



July 2013

**Revised Scheme of Work for
Religious Education
At Key Stages 1 and 2**

Revised Wirral Scheme of Work for R.E. (Key Stage 1 & 2)

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SECTION 1

Introduction and Acknowledgements

2013 Supplement to Refresh the Wirral Scheme of Work for Religious Education

Introduction: The Agreed Syllabus Conference Working Group 2013 has carefully considered the responses from schools regarding refreshing of the Schemes of Work for RE and has produced the following guidance for schools.

The 2007 Scheme of Work remains valid in terms of meeting the requirements of the Wirral Agreed Syllabus for Religious Education 2013. However, where it has been possible to provide guidance on ways of refreshing:-

- (a) Learning Objectives/Key Questions
- (b) Suggested Teaching Strategies
- (c) Learning Outcomes
- (d) Links, Notes and Resources

and where it is considered that the stated time allocation needs review, the Working Group for Schemes of Work for RE has provided advice/information on these areas.

This has been done through a review of provision by year group so that each Medium Term Planning Sheet, Unit of Work, has been amended and refreshed.

Please note that the notation in the column headed: *Focus: W.A.S. ref*, refers to the Programme of Study in the original Wirral Agreed Syllabus, and is provided as a check that where a school follows the Schemes of Work this will ensure that all the requirements of the Wirral Agreed Syllabus for RE are met.

Specific Guidance on 'Creative Approaches to Religious Education in Wirral Schools' on the '*Excite, Enhance, Celebrate*' model, has also be provided by Kate Jones, Eastway Primary School in response to schools' requests.

Guidance on Progression and Assessment in the Wirral Agreed Syllabus for RE has also been provided.

Printed copies of these materials were provided to all schools who attended the launch of the Wirral Agreed Syllabus for Religious Education 2013. Further copies will be available by download from WESCOM.

We hope you will find these materials useful in enhancing teaching and learning in RE from September 2013.

The Members of the Primary Schemes of Work Working Group 2013 are:-

Name	School	Year	Group
Refreshed			
Rebecca Ryder	New Brighton Primary	Foundation	
Julie Murphy	Town Lane Infants	1	
Karen Gibbins	Park Primary	2	
Kate Weaver	New Brighton Primary	3	
Kate Jones	Eastway Primary	4	
Laura King	Greenleas	5	
Ann Kirkby	Higher Bebington Juniors	6	
Jinny Lewtas	Stanley School	SEN	
Nicola Forshaw	Somerville Primary		
Marion Landor	Pensby High School for Girls		

Acknowledgements

The 2007 guidance which has been updated by the 2013 Working Group, was produced by R.E. Co-ordinators in the following Wirral schools:

Thingwall Primary School
Meadowside School
Lingham Primary School
St Bridget's Primary School
Brookdale Primary School
Poulton Primary School
Overchurch Infant School
Liscard Primary School
Barnston Primary School
Egremont Primary School
Raeburn Primary School
Poulton Lancelyn Primary School
Overchurch Junior School
Mendell Primary School
Great Meols Primary School
Advisory Teachers, Humanities

Special thanks are extended to Kate Jackson for her invaluable contributions to the guidance on using the QCA Schemes of Work.

Please note the following abbreviations may be used in this guidance:

WASRE: Wirral Agreed Syllabus for Religious Education
SACRE: Standing Advisory Council for Religious Education
SofW/SOW: Scheme of Work
POS/PofS: Programme of Study

SECTION 2

Wirral Long Term Planning Model for R.E. Using the Planning Sheet

Religious Education – Long Term Planning Model

	AUTUMN			SPRING		SUMMER	
FOUNDATION TWO	I'm Special My Feelings		Christmas (A special Baby) 1C	Jesus A Special Person in a Special Book	Easter (New Life)	Helping	
YEAR ONE	Gifts – Harvest of Hands		Preparing for a Celebration / Here Comes Christmas 1B 1C 2C	New Beginnings	Easter – Surprise!	Our Planet	
YEAR TWO	Hinduism → Divali → Festivals of Light Including Christmas 1E 3B 4A			Special Places → Christianity → Easter: Alive! 1F 2D 2B		Me and Families and Friends 1A 1B	
YEAR THREE	Responsibility		Care and Concern → Christmas 5D	Sikhism 3A	Easter	Special People: Moses and Abraham 3E	
YEAR FOUR	The Bible 3D 5C	Angels (5B)	The Shepherd's Story 4B	Buddhism	Easter: Peter	Journeys 4B	Special Places 6E
YEAR FIVE	Islam 5A 5B 6B 6D		Christmas in Art	Christianity → Easter 4C		Precious 6C	The Natural World
YEAR SIX	Christian Faith in Action 3E 5D 6A	Promises	Prophecy / Magi 4B	Judaism (2A) 6C	Easter in Art	Making choices Memories	Living in a Global Community

Additional Units: Cathedrals (Y5/6) 6E
For Foundation 1 – See Agreed Syllabus pages

(Includes references to relevant QCA units of work which may be used to supplement the Wirral Scheme of Work, e.g. Unit 6A)

Figure 3

Using the Planning Sheet

Medium Term Planning Sheet

Focus: Geography	Unit of work:	Year:	Time Allocation:	
In planning and teaching RE teachers will provide effective learning opportunities for all pupils by: (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils				
Learning Objectives Key Questions	Focus NC ref.	Suggested teaching strategies	Learning Outcomes	Links & Notes
Resources:				

This indicates the subject focus

This is the title of the Unit of Work

This indicates the year group

This is an indication of the time allocation for your guidance

Possible curricular links are identified here, including references and notes relating to 'learning across the curriculum'. Statements such as key skills; opportunities for Spiritual, Moral, Social and Cultural development; thinking skills; education for sustainable development; citizenship; etc. Also includes refs. to the QCA Scheme of Work for Geography where there is overlap. This may be useful for supplementing the Wirral Scheme at these points.

This statement reflects the references in Curriculum 2000 to inclusion issues, special needs and equal opportunities.

This column states the main objectives of the themes to be taught, often in the form of key questions.

This section lists the resources referred to in the teaching strategies along with other ideas. Materials relevant to individual schools will need to be added as necessary.

This column identifies the actual references to the National Curriculum Programmes of Study relevant to each learning objective and outcome necessary.

Here are some ideas for short term planning which relate directly to the learning objectives. These strategies and/or classroom activities are suggestions. They should be adapted (according to the needs and abilities of the pupils and the resources available) as appropriate in order to teach the main aims of the Unit.

This column defines the main outcomes for pupils and are directly linked to the objectives stated. They will provide opportunities for assessing pupils' progress through the Unit of Work.

SECTION 3

Guidance on Using the QCA Scheme of Work for R.E.

Guidance on using the QCA Scheme of Work for R.E. for Key Stages 1 and 2

The Humanities Inspection and Advisory Team have produced the following guidance with regard to the use of the QCA Scheme of Work for R.E. (Key Stages 1 and 2):

1. Table highlighting the links between the revised Wirral scheme of work for R.E. and the QCA scheme of work, with explanatory notes, including:
 - Degree of overlap
 - Guidance for Reception teachers
 - Using 'spare' QCA units of work
2. Guidance notes for schools who decide to adopt the QCA scheme of work and further Wirral units required to cover full programme of study

The following table links the Wirral scheme of work with aspects of the QCA scheme of work for R.E. at Key Stages 1 and 2. It is important to note that the table highlights overlap, where QCA units may compliment or enhance the Wirral units; **individual QCA units should not be used simply to replace individual units in the Wirral scheme of work.** This is because only some aspects of each overlap. The degree of overlap varies with each unit. It is **recommended therefore that the QCA Scheme of Work for R.E. at Key Stages 1 and 2 should be used to supplement and enhance the teaching of the revised Wirral Scheme of Work for R.E. This ensures that the statutory requirement for schools to teach the locally agreed syllabus for R.E. is fulfilled.** There are clearly many useful materials in the QCA scheme and teachers should use them to complement the Wirral planning as appropriate.

1. Table to show overlap between Wirral Scheme of Work for R.E. and QCA Scheme of work for R.E. (KS1 & 2)

Wirral S.O.W.	Q.C.A. S.O.W.
Christmas (A Special Baby) (R) Here comes Christmas (Y1)	} Unit 1C: Celebrations: why do } Christians give gifts at } Christmas?
Preparing for a celebration p2. (Y1)	Unit 1B: What does it mean to belong in Christianity? Unit 2C: Celebrations
* Hinduism (Y2) Divali (Y2)	Unit 3B: How and why do Hindus celebrate Divali?
Festivals of Light – Hannukah (Y2)	Unit 1E: How do Jewish people express their beliefs in practice?
Special Places (Y2)	Unit 1F: What can we learn from visiting a church?
Christianity (Y2)	Unit 2B: Why did Jesus tell stories?
Me and Families and Friends (Y2)	Unit 1A: What does it mean to belong? Unit 1B: What does it mean to belong in Christianity?
Care and Concern (Y3) Christian Faith in Action (Y6)	Unit 5D: How do the beliefs of Christians influence their actions?

Wirral S.O.W.	Q.C.A. S.O.W.
Sikhism (Y3)	Unit 3A: What do signs and symbols mean in religion?
Special People: Moses and Abraham (Y3)	Unit 3E: What is faith and what difference does it make?
The Bible (Y4)	Unit 3D: What is the Bible and why is it important for Christians?
Angels (Y4)	
Shepherd's Story (Y4) Journeys (Y4) Prophecy – The Magi (Y6)	Unit 4B: Celebrations Christmas Journeys
Special Places (Y4) Cathedrals (additional unit of work)	Unit 6E: What can we learn from Christian religious buildings?
Islam (Y5)	Unit 5A: Why is Muhammed important to Muslims Unit 5B: How do Muslims express their beliefs through practices? Unit 6B: Worship and community: What is the role of the mosque? Unit 6D: What is the Qu'ran and why is it important to Muslims?
Christianity (Easter) (Y5)	Unit 4C: Why is Easter important for Christians?
Judaism (Y6) Precious (Y5)	Unit 6C: Why are sacred texts important?
Christian faith in Action (Y6)	Unit 6A: Worship and community
Judaism (Y6)	Unit 2A: What is the Torah and why is it important to Jewish people?

Notes:

- Some of the 'spare' QCA units can be used as follows:
 - (i) 1D, 'Beliefs and practice' could be used as a continuous unit throughout Key Stage 1, in addition to the Wirral Scheme of Work.
 - (ii) 2D, 'Visiting a place of worship', could be used as a continuous unit throughout both key stages in preparation/follow up to visits.
 - (iii) 3C, 'What do we know about Jesus' is an excellent unit with particularly strong literacy links. This could be used as an additional unit in lower KS2 if appropriate.
 - (iv) 4B 'Celebrations: Christmas journeys' could supplement the Y5 Christmas in Art unit of work from the Wirral scheme of work.
 - (v) 4D, 'What religions are represented in our neighbourhood' could be used as an additional unit in KS2, as appropriate.
 - (vi) 6A, 'Worship and Community', could be used as a continuous additional unit throughout KS2, as could 6F 'How do people express their faith through the arts'.

Reception teachers

The QCA units RA, RB and RC all contain good ideas, as do the units for reception in the revised Wirral Scheme of Work for R.E. Some additional guidance on R.E. in the Early Years can be found in the revised Wirral Agreed Syllabus for R.E. on page 39.

2. Adopting the QCA Scheme of Work:- requirements for further study to cover full programme of study

KS1

If you decide to follow the QCA Scheme of Work you will also need to do more work on Dimensions 4, 5 and 6, Easter (Dimensions 1 and 2), worship and Hinduism

To cover the full Wirral Agreed Syllabus for RE Programme of Study you would need to teach the QCA Scheme of Work in full and the following units from the Wirral Scheme of Work

- Easter – New Life & Easter-Surprise! Y1
- Our Planet Y1
- Hinduism/Divali Y2
- Special Places Y2
- Me & Families & Friends Y2

KS2

If you decide to follow the QCA SofW you will also need to do more work on Dimensions 3c, 4d and all of 5, plus aspects of 6b & c, and religious ceremonies including rites of passage.

To cover the full WASRE PofS you would need to teach the complete QCA Scheme of Work and aspects of the following units from the Wirral Scheme of Work

- Buddhism Y4
- Sikhism Y3
- Judaism Y6
- Angels Y4
- Responsibility Y3
- Care and Concern Y3
- Special People Y3
- Christian Faith In Action Y6
- Natural World Y5
- Easter In Art Y6
- Christianity Y5
- Choices Y6
- Memories Y6

Cross-referencing has shown which Wirral PofS refs – (Dimensions and Expectations are covered within particular QCA Units of Work. Please note the gaps, as referred to above, and the fact that some of these links are tenuous – QCA references sometimes only apply to one or two objectives.

KS1

WASRE PofS ref	QCA Unit ref	WASRE SofA ref	QCA Unit ref
Dimension 1 'Stories an People'	a	RB RC IB ID	2B RB RC
	b	IE 2B 3B RB 2A 2B	2B (RC) (IE)
	c	(IE) 2B 3B	IE 3B
	d	RB RC ID 2B 3B	RB IO IE 2B 3B
Dimension 2 'Celebration'	a	(RA) (IB) 2A 2C	(RA) 1C ID 2A 2C
	b	RA IC ID 2C 3B	IB IC 2C
	c	(IC) (2A) 2C 3B	RA IB IC 2C 3B
Dimension 3 'Lifestyle'	a	ID 2C 2A	IF 2A 2D
	b	(IF) 2A	(IC)
	c	RA IC IE 2A 2D 4A	
Dimension 4 'Beliefs'	a	(IF)	(IC) (IF) (3B)
	b	RC (4B)	RC
Dimension 5 'Ethics, Values & Issues'	a	2D	None
	b	2A 2D	(2D)
	c		2A 2D
Dimension 6 'Community'	a	IA IB (3B) (4B)	None
	b	IA IB	(IA) (IB) 2D
	c	(RA) IA 2D (3B) (4B)	None
	d	(2D) (3B) (4B)	

KS2

WASRE PofS ref	QCA Unit ref	WASRE SofA ref	QCA Unit ref	
Dimension 1 'Stories an People'	a	3B (3D) 3E 4A 4C 5A 5B 6C	1a	3B 4A 4B 4C 5A 5B 5C 6C
	b	3D 5A 5C 6C	1b	3B 3E 5B 6C
	c	3B 3E 4A 4B 4C 5A 6F		
Dimension 2 'Celebration'	a	4C	2a	3B 4C
	b	3B 4B 4C (5B)	2b	3B 4B 4C (5B)
	c	Various units		
Dimension 3 'Lifestyle'	a	5B 5D 6C	3a	5B (5D)
	b	3C 3E 4C 5A	3b	5A 5B (5D)
	c	None		
Dimension 4 'Beliefs'	a	(3C) (4C) 5D 5A 6D 6F	4a	(3C) (4C) 5D
			4b	3E 6A 6D 6E
Dimension 5 'Ethics, Values & Issues'	a	(4C) 5A	5a	4C 5D
	b	4C	5b	4C 5D
	c	5D	5c	(5A)
	d	5D		
Dimension 6 'Community'	a	4D 6A 6B	6a	6A
	b	(5D) (6B)	6b	4D 5B 6A 6B 6E
	c	(5B) (6A)	6c	4D 5B 6A
	d	4D 5B 6A		

**Medium Term Planning for R.E: Reception,
Key Stage 1 and Key Stage 2**

(Updated in red and italics on 17.06.2013)

Medium Term Planning Sheet

Focus: R.E.

Unit of work: I'm Special

Year: Foundation

Autumn 1:

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
Who am I? (purpose to encourage a positive sense of self and encourage relationships with others)	3a	<i>Circle time games that involve swapping places when they have things in common, introducing themselves to each other, Hello and How do you do? Songs (Music Express), focus on some of the following:</i> My name I like I don't like My friend	Children become aware of their own identity/uniqueness. Beginning to develop a relationship with other children and adults.	<i>Early Years Foundation Stage – Development Matters – links with PSED, Communication and The World.</i> SEAL New beginnings
Special to each other – my new class	3a	My family Things I'm good at My Birthday		
	6a	Starting school – what we felt like. Making a tree – each child takes a leaf – print individual leaf and each child draws a picture and says what they like about school	Children begin to understand that they belong to groups beyond the family.	
My special day		<i>Talk about birthdays. Compare ages. Discuss when each other's birthdays are. Hold a mini birthday party for a class mascot or toy, talk about how we celebrate – what would we need to do?</i>	Children respond to cultural events and show a range of feelings.	

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.

Unit of work: I'm special

Year: Foundation 2

Autumn 1:

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
To become aware of the range of feelings we have.	3a	Circle time to introduce feelings. <i>Variety of storybooks available, e.g. The Feelings Book by Todd Parr, When Sophie Gets Angry by Molly Bang.</i> Children select puppets, point at posters etc. to say how they feel. <i>Session focussed on ensuring that the children can correctly identify different feelings.</i>	Children show sensitivity to the needs and feelings of others and respond appropriately.	Early Years Foundation Stage – Development Matters – links with PSED, Communication and The World. SEAL “Good to be me” “New Beginnings”
What causes my different feelings? How do I show my feelings? What feels best?	3a	Feeling happy. What makes you happy? How can you make someone else happy? Feeling sad Feeling angry Feeling lonely Feeling afraid <i>(circle time activities – scenarios could be made up using class mascots or puppets to help the children identify what alters the way they feel).</i>	Children recognise that their actions affect themselves and others.	
Other people's feelings Can we change people's feelings?	3b	<i>The Rainbow Fish by Marcus Pfister Read and discuss the story with the children. How did the little blue fish feel? What did the Rainbow Fish do to make him feel that way? What did he do to make him feel happier again?</i> Introduce basic code of conduct based		

		around caring for each other.		
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Where schools have a Local Authority nursery teachers in Foundation Stage should discuss and plan how the learning activities and outcomes will be differential to meet children's age and stage of development.

Medium Term Planning Sheet

Focus: R.E. Christmas – Children respond to relevant cultural and religious events	Unit of work: Christmas – A Special Baby	Year: Foundation 1/2	Autumn 2:
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
Why are Birthdays special? How do we prepare for our Birthdays?	1a,b,d	Recap on discussion on birthdays covered during previous term. <i>Circle time activities describing how they feel on their birthdays and how they hope other people feel on theirs. Variety of storybooks available e.g. On the day you were born by Deborah Frasier.</i>	Children are able to re-tell the key points of the Christmas story. Children know that Jesus was a special baby. Children know this story comes from the Bible.	Early Years Foundation Stage – Development Matters – links with PSED, Communications, The World and Expressive Arts and Design.
What is Christmas?	2a,b,c	Ask children what they think Christmas is about? <i>Use techniques such as talking partners so that the children can discuss their ideas. They could be filmed on iPads to keep a record of their prior knowledge. Draw a picture of what Christmas currently means to them.</i>	Children know how Christians celebrate Christmas.	
Who is Jesus? – A special baby	3a	Read a simple version of the Christmas Story. <i>Talk about how the different people might have felt. Hot seating activity, taking on the role of one of the animals – what might they have been thinking?</i>		
How do we prepare for Christmas?	6a	Count the days with calendar or advent calendar. Each day discuss, make etc. something in preparation for Christmas. <i>Create Christmas cards and gifts, items for a Christmas party etc.</i>		

		<i>Make a Birthday cake for Jesus.</i>		
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Where schools have a Local Authority nursery teachers in Foundation Stage should discuss and plan how the learning activities and outcomes will be differential to meet children's age and stage of development.

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Jesus – A special person, and a special book	Year: Foundation 1/2	Spring 1:
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils’ diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
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What is special to me?	5a	Children bring in items which are special to them. - class display - sharing and discussion - using special bag to encourage respect for artefacts	Children begin to show respect for themselves and for others and for their belongings.	<i>Early Years Foundation Stage – Development Matters – linked with PSED, Communication, The World and Expressive Arts and Design.</i>
Jesus – a special person	1 a b	Recap briefly on Christmas story – a very special baby. <i>Talk about Jesus growing up. Talk about how His house might have been and who His parents were.</i> Or <i>How would Mary and Joseph feel losing Jesus?</i> <i>(Hide a toy before you start this activity)</i> <i>Hide a toy from class play hide and seek.</i> <i>How do they feel? Go on a journey through the school – acting out how Mary and Joseph must have felt on their journey back to the temple. When they get to the temple and search for a hidden toy.</i> Story – Jesus gets lost in the Temple	<i>Children begin to understand that Jesus is a special person to Christians.</i>	
A special book – The Bible	1a b	What is your favourite book? Why is it special to you? Who gave it to you? Make class display of favourite books.	The children know that the Bible is a special book for Christians.	

Finding out about Jesus	1 a b	<p>Bring in an assortment of Bibles. Talk about the Bible being a special book for Christians to learn about God. Introduce the Beginners Bible.</p> <p><i>Choose from a variety of stories, e.g. Jesus at the wedding; Jesus and his special friends (disciples); The Lost Sheep. Class versions of the stories could be made or children could act out different scenarios and produce iMovies on an iPad.</i></p>	Children respond to Bible Stories with wonder and a growing sense of God's love for them.	
<p>Where schools have a Local Authority nursery teachers in Foundation Stage should discuss and plan how the learning activities and outcomes will be differential to meet children's age and stage of development.</p>				

celebrate Easter?		Easter cards, etc		
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Where schools have a Local Authority nursery teachers in Foundation Stage should discuss and plan how the learning activities and outcomes will be differential to meet children's age and stage of development.

		<i>the opportunity to put their helping skills to practical use – could they help the caretaker to tidy up in the school playgrounds? Could they go in to the F1 class / local Nursery and help the children to learn a new skill, e.g. how to fasten their coats or put on their wet weather gear?</i>		
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Where schools have a Local Authority nursery teachers in Foundation Stage should discuss and plan how the learning activities and outcomes will be differential to meet children’s age and stage of development.

Suggested Resources – Foundation 2

NB: As a large part of the Early Years Foundation Stage is centred around following the interests of the children, it should be remembered that they are likely to respond better to characters and stories that they are familiar with or fond of. Searches on YouTube for episodes featuring their favourite characters in a variety of situations can often be found. Similarly, acting out different scenarios using character toys that they identify with will help them to relate themes and threads of thinking to their own lives – one idea would be to set up a 'character toy' amnesty in order year groups, where children who may no longer play with their action figures can pass them on to Foundation 2 classes. These sorts of toys can also often be found in charity shops.

In addition to the resources mentioned throughout the scheme of work, the following may be useful – however, some of the books / CD-Roms may no longer be available:

Christmas:

"A Christmas Story" Brian Wildsmith – CD ROM (and book). Video animated Bible Stories (C4) – 'The First Christmas'. Baby Jesus My very first Big Bible stories series (Lion) ISBN 0745949509. The Fox's Tale Jesus is Born Nick Butterworth and Mick Inkpen ISBN 0-551 02877-7. The Beginners Bible – Kingsway Publications ISBN 0-86065-845-7 Nativity figures / puppets to retell the Christmas Story.

