



Dean Bank Primary School and Nursery

RE - Medium Term Plan



Subject Area: R.E.

Term: Autumn

Class: 1

<p><u>Enquiry Question</u></p> <ol style="list-style-type: none"> 1. What can we learn from visiting a church? 2. Why are gifts given at Christmas? 	<p><u>Durham Agreed Syllabus</u></p> <ul style="list-style-type: none"> • Identify some of the beliefs of Christianity and Buddhism • Retell some stories within Christianity and Buddhism • Identify some ways in which Christians and Buddhists worship and celebrate special events • Use some religious words • Show some awareness of how some aspects are the same in both Christianity and Buddhism e.g. both have a special founder, stories, ways of worship • Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism • Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism
<p><u>Key Vocabulary</u></p> <ol style="list-style-type: none"> 1. Church, worship, Christians, Jesus, God, font, lectern, Bible, altar, pulpit, cross, candle, vicar, Sunday, prayer, hymns, praise. 2. Jesus, Bethlehem, Wise Men, Kings, gold, frankincense, myrrh, special, gifts, giving, presents. 	
<p><u>Skills and Attitudes</u></p> <ul style="list-style-type: none"> - Investigation and Enquiry - asking relevant questions - Interpretation - drawing meaning from artefacts, art, poetry and symbolism - Application - making the association between religions and individual, community, national and international life - Expression - pursuing a line of enquiry or argument - Analysis - distinguishing between the features of different religion - Reflection - think reflectively about feelings - Empathy - seeing the world through the eyes of others and issues arising from their point of view <p>Attitudes:</p> <ul style="list-style-type: none"> - Self-awareness - Respect - Open-mindedness - Appreciation and Wonder 	
<p><u>Key Concepts</u></p> <p>Expressions of Belief Commitment</p>	<p><u>Opportunities for Extended Writing</u></p> <p>Write captions describing photographs from church visit. Simple retelling of stories.</p>

Learning Objective	Skill Focus (Knowledge and Understanding of Religion,	Key Questions	Activities and Differentiation
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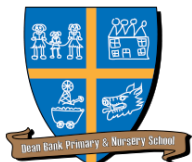
	Critical Thinking, Personal Reflection)		
<p>I can begin to enquire about churches.</p> <p>What is a church?</p>	<p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism</p> <p>Identify some ways in which Christians and Buddhists worship and celebrate special events</p> <p>Use some religious words</p>	<p>What could this building be called? What is a church?</p> <p>Why do people go to church?</p> <p>Do all people go to church?</p> <p>Have you been to church before? Why?</p> <p>Do you think that churches are special places? Why?</p> <p>Are there churches in Ferryhill? Could you tell me what they are called?</p> <p>What does the inside/outside of a church look like?</p>	<p>Display the enquiry images on 4 separate slides. One by one, display each on the IWB and gather children's thoughts about what the pictures could be/mean. Prior to this, model using the sentence stem 'I wonder' and encourage children to explain their thoughts using the phrase 'I wonder ...'; also encourage children to draw on their own experiences (for example, their church visit during their time in EYFS) to aid them in building on their answers. Ask children a range of key questions to encourage them to expand their thoughts and build upon their answers.</p> <p>Task - Children to work in small, mixed-ability groups to discuss the 4 enquiry images. HPA - Children to complete the sentence to state what they wonder. The sentence opener 'I wonder' is given. MPA - Children to complete the sentence to state what they wonder. The sentence opener 'I wonder' is given. AF to support. LPA/SEND - Children to orally explain their thoughts. AF to scribe.</p>
<p>I can name some of the features of a church.</p> <p>What could I find in a church?</p>	<p>Identify some of the beliefs of Christianity and Buddhism</p> <p>Identify some ways in which Christians and Buddhists worship and celebrate special events</p> <p>Use some religious words</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism</p>	<p>What can you see outside of a church?</p> <p>What can you find inside a church?</p> <p>Have you been to a church for other reasons, such as weddings, baptisms, services?</p> <p>What can you remember about what happened in church?</p> <p>Who goes to church?</p> <p>What could you find in a church?</p> <p>Why is it a special place?</p>	<p>Recap prior learning – display the 4 enquiry images used in last lesson (all on one slide). Children talk with their learning partner about what they think the images may show/represent/what they know etc using the modelled 'I wonder' sentence stems and encourage children to draw upon their own experiences of visiting churches – for example, through weddings, baptisms, school visits, etc Gather children's thoughts.</p> <p>Begin unit by explaining that we will be focusing on churches and why they are so important and special to Christians. Look at ppt of the outside of churches. Ask the children – Can you spot any clues from this photo that tell us this is a church? and gather their answers. Then display an image of the inside of a church. What are the things they can see? Give children the opportunity to explain their ideas in their own words before introducing the correct vocabulary/addressing any vocab misconceptions. (Pew, candle, stained glass window, font, altar, cross, organ, lectern, Bible, pulpit). Play the video - https://www.bbc.co.uk/bitesize/topics/zdykixs/articles/zpk6xbk -</p>



