

RE Medium Term Planning

Silsden Primary School-Year 1

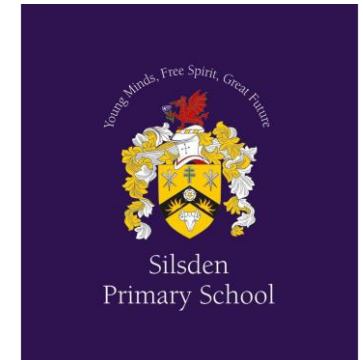
SCARF (Teacher's will provide you all with the login details to access SCARF resources and materials which can be done in and amongst the RE Work focusing on PSHE-either at story time or doing it every other week.)

Assessment Criteria

Key stage 1

At the end of year 1 pupils will;

- Identify special places, days and objects related to the questions studied / aspects covered
- Identify special books and know some key teachings for the religions studied.
- Recount some religious stories and recognise some religious objects
- Reflect on their own identity and experiences.
- Ask questions and give opinions about religious and non-religious worldviews.
- Reflect on their own values, attitudes and commitments.



Class:5, 6 & 7 KS1 Year:1	Unit: Myself	Term: Autumn 2	Teacher: Mrs Walker Mrs Travers/Mrs Dale Miss Powell
Week	Objectives	Teaching Activities	Resources
1	Know that different families/communities have different food laws and customs	<p>Discuss how in certain religions people eat certain foods; bring in typical packaging that the children may recognise with foods they eat.</p> <p>http://www.bbc.co.uk/education/clips/zkyn87h watch clip 4mins-why is bread and wine so important to Christians and what does it symbolise?</p> <p>Starter: Read the story from the bible 'Feeding the Five Thousand' and what this story represents to Christians. Why was it a miracle? What did Jesus do? How does special food symbolise special events in the Bible?</p> <p>Then show them other food packaging such as kosher, halal, vegetarian etc and explore why these foods are eaten and by whom.</p> <p>Children to note down food they like and food a Muslim may eat and why.</p> <p>Children on a paper plate/or circle cut out template decorate with tissue paper, coloured card with their favourite food and write why that is. Children cut out a knife and fork using shiny silver metallic paper.</p> <p>Model a good example and scaffold the children's learning.</p>	<p>Food packaging</p> <p>Globe of where different foods come from.</p> <p>Paper plate template</p> <p>Coloured card</p> <p>Tissue paper</p> <p>Metallic silver paper.</p>

E.g. I like pizza because it comes from Italy as I go there on holiday and I love Italian food.

Display children's work in the classroom and stick photo of children's creations with the objective below:

RE: The children this week in RE learnt all about different foods. They learnt that different families and communities have different food laws and customs. It was very interesting to learn all about people's different food preferences. We watched the story from the Bible 'Feeding the Five Thousand' and what this story represents to Christians and how special food symbolises special events in the Bible.



2

- Know that some stories are special to some children

Read story from Children's Bible.

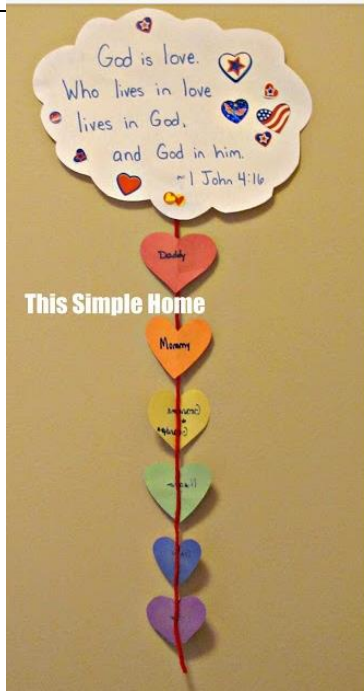
Watch Noah's Ark story on Youtube

Children make rainbows to hang in class with the words 'God's Love is Everlasting'.