Jesus – A special person and a special book:

Something Special – Nicola Moon ISBN 1-86039-086-2; Dogger by Shirley Hughes 0-09-992790X; Jamaica's Find by Juanita Havill 0-7497-0190-0; A Red Woollen Blanket by Bob Graham ISBN 0-7445-11-32-1; Bible Stories The Cat's Tale – Jesus at the Wedding by Nick Butterworth and Mick Inkpen ISBN 0-551-02878-5; The Beginner's Bible 0-86065-845-7 (Kingsway); P316 – Friends of Jesus. The Lost Sheep by Nick Butterworth and Mick Inkpen ISBN 0-551-02873-4; The Lost Coin by Debbie Trafton O'Neal ISBN 1-85608-044-7; Te 10 Silver Coins by Nick Butterworth and Mick Inkpen Series – Stories Jesus Told ISBN 0-551-02882-3

Easter:

"You'll soon grow into them Titch" Pat Hutchins; 'The First Easter' Palm Tree Series; Hope and New Life! – An Easter Story ISBN 1-84507-017-8; The Beginner's Bible 0-86065-845-7; Teddy Horsley – The Sunny Morning ISBN 1851750991; The Easter Story – Usborne Bible Tales ISBN 0-7460-3358-3

Helping:

Moses in the Bulrushes – Osborne Bible Tales ISBN 0-7460-27435; The Bible Story Book by Georgie Adams ISBN 1-85881-214-3; The Lion Storyteller Bible ISBN 9-780745929217; Alfie Gives a Hand by Shirley Hughes; The Beginner's Bible ISBN 0-86065-845-7; The Good Samaritan (my very first BIG Bible Stories) – Lion ISBN 0-7459-4951-7; The Good Samaritan – Ladybird ISBN 0-7214-958-7; The Good Samaritan – Usborne ISBN 0-7460-2969-1; Tank-You Books – Lion Series; Tidy Up – Gwenyth Swaine ISBN 1-84089-233-1

General Resources:

Photos of the children

“The Red Woollen Blanket”

Geraldine’s Blanket – H Keller

A Birthday for Frances – R Hobben

The birthday – M Lockett

Beginner’s Bible – ISBN 0-86065-845-7

The Cat’s Tale – Jesus at the Wedding (Butterworth & Inkpen)

The Lost Sheep story. The Lost Coin story

“A Christmas Story” Brian Wildsmith – CD ROM (and book)

Video: Animated Bible Stories (C4) – ‘The First Christmas’.

“How do you feel?” – Gillian Liu – Big Book

“How do you feel today?” – Poster – Religion in Evidence Catalogue

Puppets demonstrating different moods.

Teddy Horsley series of books.

“You’ll soon grow into them Titch” Pat Hutchins.

‘The First Easter’ Palm Tree Series.

Easter books from the Lion series of books.

C4 video Animated Bible Stories.

School’s ‘code of conduct’.

Community policeman. Local minister, crossing-patrol warden and other school-based people who help us.

‘Thank You’ books – Lion Series.

Medium Term Planning Sheets

Year 1

(Updated in red and italics on 17.06.2013)

		<p>communicating and anything else they notice from the clip. Children show by acting out an activity ways of communicating with hands e.g. waving, praying, saying hello and goodbye. Practise some words/phrases/signs from the clip together. If possible invite a sign language visitor into school or teach children how to finger spell mum, dad or their names using the BSL finger spelling chart. Children showing an aptitude for finger spelling could attempt other words: God, love or their</p>	<p>feeling.</p> <p>Children begin to show sensitivity to the needs of others.</p>	
<p>Resources: Poem 'Hands'. Sign language visitor http://emilygravett.com/ www.youtube.com/watch?v=KkW5s1zy4lo</p> <p>http://www.deafbooks.co.uk/Let-s-Sign-BSL-GREETINGS-SIGNS-FINGERSPELLING_AJCRK.aspx</p>				

Resources: Visit from local clergy. Beginners Bible. Song 'He's got the whole world in His hands' – Come and Praise 1.

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Gifts – Harvest of Hands	Year: 1	Time Allocation: ½ term
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>Hands can be used for giving, making, creating, etc.</p>	<p>4a</p>	<p><i>Either read the story or watch the silent animation of 'The Parable of the Talents'. Discuss what happened to each servant.</i> Discuss talents we have and how we can use them to make people we know happy, then read the story 'The Parable of the talents'. Ask the children to describe a talent that they have.</p> <p>What would it be like if we didn't have our hands. Try picking things up etc.</p> <p>How do people without hands use their talents – paintings etc. <i>Talk to the children about mouth and foot painters. Tell them about Swapna Augustine who was born in Kerala in January 1975 without any arms. Look at the clip of Painting Artist - Swapna Augustine. Discuss her talent, creativity and ability to overcome her disability.</i></p>	<p>Children show a growing awareness of the importance of serving others, and that by using their hands, they are using their talents.</p> <p>Children begin to show empathy with the disabled.</p>	<p>Literacy</p> <p>Art link looking at artists' work.</p> <p>SMSC</p>
<p>Resources: Selection of cards from Foot and Mouth Painters Association. Parable of the Talents – Matthew 25:14-30. 1. www.youtube.com/watch?v=bbPKhYBaWRg 2. www.youtube.com/watch?v=4qoXpgVnk5Y</p>				

Medium Term Planning Sheet

Focus: RE	Unit of work: Preparing for a celebration / Here comes Christmas	Year: 1	Time Allocation: ½ term
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
What big events / special occasions do we know?	2a	Discussion/brainstorming what special occasions we know of and have been to.	Children know that we all have special times we remember.	Children could create own lists (Literacy) IT word processed lists Multicultural
What do we do to get ready for a celebration?	2b	Looking at photographs of special occasions – weddings, christenings, birthdays, Christmas – brainstorm ideas and list e.g. cards, presents, special clothes, special food. <i>Option to create a Photostory from Google images.</i>	Children know celebrations are similar but are different to ordinary days. Children know there are different reasons for holding celebrations.	History
A celebration may be a religious or civil event.	2b	<u><i>Wedding</i></u> <i>View a slide show of the royal wedding pictures. Extend vocabulary – bride, groom, best man, bridesmaids, chief bridesmaid, vows, commitment (promise), wedding rings, ceremony, page boys, bouquet, veil, guests, vicar, confetti etc.</i>	Children begin to show an appreciation that a special event takes a lot of preparation.	http://www.bbc.co.uk/news/in-pictures-
	6a	<i>Re-enact a wedding – children to take on roles - dress up in veil, wear button holes and use a play ring. Play wedding march and carry out ceremony. Scatter confetti to signal end of the event. Make a class wedding album and write captions to describe 'The wedding' ensuring</i>		Literacy link. Art/DT links. English QCA: Unit 2c

		<i>related vocabulary – in particular, support the children to understand the term vow (promise) and what this means when people marry.</i>		
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Resources: Pictures, posters, artefacts appropriate to various celebrations. Watch video “The Wedding” Oxford reading tree.

Medium Term Planning Sheet (Continuation Sheet)

Focus: RE		Unit of work: Preparing for a celebration / Here comes Christmas		Year: 1	Time Allocation: ½ term
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies		Learning Outcomes	Links & Notes
How do celebrations differ from each other?		Create classroom display with artefacts from celebrations children bring in e.g. Christening candles, cups, birthday cards etc.		Children identify artefacts associated with specific celebrations.	Possible history link looking at celebrations past and present.
Some celebrations are religious. “Why are people christened/baptised?”	2a 6a	<p><i>Watch BBC learning zone clip. Discuss related vocabulary: Baptism, church, font, baby, water, celebration, candle, symbol, Godparents, Godmother, Godfather, cross. Highlight special clothes, actions etc. If possible visit local church and re-enact Baptism service. Alternatively, re-enact a baptism in class. Talk to the children about the meaning of some names e.g. Peter means ‘The rock’.</i></p>		Children recognise that a baptism is a religious event/celebration.	<p>http://www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963 Citizenship English QCA: Unit 1B SMSC</p>
What is Advent?	2a	<p><i>Explain the meaning of the word ‘Advent’ Make advent calendars – Individually or in pairs, children to make a ‘lift the flap’ illustration recording items linked to Christmas – tree, lights, holly, star, crown etc. Gather all the illustrations together and write a number on the front of each flap in order to make one large class advent calendar. Display in the classroom to use in preparation for Advent and to support understanding of Advent customs - involving counting the days until Christmas begins.</i></p>			
How do we prepare for Christmas?	6a	<p><i>Dance and freeze activity – play Christmas</i></p>		<p>Children know that Advent is a preparation time for the Christian festival of Christmas.</p> <p>Children show an increasing knowledge of how the festival is celebrated – Christmas customs etc.</p>	<p>Art/DT links. Community – the sending cards</p>

		<p><i>music. When music stops children to give an explanation of how we know people are getting ready for Christmas.</i></p> <p><i>Use images or a real Advent wreath to re-enact what happens in churches during Advent i.e. that churches have an advent wreath with five candles, one for each of the four Sundays leading up to Christmas Day and one for the day itself. Plan to light a candle on the Advent wreath each week to show Christmas is approaching (use battery operated candles). Link to class Advent calendar.</i></p> <p><i>Discuss lights/decorations in street and the importance of light in our lives during darker winter days.</i></p> <p><i>Make cards, decorations, decorate tree, design wrapping paper.</i></p>		
<p>Resources: C4 Dotty & Buzz video. Examples of Advent calendars, Advent candle. Church links/visit.</p>				

		Tell children about Holi – why it is celebrated, customs associated with it. Dance – stick dance.		
Resources: Story book Coventry Pack (Minority Group Service Pack); Holi – Hindu Festival of Spring. Olivia Bennett Pub. Evans. Chinese artefacts, food, visits/visitors etc.				

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: New Beginnings	Year: 1	Time Allocation: 1 term (covers Easter)	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies		Learning Outcomes	Links & Notes
How is Holi celebrated?	2b 1a	Watch and discuss ppt entitled, 'What is Holi?' or use non-fiction book to help the children to understand the festival and its celebrations. Cook prasad – (holy food), coconut barfi. Listen to Indian Music. Make music to accompany the dance. <i>Alternatively, create self portrait of how they would look if they were celebrating Holi.</i>		Children design posters to demonstrate knowledge of elements of Holi	www.tes.co.uk/resourcecalendar.aspx?nbdays=0&nbmth=3 <i>HOLI! (Amma, Tell Me About) by Bhakti Mathur</i> <i>Holi (We Love Festivals) Sujatha Menon</i>
	2a	Design and make masks and religious posters. Use powder paint to create Holi-style art work. Creative writing. (Alternate main festival focus Chinese New Year / Holi as necessary)			
What makes a friend?	3a 5a, b	<i>Discuss children's ideas.</i> <i>Develop the idea of a new friendship</i> <i>Read 'Lost and Found' by Oliver Jeffers up to the point where the boy cannot sleep for disappointment because he can't help his new friend. Use hot seating or role on the wall technique to support the children to suggest ways the boy could help his new friend. Alternatively, use the illustrations from the story to develop thought bubbles.</i>		Children listen to each other and value the opinions of others.	Music Dance Technology Art English
What breaks a friendship?		'Poems all about You and Me' Circle game detailing the attributes of a friend – I		Children begin to develop a social conscience	Social development (sense of identity and belonging) Cultural

	<p>want to swap with... because he helped me when I fell over in the playground. I want to swap places with... because she makes me smile etc.</p> <p><i>Watch 'Three best friends' clip. In pairs, describe the qualities the children valued in one another. Share with the teacher.</i></p> <p><i>Discuss qualities of a friend and in groups write a friendship list poem.</i></p> <p><i>'I hate Roland Roberts' Martina Selivary</i></p> <p><i>'Look what I've got' Anthony Browne</i></p> <p>Write about how they feel when they have argued with a friend and what they do to make up.</p>		<p>development (links between faiths)</p> <p>Literacy</p>
<p>Resources: Stories of Prahlad, Krishna & Rad....; Minority Group Support Services Coventry Education Authority "The Festival of Holi" "Festivals" Scholastic Pub. Pictures, books and artefacts for Holi. Poetry book "Poems all about you and me". 'I hate Roland Roberts', Martina Selivary. http://www.oliverjeffers.com/picture-books/lost-and-found</p> <p>www.tes.co.uk/resourcecalendar.aspx?nbdays=0&nbmth=3</p> <p>http://www.bbc.co.uk/learningzone/clips/three-best-friends/10430.html</p> <p>HOLI! (Amma, Tell Me About) by Bhakti Mathur Holi (We Love Festivals) Sujatha Menon</p>			

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: New Beginnings	Year: 1	Time Allocation: 1 term (covers Easter)	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p>Saying sorry – a new beginning.</p> <p>Who is Jesus?</p>	<p>3a 5a, b</p> <p>1a, b</p>	<p>What does saying sorry mean? Making a new start – in a friendship.</p> <p>Open discussion – children’s ideas. Highlight key points. - real man, important to Christians, recognised by many religions. Christians believe he is the Son of God. Find out about Jesus from New Testament stories which show Jesus as a friend, miracle worker, story teller – parables. Watch a range of BBC animated Bible stories.</p>	<p>Children begin to develop feelings of forgiveness.</p> <p>Children show an increased knowledge of the Life and Ministry of Jesus.</p> <p>Children explain who Jesus was and how he showed his friendship.</p>	<p>Key skills – working with others – (sharing ideas) Literacy – retell a story</p> <p>Literacy – a variety of texts Thinking skills – selection and analysis of how Jesus was a friend. Citizenship – search for truth and meaning of ‘friendship’.</p> <p>http://www.bbc.co.uk/learningzone/clips/topics/primary/religious_education/christianity_the_bible.shtml</p>	
<p>Resources: Lion Children’s Bible. Animated Bible Videos. http://www.bbc.co.uk/learningzone/clips/topics/primary/religious_education/christianity_the_bible.shtml</p>					

Resources: Palm crosses. "Jesus on a Donkey" from the Easter Story, Palm Tree Bible. Beginners Bible p464 "Make Way For The King". Beginners Bible p482 "Sadness". "Jesus is Risen" Palm Tree Bible. Beginners Bible p486 "Surprise". The Lion Easter Book.

<http://www.channel4.com/programmes/stop-look-listen-animated-bible-stories/4od#2929262>

Medium Term Planning Sheet

Focus: RE	Unit of work: Our Planet	Year: 1	Time Allocation: 1 term
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
What is our world like? How did our world begin? The Bible contains stories to explain events – e.g. how the world began (Christian)	4a 4a	1. Children will hear the story of the creation from the Children's Bible, and watch the video of the creation story. Children will record events orally and then pictorially to show the sequence of the Creation. (or similar suitable text) 2. <i>Use a range of photographs from the National Geographic website to look at contrasting locations in the natural world</i> e.g. photo of the day collection. Discuss the variety and beauty found in the world. Children will make a book or classroom display based on the song "All things bright and beautiful" over the next 2 weeks. 3. Children will complete their work based on "All things Bright and Beautiful. (See YouTube video – John Reuter) 4. Children will design and make a gift e.g. a book mark to show how God has given them the ability to be creative.	Children will know that the Bible begins with the story of God's creation of the world. They will learn that the story is found in the 1 st book of the Old Testament. Children will show an appreciation of the beauty of the world. Children will be able to sequence the story in chronological order. Children will be able to list what they as individuals think is wonderful	Education for sustainable development – our environment. Language ICT – printing for 'Big Book Colour Magic Literacy Art Spiritual development – wonder of the universe and our place in it. Social development – acting positively in a plural society Literacy – place of stories to teach themes. Literacy – audience to which they are directed. Numeracy – days of week Literacy – making books, guided writing? Music – use percussion to recreate creation story.

Resources: All Things Bright and Beautiful Save the planet:- Step Water Waste by Claire Llewellyn ISBN 1-84458-303-1; What are ? Rivers by Andy Owen and Miranda Ashwell ISBN 0-431-02364-6; Kipper's Book of Weather by Mick Inkpen ISBN 0340-59850-6; What is Weather? Sunshine by Miranda Ashwell and Andy Owen ISBN 0-431-03821-X; Colours in Nature series:-

1. Green by Lisa Bruce ISBN 0-431-17232-3

2. Red by Lisa Bruce ISBN 0-431-17230-7

3. Blue by Lisa Bruce ISBN 0-431-17231-5

4. Yellow by Lisa Bruce ISBN 0-431-17233-1

http://www.youtube.com/watch?v=mVUBq7_w4

http://www.youtube.com/watch?v=bLHB_hNk42g

Medium Term Planning Sheet (Continuation Sheet)

Focus: RE		Unit of work: Our Planet	Year: 1	Time Allocation: 1 term	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<i>What is our World like?</i>	4a	5. A Thank you Prayer. Use photographs of nature and weather to encourage the children to develop their descriptive language and appreciation for the natural world. <i>Use Google Earth</i> Children will make up a simple prayer as a class to say thank you to God for our lovely world. This will be written and illustrated.	Children will listen to each other and begin to value the opinions of others. They will understand that Christians believe God created the World. Children will develop the skill of composition by writing a prayer.	Google Earth Education for sustainable development – our environment. Language ICT – printing for ‘Big Book Colour Magic Literacy Art Spiritual development – wonder of the universe and our place in it. Social development – acting positively in a plural society Literacy – place of stories to teach themes. Literacy – audience to which they are directed. Numeracy – days of week Literacy – making books, guided writing? Music – use percussion to recreate creation story. Geography – improving the environment (recycling)	
	1a	6. The beauty of our planet. Children will look at posters and pictures of the world around them and record what they like best giving reasons.	Children will demonstrate knowledge of the beauty of our planet.		
	5a	7. Creation in other faiths. Children will hear the story of Adam names the animals from Tapestry of Tales – Jewish (or other similar suitable text)	Children will begin to understand all creation stories emphasise coming from the dark into the light.		
		8. The story of Noah Children will listen and discuss the story showing how he was faithful to God and how he cared for the world around him. Who are we faithful to? Why do we listen to teachers and parents? Children to use mime and actions to retell The story of Noah.	Children will demonstrate knowledge of the key characters in the story and sequence the events. Children will understand that Christians believe God has created the world and that they must take care of it.		
<i>How did our World begin?</i>					

Resources:	Do You Know What God Made? by Randi Millward, Wonderful Earth by Nick Butterworth and Mick Inkpen, The Orchard Book of Creation Stories by Margaret Mayo, In the Beginning by Steve Turner and Jill Newton, All Things Bright and Beautiful by Cecil Frances Alexander and Anna Vojtech, Creation: Stories from Around the World by Ann Pilling and Michael Foreman, The Creation: Pop-up Book by Brian Wildsmith, Creation Song by Anna Scott-Brown and Elena Gomez, Noah's Ark by Lucy Cousins, Noah's Ark (My First Bible Stories) by Katherine Sully			

Medium Term Planning Sheet (Continuation Sheet)

Focus: RE		Unit of work: Our Planet	Year: 1	Time Allocation: 1 term
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What harms our environment?</p> <p>What can we do to look after our world?</p> <p>How can we show we care about the world we live in?</p> <p>Children will be able to demonstrate a caring attitude</p>	5a	<p><i>9. Explain to the children that all the places and things that surround us are called our environment. People spoil the environment in different ways. When people don't want something any more, they throw it away and call it rubbish. Use a book e.g. <u>Dinosaurs and all that rubbish</u> by N Foreman or use a variety of Google images (litter and rubbish) to prompt discussion about our environment and how it can be harmed.</i></p> <p><i>Use photographs from the local recycling centre to explain what happens after we've put things in the bin.</i></p> <p><i>Explain the 3 Rs – reduce recycle and reuse and which items belong in each category. Optional: Use Quiz, quiz trade picture cards for different objects and ask the children to stand up and swap cards depicting common items often discarded to demonstrate their understanding of which items can be recycled, reused or reduced.</i></p> <p><i>10. 'Sort it' activity – divide the class into groups. Using a variety of (clean) waste materials left over from lunchtimes. Discuss which items can continue to be of value. Make a group 'Waste Monster' from waste items to demonstrate the importance of recycling. Name and photograph the monsters and write group captions to show</i></p>	<p>Children will begin to understand the need to take responsibility for our environment. They will begin to learn about local recycling and waste centres</p> <p>Children will increase their skills in design technology.</p>	<p><i>Recycling centres:</i></p> <ul style="list-style-type: none"> <i>• Bidston Moss, Wallasey Bridge Road, Birkenhead.</i> <i>• Greenbank Road, West Kirby.</i> <i>• Mount Road, Clatterbridge.</i> <p><i>Register with Merseyside Recycling & Waste Authority website for access to a range of photographs from local recycling centres across Wirral</i></p>

		<p><i>how the monsters can be banished through the three Rs.</i></p> <p><i>11. Put the children into groups. Each group to choose a recycling officer. Brainstorm the responsibilities of a recycling officer. Prompt with images if necessary. Give each group a secret scenario/problem to act out e.g. children dropping orange peel in the playground at break times, a dad who puts the newspaper in with the normal rubbish etc. Each group to decide how to act out their scene ending with the recycling officer telling the 'offender' what would have been the responsible thing to do with their waste item.</i></p> <p>12. Children to design a poster showing how we can care for our environment. eg Put litter in its place, Leave wild flowers in the countryside, Care for animals in our environment etc. Option to use ICT skills to create poster. Display around school.</p> <p><i>13. Show the children an oyster shell, a piece of mother of pearl and a pearl or photographs of these items. Talk about the iridescent nature of the items and how (hues) colours change as we move them in the light. Talk about/show pictures of other iridescent objects found in our environment – soap bubbles, clouds, butterflies wings etc. Stories Jesus Told - Read "The Precious Pearl" by Nick Butterworth and Mick Inkpen. Pass a shell and retell the story. Tell a partner about things that are precious to you and why. Make a class shared list of precious</i></p>	<p>Children will foster an attitude for caring.</p> <p>Children will understand that Christians believe as part of Jesus' Ministry he taught about the love of God.</p>	
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		<i>things and encourage the children to state why people/things are precious to them. Link to Christian belief that everyone is precious to God.</i>		
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Resources: Start-up geography Rubbish and Recycling by Anna Less ISBN 0-237-52463-6; Let's Recycle by Claire Llewellyn ISBN 1-84458-304-X; Rubbish by Sally Morgan ISBN 0-7502-0767-1; Rubbish Where Does it Come from? By Paul Humprey ISBN 0-7496-3923-7; Where Does it go? What if? By Mich Manning and Brita Granström ISBN 0-7496-3292-5

Medium Term Planning Sheets

Year 2

(Updated in red and italics 3.7.13)

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Divali	Year: 2	Time Allocation: 5 hours For Autumn Term
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p><i>Session 1 and 2</i> What is Divali? Why is it celebrated? How is it celebrated?</p> <p><i>Session 2, 3 and 4</i> What is a diva? Why do Hindus have them? What is a rangoli pattern for?</p>	<p>1a,c,d</p> <p>2a,b c</p> <p>3c</p>	<p>Discussion about what Divali is and why it is celebrated – Lakshmi, new year, good over evil. Tell story of Rama & Sita. www.teachers.org.uk/files/The-story-of-Rama-and-Sita.ppt. <i>Sequence the story using picture from the power point. When they know the story finish session with http://www.bbc.co.uk/learningzone/clips/rama-and-sita/3624.html</i></p> <p>Make class display – draw round children for Rama & Sita and around a male adult for Ravana – clothe it and stuff newspaper behind clothes to make it stand out – children draw 10 heads.</p> <p>Look at examples of Divali cards – children design their own, <i>examples on internet / show examples</i></p> <p>Make diva's from clay or plasticine – glue night light in centre and decorate.</p> <p>Paint divas on windows (leave spaces for christingles and menorahs)</p> <p>Look at rangoli patterns and why they are designed. Children design their own and make with powder paint, rice, lentils, chalk – on paper on the floor. <i>Children to work in small groups using Rangoli mega stencils and make a large pattern – display these.</i></p>	<p>Children can recall and tell story of Rama and Sita</p> <p>Children begin to know, use and understand appropriate vocabulary e.g. Diva = "light"</p> <p>Children begin to explain the importance of Divali to Hindus and how people celebrate.</p> <p>Children identify some rangoli patterns and offer some explanations as to why Hindus have them.</p>	<p>Key Skills - Communication Art Drama DT Music/Indian music Cultural development Dance Role Play Literacy Hour Key Skills – working with others Maths – reflective symmetry, patterns etc.</p>

Resources: “Sweet Tooth Sunil”, Joan Soloman, “Divali” Celebrations pub A&C Blackie, any stories of Rama and Sita. Coventry Packs
Minority Group Support Services: Divali Pack and slides – story of Rama and Sita (very good) and LEA pubs. “Let’s Make a
Party”, “Celebrating the Differences”; ILEA Multicultural magazine “Making A Party”, Basakja Sarker Pretty History, “Lights for Gita”
Rangoli stencils www.teachers.org.uk/files/The_story-of-Rama-and-Sita.ppt.