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			<p>pausing at key moments. Ask children to name the feature shown at that moment on the video.</p> <p>Task – Children correctly label the inside and outside of a church to place in their floor book.</p> <p>HA - Children have a diagram of the inside, then outside, of a church. Children write the correct label by the feature. Word mat to support.</p> <p>MA - Children have a diagram of the inside, then outside, of a church. Children write the correct label by the feature. Word mat and AF to support.</p> <p>LA - Children have 6 pictures – font, cross, pulpit, pews, altar, lectern – to stick in correct boxes. AF to support.</p>
<p>I can describe what happens in church on Sunday.</p> <p>What happens at church on a Sunday?</p>	<p>Identify some of the beliefs of Christianity and Buddhism</p> <p>Identify some ways in which Christians and Buddhists worship and celebrate special events</p> <p>Use some religious words</p> <p>Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism</p>	<p>What do Christians do when they go to church?</p> <p>How do Christians worship?</p> <p>How should we behave when we visit church?</p>	<p>Recap prior learning – Display images of the features (both indoor and outdoor) of a church. Children talk with their TP to name the features displayed. Gather children’s thoughts and discuss the given feedback as a class. Address any misconceptions if necessary.</p> <p>Play the video from last lesson - https://www.bbc.co.uk/bitesize/topics/zdykixs/articles/zpk6xbk. Ask children to put their hand up when they hear something that happens on a Sunday. Explain that on Sunday’s Christians go to church to sing, say prayers and read the Bible (their special and holy book). Explain that when Christians go to church and do the things on the ppt it is called worship and this means that Christians go to church because they want to praise God and say thank you to him, hear stories from the Bible, meet with other Christians and find out how to live a good life.</p> <p>Task – Explain that soon, our class will be visiting Ferryhill Methodist Church and that church is a very special place for lots of people. Ask the children - ‘How should we behave in church?’ and gather their answers. Write these as the children discuss in their class floor book.</p>
<p>I can talk about what the church feels like and looks like.</p> <p>What does Ferryhill Methodist Church look like?</p>	<p>Identify some of the beliefs of Christianity and Buddhism</p> <p>Retell some stories within Christianity and Buddhism</p> <p>Identify some ways in which Christians and Buddhists worship and celebrate special events</p> <p>Use some religious words</p>	<p>What did we see in the church?</p> <p>What did we hear?</p> <p>What did we smell?</p> <p>Who is the church for?</p> <p>What do they think is the most important part of the church? Why?</p>	<p>Recap prior learning – Show children the Floor Book from last lesson. Ask the children to recall how we should behave in church and why. Address any misconceptions and explain once more how we should behave in church and why.</p> <p>Children to sit quietly in the pews and listen to the information that is given by the church goers. Ask them to close their eyes. What can they hear / smell? Open eyes – What can they see? Children have a sheet with images and labels of the different features we’ve learnt/explored prior to this lesson. Children work in mixed-ability pairs to identify these features around the church. Take photographs of the features for next week’s lesson. Sit down and ask – who they think looks after the church</p>

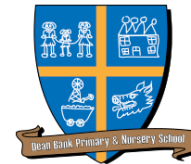


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<p>I can describe the key features of the church</p> <p>What did you find out during our visit to church?</p>	<p>Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism</p>	<p>What was it like in the church?</p> <p>Did you like it in the church? Why?</p> <p>Would you like to go to Ferryhill Methodist Church again? Why?</p> <p>What could we write about this photograph?</p> <p>What special words could you include?</p>	<p>–keeps it clean, arranges the flowers? Why would they want the church to be beautiful and well cared for? Who is the church for? What do they think is the most important part of the church? Why? Children sing some hymns in church.</p> <p>Recap prior learning – As a group, children discuss and complete the low stakes quiz on https://www.bbc.co.uk/bitesize/topics/zdykixs/articles/zpk6xbk . identifying the features of a church</p> <p>Display the photographs taken from the church visit on the IWB. Ask children to say a sentence about the photo as we go around the circle. Model writing some of the sentences using word mat aids:</p> <p>Task – Children have a photo from the visit to use as a stimulus to write a sentence about their visit. HPA - Choose photograph and write a sentence about it. Word mat of key features. Independent. MPA - Choose photograph and write a sentence about it. Word mat of key features to support, as well as AF. LPA/SEND - Discuss as a small group the sentence we will write, model on mini whiteboard taking input from the children, key word mats.</p>
<p>I can explain why people have special places</p> <p>Where is my special place?</p>	<p>Identify some of the beliefs of Christianity and Buddhism</p> <p>Use some religious words</p> <p>Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism</p>	<p>Do you have a special place where you like to go?</p> <p>What does 'special' mean?</p> <p>Why is it special to you?</p> <p>Why do you go there?</p> <p>If you invited someone to your special place, how would you like them to behave?</p> <p>How would you feel if someone spoiled your favourite place?</p>	<p>Recap prior learning – Children discuss the retrieval questions (and photos displayed to support) as a class:</p> <ol style="list-style-type: none"> 1- What is the special Christian book called? 2- How might Christian's feel at church? How did you feel at the church? 3- What could you hear and smell at the church? <p>Recap that the church that we visited was a special place for Christians. Discuss the word special and that it means important and precious to someone. Introduce the idea of a special place. I will then display my special place to the children displaying a photograph to support. I will explain why it is my happy place and give children the opportunity to ask me questions about my happy place. I will display suggestions of other places that could be special for people and give some reasons</p>