In a circle time: Explain why it is important to Love one another in school and to be friends and kind. Tell them why it is not nice to be unkind? Why should we care for others? How is the world a better place if we love one another and not fight or be mean?

Read a prayer to finish. Put quiet relaxing music on and get children to take their shoes off and to lie in a space on the carpet. Get them to close their eyes and think about the people in the world they love and how they can show love to others.

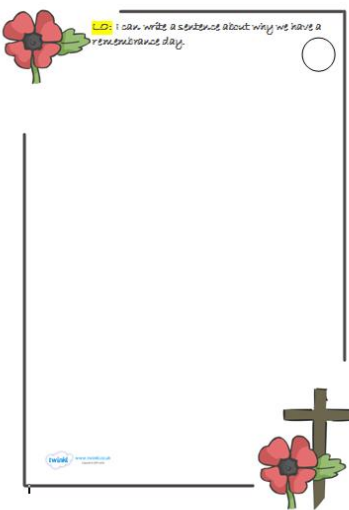
Paper Plate
Paint
Tissue Paper
String/Ribbon.



Stick objective in the books below alongside picture of children's work!

In **RE** today the children learnt all about rainbows and how they are a beautiful part of creation. The children learnt what a rainbow means to Christians. The children listened to the story Noah's Ark. The children discussed how it is important to love one another. We learnt that Christians believe the rainbow signifies 'God's Love is Everlasting' and that he promised he would never flood the Earth again.



	<p>Objective: why we have a remembrance day Poppy.</p> <ul style="list-style-type: none"> • AT2-Demonstrate empathy towards others' beliefs and practices. • AT2-Be able to reflect on the meaning of a special day. 	<p>Sunday November the 13th Remembrance Day. Discuss together what Remembrance Sunday means? Bring in a poppy and a pin-show them why we wear them and where the money goes towards buying a poppy. Show them pictures on the Smartboard about the London Remembrance display with all the poppies.</p> <p>On Sunday it will be Remembrance Day. People wear a special symbol called a poppy. On remembrance day we remember people who have suffered and died in the wars.</p> <p><u>Read</u> and watch Powerpoint of Remembrance Day (On teacher's resources).</p> <p>Have a table of children making poppies using red card/red tissue paper, green art straws and red glitter and black card with a pin to wear around school or for class display.</p> <p>(To be stuck in their literacy books-must model prior as writing needs to be consistent in all areas). Then have another table completing the writing activity on poppy bordered paper. They are to write a sentence about why we have a remembrance day.</p> <p>Model: On remembrance Sunday we remember all the people that died in the war. HA: write independently rest will need support.</p> <p>Have a photo of the child wearing their poppy and stick at the bottom of their writing bordered paper.</p> <p>Make stain glass window poppies: laminate for the windows.</p> <p>Plenary: reflective thinking time. After the session encourage a quiet peaceful atmosphere. Put on some music and listen to the remembrance song. https://www.youtube.com/watch?v=2J8FIdFDEaw</p>	<p>bordered writing example</p> <p>Photos of children wearing their poppy's they have made.</p>
<p>4</p>	<ul style="list-style-type: none"> • To recognise that light is used as a religious symbol • To recognise experiences similar to their own from the celebrations studied <p>Learning Opportunities: S&L: Taking turns in conversation Speaking clearly</p> <p>ICT:</p>	<p><i>15-20 mins, all children on the carpet</i> Introduction: Share the lesson objective with the children and encourage them to list the success criteria. Discuss Christmas, Divali and Hannukah. Tell the children these are called <i>Festivals of Light</i>. What do we do at Christmas? Ask the children why they think light is important to them and make a mind map of their answers. Activity: Light a candle. Ask the children to think about how light makes them feel while you read the story. Read the story <i>Can't you sleep, little bear?</i> Reflect on the candle and the light in the story – <i>how does light make you feel?</i></p> <p><i>25-30 mins, children in their literacy groups</i> Activity: children have a 'candle' template. See example sheet. Children use shiny metallic paper for the candle flicker. They are to write labels around it to say the feelings they associate with light, for example happiness, bright, joy, hope, love, warmth, kindness, peace, relaxation, calm... etc. Show good examples as a plenary!</p>	<p>Resources: Candle template Glue Pencils Colouring pencils Mind map Feelings words for LA on whiteboards Pens</p>