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Divali	Year: 2	Time Allocation: 5 hours For Autumn Term	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p>What are mendhi patterns?</p> <p>Why do people have them?</p> <p><i>Session 5</i></p> <p>What clothes do Hindus wear?</p> <p>What kind of foods do Hindus eat?</p>	<p>3c</p> <p>3b, c</p> <p>3a, b, c</p>	<p>Talk about mendhi patterns, look at examples and why they are painted on. Make up paste and put on self (it stains!) – or use paint. Children draw around hands and feet on paper and design own pattern – keep it simple.</p> <p>See if they can copy the pattern onto their hands/feet using face paints.</p> <p>Make display of hands/feet patterns.</p> <p><i>Search internet for pictures to show examples.</i></p> <p>Dress up if possible in Indian clothes, comparison with western dress – how does it feel? Have a party!! Make and taste some Indian foods – puri's, coconut barfi, vegetable curry, poppods, naans. Link food to puja in the home – giving thanks for food to the Gods. Listen to Indian music. Act out story of Rama & Sita for assembly. Children prepare script themselves.</p>	<p>Children identify mendhi patterns and offer simple explanations as to why people have them.</p> <p>Children identify some differences and similarities between Hindu and Christian family ways of life including dress and foodstuffs.</p>	<p>Cultural development</p> <p>Awareness of different religions, beliefs and practices.</p> <p>Art</p> <p>QCA: Unit 3B</p> <p>Technology</p> <p>Key Skills – working with others</p> <p>Citizenship – developing a respect of different beliefs and practices.</p> <p>Literacy – writing a script.</p>	
<p>Resources: Box of mendhi, ideas for patterns, paint. Camera to photograph different activities. Sari, salwar kameez, bindis, jewellery. Indian food, Indian music.</p>					

Resources: Candles, Christmas tree lights, pictures. Oranges, red ribbon, foil, cocktail sticks, sweets, raisins, candles.
Memorah or pictures of memorah. Bible(s). *Card*

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Special Places	Year: 2	Time Allocation: 8 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p><i>Session 1</i> What makes a place special?</p> <p>How do I feel in my special place?</p> <p><i>Session 2</i> Where is a special place to a Christian on earth?</p> <p>Why do Christians go to church?</p>	<p>6a,b,c,d</p> <p>4a</p> <p>6a</p> <p>6b</p> <p>6c, d</p>	<p>Use Mary Stones method of creative visualisation to imagine their favourite place. <i>Play my special place is and each child adds to the list (I went to market memory game).</i> Or in discussion talk about places which are special to us and why e.g. "under my bed because it's quiet and I keep my special things there" or "in my kitchen because all my family are there chatting" leading to:- Piece of creative writing about 'My Special Place' how I feel when I am there; Illustrated with paintings. <i>Made into a class book.</i> Discuss what Christians are i.e. they believe in God & Jesus, that Jesus came to earth and died rose again and will come again. Christians go to church to worship and talk to God. Discuss special places for other religions synagogue, home, temple, mosque etc. Brainstorm – what does worship mean? What would you do if you worshipped someone and thought they were special. - talk to them - give them things - build them something <i>Look at virtual tours of different places of worship and children complete a tick sheet of what they can see is the same or different. Tours to be found on the internet via google.</i></p>	<p>Children can reflect on reasons that make things 'special' to people.</p> <p>Children identify some 'special' things and offer reasons / explanations as to what makes them 'special'.</p> <p>Children begin to develop an understanding of what a Christian is and the significance of their belief in God.</p> <p>Children behave appropriately in a place of worship and show respect.</p> <p>Children ask appropriate questions about the place of worship and use simple research skills to seek out the answers.</p>	<p>Social development: community and citizenship</p> <p>ICT Key skills – speaking and listening.</p> <p>Literacy – Big Books</p> <p>Moral development – respect for others.</p> <p>Key skills – communication</p> <p>Citizenship – religious identities.</p>

Resources: Mary Stones book 'Don't just do something sit there'

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Special Places	Year: 2	Time Allocation: 8 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p><i>Session 4</i></p> <p>What are the symbols we may find in a church?</p> <p>What do these symbols mean?</p>	<p>3c</p> <p>6b</p> <p>4a</p>	<p>Talk about why children think Christians go to church. Discuss what happens in Church, base it on experience on children (sensitively).</p> <p><i>This site shows a tour around a church stopping at different points showing different items – http://www.tes.co.uk/teaching-resource/Inside-a-Church-6019997/</i></p> <p><u>Visit to Church</u></p> <p>Whichever church you choose be careful to point out that not all churches look the same and services are different.</p> <p>Meet with Vicar/Minister/Verger.</p> <p>Look at all the different points of Church.</p> <p>Things to look for:</p> <p>Furniture, layout, use of building, people, craftsmanship, smell, artefacts, e.g. font, cross, chalice etc., stain glass windows, altar, architecture, pulpit, robes.</p> <p>Where possible contrast with a visit to another church which is different <i>or</i></p> <p><i>www.request.org.uk/main/churches/tours/tours.htm which allows you to select different types of churches to show pupils.</i></p> <p>Get children to sketch different items in the church. Possible opportunity for reflection in the Church or churchyard using Mary Stones Method about what they feel like inside the Church etc. – back at school – follow up work. Write about the various aspects of the church and draw, paint and make models e.g. make stained glass windows.</p>	<p>Children develop an awareness of various religious vocabulary and knowledge of Church, and the significance of items encountered e.g. Chalice for Communion etc.</p> <p>Children describe some of the main features of the place of worship and offer some simple explanations as to how they are used in worship or other activities.</p> <p>Children reflect on their experience of the visit offering a personal insight into their understanding of the beliefs and practices of Christians.</p>	<p>Spiritual development – reflection on beliefs and values.</p> <p>Art – symbols in the Church</p> <p>SMSC Art Use of language</p> <p>QCA: Unit 1F Unit 2D</p> <p>Literacy – thank-you letters.</p>	

Resources: Visit to local church. Mary Stones book 'Don't just do something sit there'

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Christianity

Year: 2 Spring Term

Time Allocation: 9 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

- (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p><i>Session 1</i> What happened to Jesus when he was a child?</p>	1	Tell story of Jesus in the Temple. Jesus' family Luke 2:39-52. <i>Hide a picture of Jesus as a boy in the classroom for the children to find. Talk about how Mary and Joseph must have felt when their son went missing – how did Jesus feel?.</i>	Children begin to show an awareness that everyone no matter how old or young, has a valid point of view.	Drama
<p><i>Session 2</i> Who was John the Baptist?</p>	1	Dramatise story. <i>Then show http://www.youtube.com/watch?v=trePi2pBtdM. Discuss</i>	Children explain that this was a significant event in Jesus' life.	Literacy
<p>What happens when someone is baptised?</p>	2	Story of Jesus' baptism. Matthew 3:13-17 Retell story in pictorial form with speech bubbles. Recap Year One work. Maybe someone who has been baptised could come in and talk about the importance of it. <i>Use http://www.request.org.uk/main/dowhat/baptism00.htm to help develop pupils understanding of what baptism is.</i>	Children show awareness of Baptism as a Christian custom and celebration, and use appropriate vocabulary.	Language
<p><i>Session 3,4,5,6,7</i> What did Jesus do when he grew up?</p>	1/4 5	Use of 'Animated Bible' video - Jesus the Storyteller. Resource Bank 1 Eavesdropping Activity p88. What would we like to be when we grow up? Discussion maybe in pairs and report to group what partner said. Make a display of drawings of us doing our future job.	Children begin to recognise the meaning of forgiveness.	PSE QCA: Unit 2B

Resources: Resource Bank Bk1 p22 Bibles. Animated Bible video.

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Christianity	Year: 2 Spring Term	Time Allocation: 9 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
What did Jesus do when he grew up?	D1/4 D5	<p>2. The Good Samaritan. Dramatise . Luke 10:25-37 Act out the story pausing in places to discuss the characters motives and feelings. <i>As a class complete the story board found on http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6077731</i></p> <p>3. <i>to summarise learning for the session.</i></p> <p><u>Miracles</u></p> <p>4. Peter's Doubt Matthew 14 Re-tell story in role. <i>Hot seat pupils and dress up characters using costume(s) from Christmas nativity plays if available.</i></p> <p>5. Feeding 5000. Matthew 14:13-21 Make paper basket and card fish / bread. Make up and write a prayer for the hungry on their own <i>fish/bread card</i>.. Share prayers as a <i>class by laminating basket and prayers put in class reading area for others to share.</i></p>	<p>To have knowledge of story and why Jesus told this story.</p> <p>To recognise meaning of forgiveness and try to carry it out themselves!</p> <p>To recognise meaning of sharing and try to carry it out themselves.</p> <p>To lean appropriate song.</p> <p>To be aware that Jesus performed miraculous healings.</p> <p>To be aware of the importance of saying Thank You.</p> <p>To recognise the importance of the Last Supper and to be aware of the role of Judas.</p>	<p>Drama</p> <p>PSE</p> <p>PSE Music</p> <p>Literacy</p> <p>Literacy</p>
What happened at Easter?	D1 D2	<p><u>Healing</u></p> <p>6. Raising Jairus' daughter. Mark 5:21-43 Resource Bank. Newspaper report. Book 2</p> <p>7. The Leper. Jesus heals the 10 lepers. Luke 17. Re-tell the story. (other ideas for activities in Christianity Topic Bk 1)</p> <p>The Last Supper. Matthew 26:17-35</p>		<p>Drama</p>

		Resource Bank 3. Dramatise story.		
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Resources:

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Easter – Alive!	Year: 2	Time Allocation: 4 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p><i>Session 1</i> What happened on Easter Sunday?</p> <p><i>Session 2</i> How do we remember special events? Food, activities coming together.</p> <p><i>Session 3</i> What are the Christian symbols for remembering the Easter Story.</p>	<p>1abcd</p> <p>2abc</p>	<p>Tell story using video/book. Imaginative piece of writing from children (individual, paired or small group work) about being the first person to arrive at the tomb – what would they find, how would they feel, what would they do? (use drama as stimulus) <i>Or tell a group of children (in costume – nativity play?) the story before the session and the rest of the class have to ask them questions to find out what happened.</i></p> <p>Illustration of story / make a garden (Ref. RE source Bank 3)</p> <p>Discuss birthdays, Christmas, bonfire night – special food. <i>How do they celebrate Easter at home and at school?</i></p> <p>Ask children what sign reminds them of Easter Story – cross. Tell children significance of Last Supper bread and wine and Christian celebration of Holy Communion, Breaking of Bread, Eucharist. Ask a priest or vicar to come in and explain the process to the class.</p> <p>Design poster to show meaning of Easter, to incorporate symbols.</p> <p>Role play Drama</p> <p>RE source Bank 3 p55 'The Key to the Kingdom' – write a poem, learn and appropriate Easter song.</p> <p><i>This link will give you a list of Easter Symbols. Children can then discuss whether they think they are based on the story of Jesus at Easter or come from elsewhere.</i> http://www.easterbunnys.net/eastersymbols.htm.</p>	<p>Children begin to show a development of appropriate religious vocabulary</p> <ul style="list-style-type: none"> – knowledge of relevant characters and understanding of when they lived and the significance of the events encountered – cause for celebration – understanding of religious commitment 	<p>SMSC English History DT Drama Animated Bible Channel 4 and Resource Pack</p> <p>Art</p> <p>Literacy Hour sequencing Big Books for Easter</p> <p>Literacy Music</p>

		<i>Pictures from this list could then be used to make an Easter Christian symbol bingo.</i>		
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Resources: Lion Children's Bible. Children's video Bible "Jesus and his Kingdom". Folens RE Celebration p.22 and 29, "Badger's Parting Gifts" – Susan Varley. Bible Animated Tales. The Storykeeper's video. *Nativity costumes. DVD. Bible*

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Me and Families and Friends	Year: 2	Time Allocation: 11 sessions
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p><i>Session 1</i> Who am I?</p> <p><i>Session 2 and 3</i> What does it mean to belong? What do we belong to and how do we show it? Do rules show that we belong, why do we have rules? Revisit codes of conduct.</p>	<p>6a</p> <p>6b</p> <p>3ab</p>	<p><i>1 child and then another lies down on a large piece of paper. Draw round each child on the piece of paper so that the outline of both pupils is one on top of the other and then as a class talk about what is the same and different between the 2 pupils. Write this up on the sheet.</i> Children look at themselves in a small mirror talk with a partner about what they see – boy, girl, happy, sad, physical features – similarities and differences with partner.</p> <p>Discuss with children what we do to show that <u>things</u> belong to us – label books, captions e.g. on art work in school, names on school clothes, head bands etc. Look for examples in class.</p> <p>Ask children what organisations etc. they belong to, know of, and how it is apparent to other people – e.g. school, Cubs, Brownies, Beavers, Rainbows, football teams, nurses, police, Church, God's family etc.</p> <p>Children draw pictures of things they belong to for a class display titled "I Belong to ..."</p> <p>Read story of Zaccheus – Luke 19 – he wanted to be liked and belong. <i>Use this power point to tell the story (change the lesson objectives at the start and end slides)</i> http://www.tes.co.uk/ResourcesDetail.aspx?st</p>	<p>Children show an understanding of belonging, and how and why this is important.</p>	<p>English Art Drama SMSC</p> <p>Community links. Citizenship</p> <p>QCA: Unit 1A Unit 1B</p>

		<i>oryCode=6094921</i> Children write own stories about wanting to belong <i>or children make own club for Zacchaeus to belong too-with own rules, uniform, badge, purpose etc.</i>		
Resources: Mirrors. School uniform, Brownie/Cub uniform etc. Story of Zacchaeus, <i>Internet. Interactive whiteboard. Bible</i> – he wanted to be liked and belong, any stories about belonging or wanting to belong.				

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Me and Families and Friends	Year: 2	Time Allocation: 10 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p><i>Session 4</i> What/who am I to other people?</p> <p><i>Session 5 Friends</i> Who are friends? Are they just people our own age? What sort of a friend do you think you are? Why? What would your friends say about you? What would your teacher say about you?</p>	3a	Discuss what we are to other people – son/daughter to parents, brother/sister to siblings, cousin, grandchild, school child, nephew, niece to aunts and uncles etc. Children draw matchstick person in middle of piece of paper and write about it “I am a ... to ...” to see just how many ‘roles’ they play in their lives – make a class book with this work and call it “Someone Special” or “Who Am I”?	Children reflect on what qualities others have to offer and those which are considered ‘good’.	Social development – sense of identity and belonging. Spiritual development – sense of purpose of life.	
	6d	Discussion about nature of friends and friendship – class and small group or pairs – reporting back in general on what was decided.	Children discuss how they can build on their strengths and be “a better friend”.	Literacy Hour PSE	
	4b	Write an advert for a friend – like a postcard in newsagents windows. Or make large class picture of a child and decide on a class recipe for a friend – ingredients – e.g. – kindness, funny, happy etc. Instructions on how to use those ingredients. Or type a ‘recipe’ for being a good friend. <i>Or read this poem to the class and they write one in a similar fashion</i> http://www.poemhunter.com/poem/a-recipe-for-friendship/		Key skills – communication (oral and written) Instructions ICT	
<p>Resources: Russian dolls that fit inside each other to illustrate that although we look the same outside we have parts to play. Blueprints “Writing” “My Friend”</p>					

Resources: Lion Bible Stories Book, “Jesus Special Friends”, Lion Video. “The First Christmas” which includes “Jesus Special Friends” “Christianity Topic Book Two”. Stories from the Bible. Beginners Bible. Lion Childrens Bible. Ladybird books. Addresses for Christian Aid, Salvation Army, Ark Homeless Project (Wirral).

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Me and Families and Friends	Year: 2	Time Allocation: 10 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies		Learning Outcomes	Links & Notes
<p><i>Session 8</i></p> <p>Who were friends in the Bible and how did they show it?</p> <p><i>Session 9 and 10 Families</i></p> <p>Who is in my family? What is it like to be part of a family - not always happy but that's life – full of ups and downs!</p> <p>What happened in some families in the Bible?</p>	1abcd	<p>Introduce as “a story told to Jesus by Mary and Joseph” (to suggest it is a much older story than NT)</p> <p>Story of David and Jonathan – despite danger Jonathan was prepared to do anything to help his friend. Ask children what they would do for a friend, have they ever done anything special for a friend? Write about an adventure you and a friend have had, did you help each other? How? Write the story of David and Jonathan with illustrations, or as a playscript to re-enact. <i>Or Discuss the role of Jesus disciples.</i></p>		<p>Children reflect on qualities of what makes a good friend. Did David and Jonathan show these?</p> <p>Children reflect on the fact that we can choose our friends, but families are “given”.</p>	<p>PSE</p> <p>Literacy – writing and performing plays.</p> <p>Speaking and Listening.</p> <p>History – family trees</p> <p>Writing letters.</p>
	4b	<p>Talk about family – immediate members at home, wider members – aunts, uncles etc. Make book “My Family” with drawing and an observation about each member, including themselves!</p> <p>Tell story of Prodigal son <i>or watch this clip</i> http://www.bbc.co.uk/learningzone/clips/the-lost-son/4154.html</p>			
	1ac 5ab	<p>Talk about why the father welcomed him back, why the other brother was cross. How would they have felt?</p> <p>- write a letter (i) as the son who went away asking the father if he could return and why he wanted to come back (ii) the father replying (iii) the other brother giving reasons for being cross.</p>			

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Me and Families and Friends	Year: 2	Time Allocation: 10 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p>What happened in some families in the Bible? (Cont.)</p> <p><i>Session 11</i></p> <p>What is special to you? Draw together what has gone before in topic – things, me, family and friends.</p>	<p>5ab</p> <p>4a</p> <p>5c</p>	<p>Use the stories (Prodigal Son and David and Jonathan), explaining where they come from, and discuss with children what the two have in common, (Jealousy / Favouritism) and what these lead to in the families. Talk about jealousy as a poison – poisons can kill – what can it do to friendships?</p> <p>Children design labels (like there are in real life – X – skull and crossbones on medicines etc.) to warn of poisons in friendship – not sharing, fighting, jealousy – inside and outside families.</p> <p>Look at your special object/possession and tell children why it is special to you, (cost, who gave it to you, who made it etc.) Invite children to share their special things with rest of class, ask how they treat their special things, how would they want others to treat them?</p> <p>Children draw pictures of their special things and imagine they are going away (perhaps like the Israelites leaving Egypt) <i>or Jesus' disciples leaving their homes to follow him</i>, write about what these special things are and why they would take them with them. Make class book "Our Special Things". <i>Or use this as a theme for an end of year assembly what is special about the class or pupils etc.</i></p>	<p>Children become aware of situations which raise questions of right and wrong.</p> <p>Children are able to treat other people and their things with respect.</p>	<p>Drama Role play</p> <p>PSHE</p> <p>SMSC Art Literacy</p>	
<p>Resources: Abraham's family story of Jacob and Esau. Story of Joseph and his brothers. Story of Moses. Stories about special things. Something special to you (the teacher) and children bring in one or two items that are special to them.</p>					

Medium Term Planning Sheets

Year 3

(Updated in red and italics on 25.06.2013)

		<i>of these people and discuss.</i>		
		Study Jesus' example: care for individuals (Zacchaeus); care for groups (feeding 5,000); care for people's knowledge about God and concern for people to follow this. (parables)		

Resources: Video. Members of local community who help us and/or others. Invite visitors from local churches. Posters of people who care for us. Bible.

Medium Term Planning Sheet

Focus: RE

Unit of work: Responsibility

Year: 3

Time Allocation: 7 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

- (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What am I responsible for? Who is responsible for me?</p> <p>Rules: - Why are they important? - Why do we have them? - What are they? - What if we break them?</p> <p>Religious rules: - How are these different? - What are they? - Who follows them?</p> <p>What are the 10 commandments? How did Moses receive them? What rules did Jesus give? Who has responsibility for religious rules today?</p>	<p>1a 3a,b 5c,d 6ab,cd</p>	<p>Class discussion about responsibility, care and concern; people who are responsible for us; people/things which we are responsible for.</p> <p>Consideration of rules and their importance. Consequences and reasons for following rules.</p> <p>Write a set of class rules. Edit the rules down to five. Make them into posters, display and learn them. <i>Get the children to do a mini assembly about their class rules and to discuss why rules are important.</i></p> <p>Story of Moses receiving the 10 Commandments – Discuss the context of the story. Ask children to write down and type up what they think are the most important rules for living and then look at The 10 Commandments – compare.</p> <p>Story of The Good Samaritan – discussion and role play – what was</p>	<p>Children demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of rules especially the 10 commandments (in outline). • Understanding of the importance of responsibility. • Knowledge and understanding of the Greatest Commandment. <p>Children continue to develop appropriate religious vocabulary.</p>	<p>SMSC Language PSE Communication</p> <p>Citizenship working with others.</p> <p>ICT</p> <p>Literacy</p>

		<p>Jesus teaching in this story? Consider the Great Commandments (Matthew 22:34-40) Film/video/speaker about the work of e.g. The Samaritans. Discuss who has responsibility for religious rules today?</p>		
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Resources: Bibles. A tapestry of tales 'Moses' p146. Story of the Good Samaritan. Copy of school rules/code of conduct. Stories by Anne Fine 'Only a show'. Speaker/Film/Video from 'The Samaritans'. The 10 Commandments – Exodus 20.

