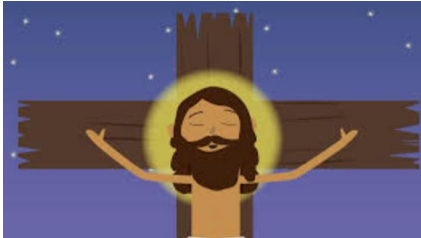


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Why is the word God so important to Christians? (Understanding Christianity)</i>	<i>Why do Christians perform nativity plays at Christmas? (Understanding Christianity)</i>	<i>Playful RE – an approach for EYFS (SACRE)</i>	<i>Why do Christians put a cross in the Easter Garden? (Understanding Christianity)</i>	<i>Special Times – (Christian, Muslims, Hindus Focus) (SACRE)</i>	<i>Myself: Who am I? (SACRE)</i>
 Children will learn about who God is, how Christians might describe him, what Christians can do to show gratitude and how we can respect his name. • Who is God? Read the children the Creation Story and explain how he is seen as powerful to Christians. Children to build the different elements of the Creation Story as part of a carousel. • What kind of person is God? Recap the Creation Story. How might Christians describe God – produce a list of ambitious describing words. Discuss how Christians use prayer and hymns to show God how important he is. Participate in some class singing/praying. • What is Harvest Festival? Harvest Festival Experience Day. Children to participate in a range of different activities linked to Harvest Festival. Understand that this is an opportunity for Christians to thank God for creating the earth and providing food. • Why is God's name precious? Based on everything we have learnt about God and his power, why would his name be so precious to Christians? Children to learn the Lord's Prayer and actions – which shows respect to God's name. • How can we take care of God's creation? On a large piece of paper, draw objects/ living things that we should take care of. Make a class list of how we can take care of these things. Sing the song, 'He's got the whole world in his hands'. Short Step Progression Links	 Children will learn about the significance of the Nativity Story, who Jesus is, how Christians celebrate Christmas and the symbols of Christmas. Children will begin rehearsing the Nativity songs throughout this topic at the end of each lesson. • Who is Jesus? Read the children the Nativity Story and discuss the significance of Jesus' birth for Christians. Using props, work together to build a class Nativity Set. • How do Christmas traditions link to the Nativity Story? Explore a range of Christmas cards that symbolise the Nativity Story. Use them to recap the main events from last week. Refer to the class Nativity set as much as possible. Allow the children to try some mince pies. Discuss which part of the Nativity these represent. What about the star on the tree? • How is Christmas celebrated at church? Discuss what the church is. Show the children a video of how Christmas is celebrated in church. Take part in a mini service in the classroom. • What do presents symbolise? Why do people give presents at Christmas. Refer to the Nativity Story/ set when discussing this. Children to draw a precious gift that they would give to someone they love. • What are the symbols of Christmas?	 Children will explore RE through a range of different activities. They will begin to understand simple facts and ideas about different religions, explore different religious stories, express their own ideas and emotions in relation to their learning and develop respect towards different people's beliefs. • What is the difference between a leader and a follower? Play the game 'Simon Says'. Ask the children who is the leader and who are the followers. Discuss how there are leaders and followers in lots of areas of life such as school, family, sport. Then move on to religious leaders and disciples/ followers. Place difference religious leaders around the room – give each child a different coloured sticker and ask them to walk to the correct leader. Repeat this activity a few times – giving the children a different colour each time. What makes someone a good leader? Make a class list. • What can faith stories teach us? Read the children the story 'The House on the Rock'. Model the key messages from the story practically. Build a house on secure foundations and insecure foundations to reinforce the message. Children to work in groups to build their own houses. What makes a strong/ weak	 Throughout this unit, children will be learning about and experiencing different elements of 'Holy Week'. • What is Palm Sunday? Read the section of the bible which discusses the events of Palm Sunday. Children to make some palm leaves/ crosses. Re-enact this part of the story by getting the children to stand in two lines and walking through the middle waving palm leaves. Teach the children the song 'Hosana'. Start a class story board for each section of Holy Week. • What is Good Friday? Read the section of the bible which discusses the events of Good Friday. Link these events to the event of Palm Sunday. Add the next picture to the story board for Holy Week. Allow the children to try a hot cross bun. Why are these eaten on Good Friday? What do they represent? • What is Easter Saturday? Read the section of the bible which discusses the events of Easter Saturday. Link these events to the events of Palm Sunday and Good Friday. Add the next picture to the story board for Holy Week. Hand the children a stone each. Why have we all got a stone? Which part of the story do these represent? Children to decorate their stones ready for Easter. • What is Easter Sunday?	 