IWB

Sci: to know that wax melts when hot

Art: pattern design

FMC:
Mark making, cutting

PSHE: to know that different people celebrate festivals in different ways and at different times

ASS: questioning by T/TA, self-assessment against success criteria, use of thumbs up and faces to assess, T/TA marking with stickers/comments

DIFF: activities by expectation & outcome, support for LA, ext for MA.

E2L: language support & extension

Ext: children make a speech bubble about their thoughts and feelings about light

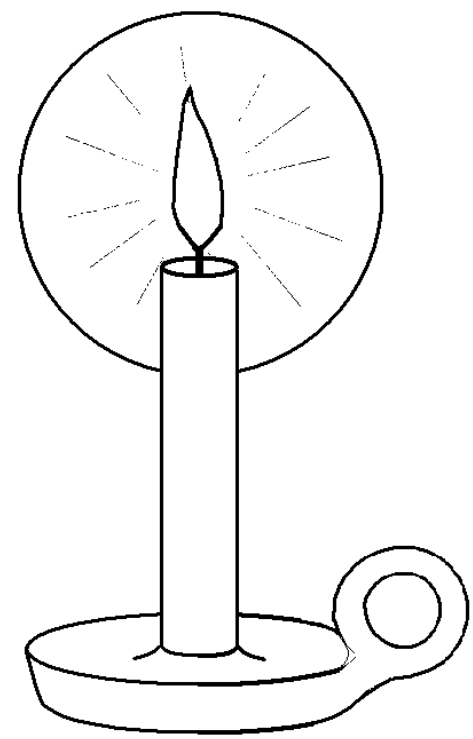
Successful children should be able to:
Write the feelings they associate with light

WALT: recognise that light is a religious symbol

5-10 mins, all children on the carpet
Talk about the uses of candles in our everyday lives – *do we use candles for nice things or scary things?*

LO: To know light is important and recognise that light is a religious symbol. ○

Photocopy and put on an independent table to decorate and take home whilst the others are working in small guided groups with adult.



5

- AT1 Know that a person's name is significant.

Start of the lesson:
Watch dvd <https://www.youtube.com/watch?v= OO84K9RuF0>
John the Baptist Work: Focus on Baptisms and Names.

Discussion: Why do some people get baptised?

Teaching:

Baptism goes back to the time of Jesus. Jesus had a cousin called John. John baptised people, and so he was known as John the Baptist. John was a preacher. He told people about God. He spoke to the crowds, and told them that they should live the good lives that God wanted for them. He told the people that they were 'sinners', because they had done bad things in their lives. John warned them that God will judge all people for what they do in their life. He said God wanted them to stop, and turn away from their bad ways. He told them to seek God's forgiveness for the things they had done wrong. The people listening were moved by what John was saying. They wanted to put things right with God straight away. This is where baptism started. By being immersed (or dunked!) in the water of the River Jordan, people showed their willingness to be washed from their bad ways, and to try to live God's way from then on.