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Care and Concern continued

Year: 3

Time Allocation: 5 Hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
What makes a card into a 'Christmas Card'?	1a	<i>Children design and make a variety of Christmas cards. Show the children different types of cards and discuss the religious links to some of the designs. Share ideas of why people send cards etc. Where could the proceeds go? Children could make some cards to sell any proceeds could be sent to a local charity of their choice.</i>	Children show a knowledge of events in the Christmas story.	Thinking skills Communication SMSC History PSE Drama Art
Why do some cards have the name of a charity on them?	2a,b		Children have an understanding of symbolism and those connected to Christianity.	
How do individuals / groups / organisations show care specifically at Christmas?	5c	<i>Children / classes/ schools work together to make box/boxes for OCC.</i> Special focus on the work of Operation Christmas Child as an organisation and of individuals within it.	Children can recognise the importance of why people work for others, and understands how they show love for their neighbour.	
	6b,c,d	Aims, methods (e.g. Christmas shoeboxes) etc. of OCC. Consideration of the issue of giving time, money, energy etc. versus selfishness and the needs of others. (Alternatively, the Ark Homeless Project in Birkenhead) Run a Bring and Buy sale or a school charity shop for a local charity. Make posters and raise money.	Children shows awareness of the work of a charity such as OCC. <i>Children show awareness of the value of money and the value of giving.</i>	

Resources: Christmas cards - Variety of 'religious'/secular etc. "Jesus's Christmas Party" (drama opportunities here) – Innkeeper's story. Story of Christmas. Operation Christmas Child Pack containing video. The Ark Homeless Project (Birkenhead).

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Sikhism

Year: 3

Time Allocation: 10 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

- (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What is Sikhism, where did it begin and by whom?</p> <p>To understand the qualities of leaders and leadership. To understand the importance of Guru Nanak within the Sikh community</p> <p>To explore how each Guru contributed to the development of Sikhism.</p>	<p>1a</p> <p>1a 3b</p> <p>3b 1a,b,c</p>	<p><u>What is Sikhism?</u> Look at signs and symbols – do the children recognise the Sikh symbol? Explain who Sikhs are etc. Where did it begin? Who founded it? Run a powerpoint slideshow of photos and discuss. <i>Use you tube clips of Sikh temples, festivals etc.</i></p> <p><u>Guru Nanak</u> Discuss what makes a person a leader and the type of activities a leader may do. How do people become leaders? Read story of Guru Nanak – discuss. <i>Children could role play elements of the book and explain why they chose those sections as being important.</i></p> <p><u>The 10 Gurus</u> Discuss reason why there was 10 Gurus. Divide the class into 10 groups – give information about each Guru. Children to write and decorate the name and write keywords/ideas/events about this Guru as a poster using IT where possible. <i>Children could create a power point presentation or a video on Ipads sharing their information.</i></p>	<p>Children identify the Sikh symbol.</p> <p>Children identify where Sikhism originated, on a map of the world.</p> <p>Children identify some of the qualities needed in a leader and those characterised by Guru Nanak.</p> <p>Children show an awareness that there were 10 gurus and that Guru Nanak was the first and Guru Gobind Singh was the last.</p>	<p>Communication</p> <p>Language</p> <p>SMCS</p> <p>Citizenship</p> <p>ICT Literacy</p>

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
To recognise the importance of the Guru Granth Sahib for Sikhs.	4b	<u>Guru Granth Sahib</u> Look at photograph of the Guru Granth Sahib. Discuss how people treat holy books to show they are special. Look at the words of the Mool Mantar – discuss.	Children show an awareness of the reverence people show for their holy book.	Communication Use of language
To explore the importance of religious buildings in the life of a community and understand the significance of the gurdwara for many sikhs.	6a,b 4b	<u>Special places – The Gurdwara</u> Listen to Sikh music – discuss. Turn the classroom into a gurdwara. <i>Get children to make decorations, costume ideas</i> Sample food (create an area of the Langar)	Children show some idea of what the inside of a Sikh Gurdwara is like; and the differences between this and a Christian Church. Children begin to appreciate the ‘community spirit’ Sikhs demonstrate.	SMSC Communication Cultural awareness Spiritual development QCA: Unit 3A
To understand the importance of visiting the Harimandir in Amritsar for a Sikh.	4b	(also useful – video clip from ‘Moveable Feasts’ – programme about Sikhs – show gurdwara and the langar). <u>The Golden Temple – The Harimandir</u> Ask the children to think about famous buildings in the world. Discuss the functions of these buildings and the reasons why people visit them. Discuss Sikhs famous building – (see poster		Folens poster pack and books are very good. All lessons are based around this.
To develop an understanding of the symbolism of light in festivals.				

<p>To understand why Sikhs celebrate the festival of Baisakhi</p> <p>To understand the importance of outward symbols within the Sikh community</p>		<p>Folens) <i>Arrange a visit to a Sikh Temple if possible</i></p> <p><u>Divali</u> Tell the story of the Guru's cloak – discuss. Discuss ways in which the Sikhs celebrate the festival. <i>Listen to music and look at clips and photos of festivals. Get children to discuss the similarities and differences between different festivals.</i></p> <p><u>Baisakhi celebration</u> Read story of Baisakhi and relate to own experience</p> <p><u>The 5 K's</u> Look at each and discuss Make models and dress up dolls as Sikhs</p>	<p>Children have some knowledge of how light is used in different festivals.</p> <p>Children know the importance of the 5k's to Sikhs</p>	
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Medium Term Planning Sheet

Focus: R.E.

Unit of work: Easter

Year: 3

Time Allocation: 4 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
What do we know about Easter?	1a	Discussion about what Easter means to children. Opportunity to assess knowing where children are. <i>Children can work in talking partners and then in small groups to share ideas.</i>	Children develop appropriate religious vocabulary; - knowledge of relevant characters, understanding of when they lived and the significance of the events encountered; - children understand the cause for celebration of the events of Easter and their place in the Christian calendar.	English Art SMSC History Drama D&T Literacy
What do we know about the first Easter?	2b			
What happened at the Last Supper?	4ab	Revise story of Palm Sunday and reasons for going to Jerusalem - Passover Festival. Make a <i>Jesus is Coming</i> poster or write to a friend about what you saw when Jesus came to town.		
What happened on Good Friday?	5ab	Read story and ask children what surprising things happened – washing of feet – body and blood (bread and wine) (if possible!) have someone the children would least expect (e.g. head, deputy, teacher) enter and wash children's feet/hands! Talk to children about how they felt.		

		<p><i>Make hot cross buns pointing out symbolism of the cross. Children could sell these and donate money to a local charity.</i></p> <p><i>Get the children to make a video to re tell the Easter story. This may link in with whole school projects being carried out.</i></p>		
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Resources: Stories of Palm Sunday, books/tapes/videos e.g. Lion series Children's Video Bible. "Jesus the King". The Storykeepers videos/books. Palm crosses. Lion Children's Bible p223-223. Hot-cross buns. Palm Tree Bible "The Road to the Cross".

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Special People

Year: 3

Time Allocation: 10 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>This unit focuses on Abraham and Moses and may be extended to cover other key Old Testament characters such as David and Noah or Joseph. For each questions such as these may be considered;</p> <p>Who was he? When did he live? What did he do? Why is he important for Jews, Muslims and Christians? What were his beliefs about God? Who were his children? Why did he follow God and what were the consequences?</p>	<p>1a-c 3b,c 5a,b</p>	<p>In doing this unit, Abraham and Moses are the key significant characters. Teachers may wish to include David, Noah and Joseph. Also look at lives of modern Christians such as Mother Theresa, Nicky Cruz, Billy Graham.</p> <p>Studies may include research, drama, role-play, development of display, artwork, picture-strips etc.</p> <p>For each character teachers may want to look at the context of the life of the character, and the major events of their life which are significant to his beliefs and following God.</p> <p>The importance of the characters being followers and the influence of God and their obedience to him should be stressed. The work may be linked to some PSE elements of trust, obedience,</p>	<p>Children develop a knowledge and understanding of key Biblical characters, their life and the importance of their beliefs. More particularly, children can retell the stories of Abraham and Moses.</p> <p>Children understand how the major events of Abraham and Moses' lives were significant to their beliefs and following God.</p> <p>Children understand that both Old Testament characters were obedient to God.</p>	<p>Books about the main characters studied. A number of well illustrated books are available.</p> <p>History Literacy Art SMSC Geography PSE Drama</p> <p>QCA: Unit 3E</p>

		beliefs etc. as well as other issues.		
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Resources: Moses and the Passover meal – Animated World Faiths (Channel 4) video; The Prince of Egypt – video and books. Other Videos about characters. Bibles

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Responsibility

Year: 3

Time Allocation: 7 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What am I responsible for? Who is responsible for me?</p> <p>Rules: - Why are they important? - Why do we have them? - What are they? - What if we break them?</p> <p>Religious rules: - How are these different? - What are they? - Who follows them?</p> <p>What are the 10 commandments? How did Moses receive them? What rules did Jesus give? Who has responsibility for religious rules today?</p>	<p>1a 3a,b 5c,d 6ab,cd</p>	<p>Class discussion about responsibility, care and concern; people who are responsible for us; people/things which we are responsible for.</p> <p>Consideration of rules and their importance. Consequences and reasons for following rules.</p> <p>Write a set of class rules. Edit the rules down to five. Make them into posters, display and learn them.</p> <p>Story of Moses receiving the 10 Commandments – Discuss the context of the story. Ask children to write down and type up what they think are the most important rules for living and then look at The 10 Commandments – compare.</p> <p>Story of The Good Samaritan – discussion and role play – what was Jesus teaching in this story? Consider the Great Commandments (Matthew 22:34-40) Film/video/speaker about the work of e.g. The Samaritans. Discuss who has responsibility for religious rules today?</p>	<p>Children demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of rules especially the 10 commandments (in outline). • Understanding of the importance of responsibility. • Knowledge and understanding of the Greatest Commandment. <p>Children continue to develop appropriate religious vocabulary.</p>	<p>SMSC Language PSE Communication</p> <p>Citizenship working with others.</p> <p>ICT</p> <p>Literacy</p>

Resources: Bibles. A tapestry of tales 'Moses' p146. Story of the Good Samaritan. Copy of school rules/code of conduct. Stories by Anne Fine 'Only a show'. Speaker/Film/Video from 'The Samaritans'. The 10 Commandments – Exodus 20.

Medium Term Planning Sheets

Year 4

Possible revisions and additions to the planning in **red**.

Medium Term Planning Sheet

Focus: R.E.	Unit of work: The Bible	Year: 4	Time Allocation: 6 sessions
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What is the Bible?</p> <p>How is it different from other books?</p> <p>What can be found in the Bible?</p> <p>Who uses the Bible? How is the Bible used? How did the Bible come to us?</p>	1ab	<p>Have 2 parcels, 1 containing 10+ books and the other the Bible. Ask which parcel contains the most books. (The Bible contains 66 books). Look at different translations and versions of Bible (and other languages) to show that it is read all over the world and in all times.</p> <p>Sort a selection of books into types – e.g. history, poetry, life stories etc. rules (prophecy law).</p> <p>Draw comparisons between the above and the Bible.</p> <p><u>Challenge.</u> Set groups a challenge to learn all of the Bible books. <i>Each group creates a visual poster with hooks and links to help them remember the names of up to 10 books. Limit the number of written words to 5. Market place.</i></p> <p>Practice the skills to find Bible references e.g. the Book of Exodus – or how many chapters in Matthew? Last and first books of Bible.</p> <p>What books do other religions use in their faith?</p> <p>Differences between Old Testament and New Testament? (before and after Jesus). <i>Create visual lists or tableau the differences.</i></p> <p>Research and work on how the Bible came to us. Research why it's in the Guinness Book of Records. Study 'Mary Jones' story. Retell in comic strip format <i>or drama tableau to create a photographic power point presentation/animation</i></p>	<p>Children know which is the OT/NT and what they deal with. They understand basic structure. They know that the Bible is the basis of Christian belief.</p>	<p>SMSC Christian culture ICT Literacy – reference skills including CD ROMs</p> <p>History – chronology</p> <p>QCA: Unit 3D Unit 5C</p>

Resources: Bible RE: Exploring Themes p28 'The Christian's Library'. Computer disc: 'Book, Chapter & Verse' Biblechip. "How the Bible came to us ref. ISBN 0 85648 574 8. Mary Jones' story. Guinness Book of Records.

Bibleforchildren.org, BBC Learning zone Clip 307, www.truthforkids.com

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Angels	Year: 4	Time Allocation: 5 sessions
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
Who are what are angels? Are there angels? Where do we read about angels? What do they look like? What sort of picture of angels do you have in your head? What do angels do? Why do artists all over the world paint pictures of them? What is a guardian angel? What do major faiths believe about angels? Do you know any angel names? What part did angels play in Jacob's dream? How do you think Zechariah felt? How do you think the angel felt when Zechariah didn't believe him?	1a,b,c 3b,c 5abcd 6a	This unit is based on the teaching outline in 'The Gift to the Child' pack. <i>(Difficult to access)</i> Ask the children to draw a quick picture of their angel. Children to look for similarities. Ask the children to write down a sentence about angels to establish what they already know. <i>Knowledge harvest, post it note onto a poster and share collected ideas</i> Express their views. What can you see in <i>each other's</i> pictures? What is the same in all the pictures? Jacob's Dream. (www.essex1.com , children.cccm.com) Old Testament. See 'Gift to the Child' Teacher's Source Book Look at pictures / paintings of angels. Study Jewish, Islamic & Christian traditions towards angels. Find out about different angels: Gabriel www.urbandictionary.com/define.php?for=teachers Michael Lucifer The Revelation to Zechariah Birth of John the Baptist Revelations to Muhammed Study Luke's Gospel See how Gabriel appears.	Children show: <ul style="list-style-type: none"> • Development of appropriate vocabulary • knowledge and understanding of key issues and characters in religious stories. Children begin to understand the importance of angels and their work, for believers, and the reactions of those who encounter angels.	Art English SHSC History

Resources: A gift to the child – The story of God’s words to Muhammed. The Angel’s Book. Teacher’s Book. Christmas cards. Photographs/pictures of angels *Google Leonardo da Vinci*. Stained glass, paintings and drawings of angels.

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Shepherd's Story	Year: 4	Time Allocation: 4 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>When was Jesus born?</p> <p>Where was Jesus born? Revise whole story.</p> <p>What were these times like?</p> <p>The life of a shepherd: What was it like?</p> <p>Why were the shepherds chosen / singled out as witness to this spectacular event and as visitors?</p> <p>What must the shepherds have felt like?</p>	<p>1 abc</p> <p>2a</p> <p>3b</p> <p>6a</p>	<p>Revise Christmas story briefly to focus on context of shepherds. <i>Visit a farm</i></p> <p>Develop Bible referencing skills and compare text and illustrations for the various Bibles available in school.</p> <p>State preferences and write reviews.</p> <p>Discuss the life of a shepherd in these times. <i>Make a model hillside with sheep and shepherds.</i> <i>Watch Country file. Share followtherabbi.com with the story of 'The Lord is my Shepherd'</i> <i>Learn the Hymn</i></p> <p>Consider their position in society and therefore why they were chosen i.e. they were ordinary people chosen to witness this event (ordinary people – more credible?)</p> <p>Research what they saw. (Luke)</p> <p>Discussion and written work about how they might feel if they'd been a shepherd. What would they have seen? Write a play script of a shepherd talking to a friend who is sceptical. Talk about what he has seen.</p> <p>Drama/role play of events:- "Newspaper" accounts. <i>Devise a set of questions as a news reporter</i></p>	<p>Children build up knowledge of relevant characters, understanding when they lived and the significance of the events they encountered and their beliefs in God.</p> <p>Children show increased ability to find Bible references. Children know the significance of Christmas for Christians.</p>	<p>Art History SMSC English Drama Citizenship</p> <p>QCA: Unit 4B</p>

		<i>reporting the event.</i>		
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Resources: Children's Bibles – various. Christmas cards showing shepherds. Followtherabbi.com

Resources: Buddhism for KS2. Video resource pack (Clear Vision Trust). Artefacts. Posters. Stories of Buddha e.g. Siddhartha and The Swan Literacy Pack (Clear Vision Trust) ISBN 1 899579109

See Excite, Enhance, Celebrate model lesson plan

www.primaryresources.co.uk/re, www.tes.co.uk/teaching-resources/primary.../buddhism-44031, Searches related

*to **buddhism for children***

*[buddhism for children **bbc**](#)*

*[buddhism for children **woodlands**](#)*

*[buddhism for **kids**](#)*

[primary resources](#)

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Buddhism		Year: 4	Time Allocation: 10 hours
Learning Objectives Key Questions		Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>(2) DHARMA (teaching) Encourage pupils to consider values: the difference between needing and wanting. What are the four noble truths? What is the Noble Eightfold Path? How do the above link to Buddhist lifestyle and values?</p> <p>(3) SANGHA (Community of those who follow the teachings of the Buddha). What is Sangha? In what different ways do Buddhist practice Sangha? What is important about friendship? What is belonging? Why is it important for people to belong? What do we belong to? – Why? How do we show ‘belonging’? How do others/faith/communities show ‘belonging’? What are the 3 jewels and what do they mean?</p>		<p>3a,b,c 4a,b,c 5a-d</p> <p>1a,b,c</p> <p>3a-c 4a-d 6a-d</p>	<p>(2) Draw Venn diagram (2 circles) of “needs” and “wants” (e.g. food in intersection) – fill in. View Programme 2 selectively and consider issues of greed and selfishness. Re-tell story/picture – strip/comprehension /sequencing activity/sheets 2a-d. Work on the Four Noble Truths and Noble eightfold Path at least in outline.</p> <ul style="list-style-type: none"> • Link to school codes of conduct. Link to Christianity Story of Judas Lost Son Zaccheus • Own experiences <p>(3) Discuss the concept of ‘community’ and ‘belonging’. Look at how people know that they are, or feel a part of community. Watch Part 3 of the video and discuss the 3 Jewels; Gudhrakuta; Sangha belonging;</p> <p>Use the worksheets in Buddhism Pack to support this work.</p>	<p>Children able to relate examples from Buddhism and Christianity to own experience.</p> <p>Children show some knowledge of terminology and issues which are important to Buddhists. Children understand the importance of belonging.</p>	<p>Numeracy (Venn) Literacy Citizenship SMSC PSE</p>

Resources: Buddhism for KS2. Video resource pack (Clear Vision). Artefacts. Posters. Buddhism for KS2 video resource pack. (Clear Vision). Artefacts. Posters. Items to do with 'belonging' (Uniforms/badges etc.) Bible(s).

See Excite, Enhance, Celebrate model lesson plan

www.primaryresources.co.uk/re, www.tes.co.uk/teaching-resources/primary.../buddhism-44031

*Searches related to **buddhism for children***

[buddhism for children **bbc**](#)

[buddhism for children **woodlands**](#)

[buddhism for **kids**](#)

[primary resources](#)

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Buddhism		Year: 4		Time Allocation: 10 hours	
Learning Objectives Key Questions		Focus W.A.S.ref	Suggested teaching strategies		Learning Outcomes	Links & Notes	
(4) What is meditation and worship? How do Buddhists worship? Where do Buddhists worship? Why and to what do Buddhists worship?		2a-c 3a-c 4a,b,d 6a	(4) It may be appropriate to try a stilling activity from Mary Stone's book, at some point in this section. Work on understanding of meditation and worship. Watch video programme 4. Look at posters/pictures/artefacts of Buddhist shrines. Research Wesak and the story relating to this celebration. Look at/draw/notes on symbols for Buddhism. Worksheets from the pack support this work.		Children demonstrate knowledge of symbols, celebration and important practices for the believer.	SMSC Art English D&T PSE	

Resources: Mary Stone “Don’t just do something, sit there.” Buddhism for KS2 pack. Folens RE Poster Pack.

See Excite, Enhance, Celebrate model lesson plan

www.primaryresources.co.uk/re, www.tes.co.uk/teaching-resources/primary.../buddhism-44031

Searches related to **buddhism for children**

[buddhism for children **bbc**](#)

[buddhism for children **woodlands**](#)

[buddhism for **kids**](#)

[**primary resources**](#)

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Easter – Peter/forgiveness	Year: 4	Time Allocation: 4 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What is forgiveness? Why is this important? What did Jesus teach about forgiveness? What does The Lord's Prayer say about forgiveness?</p> <p>Who was the disciple Peter?</p> <p>How does he feature in the Easter story?</p>	<p>1a-c 2b 3b,c 4a-c 5ab</p>	<p>Consider the issue of forgiveness and especially in the context of 'forgive as you would want to be forgiven' <i>Create a post it poster of children's definitions of forgive, forgiveness and their own experiences.</i> <i>Look up the dictionary definitions of forgive and forgiveness and add to the poster.</i> Discussion, role play; modern-day scenarios from children's experience. Focus on the accounts about Peter at Easter time. Look at his role during Easter week and the conversations which had had. Consider him at The Last Supper Gethsemane During Jesus' arrest During Jesus' trial (cockerel) After resurrection and at other times. Use role play, re-telling of stories and bibles. After he had let Jesus down, he was still a strong disciple and Jesus did not reject him. Consider why this is the case and how we develop and learn things from mistakes. Would you have forgiven Peter? Consider answers to this and make applications to our actions with friends. Role play / picture strips / illustrations and report of the character of Peter / events of this time from Peter's perspective. Look at the importance of forgiveness for Christians today. <i>Look back at the poster they made at the beginning. Can</i></p>	<p>Children explain what forgiveness is and are able to relate this to everyday life.</p> <p>Children show empathy with Peter's actions/reactions through the Easter Story.</p> <p>Children explain why forgiveness is especially important to Christians.</p>	<p>Use of Language English PSHE Citizenship SMSC</p> <p>Thinking skills</p> <p>SMSC PSHE/Citizenship Literacy ICT (word processing/Art package) Working with others.</p>

		<i>they reflect on their learning and add to it? Can they now create a WAGOLL poster for forgiveness based on their learning about St Peter?</i>		
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Resources: Bibles (selection); story books about Peter, Prodigal Son, etc; video/audio accounts; CD ROM – DK Bible Stories.