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		<p>Why do people have special places?</p> <p>What does it smell/feel/sound like at your special place?</p>	<p>why. I'll ask children (with their hands up) to tell me where their happy place is and why, using further questions to encourage discussion. Children will also have their opportunity to ask their peer questions about their happy place.</p> <p>Task – Children draw and label their own special place and write a sentence explain why it is their special place. HA – Draw their special place and give reason why it is special. MA - Draw and give reason why their place is special with adult support. LA - Draw and label their special place with adult support.</p>
<p>I can explain why the church is a special place for Christians</p> <p>Why is church a special place?</p>	<p>Identify some of the beliefs of Christianity and Buddhism</p> <p>Use some religious words</p> <p>Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism</p>	<p>What did we see in church that makes it a special place for Christians?</p> <p>How might Christians feel in church? How did you feel in church?</p> <p>What makes churches special?</p>	<p>Recap last week's lesson – Display images of children's happy places/suggested happy places on the IWB. Children discuss what might make these places special with their TP and relay this back to the class.</p> <p>Display images taken from the church visit. Ask children – why might churches be special places (for Christians)? Children give their thoughts as to what might make the church a special place for Christians, such as quiet / beautiful / can say thank you to God / sing hymns / hear Bible stories / meet friends etc.</p> <p>Task - Children draw a picture of a church and explain why it is special to Christians – Church is a special place for Christians because..... HA – Children are encouraged (with adult guidance) to write two reasons why it is a special place and complete the sentence using the sentence opener above. MA – Children complete the sentence (using the above opener) regarding why it is a special place. LA – Children write a sentence to explain why it is a special place with adult guidance.</p>
<p>I can describe some of the ways Christians celebrate Harvest.</p> <p>What is harvest and why is it a special time for Christians?</p>	<p>Use some religious words</p> <p>Retell some stories within Christianity and Buddhism</p> <p>Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism</p>	<p>What is Harvest?</p> <p>Is harvest important? Why?</p> <p>How do Christians celebrate Harvest?</p> <p>How could we celebrate harvest?</p> <p>How do we get food? Where does food come from?</p>	<p>Recap prior learning – Display images associated with harvest – a combine harvester, examples of food harvested during this time and images of harvest festivals. Children talk with their TP about the images displayed and relay their thoughts back to the class.</p> <p>Play https://www.youtube.com/watch?v=XJoDLa844-0. Pause at key points to check for understanding and ask children questions. Summarise by explaining that Christians thank God for the food grown and harvested at Harvest time because they believe God made the world and everything in it.</p> <p>Task -</p>



