

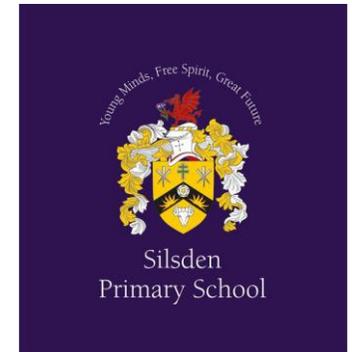
RE Medium Term Planning
Silsden Primary School-KS1 Year 2

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:

At the end of year 2 pupils will...

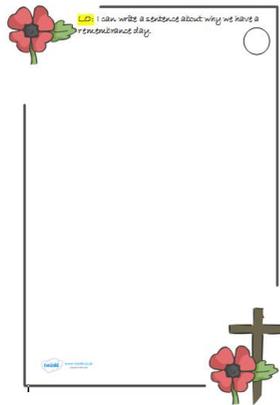
- Talk or write about some key teachings in at least two religious and nonreligious worldviews.
- Talk or write about special places, days and objects in at least two religions in relation to the topics studied
- Show understanding of the meaning of stories and symbols relating to the topics covered.
- Recognise that others' identity and experiences are important to them.
- Recognise that some 'deep' questions are about meaning and purpose.
- Recognise and respond to examples of others' values, attitudes and commitments and share their own.



Class:8, 9, 10 Year:2	Unit: Special Places	Term: Autumn	Teacher: Mrs O'Hara, Mrs Oswald, Mrs Walker, Mrs Fisher
Week	Objectives	Activities	Resources
1+2 (carry on with previous planning)		<p style="background-color: yellow;">Year 2 (Some classes are slightly behind so please carry on from where you left off with the previous weekly planning.)</p> <p><u>Week commencing: Children in Need Art Activities (17th November 2017)</u> Talk to the children about Children In Need and why we celebrate it and raise money for a great cause. See BBC website lots of quizzes and clips to watch.</p> <p>Children can paint/decorate and design own Children in Need Pudsey bear in a costume of their choice!</p> <p>Or decorate Pudsey Bear digestive biscuits with yellow/white icing, chocolate chips for the eyes and smarties.</p>  	Digestive biscuits with yellow/white icing, chocolate chips for the eyes and smarties.
3	<ul style="list-style-type: none"> • Intended Learning Objective: why we have a remembrance day Poppy. 	<p>Main Teaching: Sunday November the 13th Remembrance Day.</p>	<ul style="list-style-type: none"> • Powerpoint of poppy day. • Poppy bordered

- AT2-Demonstrate empathy towards others' beliefs and practices.

AT2-Be able to reflect on the meaning of a special 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.

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.

Read and watch Powerpoint of Remembrance Day (On teacher's resources).

(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 and why it is such a significant day in history and why we still remember. **Have a photo of the child wearing their poppy and stick at the bottom of their writing bordered paper.**

Year 2's (do writing first and then these can be independent table top activities for after):

- Make stain glass Poppies for their classroom windows.
- Make poppy wreath for the classroom door.
- Poppy mosaic using cut up coloured card on card templates.
- Watercolour poppy pictures: put on relaxing music.
- Use red felt and green felt and glue together to make fabric poppies.
- 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.

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>

writing example

- Photos of children wearing their poppy's they have made.





3 & 4

- identify the key purposes of the building.
- Use appropriate terminology
- Identify the differences and similarities between the two places of worship.
- Know about two places of worship (AT1).

a) Identify the key features of each of the buildings.



This lesson will go on for 2 weeks.

Encourage 'thinking time':

Do you have to worship in a church to speak to God or is he everywhere?

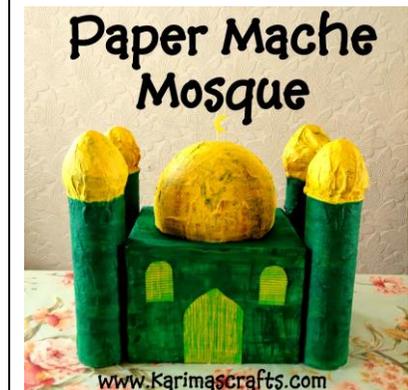
Looking specifically at 2 religious buildings ie a church and a mosque. Talk about the similarities and differences. What can they discuss and find in talking partners.

Through interview, questions, resources etc, list the main events which take place.

Pupils can compile a glossary of key words and their meanings. Display in the classroom, with accompanying images.