Google images of St Peter-how is he portrayed?

Holyspiritinteractive.net

www.stpetersplymouth.com

Resources: Posters, books, videos etc. re pilgrimages.

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Journeys	Year: 4	Time Allocation: 6 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<ul style="list-style-type: none"> to learn what rites of passage are. 	2abc	<p>4. Famous Bible journeys. Suggestions: a) Journey to the Promised Land, Moses. b) Jonah c) Paul, journey to Damascus. Paul's missionary journeys. Who did he meet? Role play / cartoon strips / letters / hot-seating</p> <p>5. Modern day missionary work (compare Paul's journeys) Gladys Aylward</p> <p>6. Milestones and Rites of passage – to wind up unit and bring back to children's own experience. Journey of life – e.g. Baptism, School, Confirmation, Marriage, Death – only mention briefly.</p>	<p>Children learn more about characters in the Bible and the reasons for their journeys.</p> <p>Children begin to see a progression in their own lives even at an early age.</p>	<p>Using Bibles to encourage referencing skills</p> <p>Literacy Drama SMSC Geography</p>	
<p>Resources: Texts about famous explorers. Texts about various religious pilgrimages. Bibles – use various types as stories may differ slightly. Video clips where available or pictures: Hajj – Mecca, Moses crossing the Red Sea.</p>					

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Special Places	Year: 4	Time Allocation: 6 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
Where are my special places? What makes a place special? Does everyone have a special place? Each World Religion has special places. Why? Where are they? What helps to make them special? Where do you like to meet with friends?	3,b 4b,c 5a,b 6a,b,d	Discussion about special places and why they are special – could create a photo-collage in a clip frame, poetry. Make a list. Slideshow of pictures. Discuss the issue of there being religious places/buildings – built as a symbol of how important they regard their religion – people of like mind and similar beliefs choose to meet together – significant religious events happened there e.g. Ka'ba (Islam) and Bodhgaya (Buddhism). Discuss places where they like to meet friends – football matches – brownies/cubs – parties – each others houses Consider and write creatively about these places	Children show some understanding of <u>why</u> a place is special. Children know the main features of a place of worship and <u>why</u> they are special to certain people. Children share what they like about their special places.	Art SMSC Communication D&T History ICT Literacy

Resources: Photos; posters; books; artefacts.

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Special Places		Year: 4	Time Allocation: 6 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p>What are examples of places that are special for the major religions?</p> <p>Why are they special?</p> <p>What are they like?</p>		<p>www.bbc.co.uk/learningzone/clips/a-special-place/675.html</p> <p>The class could be divided into groups to research and prepare to do a class/assembly presentation or special book/guide/handbook/model on places which are special for religious people e.g.</p> <ul style="list-style-type: none"> - a Hindu shrine in the home - a cathedral - Buddhist pilgrimage site - Sikh gurwara - Mecca (Islam) - Mosque (Islam) - Synagogue - Cathedral - Jerusalem - other 'holy' places <p>* Link to Cathedral unit of work.</p> <p>Visit to a special religious place – church, mosque, etc.</p>	<p>Children recognise and name some special places for major religions.</p> <p>Children produce a leaflet/guide about a special place or feature in a 'holy' place.</p> <p>Children offer reasons as to what makes a 'special' place for religious worshippers.</p>	<p>Literacy (non-fiction writing)</p> <p>SMSC</p> <p>QCA: Unit 6E</p>	

Resources: Photos, posters, books, DT materials. Organising visit. Book – “I am Hindu” Posters, photos. Exerpts from Buddhism Pack.
Video to show shrines/pilgrimage. Cathedral – unit of work.

(See also ‘The Excite, Enhance, Celebrate Model for teaching and learning of Religious Education’ Yr 4 supplement after Section 5)

Medium Term Planning Sheets

Year 5

(Updated in red and italics on 17.06.2013)

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Islam

Year: 5

Time Allocation: 10 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What do Muslim's believe? (There is no God but God and Muhammad is the messenger of God). Who was Muhammad? How did Islam begin? What are the 5 pillars of Islam? What is the Qu'ran? How did Islam spread? How do Muslims pray? What happens in a Mosque?</p>	<p>1b 2b 6a d</p>	<p>Be aware of sensitive issues here including careful handling of the Qu'ran; a Muslim would say 'peace be upon him' after 'Muhammad' and would not write 'Muhammad' or 'Allah' if it were to be erased or destroyed (e.g. board, flipchart etc.)</p> <p>Show children picture of mosque. Ask why people go there? Play the call to prayer discussing the sounds such as bells, fire alarms drawing out the meaning of calling to do something. <i>Hear the call to prayer on Islam for schools and listen to the story of Bilal and the First Call to Prayer.</i></p> <ul style="list-style-type: none"> • www.islam4schools.com <p>Discussion on prayer – do the children pray, where do they pray, any special rituals involved before prayer? Look inside the mosque, using websites and virtual tours. Visit a mosque in Birkenhead or Liverpool. <i>Children produce a visitor's guide to the mosque.</i></p> <p>Design own prayer mat using small squared paper. <i>Children could also create their own class prayer mat, using binka squares/cross stitch and sew them together, to display in the classroom.</i></p> <ul style="list-style-type: none"> • http://www.surreyplacesofworship.org.uk/virtual-visits/mosque/. 	<p>Children show a development of appropriate religious vocabulary and increasing knowledge of relevant characters and understanding of when they lived and events encountered.</p> <p>Children know important features of a Mosque. (dome, minaret, mihrab (shows direction of Mecca) minbar (steps from which Imam speaks) fountain.)</p>	<p>QCA: Unit 5A Unit 5B Unit 6B Unit 6D</p> <p>English S&L Literacy</p> <p>Art/ <i>DT</i></p> <p>Thinking skills SMSC</p> <p>Maths</p> <p>ICT</p> <p>Geography</p>

- <http://www.truetube.co.uk/ethics-and-religion/religious-traditions/holy-cribs-the-mosque>

Decorate a mosque outline with recurring geometric patterns- the Mosque is meant to recreate a sense of the order and harmony of nature. For Muslims nature is “sacred space” created by and revealing God.

Gardens are very important to Muslims and a garden or floral design is often used in Mosques on carpets, prayer mats, wall tiles etc. In the Qur’an Paradise is described as a garden. Many Islamic gardens are laid out symmetrically with running water and different types of plants/animals. The children could create a 2D or 3D representation of an Islamic Garden with an explanation of why pattern and order are represented in the decoration of a Mosque and in an Islamic garden.

How did Islam begin? the story of Muhammad including his journey from Mecca (Makkah) to Medina. The Islamic calendar commences from this journey known as the Hijrah.
Map of the world to show where Islam began compare and show the spread of Islam today. *Look at maps on Google Earth.*

Resources: Photo of Mosque; ‘A Gift to the Child’ Simon & Schuster; Folens “Primary RE Pack”; ‘Islam in Words and Pictures’ – Sarah Thorley; RMEP Atlas Map; Visit to Mosque; Artefacts (Schools’ Library Service).

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Islam	Year: 5	Time Allocation: 10 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies		Learning Outcomes	Links & Notes
<p>Why do Muslim's fast During Ramadan? What is the Qu'ran? Where is it kept? How do Muslims live their lives?</p>	<p>2a, b 3a, b</p>	<p>The Five Pillars of Islam:- a) Prayer b) Belief in one God and Muhammad is his prophet. c) Ramadan and fasting. d) Zakat – giving personal wealth to charity. e) Pilgrimage to Mecca – Hajj. Explain Muslim dietary rules and then discuss Ramadan – the annual fast. <i>Children to create their own leaflet/ Information text on the Five Pillars of Islam</i></p> <p>Discuss feast of Eid-ul-fitr, make an Eid card. Zakat – almsgiving – mentioned in the Qu'ran. <i>Zakat – explore when how and why we might give to others. e.g. Red Nose Day, Children In Need etc. Many Muslims give regularly from their monthly wage packet to care for other within the community. Muslims believe that they should follow the example of the Prophet Muhammad who cared for the poor and weak in society. Discuss with the children- Think of some reasons why we might want to give to others? Design a poster around a pair of "Giving Hands" to outline the reasons for giving to others.</i></p> <p>Compare our school and the 'madrasah' – school for Muslim children – after normal school hours, children learn Arabic, how to read Qu'ran, etc.</p> <p><i>Show the children some Arabic writing – explain how it is read from right to left. Discuss how the Qur'an has authority for Muslims providing insight into the will of Allah for the Muslim community and for individuals.</i></p>		<p>Children show a knowledge of the 5 pillars of Islam and explain their significance for the believer.</p> <p>Children describe the main features of a Muslim's daily life and are able to compare these with own rituals and beliefs.</p>	<p><i>Literacy</i> Art</p> <p>Literacy SMSC</p> <p>ICT Literacy Speaking and listening Thinking skills Communication</p>

		<p><i>Thought shower on how texts and “thoughtful” words influence them. Collect some wise words for a “wall of wisdom” highlighting key and significant words with calligraphy.</i></p> <p>Hajj – pilgrimage to Mecca. Retell story and customs. Children to show the Hajj in pictorial and written form – groups could take different sections of the journey and build up a class display.</p> <p>In depth study of: family life – clothes; rules about washing before and after meals; behaviour of Muslims in non-Muslim countries; rites of passage, food etc. In groups produce illustrated written work for sharing with the class. Discuss similarities and differences in the life a Muslim leads and the lifestyle others lead.</p>		
<p>Resources: ‘Religions of the World’ – Sainsbury’s; Qu’ran; Qu’ran stand; Atlas – map; Islam in pictures – Sarah Thorley pp 16-17; Kameez; Shalwar or pictures of these. Books; Eid cards.</p>				

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Christmas in Art	Year: 5	Time Allocation: 4 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>When was Jesus born?</p> <p>Where was Jesus born?</p> <p>What were these times like?</p> <p>Who are the main characters in the accounts of Jesus' birth?</p> <p>From where did they come?</p> <p>What effect did Jesus' birth and the events leading up to this have on the characters involved?</p> <p>Where are the accounts written? - How do I find these?</p> <p>Has the artist been faithful in depicting the scenes which inspired his work?</p>	<p>1abc 2abc</p>	<p>Using Christmas in Art resource pack (Wirral). Pupils to work in groups to look at the pictures of the Christmas story from the pack and identify what is going on and who is depicted. Suitable Bibles or other source material could be used to support this.</p> <p>Pupils to be given the captions, suitable to their reading ability, and match them to the correct picture.</p> <p>Develop Bible referencing skills to look up the passages which inspired the artist (cards to support this in the pack).</p> <p>Consider the accuracy of the artist's interpretation of the passages and express likes and dislikes, preferences and other considerations.</p> <p>Consider the feelings of the characters in the situations in which they were.</p> <p>Drama and role play activities; opportunities for written work, illustrations, word, newspaper-type accounts.</p>	<p>Children can use some appropriate religious vocabulary.</p> <p>Children show awareness of the significance of the event and characters involved.</p> <p>Children understand the cause of celebration of the events of Christmas and their place in the Christian calendar.</p> <p>Children show an awareness of the importance of belief in God, for the characters represented.</p>	<p>Art History SMSC English Literacy</p>

Resources: Christmas in Art resource pack (Wirral); Good News Bible; Children's Bibles.

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Christianity	Year: 5	Time Allocation: 9 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
Who is Jesus?	1abc	Discussion, re-cap about Christmas. Sort Christmas cards into religious and non-religious. Discuss Order and sequence Christmas Story, using cards. Display.	Children can sequence the Christmas story.	ESD Recycling Christmas cards.
Why was Jesus a special person?	3abc	Use video – J.C.2000 who is Jesus? or 2K plus. Interviews, Bible background to Birth of Jesus. Bibles, Christmas stories etc, Worksheet from Folen's Christianity.	Children explain why Jesus was special. Children are aware that Jesus' life has influenced people through time.	
Baptism of Jesus. Who was John the Baptist? Why was Jesus baptised?		Use video. Symbolism of water, dove. Discuss the voice of God. Ask a vicar, priest or a baptised Christian to come in and discuss baptism.	Children recognise water as a symbol of cleansing. Children recognise the dove as a symbol of the Holy Spirit.	Literacy Letters Newspapers Reporting Information

Resources: Christmas cards. 'Stories for the Millennium' Scripture Union. Stories and poems written by people influenced by the Life of Jesus. RE source bank 3. Folens, Christianity. Video – JC2000 Who is Jesus? – 2k plus.

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Christianity	Year: 5	Time Allocation: 9 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What is Lent? Why do we celebrate Shrove Tuesday? How does the church celebrate Lent?</p> <p>Why did Jesus</p> <ul style="list-style-type: none"> • Call the disciples? • Who were the disciples? <p>• What is a Parable? • Why did Jesus tell them? • Explore the special nature of parables and look closely at a selection of them.</p>	<p>1abc 2abc</p>	<p>Read story of Temptations of Jesus. (Matthew 4:1-11) Children talk about temptation – how do we overcome temptation?</p> <p>Find out what ‘disciple’ means. Find names of disciples using the Bible. (Matthew 10:1-4) Use word-search, or jumbled names game. Story of Mary and Martha. (Luke 10:38-42)</p> <p>Find the meaning behind e.g. Aesop’s fable e.g. The Boy Who Cried Wolf. Introduce and consider the idea of a parable as a story told by Jesus to teach those listening, a specific truth.</p> <ul style="list-style-type: none"> • Parable of the Sower (Matthew 13 + Mark 4) • Parable of the Lost Sheep (Matthew 18) • Parable of the Unforgiving Servant (Matthew 18) • Parable of the Wedding Feast (Matthew 22) 	<p>Children show an awareness of the meaning of Lent.</p> <p>Children know that the Church celebrates key events during the year.</p> <p>Children recognise personal application re temptation.</p> <p>Children know the names of the disciples.</p> <p>Children are able to use the Bible as a resource.</p> <p>Children understand the meaning of a parable.</p> <p>Children begin to link the meanings of the parables with their own everyday situations.</p>	<p>ICT ‘Publisher’ Literacy</p> <p>Literacy</p> <p>Literacy</p>
<p>Resources: Bibles. ICT facilities. Aesop’s fables.</p>				

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Christianity	Year: 5	Time Allocation: 9 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p>What was the effect of Jesus on the lives and behaviour of individuals?</p>	3abc	<p>Parables of the kingdom using Resource Bank Bk. 3. Dramatise modern equivalent. Discuss relevance to own experience.</p> <p>Tell the story of Peter. (Jesus calls 4 fishermen – Matthew 4:18-22; Jesus heals many people – Matthew 8:14-17; The 12 apostles – Matthew 10:1-4; Jesus walks on water – Matthew 14:22-23; Peter’s declaration about Jesus – Matthew 16:13-20; and Peter’s role in the Easter story) Use Bible references to find out facts about Peter. Use video to listen to individual testimonies. (e.g. 2k plus video) Also use ‘Committed to Christianity’ Sutcliffe. RMEP</p>	<p>Children develop a knowledge and understanding of key biblical characters, their life and importance of their beliefs.</p>	Drama	
<p>What are the events of: Palm Sunday Jesus in the Temple Maundy Thursday Good Friday Easter Sunday</p>	1abc 2abc 5b,c,d	<p>Story of Zaccheus. (Luke 19) Who is my neighbour? Plan present day story using worksheet from Folens RE Exploring Themes p54.</p> <p>Use various sources (e.g. Jesus of Nazareth, The Miracle Maker, Jesus Christ Superstar videos) to explore the various events of the Easter story. Children write newspaper article – see ‘stories for the Millennium’ Scripture Union.</p>	<p>Children develop a knowledge and understanding of the influence of Jesus on ordinary people.</p> <p>Children continue to develop appropriate religious vocabulary, an understanding of the cause of celebration of events of Easter and its place in Christian calendar.</p>	<p>Literacy</p> <p>ICT</p> <p>QCA: Unit 4C</p>	
<p>Resources: Dramatised versions of parables. Bibles; RE source Bank 3; “committed to Christianity” Sutcliffe; Folens RE Exploring Themes; Videos – Jesus Christ Superstar – Jesus of Nazareth – The Miracle Maker – 2k plus.</p>					

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Precious

Year: 5

Time Allocation: 8 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What is precious to me?</p> <p>What are my values and priorities?</p> <p>What are the values and priorities of others?</p> <p>To whom am I precious? Why?</p> <p>How do I know? How is this shown?</p> <p>How do we look after things which are precious? (Our lives, health, the environment etc.)</p> <p>What is precious to groups / communities and nations?</p> <p>What is sacred? - To whom? - Why?</p>	<p>3b 4acd 5abd</p>	<p>(N.B. Care and sensitivity needed in this unit!!)</p> <p>Ask the pupils to bring in items which they consider to be precious (as distinct from valuable). Ask each pupil to outline why the items are precious and how they care for / look after these things; from where they have come etc. If they remind them of people who are important, what feelings do they want to describe?</p> <p>Discuss the differences revealed in the group. What does this tell us about things which are really precious and values?</p> <p>Consider the things which are precious to groups and communities (e.g. buildings, sacred books, environments, places of pilgrimage, memories etc.) Try to identify some of the feelings which these evoke. How are these things preserved and protected?</p> <p>Work on the precious nature of people, health, life, friendship and ways these are expressed including values. Link this to The Beatitudes (Matthew 5:1-12). Work on the Judaeo/Christian view that individuals are precious to God.</p>	<p>Children are able to show some understanding of different values and importance of worth. They know and understand the importance for believers of feeling precious to God.</p> <p>Children are aware of the importance of the Bible / Torah / Qur'an / Guru Granth Sahib etc. for believers.</p> <p>Children know the importance of key faith issues for believers.</p>	<p>SMSC History Art English Literacy</p> <p style="text-align: right;">QCA: Unit 6C</p>

Resources: Items which children bring in as stimulus. Artefacts which are significant to religions or other groups. Pictures of buildings / places which are significant to religious groups. Stories e.g. The Happy Prince. Sacred books/texts/stories. Bible.

Medium Term Planning Sheet

Focus: R.E.

Unit of work: The Natural World

Year: 5

Time Allocation: 6 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
What is the Natural World?		Discuss what is meant both local and global eg Thurstaston, Brotherton Woods, Hilbre Island, Llandudno, Oaklands, holidays abroad by the tern Natural. Share photos of natural beauty on internet. Children to share experience of natural places they had been to. Discuss in pairs favourite type of place to go to and why eg forest, park, beach, hills. What is it like? Find an example of your favourite natural place on internet. As a plenary each pair feeds back why this was the chosen natural site.	Children identify favourite natural places in local area and further a field, including globally. Children describe a real natural place in ways appropriate to ability.	Geography – places at a range of scales. Enquiry and thinking skills. Literacy – non-fiction work. SMSC Artistic / Creative responses Literacy – describe what it is like, use evocative vocabulary etc. Music Dance Art Drama

Resources: Photographs brought in by the children of local or global natural sites. Use of ICT suite. Folens photograph packs if available.

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: The Natural World	Year: 5	Time Allocation: 6 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies		Learning Outcomes	Links & Notes
<p>What questions do natural environments evoke?</p>	<p>5c 1a, b 6c 4b</p>	<p>Introduce to different geographical areas to the children (desert, polar, rainforest, alpine, tropical island, canyon using photographs from internet and magazines or books. Children to choose region which they would like to visit and split into groups. These are “home” groups. Groups to further research their particular geographical area using a range of resources. Each group then to feed back to others why they believe their area is the best place to visit and why, using flip charts.</p>		<p>Children to describe a real natural place.</p>	<p>ICT Speaking and listening Geography</p>
<p>Resources: Travel brochures, internet, books, photographs, flipchart or large pieces of paper.</p>					

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: The Natural World	Year: 5	Time Allocation: 6 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
Cont.	5c 1a, b 6c 4b	Introduce story Lulia The Iceberg (polar region) – if you were living in this place, what might you worship? (sun, plants, animals, rain, moon, stars etc.) Ask why and discuss responses in pairs. Refer back to group work of previous lesson and move into groups. Encourage pupils to ask questions about the area they chose. Why is this place here? How did it get like this? Discuss places near equator are hotter than areas away from it. Therefore plants/animals vary. What functions do various plants and animals have and how do they link together?	Children to recognise that there are diverse climates and geographical areas.	Geography Science Literacy SMSC PSE ESD	
Resources: Globes, maps, atlases, Lulia The Iceberg – ISBN 156836/272/2					

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: The Natural World	Year: 5	Time Allocation: 6 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p>What is the web of life?</p>		<p>Read 'Brother Eagle, Sister Sky' (approx 20 minutes) to illustrate and develop awareness of intricate nature of eco-systems. Ball of string – create a web with whole class then 'break' a link: what has happened to web? e.g. 10 plants→5 insects→frogs, fish, ducks→large predators e.g. heron, cat, kestrel) (Insert web picture already there) Discus importance of each component of the food chain, creating an ecosystem.</p>	<p>Children show and awareness of the delicate and balanced nature of natural ecosystems.</p>	<p>Science – life processes and living things. Literacy.</p>	
<p>Resources: Brother Eagle, Sister Sky – 0/14/054514/X</p>					

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: The Natural World		Year: 5	Time Allocation: 6 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
How do pupils view the natural world?		Take a walk around the school grounds and or local area using digital camera, magnifying glasses to focus on wonders of nature, leaves, grass, minibeasts etc. Discuss in groups – Did it all just happen? Is it an accident? Allow children time to work in groups to share their views and opinions. Put ideas on flip charts.	Children know that some questions in life are difficult to answer.	Science – life processes and living things. Speaking and listening. SMSC	
Resources: Digital camera, magnifying glasses, flip charts.					

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: The Natural World	Year: 5	Time Allocation: 6 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
How do Christians view the Natural World?		Move on to what the Bible tells us about how the world was created and how Christians respond to beliefs in daily lives. Watch video or read and how story from bible (Creation) e.g. money to charity, voluntary work charities, conserving energy, helping other people, avoiding certain jobs, activists, caring for environment. Caring for animals. Discuss in pairs what they would like to do to improve the environment. Flip chart.	Children to have an understanding of the Bible's view on creation.	SMSC Speaking and listening ICT
Resources: Video Creation Stories (Quest Channel 4), Bible (Creation Story), Flip Chart.				

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: The Natural World	Year: 5	Time Allocation: 6 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
What is my environment?		Read poem from R.E. Today. Using the chart analyse good and bad points from each development and what we could do to make a better environment. See suggested activities on page 2.	To enable pupils to reflect on how each of us impacts on our environment.	Literacy SMSC	
Resources: Green Issues in Religion Who Cares? Edited by Rosemary Revell – ISBN 1/904024/66/1 R.E. Today Services.					

Medium Term Planning Sheets

Year 6

(Updated in red and italics on 25.06.2013)

This planning contains more than can be covered in Year 6. Teachers should select from the units the aspects which best meets the needs of their pupils.

