin to use pecs to request the shape/tools and materials for the activity. Children will begin to identify/say the names of the shapes and use Makaton signing with support.	To understand that the crescent moon and star shapes are significant symbols of the Islamic faith. Children will begin to understand why these shapes are important symbols to Muslims and what they represent. The star symbolizes light and knowledge; the crescent moon symbolizes progress. Children will engage in craft activities involving the crescent moon and star such as following instructions to make shaped biscuits or making a craft item.	To know that the Crescent moon and star are important symbols of the Islamic faith. To talk about what the shapes signify and represent to Muslims and begin to understand that these shapes are also present else where such as on the national flag and on the top of Mosques. Children will look at pictures of different representations of the symbols and begin to draw the shapes on a flag/on top of a Mosque etc. Can the children begin to choose a design for a card to make using the shapes and write the words Eid-Mubarak.	To show knowledge of significant symbols of the Islamic faith. Children will be able to identify different places these symbols can be found and talk about what they can see in different pictures. Children will look at the Islamic flag and create their own version. Can they identify materials to use and locate them ready for the activity. The children will name the shapes, colours, and talk about why these shapes are significant. Children will plan and create their own shape hunt/ plan, design and make their own card to send home to parents. Children will be able to talk about why the moon is significant to when Eid is celebrated around the world and how this is centred around sighting the new moon.

Diwali

- Be aware of/ understand that Sikhs & Hindus celebrate Diwali as a 5 day New Year celebration & that it is linked to the moon so is on a different date each year
- Be aware of/ understand the importance of light and its significance
- Experience/ understand an aspect/s of Diwali celebrations (food/ special clothes etc.)
- Experience a story related to Diwali

Stage 1 Show an awareness	Stage 2 Explore	Stage 3 Understand	Stage 4 Know that	Stage 5 Show understanding
Children can: Show an interest or awareness of....	As before plus, children can: Explore...	As before plus, children can: Understand that ...	As before plus, children can: Show knowledge ...	As before plus, children can: Can show an understanding ...
Use senses to show an interest of the sounds of the fireworks, instruments, feel of the fabric of special clothing, smells, spices, tastes and textures of the food, incense burners etc.	Artefacts related to Diwali,	Some children and families celebrate Diwali.	Hindus and Sikhs celebrate Diwali and that the largest Diwali celebration outside of India is in Leicester. They may see or hear Diwali being celebrated where they live.	that Sikhs & Hindus celebrate Diwali as a 5 day New Year celebration & that it is linked to the moon so is on a different date each year
Show an awareness of light up toys and torches, coloured cellophane and scarves	light up toys and torches	that diva lamps are made and lit in households	Light signifies the triumph of good over evil	Understand the importance of light and its significance
see above – make play dough with different smells and spice in etc.	Foods that would be eaten to celebrate Diwali	Different celebrations are linked to different foods, clothes etc and to taste some Diwali foods	Know that this is an important time and that families meet to celebrate in special ways.	Explain the different ways that they celebrate celebrations in their homes and then cook Diwali foods
Songs related to Diwali Dancing and music related to Diwali	Artefacts and characters linked to the story of Diwali	The characters and the story of Diwali	That the characters are good or evil within the Diwali story and that this is important	The moral of the story of Diwali

Vaisakhi

- Be aware of/ understand that Sikhs celebrate Vaisakhi every year
- Be aware of/ understand the 5 Ks & what they mean to Sikhs
- Experience/ understand an aspect/s of Vaisakhi celebrations (food/ special clothes etc.)