Use the class displays on each place of worship to identify similarities and differences.

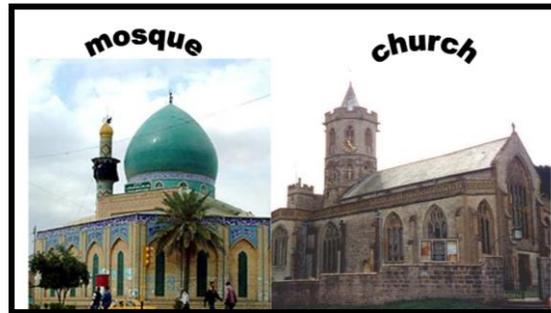
Cardboard boxes, PVA glue, card etc.



Print objective or type up:

RE-LO: Can I identify the differences and similarities between two places of worship?

Can I identify the key purposes of the building?



TWINKL POWERPOINT: What's in a Mosque.

First the children in Year 2 will draw **two pictures in their learning journeys-split page into 2**. A picture of a **Mosque** and a picture of a **church (put A4 examples on the tables for them to copy)**. They are to describe what a Mosque looks like and the special features inside it. For example they will find a wash room, a shoe rack, prayer mats, Qur'an, minaret etc.

They then describe what a church looks like and what special items it has inside. It has a place for a worship band, a Bible, church seats-pews, stained glass windows in old churches, baptism pool. Explain to the children that not all churches look the same. Some modern churches nowadays can be in a warehouse building, in a house, in a coffee shop, in a village hall. People can worship God anywhere!

Following on from this lesson exploring what each of these special buildings have they will then go on to the next lesson (designing a special building).

Make using cardboard boxes a religious building working in pairs and label the features. Why is it special? Work in pairs and in builders tray children create a 'SPECIAL PLACE' town! Get the children to think of the special things needed for these special buildings like a minaret for a mosque, in a church there will be a cross displayed etc.

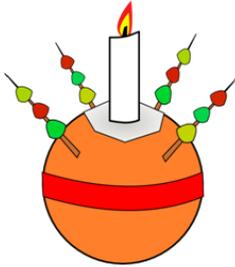
On Smartboard have a range of special place pictures to give them some ideas. Put some A3 examples on the tables for them as ideas. Make a class display with all the worship places. Ask HA to write key labels for them and what they have



5	<ul style="list-style-type: none"> Identify places that are special to a large number of people. identify the key purposes of the building. Use appropriate terminology Identify the differences and similarities between places of worship. 	<p>made and why?</p> <p>Children design and think of their own special place as a group. They write and draw a picture of their special place and why it is so special to them. It might be an imaginative place that they design.</p> <p>They will design it first and then write about it. What special features it has. Why is it so special. Model a good sentence. My special place is the garden because I like to relax, unwind and think in the open air.</p> <p>Children must write a sentence about why it is special place to them. How do people behave when they enter their special place? Can they be loud or do they have to be quiet? Can they run around in the place or do they have to walk and be respectful? Children have learning objective and template for designing in their lit journals and they write their sentence on the lines in their books.</p> <div data-bbox="734 635 1256 719" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><u>My Special Place</u></p> <p>LO - To describe the key features of a special place to me. To write why it is so special.</p> </div> <div data-bbox="734 738 1256 1026" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>My Special Place</u></p> </div>	<p>Design sheet and objective Literacy journals. Pencils Pencil crayons.</p>
6	<ul style="list-style-type: none"> Identify places that are special to a large number of people. identify the key purposes of the building. Use appropriate terminology Identify the differences and similarities between places of worship. 	<p>Explore Christianity and ask the children what we will be celebrating very soon. Why do we celebrate Christmas? Ask the children what the real reason is because it is Jesus' birthday. Talk about the nativity.</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>Christingle Orange Birthday small candles Matches Cocktail sticks Red ribbon Dolly mixture sweets/raisins.</p>

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.



25-30 mins, children in their groups

Activity: children make a Christingle each. They draw a Christingle in their books and label the parts.

WALT: understand the service of Christingle and what the parts of the Christingle represent

5-10 mins, all children on the carpet

Look at some children's work and read their labels – *how much have you remembered about the Christingle?*

- **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.

Complete writing activity. Children have 4 pictures they are to cut them out and put them down the margin side of their literacy journals and write a sentence about what each part of the Christingle represents. **HA**-just have a picture of the Christingle picture and they write sentences instead.