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Christian Faith in Action	Year: 6	Time Allocation: 6 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
Who was Corrie Ten Boom?	4abc	Tell the children her life story. Highlight hiding Jews (thus endangering herself). Living in a concentration camp. Coping with death of father and sister. Living in horrendous conditions. Living for God despite all this. Children to write 'A day in my life' (Corrie's diary) Comic strip of events, story board.	Children can demonstrate knowledge of relevant characters and show understanding of when they lived and the significance of the events they encountered. They can understand the significance of belief in God for characters encountered.	Literacy History – Britain since 1930
How did Corrie put her faith into action?		Interview people in concentration camp – role play. - Collect words to describe life in a camp. - From Corrie's viewpoint, explain how her faith helped her to cope with her circumstances. - power of prayer. - importance of reading God's word. - forgiving when it's difficult. - trusting God.	Children can identify some ways in which believers express their beliefs in God.	English

Resources: "The Hiding Place" (life story) by Corrie Ten Boom; Film of story – selected extracts; Diary style book/sheet to present work.
Selected scenes from 'The Boy with the Striped Pyjamas'

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Christian Faith in Action		Year: 6	Time Allocation: 6 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p>Who is Jackie Pullinger?</p> <p>Was Jackie Pullinger foolish to go?</p> <p>What inspired her, motivated and sustained her during her difficulties?</p>	4abc	<p>Set up hypothetical situation about a young woman buying a one-way ticket to China. She finds herself in a murderous poverty stricken, crime riddled city – “The Walled City” – she decides to live there? ...? To serve God. What happens next?</p> <p>Children write their own idea, (in groups) to complete story. (List problems she would encounter). Share the story with the class – were their predictions correct?</p> <p>Tell true endings of story – <i>use www.rejesus.co.uk/site/module/jackie_pullinger/</i></p> <ul style="list-style-type: none"> * drug issue * prayer * friendship and help * available to God for His use. <i>Discuss meanings of Jackie Pullinger’s quotes.</i> <p>Produce a “This is Your Life Style” programme to cover both characters (in groups)</p>	<p>Children explain their ideas about what happened next in the story.</p> <p>Children reflect on the true ending of the story and how Christians can put their “faith into action”.</p>	<p>Geography</p> <p>Creative writing.</p> <p>English PSHE Thinking Skills</p> <p>Drama Speaking and listening Working with others</p>	
<p>Resources: “Chasing the Dragon” Jackie Pullinger’s life story. “Faith in Action”. Invite speaker to discuss their view on importance of prayer. Faith in Action series. http://www.rejesus.co.uk/site/module/jackie_pullinger/</p>					

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Christian Faith in Action	Year: 6	Time Allocation: 6 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>How can you tell if someone believes in God?</p> <p>Who do you know who demonstrates a religious way of life?</p> <p>Who was? (e.g. Mother Theresa)</p> <ul style="list-style-type: none"> - Where did they live / work? - How did they put their faith into action? <p>What do Christian charities do?</p> <p>What is prayer and why do people pray?</p> <p><i>What can we do to care for others in our own communities and in other countries?</i></p>	<p>4b,c 6a 1a 3b 6d</p> <p>5c 6c,d</p> <p>5c</p>	<p>Discuss the nature of 'belief', Christian beliefs and how this manifests itself in the way Christians live – how they behave, act, etc.</p> <p>Discuss (1) friends, family, community members, self. (2) Famous person, through life stories, biographies, etc.</p> <p>Children find out about and discuss the life of this person and describe the main turning points in their life – produce a time line or fact sheet about this person.</p> <p>E.g. Mother Theresa Martin Luther King The work of Salvation Army Desmond Tutu Christian Aid and CAFOD – refer to information leaflets etc.</p> <p>Take action on a contemporary global issue through sponsored event, poster campaign or charity collection. <i>Link activities to 'Children in Need'. Invite speakers to talk about charity work, e.g. Amnesty International.</i></p> <p>Analyse the Lord's Prayer. Help children to interpret and illustrate different phrases. Refer to 'The Prayer that Jesus taught 2000 years ago', Lion, ISBN 0745939015. Millennium Prayer, Cliff Richard – listen/discuss.</p>	<p>Children can describe the fundamental Christian belief in God and Jesus and demonstrate an awareness of how these affect the lives of Christians.</p> <p>Children show an awareness of how Christian faith can affect people's lives and work and the lives of others.</p> <p>Show developing knowledge of relevant characters.</p> <p>Children able to state what some of their own beliefs are and how these affect their behaviour.</p> <p><i>Children become aware of ways in which they can be involved in caring and helping others in need.</i></p>	<p>SMSC</p> <p>Global Citizenship Literacy – research Shared reading, guided reading and writing. Geography History – chronology. ICT – publishing fact sheets. SMSC Literacy Art Music QCA: Unit 5D Unit 6A</p>
<p>Resources: 'Faith in Action' series. Cliff Richard – Millennium Prayer CD. Information leaflets/packs from Christian Aid, Salvation Army, CAFOD. amnesty.org.uk</p>				

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Christian Faith in Action		Year: 6	Time Allocation: 6 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies		Learning Outcomes	Links & Notes
<p>What is prayer?</p> <p>Why do people pray?</p> <p><i>Do followers of all religions pray?</i></p>	<p>1a,c</p> <p>4b</p> <p>5b</p>	<p>Refer to RE source Bank Book 3. (Bible Society) by Margaret Cooling ISBN 0 564 08575 8</p> <p>P58-74 – many ideas, activities, stories and prayers centred on the theme of prayer. Also includes ideas for cross-curricular activities.</p> <p><i>Research the use of prayer in other religions. Watch clip 2871, BBC Class Clips. Discuss when people pray, how prayers are answered and themes such as confession, thanksgiving, seeking help and listening to God.</i></p> <p>Children write own prayers based on contemporary and personal themes, share these in class, assembly, etc. As a stimulus, refer to the Big Book by Pelican called 'Prayers and Poems from Around the World'. Display favourites around a world map.</p> <p>Create time and space for contemplation, reflection and/or prayer in the classroom. Set the mood with candles, music, etc.</p> <p>Invite a speaker in to discuss their view on the importance of prayer.</p>		<p>Pupils show a developing understanding of what prayer is and why people pray.</p> <p><i>Pupils understand that prayer is an important part of different religions.</i></p> <p>Children are able to write own millennium prayers.</p> <p>Children can sit quietly to reflect.</p>	<p>Music – Psalms</p> <p>SMSC</p> <p>Literacy</p> <p>ICT</p> <p>Geography – location</p> <p>Multicultural</p> <p>SMSC</p>
<p>Resources: Visitor. RE source Bank Book 3. Psalms/choral music (recordings). Maps/globes. http://www.bbc.co.uk/learningzone/clips/the-rough-guide-to-prayer/2871.html</p>					

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Promises

Year: 6

Time Allocation: 4 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What are promises?</p> <p>Why are promises important?</p> <p>Who makes promises? - Why? - To whom?</p> <p>What promises do we make <i>and does making a promise make a difference?</i></p> <p>What promises are there in The Bible (covenants)?</p> <p>What religious promises do people make?</p>	<p>1a 3a,c 4b 6a,b</p>	<p>Look at the importance of promises and the meaning of promises. – Discussion, examples, research.</p> <p>Think/discussion about <i>what promises we make and</i> why promises should be kept.</p> <p>Work on what is meant by covenant <i>and the major covenants in the Bible:</i></p> <ul style="list-style-type: none"> - with Noah (Gen. 6:18; Gen. 9:9) - with Abraham, Isaac & Jacob (Gen. 15:18; Gen. 17:2; Ex. 2:24; Ex. 6:4-5) - with Israel (Old Covenant) - New Covenant (Jer. 31:33-34; Matt. 26:28; Mark 14:24; Luke 22:20; 1 Cor 11:25; 2 Cor. 3:6, etc.) <p>Covenant box (see 'Raiders of the Lost Ark' film for information (unsuitable for classroom viewing!) or 'The Ark'. <i>Children can add promises, which are given back at the end of the year. Discuss whether making promises makes a difference.</i></p> <p>Work on promises in a variety of contexts, e.g. nuns/monks; marriage; in courts of law; monarch's vows; promises of allegiance secular/religious; godparents' promises, other rites of passage.</p> <p><i>Create a class promise or creed to display with handwritten names and photos as a border.</i></p>	<p>Children continue to develop religious vocabulary and a knowledge and understanding of promises and their significance.</p> <p>Children explore stories relating to promises.</p> <p>Children make in-depth connections between stories and everyday situations.</p>	<p>SMSC, especially moral</p> <p>History</p> <p>English</p> <p>PSE</p> <p>Citizenship</p>

Resources: Bibles

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Prophecy – the Magi

Year: 6

Time Allocation: 4 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

- (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What is a prophecy?</p> <p>Where can we find the birth of Jesus prophesied?</p> <p>Why was his birth prophesied?</p> <p>Did it all come true? Re-read Christmas story and check.</p> <p>Who were the Magi?</p> <p>How/where can we find out about the Magi v 3 kings – look at the evidence.</p> <p>Why did the Magi visit Jesus?</p> <p>How would they have reacted – would the visit have changed their lives?</p>	<p>1a 2a, b 4c 5a, b</p>	<p>Look up the word prophecy in the dictionary. Discuss ideas. Read the Christmas Story. Pupils are then given references with regards to the prophecies relating to Jesus birth, which they look up, using a variety of bibles – extract information. (Isaiah 7:14; Micah 5:2; Isaiah 9:2) Discussion about reasons for prophecies. Are there any modern equivalents. Match prophecies of O.T. with Christmas Story check if they all came true.</p> <p>Assess what children know about the Magi in discussion or by getting them to brainstorm on paper. Ask them where they might find out about them. Analyse how the story has developed over time. Discuss what these people might have been like and why they came to see Jesus. Why did they go to Herod's Palace first? What would they have felt when they saw Jesus? Get children to write as if they were one of the Magi, their experience of event, encouraging use of evidence and creativity and imagination.</p>	<p>Children show a range of referencing skills including use of index, contents. Children show knowledge and understanding of the Christmas Story.</p> <p>Children show development of knowledge of characters and empathy with characters.</p>	<p>English – speaking and listening. Written work Reading and reference skills Drama</p> <p>Art Looking at representations of Magi in art .</p> <p>History – assessing evidence</p> <p>SMSC</p> <p>Literacy</p> <p>QCA: Unit 4B</p>

Resources: Dictionaries; Variety of Bibles; Variety of cards and pictures representing different images of Magi; Art materials for children's pictures/ paintings; Bibles; J B Priestly 'Bible Stories'.

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Judaism	Year: 6	Time Allocation: 10 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
What faith was Jesus? Jesus visits the synagogue (as an adult) * read Torah * Hebrew writing * Special Clothing * layout of synagogue * symbols and signs * Barmitzvah Home life * Dietary laws * Mezuzah * Sabbath History – captivity and Exodus - Passover - celebration meal Wanderings – 40 years - Sukkot. (Page 3)	1a, c 2b 3c 3a, c 4b 6a, b	Discuss the fact that Jesus was a Jew. How do we know? Refer to the Bible; Luke 2:41, Luke 4:16 Use books and posters to show synagogues special clothes. Allow children to handle artefacts tallith – shawl kippur – cap teffillin – phyllacteries Look at other artefacts. Torah scrolls and yad (pointer) Practice Hebrew writing – right – left. Ideally visit Manchester Jewish Museum or Liverpool synagogue to study layout. <i>Alternatively, watch BBC Class Clips, 'The Synagogue'</i> . Use Folens Judaism Photopack. Identify specific features e.g. ark, menorah, bimah, eternal light. Seating arrangements. Discuss Barmitzvah as a rite of passage for Jewish boys. Use Exploring World Religions CD ROM <i>or BBC Class Clips, 'Bar Mitzvah'</i> . In addition follow the teaching outline in 'The Gift to the Child' for Judaism – 'Rebecca' and 'Jonah'	Children show development of appropriate vocabulary. Children can label interior of main features of a synagogue.	SMSC History English Geography Art QCA: Unit 2A Unit 6C

Resources: Video: Prince of Egypt and associated texts; Jewish Artefacts (Schools' Library Service); Folens photopack; 'The Gift to the Child' (Schools' Library Service); Bibles. http://www.bbc.co.uk/learningzone/clips/topics/primary/religious_education/judaism.shtml

<http://resources.woodlands-junior.kent.sch.uk/Homework/religion/jewish.htm>

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Judaism		Year: 6	Time Allocation: 10 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies		Learning Outcomes	Links & Notes
<p>Home life - (Judaism is a way of life)</p> <p>History</p> <p>Sirkkot</p> <p>How does Jewish daily life compare with the daily life of a Christian? ... and your daily life? What aspects of Jewish daily life would you like to adopt in your home? Why?</p>	<p>3ac 2b</p>	<ol style="list-style-type: none"> 1. Making a Mezuzah – a reminder that God is One. (Deut. 6:49) (Shema) 2. Discussion on Kosher Kitchens - dietary laws. Group in 2 lists. 3. Sabbath – make a challah loaf. Read to children about Shabbat meal and blessing. Remind children of captivity in Egypt. (plagues, etc.) Escape and Passover. <p><i>Watch 'BBC Class Clips', showing aspects of Jewish daily life and celebrations.</i> <i>ICT project: Create a power point presentation about Jewish Daily life. Use TES Connect Resources, 'Judaism Daily Life' ppt as a stimulus.</i></p> <p>Celebrate the meal.</p> <p>Discuss symbolism of meal and setting of Seder table. e.g. unleaven bread, bitter herbs, shankbone</p> <p>Link with wilderness wandering – what was it like? Relate to harvest – thanks for God's provision.</p> <p>Discuss and generate creative writing/artwork describing the special features of Jewish or Christian or pupils' own daily lives. Celebrate these.</p>		<p>Children describe some of the Jewish dietary laws.</p> <p>Children describe some other people's dietary beliefs, e.g. vegetarians, Buddhists etc.</p> <p>Children recognise some Jewish artefacts and have basic knowledge of their symbolic meaning.</p> <p>Children recognise that rituals in the home are a significant part of one's culture.</p>	<p>Literacy Y6 Text 17 Invitation</p> <p>Equal opportunities – role of women. ICT Drama SMSC Art Literacy</p>
<p>Resources: Mezuzah; Worksheet; (ingredients) bread – candlesticks, Challah cover; Bibles; Poster packs; food for meal; seder plate; videos; Jewish Artefacts (Schools' Library Service).</p> <p>http://www.bbc.co.uk/learningzone/clips/topics/primary/religious_education/judaism.shtml.</p> <p>http://www.tes.co.uk/teaching-resource/Judaism-Daily-Life-PowerPoint-6091109/</p>					

Medium Term Planning Sheet

Focus: R.E.

Unit of work: Easter in Art

Year: 6

Time Allocation: 4 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What are the major events of the Easter story?</p> <ul style="list-style-type: none"> - Palm Sunday - turning the tables in the Temple - Maundy Thursday / Last Supper / Betrayal/ Arrest / Trial - Good Friday – trial / crucifixion - Easter Sunday resurrection 	<p>1a-c 2a-c 3b, c 4a, b 5abcd</p>	<p>For this unit of work, try to collect a variety of pictures etc. which portray the events of the Easter story.</p> <p>Look for and identify the major characters – follow them through the week (e.g. Jesus/Peter/Judas) and notice how they are portrayed by the artist. What is the artist trying to say in each image? Is the image true to the accounts in the Bible? – What additional things are included and why? (e.g. culture/era of artist; Jesus nailed, thieves tied). What moods are portrayed? (Joy of Palm Sunday; anger in Temple; fear; loneliness; shame of Peter; triumph of Jesus enemies; grief of disciples at the cross; joy of resurrection.)</p>	<p>Children show development of appropriate religious vocabulary.</p> <p>Children show knowledge of characters.</p> <p>Children empathise with characters.</p> <p>Children show evidence of appreciation of artist's work and what has been achieved by it / moods which it may initiate.</p>	<p>SMSC History Art.</p>

Resources: Bibles/Bible story books. Collection of pictures / images / copies of paintings / *Internet resources* of Easter scenes e.g. Jesus of Nazareth, The Miracle Maker; CD ROMs.

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Easter in Art		Year: 6	Time Allocation: 4 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<p>What is the order of events?</p> <p>Who are the major characters? - How/why were they involved? - How did they cope?</p>		<p>Attempt to put images in chronological order.</p> <p>Identify the emotions of the characters – look particularly at Jesus. Peter (was he a failure when he denied that he knew Jesus?), women at the cross; women at the tomb.</p> <p>It may be possible to do little plays which conclude with or include the “stills” of one of the images; characters may be interviewed about what they witness. Hot-seat characters.</p> <p><i>Watch BBC-CBeebies-Easter Story, showing the use of sand as a medium for Easter in Art. Experiment with a variety of materials to produce own image(s) to summarise the story.</i></p> <p>Reflect on significance of the story in history, for followers today.</p>	<p>Children show knowledge and understanding of the events of Easter.</p> <p><i>Children experience how images in art can tell the Easter story.</i></p>	English Drama	Art
<p>Resources. <i>Variety of materials for Easter pictures.</i> www.bbc.co.uk/cbeebies/lets-celebrate/stories/lets-celebrate</p>					

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Choices	Year: 6	Time Allocation: 5 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
What are our different choices? What are temptations? How do we deal with them?	1a,b,c 3a, b 4a, b, c 5a, b, c, d 6a, b	Discussion – ask children to consider difficult choices they have had to make. Story about choices – where children justify the choice they have made. (Refer to 'Choices' by Gordon Aspland) Link to PSHE work on drugs and smoking. Story of St Francis 1182 – 1266. Introduce idea of temptation – advertisements for food, cars, good, etc. Biblical examples of temptations – Adam and Eve, Jesus in the Desert. Discussion of how the temptation had consequences for them and all of us. How was Jesus able to resist temptation? <i>Role play situations which lead to a choice being made. Discuss choices; role play different outcomes.</i>	Children begin to explain what temptation is within their own experience. Children explain incidents of temptation in Bible stories. <i>Children consider how the choices they make affect their lives.</i>	English Literacy History Drama/role play PSE – Drugs, smoking etc SMSC

Resources: Bible; Stories from other faiths; You, Me, Us – Citizenship File; PSE / Health materials; Stories e.g. Angel of Nitshill Road by Ann Fine; 'Choices' by Gordon Aspland (ISBN: 1-85741-044-0)

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Memories	Year: 6	Time Allocation: 8 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What are memories and what makes them? What are my important memories? What are my sad memories? What are my happy memories? How will I remember my primary/junior school days? Who have been the important / influential people in my life to date / in school? What makes people/things/ events into memories? What memories do we have of people who have died? (Individually known or group known) How do we feel about these memories? Why? How do we want to be remembered? How can we influence this in the way we behave / things we do? What evokes our memories? Why? How do we feel about this? What memorial does Jesus and other religious leaders leave and how does this relate to believers?</p>	<p>5a , b, d</p>	<p><i>This unit of work is another which needs careful handling! Much of the work is implicit RE but these major themes underpin many religious themes and concepts. Particular care may be needed in certain circumstances.</i></p> <p>Ask pupils to outline memories (could be written activity or with a stimulus such as things which evoke memories of people and places). Consider types of memory which may include happy or sad. Discuss issues raised.</p> <p>Highlight that what we are doing now provides memories for the future. <i>Mind map a journey through primary school, highlighting significant memories.</i> Write/story board main events of their life. What would they like to read about themselves when they have died?</p> <p>Consider how we may remember people. Look briefly at accounts – biographies and stories – famous/religious, pictures – sportspeople.</p> <p>Consider the issues of how history cannot be changed but that the future will be influenced by things which are done. What could influence this for <i>ourselves</i>, our country, our environment, our world?</p> <p>Talk and write about the memorial which Jesus and other religious leaders have left – include opinions about the accounts of his life and teachings and the beliefs which people hold about him. Work on how these beliefs affect people now.</p> <p>Possible extension work: links to leaders/key people from other faiths; 'tradition' (Judaism) and its influence.</p>	<p>Children continue to develop religious vocabulary, awareness of the fact that there are some questions which are very difficult to answer, importance of the spiritual dimension of life, importance of the religious dimension of life for many, knowledge of the significance of the life of Jesus and that this influence continues today through The Bible and Christians.</p>	<p>SMSC History English Literacy</p> <p>ESD Citizenship</p>

Resources: Stimulus material which remind people of happy, sad, memorable events and of other people. Old photographs (including, if possible, of the class as they have gone through the school.); childhood photos; newspaper items; scrapbooks; diaries; old schoolwork etc. Bibles.

Medium Term Planning Sheet (Continuation Sheet)

Focus: Yr 6/7 Bridging		Unit of work: Making Choices/Community	Year: 6	Time Allocation: 12 hours	
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
<ol style="list-style-type: none"> 1. What consequences do our choices have? 2. Know the lost son story and understand the choices that are made throughout it, recognising how these affect the other characters in the story. 3. Speculate what the lost son will do now. 		<p>Pupils read and storyboard the lost son story. Give first and last episode and students select those other important episodes that show choices being made.</p> <p>Record on a 'characters' chart all the choices made in the lost son parable by the three principle characters eg first choice is over money.</p> <p>Write a letter in the 'role' of the lost son thanking your father for showing forgiveness.</p> <p>Opportunity to see other letters and display on 'forgiveness' wall.</p>	<p>Individual storyboards collated.</p> <p>Students can 'traffic-light' red/green good, bad, neutral choices made. Justifying their opinions to a partner.</p> <p>Students may use ICT to develop letter-writing skills.</p> <p>Students to reflect upon how they can show forgiveness/however they can repair relationships.</p>	<p>ICT opportunity. Literacy</p> <p>Assessment for learning.</p>	
<p>Resources: <i>(See also 'The Excite, Enhance, Celebrate Model for teaching and learning of Religious Education' Yr 6 supplement after Section 5)</i></p>					

Section 4b

Religious Education Planning Guide for Pupils with Special Educational Needs (with thanks to Stanley School)

Religious Education - planning guide for pupils with SEN

Lower School Autumn (1) 2011

Topic - Harvest



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

SEAL: New Beginnings

Getting on and falling out

Aim: To develop an awareness of the links between humans and nature. To be thankful for our food. To realise that some people do not have enough food or water.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1c. Begin to realise that other stories including those from other faiths, teach the need for concern for others.

1d. Experience activities arising from story-telling, including role play, puppetry, song, music and movement

2c. Hear from members of religious communities about the way festivals are celebrated.

3c. Be able to explore some examples of religious observances.

6c. Begin to learn that others in the same community may have different beliefs and values and have opportunities to experience these.

Links

Literacy (stories and poetry) (Our different world - harvest in poorer countries)

PSHE (Sharing)

Vocabulary

Special. Food. Water. Homes. Hungry. Thirsty. Happy. Sad. Thank you. Sharing. Harvest.