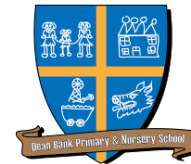
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			In mixed-ability groups, children participate in role play, orally narrating and retelling the harvest story. Children then take it in turns to play different characters – e.g. farmer, scarecrow etc. *Children also learn and prepare for our Harvest Festival by gathering/looking at examples of food, singing harvest songs and reading harvest texts
Autumn 2 - Why are gifts given at Christmas?			
<p>I can name the gifts and explain their meaning.</p> <p>What gifts did the wise men bring?</p>	<p>Identify some of the beliefs of Christianity and Buddhism</p> <p>Retell some stories within Christianity and Buddhism</p> <p>Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism</p>	<p>What part did the wise men play in the Christmas story?</p> <p>What gifts did the wise men bring for the baby Jesus?</p> <p>What was the significance of the gifts?</p> <p>What happens at Christmas?</p> <p>Do you give gifts at Christmas? Do you get/receive gifts at Christmas?</p> <p>How does it make you feel when you receive a gift?</p> <p>Is gold special? Why?</p>	<p>Recap prior learning – Word association. Display images on the board that children associate with Christmas – a church, Christmas tree, Santa, Joseph and Mary, donkeys, presents. Explain to the children that their job is to guess what the pictures might be clues of; children then explain what they think each picture represents and why.</p> <p>Feely bag’ activity: put various gold objects in a bag for children to feel, talk about and discover. Ask questions about gold, gold objects, their value and significance. Show a picture of a gold crown. Who wears a crown? Make links to the birth story and the wise men or kings bringing gold for Jesus. Show a picture showing the kings bringing presents. Tell story of Wise Men visiting Jesus. Show further examples relating to gifts eg frankincense scent. Talk about what the three gifts meant.</p> <p>Task - Children have the three gifts, their name and their meaning. They need to match all three up correctly. HA - Pictures of 3 gifts. 3 blank tags. Children have names of gifts and their meaning on word mats. Children have to complete gift tags with name of gift and meaning. MA – Pictures of 3 gifts. 3 blank tags. Children have names of gifts and their meaning on word mats. Children have to complete gift tags with name of gift and meaning with adult support. LA – Picture of 3 gifts. Gift tags with name of gift. 2nd tag meaning of gift. Match gift and tags.</p>
<p>I can talk about how we show love and peace to others.</p> <p>Why do Christians see Jesus as a gift?</p>	<p>Identify some of the beliefs of Christianity and Buddhism</p> <p>Retell some stories within Christianity and Buddhism</p> <p>Identify some ways in which Christians and Buddhists worship and celebrate special events</p> <p>Express their views and give simple reasons in response to their learning</p>	<p>What is meant by love and peace?</p> <p>How does love and peace make us feel?</p> <p>How can we show love and peace to others?</p> <p>How does showing love make us feel?</p>	<p>Recap prior learning – Choose children to act out the story of the wise men visiting Jesus and giving the gifts. Prompt and support children to use the correct names of the 3 gifts.</p> <p>Explain that Christian’s believe that God sent Jesus as a gift to the world. Focus on the ideas of love and peace. Briefly explain what love and peace means. Show children a selection of Christmas cards including scenes of kings and images of love and peace. Ask children to identify which cards show images of love and peace and how this makes us feel. Talk about ways we in school and at home can show love, peace and kindness. How does showing love make us feel? Model and narrate the task.</p>



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	<p>about the beliefs, teachings and practices in Christianity and Buddhism</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism</p>		<p>Task - Children to create a card/picture to give to a person that is special to them which includes drawings, phrases or sentences that show love and peace in their eyes. This can be a Christmas card, should the children choose to create this type of card/picture.</p> <p>HPA and MPA – Children to design and create a card or picture that includes drawings and sentences that show love and peace towards their special person. Word mat to support.</p> <p>LPA and SEND - Children to design and create a card or picture that includes drawings and sentences that show love and peace towards their special person. Word mat and AF to support.</p>
<p>I can think about gifts I could give that do not require money to be spent.</p> <p>What gifts do we give?</p>	<p>Identify some ways in which Christians and Buddhists worship and celebrate special events</p> <p>Show some awareness of how some aspects are the same in both Christianity and Buddhism e.g. both have a special founder, stories, ways of worship</p> <p>Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism</p>	<p>What are people saying when they send cards with hearts on?</p> <p>What gifts are you giving?</p> <p>What gifts do you hope to receive?</p> <p>What gift could you give that does not need money to be spent?</p> <p>What present could you give to show love / friendship / kindness?</p>	<p>Recap prior learning – Children to answer a low stakes quiz, discussing their thoughts answers with their TP before sharing their ideas with the wider class.</p> <ol style="list-style-type: none"> 1. Why did the wise men bring gifts to Jesus? 2. How can we show love and peace to other people? 3. What are the names of these church features? (cross, stained glass window, bible) <p>Present children with a present in a box wrapped in appropriate paper – Choose a child to open the box and tell the rest of the class what they see. Inside the box there is a heart object. Ask children: what does this sort of heart mean? Show cards which have images of a heart and encourage children to discuss what they thought of when they see/send cards with hearts on. Refer to the Dean Bank heart. Talk about the fact that the heart is used to represent love and friendship and that Christians believe that Jesus was sent to show love. Discuss with children what gifts they hope to receive and will give. Talk about what gifts they can give, even without money, which would show love and friendship e.g helping others, smiling, being kind. Share ideas as a class.</p> <p>Task - Children to 'wrap' a Christmas present (piece of card, wrapping paper, ribbon) and a blank gift tag. Children to think about what 'present' they could put in the box to show love / friendship / kindness to someone (no monetary value). Children to complete the gift tag saying what 'gift' they will give and how this shows love. Children put their tag on the class Christmas tree. Support children with fine motor issues to ensure that all children can participate in this task.</p> <p>Plenary: Children to discuss as a class: Is it a good idea to show love and friendship at Christmas? Encourage children to give their view and a simple reason to back it up.</p>



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