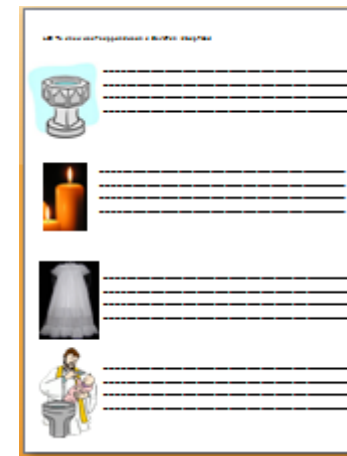
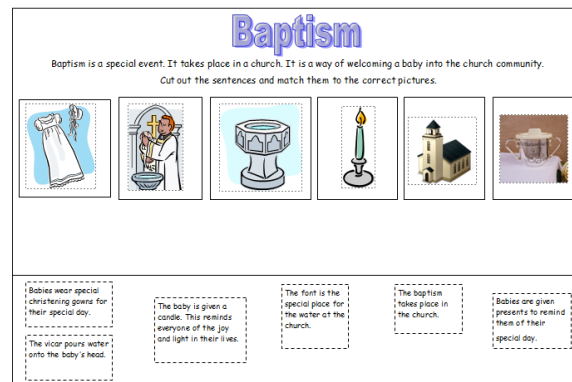
Explore the infant baptism ceremony, including the promises made and the role of Godparents. Symbols include water - purification, scallop shell - pilgrimage, candle - the light of God.

Children write about Baptisms and what they mean to Christians. Take photo of the children completing a pretend baptism at the front of the class and stick with work completed.

LA: children complete the cut and stick baptism. Matching the sentences to the pictures.
The rest of the group: complete the writing activity to the picture. They are to sound out a sentence.

MA: respond to the questions.

HA: write sentences for example 'This is a font. It is used to pour water over the baby's head. It symbolises new life and washing away sins.'



6



- Reflect on what is special about me
- Know that we all have private thoughts and feelings
- Reflect on their sense of self

15-20 mins, all children on the carpet

Introduction:

Share the lesson objective with the children and encourage them to list the success criteria. Look at some advent and Christmas pictures on google images. *How is light used at Christmas?* Explain that light is used to show that Christmas is a time for happiness and warmth and to remind Christians that Jesus is the light of the world. How can you shine your light at school?-go around the circle.

Resources:
wreath
template each
Scissors
Glue
Paint
Pencils

	<ul style="list-style-type: none"> Reflect on how this should affect our behaviour and attitudes to others 	<p>Activity: show children an advent wreath. Introduce the word Advent. <i>What does it mean?</i> Explain that Advent is a time of preparation for the celebration of the birth of Jesus. Highlight how the Advent Wreath is used and the meaning behind the four candles. Talk about how Advent calendars are used.</p> <p><i>25-30 mins, children in their groups</i></p> <p>Activity: children have a wreath template-see pics below for more ideas. They cut out the wreath, candles and flames and paint them. These will then be joined together and put on the display.</p> <p>WALT: know how the advent wreath is used and the meaning behind the four candles</p> <div style="display: flex; justify-content: space-around;">   </div>	
7	<p>S&L: attentive listening to the story, taking turns in conversation, speaking clearly</p> <p>ICT: IBW</p> <p>Handwriting: forming letters correctly</p> <p>Lit: writing words and sentences independently, knowing what Labels are used for</p> <p>Sci: food, knowing that the Christingle will not last forever</p> <p>Art: drawing the Christingle</p> <p>D&T: making a 3D object using given materials</p> <p>FMC: folding, squeezing,</p>	<p>Christingles (ask teacher/TA to buy small oranges/dolly sweets/cocktails sticks/raisins/red ribbon-put receipt in the office)</p> <p><i>15-20 mins, all children on the carpet</i></p> <p>Introduction: Share the lesson objective with the children and encourage them to list the success criteria. Discuss what some Christians do during Advent, which marks the four Sundays leading up to Christmas.</p> <p>Activity: look at pictures of Christingles, and talk about how a Christingle is used as a symbol of light. Talk about what each part of the Christingle represents: the orange, representing the world, the red ribbon, representing the blood of Christ, the four cocktail sticks with sweets and fruits to represent God's gifts and the four seasons.</p> <p><i>25-30 mins, children in their groups</i></p> <p>Activity: children make a Christingle each. They draw a Christingle in their books and label the parts.</p> <p>WALT: understand the service of Christingle and what the parts of the Christingle represent</p> <p><i>5-10 mins, all children on the carpet</i></p> <p>Look at some children's work and read their labels – <i>how much have you remembered about the Christingle?</i></p> <p><i>Take a photo of each child holding their Christingle made and stick on the same page as their labelling.</i></p>	<p>Resources:</p> <p>Lit books</p> <p>Pencils</p> <p>Colouring pencils</p> <p>Oranges</p> <p>Ribbons</p> <p>Candles</p> <p>Cocktail sticks</p> <p>Dried fruit or sweets</p>