Resources/suggestions

Food for a harvest celebration table.

Ingredients to make bread.

Harvest posters, hymns and songs

Also refer to shared resources area RE 'Harvest Festival'

Attainment expectations

Children will have opportunities to explore and experience the concept of sharing and celebrating.

They will explore what it means to be a part of a group or community.

They will understand and communicate the concept that we celebrate and give thanks for the new harvest, that some people have more than others and the need to share.

Religious Education - planning guide

Lower School Autumn (1) 2011

Topic - Jesus - A special person.

The Bible - A special book



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

SEAL: New Beginnings

Getting on and falling out

Aim: To develop an awareness of who Jesus was and help pupils to understand why the Bible such a valuable source of information.

Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1a. Explore a selection of stories about Jesus from the Bible.

1b. Be introduced to the special nature of the Bible which contains different types of stories.

5a. Be encouraged to explore a range of questions concerning Ethics, Values and Issues arising from everyday life and faith.

Links

Literacy (stories) PSHE (Say 'no' to bullying)

Vocabulary

Man. Leader. Follow. Friend. Disciple. Helping. Fair. Share. Book. Bible. Story.

Resources

Disciples - Friends of Jesus (Mark 1, Luke 5)

Jesus calms the storm (Mark 4)

Jesus feeds five thousand (Mark 6)

www.topmarks.co.uk for a selection of Bible stories

Also refer to shared resources area RE 'Jesus'

Possible Learning outcomes

Children may begin to show respect for themselves, others and their belongings.

Children may know that the Bible is a special book for Christians.

Children may respond to Bible stories with wonder and a growing sense of God's love for them.

Religious Education - planning guide

Lower School Autumn (2) 2011

Topic - Christmas



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

SEAL: New Beginnings
Getting on and falling out

Aim: To provide opportunities for pupils to experience stories about a special time for Christians and why light is considered to be so important in all faiths.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1a. Explore a selection of stories about Jesus from the Bible.

1b. Be introduced to the special nature of the Bible which contains different types of stories.

1d. Experience activities arising from story-telling, including role play, puppetry, song, music and movement.

2a. Have opportunities to share enjoyment of personal and family celebrations and recognise their value and importance.

2b. Have an opportunity to share in the preparation and to observe the celebration of festivals.

2c. Hear from members of religious communities about the way festivals are celebrated.

6a. Develop an awareness of belonging to a community, beginning with those with which they are familiar.

Links

Literacy (stories and poetry) Music (Christmas themed music) DT (Enterprise - card/decoration making)

Vocabulary

Christmas. Advent. Jesus. Baby. Born. Stable. Santa Claus. St. Nicholas. Party. Celebrate. Angels. Carols. Gold. Frankincense. Myrrh. Son of God. King.

Resources/suggestions

Christmas cards. Dressing-up outfits. Candles, Oranges, Red Ribbon, Raisins (Christingles). Christmas food to taste. Christmas spices. Photos that tell the Christmas story. CDs of Christmas music and carols.

www.topmarks.co.uk for a selection of Bible stories

Also refer to shared resources area RE 'Christmas'

Possible learning outcomes

Children will have opportunities to explore and experience a religious celebration.

They will develop an increasing awareness of the significant characters in the story of the Nativity.

They will develop an understanding of when the Nativity took place, the significance of the events and their place in the Christian calendar.

Religious Education - planning guide

Lower School Autumn (2) 2011

Topic - Hannukah - Festival of Light



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

SEAL: New Beginnings

Getting on and falling out

Aim: To provide opportunities for pupils to experience stories about a special time for Jewish people and why light is considered to be so important in all faiths.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1a. Explore a selection of stories about Jesus from the Bible.

1b. Be introduced to the special nature of the Bible which contains different types of stories.

1c. Begin to realise that other stories including those from other faiths, teach the need for concern for others.

1d. Experience activities arising from story-telling, including role play, puppetry, song, music and movement

Links

Literacy (stories and poetry) (Our different world)

PSHE (Firework safety)

Vocabulary

Party. Celebration. Celebrate. Candles. Light. Good. Evil. Hannukah. Games. Menorah. Dreidel. Star.

Resources/suggestions

Artefacts to help celebrate Hannukah - Menorah, Chanukiah, Dreidel game.

Food and music associated with Hannukah to have a party.

Battery operated tea lights

Also refer to shared resources area RE 'Hannukah'

Possible learning outcomes

Children may recall and retell the story of Hannukah.

They may offer a simple explanation as to why the Menorah is important to Jews.

Religious Education - planning guide

Lower School - KS1 Spring (1) 2012

Topic - Chinese New Year



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

**SEAL: Going for goals
Good to be me**

Aim: To provide opportunities for pupils to experience stories about a special time for Chinese people.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1c. Begin to realise that other stories including those from other faiths and traditions, teach the need for concern for others.

1d. Experience activities arising from story-telling, including role play, puppetry, song, music and movement.

2b. Have opportunities to share in the preparation and to observe the celebration of festivals.

Links

Literacy (Story of Chinese New Year) (Our different world) Science (Light) Music (Drum beats)

Vocabulary

Party. Celebration. Celebrate. Games. Colourful. Firework. Animals. Dragon. Money. Lucky. China.

Resources/suggestions

Artefacts to help celebrate, animal masks, money envelopes, puppets.

Food and music associated with Chinese New Year to have a party.

Also refer to shared resources area RE 'Chinese New Year'

Possible learning outcomes

Children may recall and retell the story of the Chinese New Year Animals

They may experience a taste of traditional Chinese culture.

Religious Education - planning guide

Lower School - KS1 Spring (1) 2012

Topic - Helping



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

**SEAL: Going for goals
Good to be me**

Aim: To develop an awareness of the idea of what helping is, who helps us and who we can help.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

3a. To have the opportunity to consider patterns of living at home and school. To explore feelings and identity and the codes of conduct that are important to them and others.

3b. To consider the variety of ways that codes of conduct shape our lives.

4b. To develop an awareness of trust in adults and people who help. To develop an awareness of trust in God.

6a. To develop an awareness of belonging to a community, beginning with those with which they are familiar.

6b. To begin to realise that others belong to the same community and share common beliefs and values.

Links

Literacy (fiction and non-fiction) PSHE (Road safety) PE (Allowing ourselves to be helped with movement)

Vocabulary

Trust. Help. Thank you. Friend. Mum. Dad. Brother. Sister. Teacher. Doctor. Nurse. Policeman. Cleaner. Dinner lady. Happy. Sad.

Resources/suggestions

Photos of people we know and can trust. Bible stories eg. The Good Samaritan. Stories about Jesus. Photos/images of people who help us (police, doctor, nurse, lollipop man/lady, vicar) Try to encourage understanding that helping can be as simple as holding open a door or giving someone a smile). Look at different ways of saying thank you. Make thank you cards for people who help us. Write a thank you prayer.

Also refer to shared resources area RE 'People who help' AND 'Stories about Jesus'

Attainment expectations

Children will begin to understand the responsibility of helping other people.

Children will begin to understand the importance of saying 'thank you'.

Children will listen to stories about how people help others.

Children will listen to stories from the Bible about how God helped people.

Religious Education - planning guide

Lower School - KS1 Spring (2) 2012

Topic - Easter - Surprise!



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

**SEAL: Going for goals
Good to be me**

Aim: To provide opportunities for pupils to explore the final days of Jesus' life and the unusual happenings following his death.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1a. Explore a selection of stories about Jesus from the Bible.

1b. Be introduced to the special nature of the Bible which contains different types of stories.

1d. Experience activities arising from story-telling, including role play, puppetry, song, music and movement.

2b. Have opportunities to share in the preparation and to observe the celebration of festivals.

Links

Literacy (The Easter story)

Vocabulary

Palm Sunday. Donkey. Palm branches. Disciples. Cross. Death. Rise. Life. Surprise. Easter. New life.

Resources/suggestions

Artefacts that represent Christianity and in particular Easter - cross, palm branches (or similar), photos of donkeys or visit Tam O'Shanter to see a donkey. Sequence the Easter story using pictures.

Focus on the resurrection and the 'Surprise' of new life.

Focus on the celebrations for Christians today.

Follow with the making of Easter cards, hot cross buns, chocolate nests etc....

Possible learning outcomes

Children may recall and retell the story of the resurrection.

Children may show knowledge of significant characters in the account.

Children will begin to understand the significance of the events and the important place they hold in the Christian calendar.

Religious Education - planning guide

Lower School - KS1 Summer (1) 2012

Topic - Our Planet



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

**SEAL: Relationships
Changes**

Aim: To develop an awareness of the beauty of our planet and foster a caring and respectful attitude.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1a. Explore a selection of stories about Jesus from the Bible.

4a. To have opportunities to see aspects of the world that give rise to awe, wonder and mystery to be seen as the work of God in creation. To begin to recognise that for many people a belief in God is important.

5a. To be encouraged to raise questions concerning ethics, values & issues arising from everyday life and faith.

Links

Literacy (reference). Science (Water). PSHE (Safety around water. Sun awareness). History (The Seaside). Geography (General)

Vocabulary

Beauty. Thank you. Prayer. God. Bible. Creation. Planet. Earth. World. Adam. Eve. Noah. Environment. Caring. Sharing. Recycling. Nature.

Resources/suggestions

Write a Thank you prayer to God for our lovely world.

Look at pictures, photos and posters, ask children to point-out what they like best.

From the Bible, listen to the story of creation. Sequence events in order.

From the Bible, listen to story of Noah's Ark. Why was he saving the animals?

Discuss recycling, think of ways to save our planet from harm. Design an environment poster.

Also refer to shared resources area RE 'Our Planet'

Attainment expectations

Children will begin to understand the responsibility they have towards our world.

Children will begin to understand how the world began.

Children will foster an attitude of care towards our world and the people and creatures in it.

Religious Education - planning guide

Lower School - KS1 Summer (2) 2012

Topic - Christianity



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

**SEAL: Relationships
Changes**

Aim: To develop an awareness how Christianity began and what it means for Christians today.

***THERE ARE LOTS OF OBJECTIVES THAT CAN BE BROUGHT INTO THIS TOPIC, ONLY USE THOSE MOST APPROPRIATE TO YOUR GROUP.**

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

- 1a. Explore a selection of stories from the Christian tradition.
- 1b. Recognise that many of these stories are found in the Bible.
- 1c. Demonstrate a knowledge of stories from other religious traditions that teach the need for caring.
- 1d. To show how these stories relate to everyday experiences.
- 2a. Give examples of celebrations they have shared.
- 2b. Explain the value and importance of celebrations.
- 2c. Describe a religious celebration.
- 3a. Give examples of codes of conduct.
- 3b. Recognise that our actions affect ourselves & others.
- 4a. To begin to recognise that for many people a belief in God is important.
- 4b. To develop an awareness of the important place of trust in life.
- 5a. To develop an awareness of situations which raise questions of right & wrong.
- 5b. To recognise that religion can offer answers to important questions and affect how we behave.

Links

Literacy (Traditional tales. Reference) (Language)

Vocabulary

Jesus. Teaching. God. Thank you. Prayer. Hymn. Bible. Christian. Cross. Church. Alter. Baptism. Christening.

Resources/suggestions

What is a Christian?

Tell story of Jesus as a child and how he grew up including baptism. What were his values and teachings? Jesus taught through story-telling. Listen to stories like The Good Samaritan. Can we write a story with a lesson in it eg. Kindness.

What happens at a Christening? Why are people baptised?

Show that the New Testament contains accounts of the story of Jesus' birth, life and death.

Attainment expectations

Children will begin to understand what it means to be a Christian.

Children will begin to understand the importance of the teachings of Jesus for Christians. Forgiveness.

Children will show awareness of Baptism as a Christian custom and celebration.

Religious Education - planning guide

Lower School (KS1) Autumn (1) 2012

Topic - Harvest



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, learning outcomes and suggestions are to be used as a **guide** to assist teacher planning.

SEAL: New Beginnings

Getting on and falling out

Aim: To develop an awareness of the links between humans and nature. To be thankful for our food. To realise that some people do not have enough food or water.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1c. Begin to realise that other stories including those from other faiths, teach the need for concern for others.

1d. Experience activities arising from story-telling, including role play, puppetry, song, music and movement

2c. Hear from members of religious communities about the way festivals are celebrated.

3c. Be able to explore some examples of religious observances.

6c. Begin to learn that others in the same community may have different beliefs and values and have opportunities to experience these.

Links

Literacy (stories and poetry) (Our different world - harvest in poorer countries)

PSHE (Sharing)

Vocabulary

Harvest. Special. Food. Water. Homes. Hungry. Thirsty. Happy. Sad. Thank you. Prayer. God. Sharing.

Resources/suggestions

Food for a harvest celebration table.

Ingredients to make bread.

Harvest posters, hymns and songs

Also refer to shared resources area RE 'Harvest Festival'

Learning Outcomes

Children will have opportunities to explore and experience the concept of sharing and celebrating.

They will explore what it means to be a part of a group or community.

They will understand and communicate the concept that we celebrate and give thanks for the new harvest, that some people have more than others and the need to share.

Religious Education - planning guide

Lower School (KS1) Autumn (1 and/or 2) 2012

Topic - The Bible - A Special Book



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, learning outcomes and suggestions are to be used as a **guide** to assist teacher planning.

SEAL: New Beginnings

Getting on and falling out

Aim: To develop an awareness that the Bible is a special book for Christians.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

5a. Be encouraged to raise a wide variety of questions concerning ethics, values and issues arising from everyday life and faith.

1b. Be introduced to the special nature of the Bible, which contains different types of stories.

Links

Literacy (Stories and poems) PSHE (Caring, respect)

Vocabulary

Special. Bible. Book. Stories. Christian. Jesus. God. Sacred. Prayer. God. Respect. Care. Trust.

Resources/suggestions

Discuss what items are special to us.

Bring treasured items into school to share. Create a display of our most treasured things. Why are they so special? How do we look after them? How can we ensure others look after them?

Look at some special artefacts (Use items in pink RE boxes), show children how to handle them carefully. Wrap special items up in cloth or in a bag and undo them carefully whilst handling gently. Encourage careful handling.

Ask what is your favourite book? Why is it special? Who gave it to you? Display our favourite books. Show a variety of different Bibles. Talk about the Bible being a special book for Christians to learn about God.

Explain that the Bible is a collection of 66 books.

Handle in the same way as our special items and artefacts, encourage children to do likewise.

You could (if timing is right) use this as a lead into the story of the Nativity - the most famous/popular Bible story.

Learning Outcomes

Children show respect for themselves and for others and for their belongings.

Children know that the Bible is a special book for Christians.

Children respond to Bible stories with wonder and a growing sense of God's love for them.

Religious Education - planning guide

Lower School (KS1) Autumn (2) 2012

Topic - Preparing for a celebration



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, learning outcomes and suggestions are to be used as a **guide** to assist teacher planning.

SEAL: New Beginnings

Getting on and falling out

Aim: To develop an awareness of how people celebrate and what they do to achieve this.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

2a. Have opportunities to share enjoyment of personal and family celebrations and recognise their value and importance.

2b. Have opportunities to share in the preparation and to observe the celebration of festivals.

6a. Develop an awareness of belonging to a community, beginning with those with which they are familiar.

Links

Literacy (stories and poems about celebration)

RE (Christmas & Divali)

PSHE (Sharing)

Vocabulary

Celebrate. Prepare. Special. Happy. Sad. Thank you. Prayer. God. Sharing. Family. Friends. Community. Wedding. Christening. Birthday. Christmas.

Resources/suggestions

Discuss what special occasions we have been to or know of.

Look at photos of special occasions - weddings, christenings, birthdays, Christmas.

What do we do to get ready for a celebration? Look at the things we associate with special occasions - Invitations, cards, presents, party clothes, special food, banners, bunting, guest list, cake.

Show a video of a wedding/christening.

Read ORT "The Wedding"

What artefacts do we associate with celebrations? Cards, cups, candles, Bible.

Visit local church to see an altar where weddings, christenings take place.

Make an advent calendar in preparation for Christmas.

Learning Outcomes

Children know that we all have special times that we remember.

Children know that celebrations different to ordinary days.

Children know that there are different reasons for holding celebrations.

Children begin to show an appreciation that a special event takes a lot of preparation.

Religious Education - planning guide

Lower School (KS1) Autumn (2) 2012

Topic - Christmas



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, learning outcomes and suggestions are to be used as a **guide** to assist teacher planning.

SEAL: New Beginnings

Getting on and falling out

Aim: To provide opportunities for pupils to experience stories about a special time for Christians and why light is considered to be so important in all faiths.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1a. Explore a selection of stories about Jesus from the Bible.

1b. Be introduced to the special nature of the Bible which contains different types of stories.

1d. Experience activities arising from story-telling, including role play, puppetry, song, music and movement.

2a. Have opportunities to share enjoyment of personal and family celebrations and recognise their value and importance.

2b. Have an opportunity to share in the preparation and to observe the celebration of festivals.

2c. Hear from members of religious communities about the way festivals are celebrated.

6a. Develop an awareness of belonging to a community, beginning with those with which they are familiar.

Links

Literacy (stories and poetry) Music (Christmas themed music) DT (Enterprise - card/decoration making)

Vocabulary

Christmas. Celebrate. Advent. Jesus. Baby. Born. Stable. Santa Claus. St. Nicholas. Party. Celebrate. Angels. Carols. Gold. Frankincense. Myrrh. Son of God. King.

Resources/suggestions

Christmas cards. Dressing-up outfits. Candles, Oranges, Red Ribbon, Raisins (Christingles). Christmas food to taste. Christmas spices. Photos that tell the Christmas story. CDs of Christmas music and carols. www.topmarks.co.uk for a selection of Bible stories

Also refer to shared resources area RE 'Christmas'

Learning Outcomes

Children will have opportunities to explore and experience a religious celebration.

They will develop an increasing awareness of the significant characters in the story of the Nativity.

They will develop an understanding of when the Nativity took place, the significance of the events and their place in the Christian calendar.

Religious Education - planning guide

Lower School - KS1 Spring (1 or 2) 2013

Topic - Hinduism



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

**SEAL: Going for Goals
It's Good to be Me**

Aim: To develop an awareness of the origins of Hinduism and a Hindu way of life.

***THERE ARE LOTS OF OBJECTIVES THAT CAN BE BROUGHT INTO THIS TOPIC, ONLY USE THOSE MOST APPROPRIATE TO YOUR GROUP.**

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

- 1a. Explore a selection of stories from the Christian tradition.
- 1c. Demonstrate a knowledge of stories from other religious traditions that teach the need for caring.
- 1d. To show how these stories relate to everyday experiences.
- 2a. Give examples of celebrations they have shared.
- 2b. Explain the value and importance of celebrations.
- 3a. Give examples of codes of conduct.
- 3b. Recognise that our actions affect ourselves & others.
- 4b. To develop an awareness of the important place of trust in life.
- 5a. To develop an awareness of situations which raise questions of right & wrong.
- 5b. To recognise that religion can offer answers to important questions and affect how we behave.
- 6a. To recognise the importance of commitment within a community.
- 6b. To be able to identify special features of a religious community.
- 6c. To recognise ways in which care and concern are expressed within communities.

Links

Literacy (Traditional tales. Reference. Big Books) **Geography** (India) **PE** (Dance) **Music. Art** (Hindu representative paintings)

Vocabulary

Hindu. Hinduism. India. Mandir (Temple). **Puja** (worship). **Puja tray. Ganesha. Vishnu. Navarati. Krishna** (Gods). **Shrine. Sacred Cow. Rangoli** (Symmetrical patterns) **Namaste** (Welcome) **Ahimsa** (Respect for all living things)
Respect. Welcome. Prayer.

Resources/suggestions

What is a Hindu? Show map of the world and highlight the place of origin for Hinduism (India). How far has Hinduism spread? Inc. Africa. Great Britain etc... Key element of Hinduism is hospitality and welcome. How do we welcome people to our homes? Look at daily routine for a Hindu. (Rise before sunrise, meditation, worship, cleanliness...) Why is the cow sacred? (Gives milk - ongoing supply of food.) Make a Hindu shrine (See video on www.bbc.co.uk/learningzone/clips/puja/4799.html).

Discuss respect for each other. Children could sample some Indian food.

Visit **HINDU CULTURAL ORGANISATION, 253 EDGE LANE, LIVERPOOL L7 2PH.0151 263 7965.**

Email: hcoliverpool@yahoo.co.uk

Look at images of Gods, what do they symbolise? Ganesha (Elephant head) and Vishnu (Blue skin and many arms) are both good visual representatives. Go to www.sanatansociety.org/hindu_gods_and_goddesses.htm

There are some nice resources on www.sparklebox.co.uk.

Children could role play stories from Hindu tradition or use them as sequencing exercises.

Also use 'Hinduism' artefact box.

Attainment expectations

Children will begin to understand what it means to be a Hindu.

Children will begin to understand the importance of the teachings of Hinduism.

Children will start to become familiar with the names and symbolic meaning of SOME Hindu gods.

Religious Education - planning guide

Lower School (KS1) Spring (2) 2013

Topic - Holi



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, learning outcomes and suggestions are to be used as a **guide** to assist teacher planning.

**SEAL: Going for goals
Good to be me**

Aim: To develop an awareness of religious celebrations other than Christianity. (Hindu festival of Holi)

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1c. **Demonstrate a knowledge of stories from other religious traditions.**

1d. **Experience activities arising from story-telling, including role play, puppetry, song, music and movement.**

2a. **Have opportunities to share enjoyment of personal and family celebrations and recognise their value and importance.**

Links

Literacy (Stories and poems, role play) **Art** (COLOUR! Holi is a very colourful spring festival) **Music** (Indian music)

Vocabulary

Holi. Hindu. Festival. Family. Mandir. Temple. Special. Celebrate. Spring. Colour. Bonfire. Good. Evil. Krishna.

Resources/suggestions

Discuss what Holi is and why it's celebrated. (Spring. Holika. Prahlad)

Tell the story of Prahlad and Holika.

(Shared resources 'HINDUISM - STORY OF HOLI')

Watch Celebrating Holi and Holi dance on www.bbc.co.uk/cbeebies/

[lets-celebrate/watch/lets-celebrate-holi](http://www.bbc.co.uk/cbeebies/lets-celebrate/watch/lets-celebrate-holi)

Dress up in Indian clothes, compare with western clothes.

Make and taste some Indian food.

Listen to Indian music.

Make colourful spring pictures.

Visit a Hindu Temple (Mandir) Well worth a visit - see contact information (right)

Check www.sparklebox.co.uk for resources.

Also visit www.hcoliverpool.com for information about opening times at the Temple.

Shree Radha Krishna Temple
Hindu Cultural Organisation
253 Edge Lane
Liverpool L7 2PH

Telephone: 0151 263 7965

Email: hcoliverpool@yahoo.co.uk

Learning Outcomes

Children can recall and tell the story of **Holi**.