Children will explore RE by learning about a range of different religious practices and ways of life. • What special days do we enjoy? Explore a box of different artefacts/ objects linked to a range of different celebrations from different religions. When might we use/ send this item? Bring out the feelings box again and choose different feelings that might match certain celebrations. Children to share different occasions that they have enjoyed celebrating. What did they do? Where did they go? Did they eat any special food? Plan a birthday party as a class – writing an invitation and a list of things they might like to bring/ need next week. • What might happen on a birthday? Use a teddy/ doll – it is their birthday today. Why is celebrating someone's birthday special? What are we remembering? What religious story might it be linked to? Everyone is special – they should be reminded of this on their birthday. Allow the children to share photos from their own birthday celebrations in the past. Ensure children know that not everybody celebrates birthdays. Read Psalm 139 'Before I was even born, you knew me. Inside my mummy's tummy, you could already see me. I am wonderfully made'. Children to take part in a birthday party for the teddy/ doll introduced	 Children will explore the question 'Who am I?', where and how we belong with each other and signs of belonging. • What am I like? Children to learn about times in their life and how they feel at different times. Play 'Would you rather...' Ask the children to explain some of their choices and highlight how we are all different, but all still belong together. Discuss what makes us 'happy', 'angry', 'sad'. Identify that we all chose different things and that that is OK. Revisit the story of the Lost Sheep – how does the shepherd/ sheep feel at different times in the story? When do they feel happiest? Does losing something make you care for it more? What kind of person is the *****? Who would the children like to be like? • How do we belong to other people? During circle time, discuss family relationships and why they are special. Children to use concentric hoops to draw people they belong to – family – school – world/ God. Discuss with the children why there is not an image of God. Some people believe he is invisible but that his power and love is everywhere. Use the following sentence prompts to get the children to stand and share: <i>I belong to...</i> <i>What me special is...</i>

<u>C&L</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. 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. Learn rhymes, poems and songs. <u>UTW</u> Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.	Children to explore a range of different symbols that link to Christmas. Pass the concrete objects around the circle and allow the children to share their own experiences/ understanding of each one. <u>Short Step Progression Links</u> <u>C&L</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. 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. Learn rhymes, poems and songs. <u>UTW</u> Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. <u>EAD</u> Explore and engage in music making and dance, performing solo or in groups.	house? Children to learn a song linked to the faith story. Why would God as a leader want Christians to learn this story? • What is a pilgrimage? Explain to the children that a pilgrimage is a religious journey. Provide some examples - some Christians go to where Jesus was born etc. Go on a 'pilgrimage' around school and tell the story of The Lost Sheep (use props/ images that the children can collect on the way). Sing songs along the way to represent a true pilgrimage experience. Jesus told this story to show that anyone can get lost but God will always find you as the leader. Can the children order the image they collected along the way? • What is a wedding? Show the children a range of different items that may be used as part of a wedding celebration. Ask them to discuss each one and guess what it might be for. Explain that a wedding is when people make promises to each other and God (their leader). Allow children to share any experiences they may have had at a wedding. How do people feel at a wedding? Use an emotions box. • What happens in a holy building? Light a range of different candles. Spend some reflection time watching the candles - how do they make us feel? Show the children how candles are used in different religions (Jewish/ Christianity) and how they represent God being with them. Use a feely bag of other religious items from Jewish/ Christianity religions. Discuss each one and why they are important. Children will have the opportunity to build different religious artefacts using play-dough/ Lego/ construction materials. • How do Jewish people celebrate Sukkot? Show the children a video of Jewish people celebrating Sukkot (the festival of tents). Show the children a range of different Sukkah	Read the section of the bible which discusses the events of Easter Sunday. Link these events to the events of Holy Week so far. Add the next picture to the story board for Holy Week. Show the children some Easter eggs. Which part of the story do these represent? Discuss 'new life' and how this links to resurrection. Allow the children to try the different easter eggs. • What are the symbols of Easter? Show the children a range of different props/ images representing Easter/ Spring. Discuss each one and how it links to the Easter Story. Make links between Easter and Spring. Pass the concrete objects around the circle and allow the children to share their own experiences/ understanding of each one. <u>Short Step Progression Links</u> <u>C&L</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. 