Make a Christingle per pair in class-or do one as a demonstration to show them what one is and what each part signifies. *Take a photo of each child holding their Christingle made and stick on the same page as their writing.*

- c) show respect for the building and the community.

Christmas

RE: Christian Festivals: Christmas activities

Learning Outcomes:

Children know the Christmas story and are able to sequence the main events.

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.

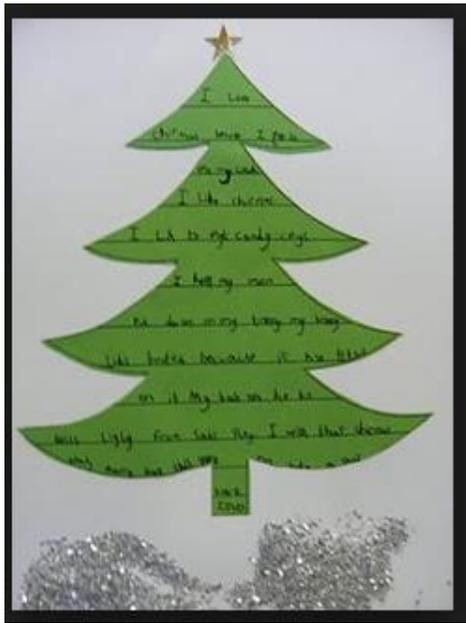
LS: Recognise and respond to other peoples values, attitudes and commitments and share their own.

L3: Show some understanding of values, attitudes and commitments in relation to stories and teachings, beliefs and practices.

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

Sheets, blankets, pegs, rugs, etc.

Sequencing pictures.



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.

I know the real reason why we celebrate Christmas and can explain this.

(complete on Christmas tree template and stick in literacy books/add glitter)
 (Push for super writing as should be consistent with being neat/leaders and joiners/full stops etc just like in literacy).

Children are to first write a sentence about why we celebrate Christmas and what the real reason is (not just for presents!).

HA: write own sentence using time connectives and connectives.

MA: write simple sentences remembering full stops and capital letters.

LA: they will say the sentence and order (supported) with simple sentence.

Extension OR:

Children cut up and sequence the Christmas story and write a sentence.

Differentiated according to ability. HA draw own pictures and write sentences. LA: write simple sentences with support.

LO: Can I write about the Christmas story in order of events?

7

- Demonstrate understanding of and respect for a place of worship (AT1 and 2).
- A) Explain how they feel in a religious building.

Watch the Powerpoint: Places of Worship and discuss together.

Then show them the **Judaism** place of worship and recap what we have learnt from the assemblies with the special visitor. (on the teacher resources on computer)

In their literacy books have the sentence starter:
 Judaism's special place is a.....

Have a photo of a Judaism Synagogue in their literacy books.

Children are to write about the synagogue and what is inside and what they believe-see success criteria on the Powerpoint.

Pictures of Jewish Synagogues.

Learning journals

Powerpoint-places of worship on twinkl

		<p>Give them key words on the IWB: Ark: The Ark is a cupboard in which the Torah scrolls are kept. Bimah: A raised platform where most of the service takes place. The Torah readings happen here. Siddur: This is the main prayer book. Torah Scrolls: The scrolls contain the words of the Hebrew Bible.</p>	
8	<ul style="list-style-type: none"> Express their response to music, light, design etc. 	<p>Then after last week's session do the same activity but this time focused on Christianity and focusing on churches. But tell them that not all churches look traditional some modern churches are in hotels, warehouses, big conference buildings etc.</p> <p>Recap visiting Silsden Methodist Church. Have the Christian word mat to help with spelling and ideas.</p> <p>Have the question at the top of their literacy books with a picture of a church in their literacy books: Why is church an important place for Christians to go?</p> <p>Recap and gather ideas together first as good modelling before writing:</p> <ul style="list-style-type: none"> ➤ Christians can go to pray ➤ They can go to worship ➤ They can go to learn more about God ➤ It is place to meet the church family ➤ For fellowship ➤ To get advice and life morals ➤ To learn about Jesus in Sunday School-bible teachings for children. <p>Learning objective: To learn the key features of churches and why is a special place to many people.</p>	<ul style="list-style-type: none"> ➤ Christian word mat with key words. ➤ Question in books ➤ Literacy journals.
		<p>EXTENSION Carry on with Christmas activities: finish off from last week Practice role playing the story of the Nativity in small groups. Practice singing Christmas songs for their productions. Make Christmas cards/Christmas decorations etc. SCARF resources to complete at story time.</p>	