



## Dean Bank Primary School and Nursery Religious Education – Medium Term Plan



Subject Area: RE - Easter Story Term: Spring 2 Class: 1

<p><b><u>Enquiry Question</u></b></p> <p>What is the Easter story?</p>	<p><b><u>Durham Agreed Syllabus</u></b></p> <p>The significance of Easter as a religious festival for Christians.</p>
<p><b><u>Key Vocabulary</u></b></p> <p>Good Friday, Easter Sunday, Easter Day, Cross, Sad, Happy, Special, Jesus, celebrate, resurrection, Easter Garden, disciples, crucifix</p>	<p><b><u>Core Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Children know the events of Good Friday and Easter Sunday.</li> <li>- Children know how Christians remember Easter in church.</li> </ul>
<p><b><u>Skills and Attitudes</u></b></p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Investigation and Enquiry - Asking relevant questions</li> <li>- Interpretation - Drawing meaning from artefacts and symbolism.</li> <li>- Expression - Expressing a personal viewpoint</li> <li>- Empathy - Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others.</li> </ul> <p><b><u>Attitudes:</u></b></p> <ul style="list-style-type: none"> <li>- Respect - Be sensitive to the feelings, ideas, needs and concerns of others</li> <li>- Open-mindedness - Learn and gain new understanding</li> <li>- Appreciation and Wonder - Develop their capacity to respond to questions of meaning and purpose</li> </ul>	<p><b><u>Key Concepts</u></b></p> <p>Belief: Key beliefs of religions.</p> <p>Authority: How people from different religions know what to believe and how to act.</p> <p>Expression Belief: Private and public expressions of belief including worship in religious buildings.</p> <p>Impact: How rituals, ceremonies and symbols can make a difference to individuals and communities.</p>

Lesson Objective	Core Knowledge	Key Questions	Activities and Differentiation
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Lesson Question			
<p><b>I can begin to enquire about what happens at Easter.</b></p> <p>What happens at Easter?</p>	<p>N/A</p>	<p>What is Easter?</p> <p>Who might celebrate Easter?</p> <p>Do you think Easter is important? Why?</p> <p>Do you celebrate Easter? How do you celebrate?</p>	<p>Recap prior learning: Low stakes retrieval quiz, including three questions (1 from last lesson, 1 from the last topic, 1 from the last year). Display images on the IWB to support. Read the question one at a time. Children discuss their thoughts with their talk partner, then relay their thoughts with the wider class. Address any misconceptions as/when they arise to clarify and support children's understanding.</p> <p>Share some images related to the enquiry question for this unit (based on Easter); display these one at a time. Explain what enquiry is and tell the children that they are going to be asking questions that they want to find out about the image. Recap what a question is and write some of the key question words on the board to scaffold children's questions. Give children time to discuss the image with their talk partner but do not attempt to answer/lead any of the questions the children have.</p> <p>Task: Children to write a question that they have following their discussion of the images/about the enquiry image. HPA/MPA: Children to have one question focused on Christianity. Word mat provided to support. LPA/SEND: Children to work in a group. Teacher to scribe their questions if necessary. AF to support.</p>
<p><b>I can tell you what about what happened to Jesus during Easter time.</b></p> <p>What happened to Jesus?</p>	<p>-Children know the events of Good Friday, Easter Day and Easter Sunday.</p> <p>- Children know Jesus had a triumphant entry into Jerusalem on Palm Sunday.</p> <p>-Children know the term resurrection, as the Christian belief that Jesus came back to life.</p>	<p>What happened to Jesus?</p> <p>Where did Jesus die?</p> <p>Did Jesus come back to life? How do you know?</p> <p>Is there a word that means to come back to life?</p> <p>Did Judas do the right thing? Why do you think this?</p>	<p><b>Recap prior learning:</b> Low stakes retrieval quiz, including three questions (1 from last lesson, 1 from the last topic, 1 from the last year). Display images on the IWB to support. Read the question one at a time. Children discuss their thoughts with their talk partner, then relay their thoughts with the wider class. Address any misconceptions as/when they arise to clarify and support children's understanding.</p> <p>Introduce the LO. Display the text and ask children what they think may happen in the text/Easter Story. Read the 'Easter Story' text to children, stopping at key points to discuss the events, clarify any concepts and ask key questions.</p> <p><b>Task -</b></p>