drawing

ASS: questioning by T/TA, self-assessment against success criteria, use of thumbs up and faces to assess, T/TA marking with stickers/comments

DIFF: activities by expectation & outcome, support for LA, ext for MA.

E2L: language support & extension

Ext: to write what each part represents

Successful children should be able to:
Draw and correctly label a Christingle

(Ask class teacher about the writing job as it may be done in a literacy session-PPA may be just for the making of them?)

Orange: represents the world
Red ribbon: indicates God's love wrapped around the world and the blood Christ shed on the cross.
The dried fruit and sweets: are symbols of God's creation. For many people they represent the four seasons.
The lit candle: symbolises Jesus, the light of the world, who brings hope to people living in darkness.



LO - To describe the key features of a Christingle. ○

To write a sentence about the meaning of each of the key features of the Christingle. ○



8

Learning Outcomes: Children know the Christmas story and are able to sequence the main events using role play.

AT1 S.3 L1: Recount the Christmas Story
LS: Talk or write about the Christmas story.
L3: Understand the symbolic meaning of Christmas
AT2 S.6 L1 Reflect on own values, attitude and commitments.
LS: Recognise and respond to other peoples values, attitudes and commitments and share their own.
L3: Show some understanding of values, attitudes and commitments in relation to stories and

RE: Christian Festivals: Christmas activities

(See first if the teacher has done this in the literacy lesson if so, please move on to week 8-or you could do some Christmas art activities, finishing off Christmas cards, advent calendars, tree decorations etc)

Ask the children what do they know about the Christmas story? Scribe their answers on the board. Watch the 'Xmas story' on the Topmarks website or Espresso website, The Christmas Story. Tell them that it is not all about presents and that it is a Christian celebration. Christians go to church on Christmas day to remember it's Jesus Birthday. Talk about advent too and the build up to Christmas day.

LO: I can sequence the Christmas story in the correct order. I can use my phonics to help me spell.

Children order the story: shrink pages down so they can fit in their literacy books.
HA: write own sentence using time connectives.
MA: write simple sentences remembering full stops and capital letters.
LA: they will say the sentence and order (supported).

Sequencing sheets.
Learning objective.
Glue and scissors.



	teachings, beliefs and practices.		
9	<ul style="list-style-type: none"> • Reflect on what is special about me. • Know the variety of groups to which they belong. • Know that religion and cultural heritage are important in people's lives • Know that in some children's homes there is evidence of religious practice 	<p>Children complete the RE writing assessment about special people to them.</p> <p>This will be the last day we will be working on Myself in RE. Let's have a quick reminder on the work that you have done over the weeks. Have a short discussion on;</p> <p>Who gave you your name? What makes you special? What groups do you belong to? Talk about who goes to church, the mosque, to a synagogue and maybe these children will tell the class why this is special to them? How do you look after your friends, family and neighbours? Write some of the answers on the board. Explain to the children how to fill in their 'Myself' sheet. Able children to work independently. Children needing support to work alongside adults, possible two children at a time. Children waiting to do their work to choose a quiet activity like a jigsaw or reading.</p>	RE writing assessment sheet.
Extension activities	<ul style="list-style-type: none"> • Know that some stories are special to some children 	<p>Carry on with Christmas activities: finish off from last week</p> <p>Practice role playing the story of the Nativity in small groups.</p> <p>Practice singing Christmas songs for their productions.</p>	Nativity powerpoint.