• Experience a story related to Sikhism				
Stage 1 Show an awareness	Stage 2 Explore	Stage 3 Understand	Stage 4 Know that	Stage 5 Show understanding
Children can: Show an interest or awareness of....	As before plus, children can: Explore...	As before plus, children can: Understand that ...	As before plus, children can: Show knowledge ...	As before plus, children can: Can show an understanding ...
Show awareness of the celebration and experience celebration through sensory exploration. Notice sounds, colours, and objects linked to Vaisakhi. Respond to joyful atmospheres. Explore sensory baskets with colourful scarves, flowers, or small instruments. Listen to music associated with Vaisakhi (drums, bells). Look at bright pictures or videos of Vaisakhi celebrations.	Begin to notice that Vaisakhi is a special celebration for some people. Explore simple symbols (turban, kirpan, kirtan music). Join in joyful activities with adult support. Watch short videos or look at picture books about Vaisakhi. Join in dancing, singing, or drumming activities. Use role-play with toy instruments or scarves.	Begin to understand that Vaisakhi celebrates the Sikh New Year and community. Recognise that people celebrate differently around the world. Show enjoyment in Vaisakhi-themed activities. Retell simple stories of Vaisakhi using pictures or puppets. Join in Sikh songs, dances, or parades with scarves. Create Vaisakhi art (colourful patterns, flowers, or symbols).	Know that that Vaisakhi is an annual celebration important to Sikhs. Recognise key symbols and traditions (Amrit, kirtan, turban, community gathering). Children begin to explore why celebrating together is important. Create a simple Vaisakhi timeline or story sequence. Role-play Vaisakhi preparations or processions. Compare Vaisakhi celebrations with other festivals they know. Try simple Sikh songs or rhythms using instruments.	Show understanding that Vaisakhi is an important annual festival for Sikhs and has cultural, spiritual, and community significance. Begin to show respect for different traditions and beliefs. Explain simple reasons why people celebrate Vaisakhi. Children can retell the Vaisakhi story in their own words or through drama. Children can make artwork, music, or movement inspired by Vaisakhi. Discuss why festivals like Vaisakhi are important for families and communities. Explore real-life celebrations through videos or local community visits.
Begin to notice show awareness of different textures and shapes. Respond to bright, colourful, or shiny items. Show curiosity about people's clothing or accessories. Explore safe tactile objects resembling the 5 Ks (soft bracelet for Kara, toy comb for Kanga, small cloth for Kesh).	Begin to notice that Sikhs wear special symbols for a reason. Explore shapes, colours, and textures of objects like Kara or Kanga. Engage in simple play related to objects. Explore toy representing the 5 Ks. Join in matching activities with pictures of the 5 Ks.	Understand that the 5 Ks have meanings connected to Sikh values. Recognise some of the 5 Ks by name. Express simple ideas about what each K represents (e.g., bracelet = kindness, comb = cleanliness). Storytelling or simple explanations of each K and its meaning.	Know that that the 5 Ks are important to Sikhs and represent values such as honesty, courage, cleanliness, and devotion. Retell simple explanations of each K. Compare their own objects or symbols to the 5 Ks. Create a visual 5 Ks display with symbols and simple labels.	Understand that the 5 Ks are worn by Sikhs to show devotion and follow core Sikh values. Explain the meaning of each K and why it is important. Show respect for religious symbols and diversity. Retell or sequence the 5 Ks with explanations. Make art, posters, or role-play displays representing all 5 Ks. Discuss how symbols help people remember values.