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		<p>Did Peter do the right thing? Why do you think this?</p> <p>Do you think Jesus is special? Why?</p>	<p>HPA/MPA - Children sequence 5 images to show the Easter story. Children then write a simple summary to explain what happens in the Easter story.</p> <p>LPA/SEND - Children sequence 5 images to show the Easter story. AF to support.</p>
<p><b>I can explain what an Easter Garden is.</b></p> <p>Can we make an Easter Garden?</p>	<p>Children know the events of Good Friday, Easter Day and Easter Sunday.</p> <p>Children know that Christians remember the death of Jesus on Good Friday and his resurrection on Easter Day.</p> <p>Children know and understand that Easter Gardens are created to help Christians remember these events.</p>	<p>What is an Easter Garden?</p> <p>Would you like to visit a garden like this? Why?</p> <p>What does an Easter Garden represent?</p> <p>What are you going to include in your Easter Garden?</p> <p>What happened at Easter?</p>	<p>Recap prior learning: Low stakes retrieval quiz, including three questions (1 from last lesson, 1 from the last topic, 1 from the last year). Display images on the IWB to support. Read the question one at a time. Children discuss their thoughts with their talk partner, then relay their thoughts with the wider class. Address any misconceptions as/when they arise to clarify and support children's understanding.</p> <p>Introduce the LO and ask the children if they can explain why Christians might think Jesus is special. Children talk with their TP about this and relay their views back to the wider class. Play the video - <a href="https://youtu.be/Nfnhv5h0k4M?si=frLK-U_T2SIQ8gW7">https://youtu.be/Nfnhv5h0k4M?si=frLK-U_T2SIQ8gW7</a> - from the empty tomb where it describes what happened when Jesus' friends visited the tomb on Easter Sunday morning and the good news that they discovered there. Discuss the garden area from the video clip. What does it look like? What is there? Explain that an Easter resurrection garden is a symbol of Jesus rising from his tomb. They portray the scene that Mary Magdalene saw, a tomb with a stone to be rolled away on Easter Sunday. Explain that we're going to make an Easter Garden. Model this, thinking aloud to narrate the steps; include a cross and discuss why this will be included. Display further examples of Easter Gardens on the IWB to support children's development of ideas in this.</p> <p>Task - In mixed ability groups, children make an Easter Garden using various resources such as a tray, flowerpot, stones, grass/moss/flowers/felt. AF to support LPA/SEND children.</p>



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<p>I can understand the significance of Good Friday and Easter Day for Christians.</p> <p>What makes us happy?</p>	<p>Children know why Good Friday and Easter Day are sad and happy days for Christians.</p>	<p>Why is Good Friday/Easter Day important for Christians?</p> <p>What is important for Christians?</p> <p>What do Christians believe?</p> <p>How might Christians celebrate Easter Day?</p> <p>What makes you happy? Why?</p> <p>What makes you sad? Why?</p>	<p>Recap prior learning: Low stakes retrieval quiz, including three questions (1 from last lesson, 1 from the last topic, 1 from the last year). Display images on the IWB to support. Read the question one at a time. Children discuss their thoughts with their talk partner, then relay their thoughts with the wider class. Address any misconceptions as/when they arise to clarify and support children's understanding.</p> <p>Introduce the LO and display a sequence of the Easter Story. Children discuss this with their TP, trying to retell the story in their own words. Gather children's answers and address any misconceptions where necessary. Discuss how Jesus and others in the Easter story may have felt about his death, the way he was treated etc. Discuss what makes children happy, sad etc. Model the task on the IWB.</p> <p>Task-</p> <p>Children draw a time that made them happy and write a sentence about this to support their drawing.</p> <p>HPA/MPA - Children write a sentence (challenged to write 2) about a time they were happy. Word mat to support.</p> <p>LPA/SEND - Children write a sentence about a time they were happy. Word mat and AF to support. Chloe to draw a picture about this time and discuss through Google Translate her drawing.</p>
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