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. 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Show the children a video of a new Sikh baby being named. Explain that girls have Kaur in their name which means 'princess'. Boys have Singh which means 'lion'. Talk about the honour these names provide a person. Research the meaning of different children's names within class. Children can draw images linked to the meaning of their names. • Why do Jewish people celebrate Purim? Tell the story of Esther. What is the message about right and wrong? Show images of the main characters and sort them into 'good' and 'bad' groups. Explain how Jews celebrate this festival. Make a kippah, scrolls, greggors, Hamanstachen. Read the story again using the artefacts. The story is read in the synagogue from a scroll, when the 'wicked' Haman's name is read out everyone stamps their feet, shakes their greggor's (rattles), whistles and generally makes a noise. At the end eat the Hamanstachen (biscuits in the shape of his hat). • How and why do Muslims celebrate Eid-ul-Fitr? Why would a book have a special stand and silk cloth? Show the pupils a Qur'an. Tell them this is God's message, given to humans through his Prophet Muhammad. He received the	<i>I like belonging to...</i> <i>Belonging together means...</i> <i>We all belong to friends, families, school and...</i> <i>Some people belong to God. This means...</i> Recap that belonging is important. It helps us not to be too lonely and to enjoy life. • Who am I? Myself, in my family. Can the children think of any words they should say more often? 'Thank you', 'sorry', 'please', 'I love you'. Why are these words important? Can we match facial expressions/ actions to these words? Does our body language impact the meaningfulness of these words? Role play. If we said these words more often at home, would it make our families happier? Why are these words sometimes difficult to say? Can these words make someone's day better? Children to verbalise messages for their families using these words. • Why do some people believe that they belong to God? Remind the children about churches. Christians belong in a community, and they share celebrations and worship in their church. Christians believe they belong to God because God made them, and to Jesus, who they try to follow. What do Christians do to show they belong to God? Wear the cross, pray, go to church, religious festivals, sings songs/ hymns. Explore these different sense of belonging. • Do we belong together? Show the children the bible. Explain how this book is shared between Christians and provides them with a sense of belonging through sharing stories/ messages. Ask the children to come up with a list of different things that they share in the classroom/ school which provide them with a sense of belonging. <u>Short Step Progression Links</u> <u>C&L</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences
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		(shelters). Build a temporary shelter in the classroom – read a significant story from the Jewish religion. Play the song 'Let's Build a Sukkah' and celebrate the Sukkot. Short Step Progression Links C&L Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. 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. Learn rhymes, poems and songs. UTW Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. EAD Explore and engage in music making and dance, performing solo or in groups.		Qur'an during the month of Ramadan. During this time, Muslims fast during daylight which reminds them to care for the poor, be patient, to keep going when things are difficult and the goodness of Allah. Eid-ul-Fitr celebrates the end of the fast. Muslims might send cards, visit friends/ family/ neighbours, give gifts and clothes, go to say prayers at Mosque. Children might make some cards/ try some food that is eaten at the celebration. Short Step Progression Links C&L Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. 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. Learn rhymes, poems and songs. UTW Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. EAD Explore and engage in music making and dance, performing solo or in groups.	Describe events in some detail. 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. Learn rhymes, poems and songs. UTW Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. EAD Explore and engage in music making and dance, performing solo or in groups.
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