Look at pictures of Sikhs wearing the 5 Ks. Listen to gentle songs or rhymes about caring and kindness.	Sing songs about caring, sharing, and being brave (values represented by the 5 Ks).	Role-play wearing or using safe versions of the 5 Ks. Create art or craft to represent one or more of the 5 Ks.	Retell the meanings of the 5 Ks in circle time. Role-play being a Sikh with safe, symbolic versions of the 5 Ks. Discuss why wearing these items is important to Sikhs.	Compare the 5 Ks to symbols or objects important in their own lives.
Children to have an awareness of bright colours, textures and sounds linked to special clothes and food. Show interest in new or different clothes or food items. Respond to joyful, social food and dress occasions. Explore colourful fabric scarfs, turban-type cloths, bright dresses as sensory items. Taste a safe, simple Punjabi-style dish or share a fruit/vegetable from the festival context. Listen to music from Vaisakhi celebrations while showing images of traditional dress and food.	Explore the that people wear special clothes and share special food. Notice differences between “ordinary” and “celebration” clothing/food. Participate in simple dressing up or food-sharing activity. Dress up in bright coloured scarves/sarongs or pretend turban cloths. Prepare a simple snack or taste small portions of the festival-food examples (e.g., lassi drink, sweet rice). Colour or draw pictures of special clothes and favourite festival foods.	Begin to understand why people wear special clothes and share food at Vaisakhi (celebration, community, thanks). Recognise specific examples of clothes colours/traditions and foods connected with Vaisakhi. Express enjoyment of related activities (dress up, food tasting). Show images/videos of Vaisakhi processions or celebrations; highlight clothes colours (orange/yellow) and foods served. Role-play a mini community meal (langar) where children share food and sit together. Make a collage of special clothes or design own festival outfit; make simple pretend traditional dishes (playfood).	Know that during Vaisakhi the special clothes and food connect with ideas of harvest, gratitude, community, and Sikh values (equality, service). Recognise some of the traditional clothes and foods by name and function. Begin to reflect on their own experience of clothes/food in celebrations. Challenge children to sort pictures of clothes/foods into “everyday” vs “festival (Vaisakhi)”. Invite a Sikh visitor or show a video about Vaisakhi clothes/food traditions. Cook a simple (safe) festival-food with children or serve sample; design own festival menu. Discuss: “Why share food? Why wear special clothes when celebrating?”	Understand that special clothes and food at Vaisakhi are part of celebrating important things – like gratitude for harvest, community gathering, Sikh heritage and values. Explain and compare their own celebration clothes/food with Vaisakhi’s. Show respectful awareness of another faith/culture’s traditions through talk, art or role-play. Children present their own “festival clothes & food” comparisons: e.g., what I wear/what I eat vs what happens at Vaisakhi. Create a class book or display: “How Vaisakhi is celebrated – clothes & food” including photos, drawings and statements. Invite families to bring traditional clothing/food items or pictures from their culture to share. Reflect: “How do we share food/clothes when we are celebrating?” and “Why is that important for Sikhs on Vaisakhi?”
Begin to hear stories and enjoy the sound of a story being told. Respond to rhythm, voice, and images when a story is read. Show interest in props or	Begin to recall or respond to simple elements of the story (characters, setting, emotions). Recognise parts like “kind village”/“unfriendly village” or	Begin to understand the meaning behind the story (e.g., being kind, treating guests well).	Understand that this Sikh story teaches values (kindness, hospitality, serving others). Retell key parts of the story in their own words or through	Understand that the story is a meaningful teaching from Sikhism and that its values apply to everyday life. Explain the story and value in simple terms.

pictures from the story. Use a short simple story such as the one of Guru Nanak & the Two Villages. Use puppets or felt-board to show parts of the story (friendly village, less friendly village). Explore sensory props (fabric, felt, soft figures) linked to the story.	“Guru helps people”. Begin to talk in simple words about what happens in the story. Read or tell the story again with more visual support. Ask children: “Who was kind?”, “What did they do?”. Use role-play: children act out simple parts of the story (friendly vs unfriendly). Use colourful semantics to infer questions.	Recognise that the story comes from Sikhism and we can learn something from it. Participate with enjoyment in story-based activities. Use the story “Guru Nanak & the Two Villages” which emphasises hospitality, kindness. Use a felt board or story map to sequence the events. Make drawings or collages of the kind village and guests; compare with the unfriendly village. Have a circle time discussion: “How did the kind people behave?” “What would you do if you had guests?”	role-play. Begin to reflect on how they can act kindly in their own lives. Retell the story via puppets or drama in class. Create a story book or sequence cards of the story in class. Invite children to think: “In our classroom how can we welcome others?” “How did the villagers serve their guests?”. Compare with another story from their experience (e.g., a sharing story) to highlight values.	Show respect and interest in Sikh traditions and stories. Children produce their own version of the story (draw, write simple sentences, role-play) emphasising values. Discuss how this story links to Sikh beliefs of equality, service and kindness. Encourage children to compare: “How do we treat guests in our home?” “How did the villagers treat guests in the story?”. Possibly invite a Sikh visitor or use a video to bring the story alive.
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Humanism- focus on shared human values

- Be aware of/ understand that some people do not have a faith/ worship a God figure
- Be aware of/ understand that you can be a good person and not have a faith
- Experience/ understand what makes us the same & different and that difference is OK
- Experience a story related to helping others- charity
- Have opportunities to think about community & shared human values

Stage 1 Show an awareness	Stage 2 Explore	Stage 3 Understand	Stage 4 Know that	Stage 5 Show understanding
Children can: Show an interest or awareness of....	As before plus, children can: Explore...	As before plus, children can: Understand that ...	As before plus, children can: Show knowledge ...	As before plus, children can: Can show an understanding ...

Holi Festival • Show an awareness of the Hindu festival of Holi through exploring sensory experiences • Experience and engage in activities/arts and crafts to celebrate the Holi festival • Understand the Hindu celebration and how it is celebrated • Demonstrate knowledge that Holi is a major Hindu festival celebrated as the Festival of Colours, Love and Spring.				
Stage 1 Show an awareness	Stage 2 Explore	Stage 3 Understand	Stage 4 Know that	Stage 5 Show understanding
Children can: Show an interest or awareness of....	As before plus, children can: Explore...	As before plus, children can: Understand that ...	As before plus, children can: Show knowledge ...	As before plus, children can: Can show an understanding ...
Children will begin to show an awareness of the celebration of Holi through engaging sensory experiences surrounding colour and aspects of spring. Children are given opportunities to explore objects of reference and experience aspects of the	Children begin to explore the meaning of the Holi Festival through simple photos, power points and engaging in arts and craft activities with some adult support. Children will begin to name some colours, use some	Children will begin to understand parts of the story when looking at the Holi festival and some key words. Children will start to understand the connections between the Hindu religion	Children will be able to focus attention on a power-point about the story of and be able to recall parts of the story. The children will begin to sequence parts of the story to show a deeper knowledge of this	Children at this stage should show a good understanding of the story of Holika and Prahlad and be able to engage in role play, acting the story out. Children should fully understand that Holi is a primarily Hindu Festival and the relevance of the story to Hindus. Children should show an

celebration through songs/dancing, joining in traditions (exploring coloured powder) and creating colourful arts and crafts with support.	key words and engage with arts and craft activities with more intent and interest. Children will show some interest in cooking activities and begin to develop independence skills using equipment.	and how the colourful festival is celebrated over the world. Children will be actively involved in cooking, arts and craft activities and creating their own art. At this level children will understand that the festival marks the start of spring and it is a festival of joy and colour. They will engage in music, dancing, cooking more independently.	religious Festival. Children should be able to talk about why and how people celebrate Holi in simple terms and choose from a range of arts and craft activities available and choose their own resources. Children can begin to follow recipes, naming and collection resources.	understanding of what the festival signifies and how it is celebrated throughout the world. Children should be able to confidently talk about the story, sequence the story and begin to write simple sentences about the festival. Children will begin to reflect on what brings them joy and happiness and how we can show this to others. Children will understand how the activities provided relate to the meaning of the festival and will actively get involved in arts and craft activities, planning and explaining why they chose that activity to celebrate this Big Day.

	Year 1	Year 2	Year 3
Autumn 1	Music – Making music	Music – Singing and performance	Music – visiting artists or visiting a venue
Autumn 2	Christmas	Christmas	Christmas
Spring 1	Places of worship – Mandir and Holi	Places of worship – Mosque - Eid	Places of worship – Gurdwara – Vaisakhi
Spring 2	Festival food (incl Easter)	Special People (in our lives and in religion)	Special stories in religion
Summer	Artist Day	Sculpture Day	Textiles Day