Children use and understand appropriate vocabulary eg. **Mandir (Temple)**

Children begin to explore the importance of Holi to Hindus as a spring festival of colour and how it is celebrated.

Religious Education - planning guide

Lower School - KS1 Spring (2) 2013

Topic - Easter - Alive!



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

**SEAL: Going for goals
Good to be me**

Aim: To provide opportunities for pupils to explore the final days of Jesus' life and the unusual happenings following his death.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1a. Explore a selection of stories about Jesus from the Bible. (Easter story)

1b. Be introduced to the special nature of the Bible which contains different types of stories.

1d. Experience activities arising from story-telling, including role play, puppetry, song, music and movement.

2a. Have opportunities to share enjoyment of personal and family celebrations and recognise their value and importance.

2b. Have opportunities to share in the preparation and to observe the celebration of festivals.

2c. Hear from religious communities about the way festivals are celebrated.

Links

Literacy (The Easter story)

Vocabulary

Jesus. Last supper. Palm Sunday. Donkey. Palm branches. Friends. Disciples. Cross. Death. Rise. Life. Surprise. Alive. Easter. New life. Resurrection. Thanks. Love. Trust. Prayer.

Resources/suggestions

Watch 'The Resurrection' The Beginner's Bible Deluxe Edition on www.youtube.co.uk

Artefacts that represent Christianity and in particular Easter - cross, palm branches (or similar), photos of donkeys or visit Tam O'Shanter to see a donkey.

Sequence the Easter story using pictures/words/symbols.

Focus on the resurrection and the fact that Jesus was 'Alive' again.

Focus on the celebrations for Christians today.

Follow with the making of Easter cards, hot cross buns, chocolate nests etc....

Possible learning outcomes

Children may recall and retell the story of the resurrection.

Children may show knowledge of significant characters in the account.

Children will begin to understand the significance of the events and the important place they hold in the Christian calendar.

Religious Education - planning guide

Lower School - KS1 Summer (1) 2013

Topic - Me, my family and friends



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

**SEAL: Relationships
Changes**

Aim: To understand the importance of the relationships we have with others and how to maintain a good relationship.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1a. Demonstrate a knowledge of a selection of stories from the Christian tradition.

1d. Experience activities arising from story-telling inc. role play, puppetry, song, music and movement.

6a. Develop an awareness of belonging to a community, beginning with those with which they are familiar.

6b. Begin to realise that others belong to the same community and share common beliefs and values.

6d. Begin to learn they have responsibilities to foster good relationships with those who may have different beliefs and values.

3a. Have opportunities to explore their identities and feelings and codes of conduct important in their and others' lives.

3b. Consider the variety of different ways in which codes of conduct shape our daily lives.

4b. Develop an awareness of the importance of trust in life and an understanding of a religious person's trust in God.

5c. Respect the views of others.

Links

Literacy (Traditional tales), PSHE (Friendships), Music (Toy story), PE (Multi-sport and dance), SMSC.

Vocabulary

God. Prayer. Thanks. Respect. Belonging. Responsibility. Love. Caring. Good. Kind. Funny. Happy. Friend. Friendship. Family. Myself. Jealousy. Favouritism. Right. Wrong.

Resources/suggestions

Look in a mirror, describe what I see? Do I look like my friend? What's different?

Draw a picture of 'me', 'my best friend', 'my family'.

Do children belong to any clubs? (Brownies, Beavers, Church, School, Sports, Weekend clubs)

Discuss who we are to other people, (grand)son, (grand)daughter, brother, sister, cousin. Create a family tree picture with 'me' in the middle.

Listen to the story of the Prodigal Son. **Beginners Bible for Kids on www.youtube.co.uk**

Who are my friends? What attributes does a good friend have? Am I a good friend?

Find out who Jesus' friends were. What were their names? Were they all good friends?

Also refer to shared resources area: RE: 'Friends'

Possible learning outcomes

Children may show an understanding of belonging and how and why it is important.

Children may reflect on the qualities of what makes a good friend and how Jesus was a good friend.

Children may discuss how to be a better friend to others.

Children may begin to understand that we can choose our friends but our families are 'given'.

Religious Education - planning guide

Lower School - KS1 Summer (2) 2013

Topic - Our Planet (Recycling)



RE is divided into 6 dimensions or strands. They are:

Dimension 1. Stories & People

Dimension 2. Celebration

Dimension 3. Lifestyle

Dimension 4. Beliefs

Dimension 5. Ethics, Values & Issues

Dimension 6. Community

Note that all objectives, expectations of attainment and suggestions are to be used as a guide to assist teacher planning.

**SEAL: Relationships
Changes**

Aim: To understand the importance of re-using and recycling as a means to preserving the planet.

Suggested Objectives from Wirral Agreed Syllabus for RE

Pupils should:

1a. Explore a selection of stories from the Christian tradition (Creation story)

4a. Opportunities to become familiar with aspects of the world that give rise to feelings of awe, wonder and mystery and which can be seen as the work of God in creation.

5a. Encouraged to raise a wider range of questions concerning Ethics, Values and Issues arising from everyday life and faith.

Links

Literacy (Reference), Science (plants), PSHE (Sun awareness)

Vocabulary

God. Creation. Prayer. Thanks. Planet. Respect. Responsibility. Environment. Love. Caring. Beauty. Re-use. Recycle. Pollution.

Resources/suggestions (**Earth Day is 22nd April. You May wish to use this a a focus for activities**)

Watch 'The Beginner's Bible CREATION' on www.youtube.co.uk then sequence the Creation story using pictures/words/symbols.

Sing/explore the words of 'All things bright and beautiful' then write a prayer or poem thanking God for our beautiful planet.

Look at posters and photos of our world, discuss what we like best.

Examine the story of Noah 's Ark and how Noah cared so much for the world around him. 'The Beginner's Bible NOAH' on www.youtube.co.uk

Watch Plastic Adventure on www.cbeebies.co.uk/watch

Discuss recycling and what things can be recycled. Visit a recycling centre.

Make a junk model from recycled materials. Make a class recycling centre/corner.

Design a poster to show how to care for our environment. (**Don't drop litter. Don't pick the flowers etc...**)

Visit places of natural beauty, nature reserves etc.

Lots of good ideas on www.activityvillage.co.uk/earthday

Also refer to shared resources area: RE: 'Our Planet'

Possible learning outcomes

Children may show knowledge of the story of Creation and how the world came from dark to light.

Children may demonstrate a knowledge of the beauty of our planet.

Children may develop an understanding that Christians believe that God has created the world and that they must take care of it.

Children may begin to understand the need to take responsibility for our environment.

Medium Term Planning Sheets

Additional Unit

Medium Term Planning Sheet

Focus: R.E.	Unit of work: Cathedrals	Year: Upper KS2	Time Allocation: 6 hours
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In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:
 (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
What is a cathedral? What is its function (or <u>why</u> was it built, what is it <u>for</u> ?)		Use pictures, posters, CD ROMs/Internet, books and children's own knowledge to explore what purposes Cathedrals are/were built for. List roles – praise and impress God, community, celebrate.	Children describe the main purposes of a Cathedral.	ICT (Internet / CD ROMS) Literacy (non-fiction) QCA: Unit 6E
What are the main features of a Cathedral?	4b	Use diagrams and plans/web-sites to show the interior common features. Children can label these and describe their functions. (i.e. knave, altar, organ, font etc.) (Similar to work on churches – revise)	Children describe main features of a Cathedral – specific vocabulary.	ICT (Internet / CD ROMS) Geography (plans) Literacy (non-fiction)
What is the most impressive feature of this Cathedral?	4b	Visit a cathedral (Liverpool RC or Anglican or both, or Chester). Devise activities to focus on the atmosphere within, the external design, its location, the history of the Cathedral and the layout. Also allow time for quiet reflection and thought. Tap into these feelings with follow up work in the classroom. Inspirations for art work.	Children articulate thoughts and impressions in appropriate ways. Children describe most impressive feature(s).	ICT (I can write) or similar writing frame package) Literacy SMSC Art History Geography

Resources: Cathedral visit; posters, pictures, CD ROMs, cathedral websites, books.

Medium Term Planning Sheet (Continuation Sheet)

Focus: R.E.		Unit of work: Cathedrals		Year: Upper KS2	Time Allocation: 6 hours
Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes	
How do we think Cathedrals were built?		Research tasks, plus on-site investigations – (and guided tour/guide books) finding evidence of scaffolding, stonemasonry, etc.	Children hypothesise re how such buildings may have been built, based on evidence.	History Literacy ICT (written work)	
How and why should Cathedrals be preserved?	4b	Discuss the reasons for and against maintaining/preserving Cathedrals, e.g. - history v cost - symbol of God v falling congregations - beauty v eyesore etc. Use role play, debate, etc.	Children give reasons for opinions.	Literacy (debate) Persuasive writing English – speaking and listening SMSC	
Does Wirral need a Cathedral? If so, where, what, why, how?	4b	Discuss the notion of a Wirral Cathedral. Children produce a design proposal (including plans) models, choose a suitable location, include various traditional features and extra ones they feel are relevant to today's needs. Focus on main functions, overall design, location and details, descriptions and illustrations.	Children produce a design proposal for a Wirral Cathedral taking into account a variety of needs.	ICT (Cityview) Literacy Geography SMSC DT	
Resources: Plans, pamphlets and general information re. local/famous cathedrals; Wirral OS map; Wirral Cityview (aerial CD ROM)					

Section 4c

Planning Model for the “Excite, Enhance, Celebrate” approach to teaching and learning in Religious Education with exemplifications for Yr4 and Yr6

The 'Excite. Enhance. Celebrate' model has its roots in the interconnectivity of curriculum, pedagogy and assessment. It has been trialled, evaluated and adopted by 20 Wirral Schools.

It is a method for considering the answers to the three following questions;

Curriculum

•Have I considered the interests and needs of my children and challenged them in a cross curricular/thematic and exciting way to allow them to apply their skills, knowledge and understanding in a range of contexts?

Pedagogy

•Have I utilised a range of pedagogies and provided my children with a toolkit of learning strategies to make learning and thinking visible, in order that I can inform my planning to determine next steps of learning?

Assessment

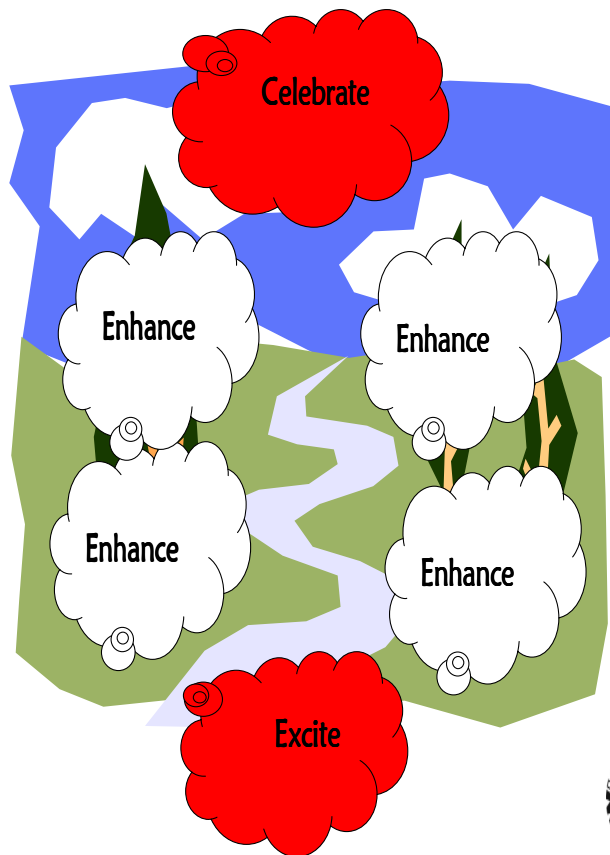
Have I a good knowledge and understanding of the progression for learning materials and can use a range of evidence to track progress and support my TA judgements?

The focus for good teaching and learning in RE is not the resource, but the clear identification of what needs to be learned. Teachers should identify the purpose, and the expectation, and then identify what will best meet them including what part any task and resource will play in the learning and to tailor the learning to their own classes needs.

The key question is:- What's the purpose, the expectation and the outcome? Whether related to ICT, a particular age group, a cultural experience, links to local faith groups, visits to places of worship - all need to make a contribution to progression in RE.

The ultimate aim is to provide positive, memorable experiences and rich opportunities for high quality learning which contribute very well to pupils' achievement and to their spiritual, moral, social and cultural development.

Learning Journeys-
Excite. Enhance. Celebrate



Checklist for a successful, powerful learning journey

Excite opportunities (engaging in the learning that is about to take place, predicting, anticipating, raising learning questions, raising positive expectations)

Has an end product with clearly shared outcomes and success criteria

Encourage learners to connect new learning to what they already know, understand and can do.

Provides learners with the opportunity to formulate and ask their own questions.

Ensures that teachers engage in skilful questioning.

Has meaning, is relevant to the learners, is authentic and applicable.

Enhanced through visits or visitors, drama, role play.

Is challenging and involves tasks which include thinking skills, problem solving, collaboration, creativity.

Is multi sensory.

Is chunked into achievable steps.

Provides opportunities to use learning preferences.

Celebrates learning.

Provides time for reflection.



Planning our R. E Learning Journey

Decide on purpose, expectation and outcome for the learning



Write or draw your ideas on a mind map.



Discuss the chronology of events and decide on a final outcome/event/celebration



Transfer ideas as a 'pathway' diagram (Learning journey- Excite, Enhance, Celebrate)



Pedagogy (The why, what and how of teaching)

Decide on the specific learning opportunities and teaching methods with reference to the checklist for a successful, powerful learning checklist
RE subject lead maps out progression and coverage or new units could be built around the existing Wirral Long Term Map.

Suggested planning format

Unit:

Year Group:

Dimension:	Purpose:	Expectation:	Learning outcome:
Religion:	Progression:		
Key Question:			
Cross Curricular Links:	Excite:	Enhance:	Celebrate:

Suggested planning format

Unit:

Year Group:

<p>Dimension: Dimension 1 Stories and people Dimension 2 Celebrations Dimension 3 Lifestyle Dimension 4 Beliefs Dimension 5 Ethics, values, issues Dimension 6 Community</p>	<p>Purpose/Objectives: What are we learning and why?</p>	<p>Expectation: Wirral Agreed Syllabus Assessment Scale (page 66) and Progression chart for Religious Education in the context of the Religions and themes studied (page 70)</p>	<p>Learning outcome: This defines the main outcomes for pupils and are directly linked to the purpose objectives. They will provide opportunities for assessing pupils' progress through the Unit of work</p>
<p>Religion: KS1: Christianity and Hinduism KS2: Christianity, Islam, Judaism, Sikhism</p>	<p>Progression: The chronology of teaching and learning experiences.</p>		
<p>Key Question: Provides the context for learning and the opportunity for a problem solving approach to learning.</p>			
<p>Cross Curricular Links:</p>	<p>Excite: Opportunities to engage in the learning that is about to take place, predicting, anticipating, raising learning questions, raising positive expectations</p>	<p>Enhance: Learning is enhanced through visits or visitors, drama, role play. Is challenging and involves tasks which include thinking skills, problem solving, collaboration, creativity. (see breadth of study pages 38 and 43)</p>	<p>Celebrate: Celebrates learning. Provides time for reflection.</p>

Example Unit: Buddhism

Year Group:4

<p>Dimension: 2 Celebration 1 Stories and people 3 Lifestyle 4 Beliefs 5 Ethics/values/issues 6 Community</p>	<p>Purpose/Objectives: To understand how and why celebrations are important in religion.</p>	<p>Expectation: L3 The pupil can describe some forms of religious expression</p>	<p>Learning outcome: Research, plan and carry out a Wesak celebration understanding it's significance in Buddhist beliefs.</p>
<p>Religion: Buddhism</p> <p>Key Question: Why are celebrations important in religion? What will we need to know about Buddhism to help us create a Wesak Celebration event?</p> <p>Cross Curricular Links: Geography Art Drama DT (food) SMSC PHSE</p>	<p>Progression: Our learning will lead to a Buddhist celebration. What will we need to know and prepare to make it a successful festival? Who was Buddha? Why did he search for enlightenment? DHARMA (teaching) What are the four noble truths? What is the Noble Eightfold Path? How do the above link to Buddhist lifestyle and values? SANGHA (Community of those who follow the teachings of the Buddha). What is Sangha? In what different ways do Buddhist practice Sangha? What is meditation and worship? How do Buddhists worship? Visit temple Where do Buddhists worship? Why and to what do Buddhists worship? Look at posters/pictures/artefacts of Buddhist shrines. Research Wesak and the story relating to this celebration. Make artefacts Learn dance Prepare food Invite others to join and share Wesak celebration</p>		
<p>Excite: Our learning will lead to a Buddhist celebration. What will we need to know and prepare to make it a successful festival?</p>		<p>Enhance: Preparations for a Wesak celebration- making lanterns, cooking vegetarian dishes, learning dances, making paper birds etc Visiting Buddhist temple/Buddhist visitor</p>	<p>Celebrate: Undertake a Wesak festival celebration including bathing the Buddha.</p>

Suggested planning format**Unit:****Year Group:**

Dimension: Dimension 1 Stories and people Dimension 2 Celebrations Dimension 3 Lifestyle Dimension 4 Beliefs Dimension 5 Ethics, values, issues Dimension 6 Community	Purpose:	Expectation:	Learning outcome:
Religion:	Progression:		
Key Question:			
Cross Curricular Links:	Excite:	Enhance:	Celebrate:

Suggested planning format

Unit: Christians and the environment

Year Group:6

<p>Dimension: Dimension 1 Stories and people Dimension 2 Celebrations Dimension 3 Lifestyle Dimension 4 Beliefs Dimension 5 Ethics, values, issues Dimension 6 Community</p>	<p>Purpose: To understand Christian? Buddhist belief in life/nature/environment/caring/nurturing and sustaining our world as custodians.</p>	<p>Expectation: Level 4/5 4 The pupil can recognise the impact of religion on people's lives 5 can describe and show understanding of the impact of beliefs on individuals and communities and the believers response to ethical issues</p>	<p>Learning outcome: Model/display/presentation which shows understanding of the learning purpose.</p>
<p>Religion: Christianity Buddhism</p>	<p>Progression:</p>		
<p>Key Question: How do people of differing faiths believe the world came into existence? What natural and man made perils does the environment /Earth suffer? Whose responsibility is it to make things better/care for the world? What can we stop happening and what is out of our control? What role does religion/faith play? Cross Curricular Links: Art, Music, Drama, Science, Geography</p>			

SECTION 5

Resource List by Year Group

Resource List – Reception

Photos of children

“The Red Woollen Blanket”

Geraldine’s Blanket – H Keller

A Birthday for Frances – R Hobben

The birthday - M Lockett

Beginner’s Bible – ISBN 0-86065-845-7

The Cat’s Tale – Jesus at the wedding (Butterworth & Inkpen)

The Lost Sheep story. The Lost Coin story.

“A Christmas Story” Brian Wildsmith – CD ROM (and book).

Video: Animated Bible Stories (C4) – ‘The First Christmas’.

“How do you feel?” – Gillian Liu – Big Book.

“How do you feel today?” – Poster – Religion in Evidence Catalogue.

Puppets demonstrating different moods.

Teddy Horsley series of books.

“You’ll soon grow into them Titch” Pat Hutchins.

‘The First Easter’ Palm Tree Series

Easter books from the Lion series of books.

C4 video Animated Bible Stories.

School’s ‘code of conduct’

Community policeman, local minister, crossing-patrol warden and other school - based people who help us.

‘Thank You’ books – Lion Series

Resource List - Year 1

Poem 'Hands'
Sign language visitor.
Visit from local clergy.
Beginners Bible. – ISBN 0-86065-845-7
Song 'He's got the whole world in His hands' – Come and Praise 1.
Selection of cards from Foot and Mouth Painters Association.
Parable of the Talents – Matthew 25:14-30.
Pictures, posters, artefacts appropriate to various celebrations.
Watch video "The Wedding" - Oxford reading tree.
C4 Dotty & Buzz video.
Examples of Advent calendars, Advent candle.
Church links/visit.
Materials to make finger puppets.
Usborne Christmas Story.
Holi – Hindu Festival of Spring.
Story book Coventry Pack (Minority Group Service Pack)
Chinese artefacts, food, visits/visitors etc.
Stories of Prahlad, Krishna. Minority Group Support Services Coventry Education Authority
"The Festival of Holi" "Festivals", Scholastic Pub.
Pictures, books and artefacts for Holi.
Poetry book "Poems all about you and me".
'I hate Roland Roberts', Martina Selivary.
Lion Children's Bible.
Animated Bible Videos.
Palm crosses.
"Jesus on a Donkey" from the Easter Story, Palm Tree Bible. Beginners Bible p464
"Make Way For The King".
Socks – for donkey puppets.
Newspaper rolls for palm leaves.
Beginners Bible p482 "Sadness". "Jesus is Risen"
Beginners Bible p486 "Surprise".
The Lion Easter Book.
Recording of the song 'What a wonderful world'.
Various Children's Bibles.
Materials for a zig-zag book.
CD ROM "British Isles Explorer". (Dorling Kindersley)
The Make a Big Book Book (Big Book)
"This is the world that God made" by Lynn Downey.
Musical Instruments/percussion.
Copies of a variety of creation stories.
Packets of seeds.
Copy of "Dear Greenpeace".
Food packets.
The Orchard book of Creation Stories.
Folens 'Creation' Primary R.E. P Emmett & S Hart.
'In the Beginning' H Cherry, K McLeish Longman.
"A Tapestry of Tales" S Palmer & E Brenilly.

Observation worksheet.

'Dinosaurs & all that Rubbish' N Foreman.

'Isn't she a Beautiful Meadow!'

Materials to make posters.

Resource List - Year 2

World Map: Geography NC world map for each child.
Story books of Hinduism, Hindu artefacts, images, posters, puja tray.
“I am a Hindu”, “Hinduism in Words and Pictures” by Sarah Thorley.
“Coming Together” video – Hinduism Channel 4 Production.
Clothes – sari, Bindis, jewellery.
Henna, Rangoli patterns, incense sticks, pictures.
“A Gift to the Child” Series ‘Kedar’s Book’, ‘The Story of Ganesha’.
PE (dance) tape of Divali by B Sarker
“Sweet Tooth Sunil”, Joan Soloman
“Divali” Celebrations pub A&C Blackie
Any stories of Rama and Sita.
Coventry Packs
Minority Group Support Services: Divali Pack and slides – story of Rama and Sita (very good) and LEA pubs.
“Let’s Make a Party”
“Celebrating the Differences”
ILEA Multicultural magazine “Making A Party”
Basakja Sarker Pretty History
“Lights for Gita”
Box of mendhi, ideas for patterns, paint.
Camera to photograph different activities.
Sari, salwar kameez, bindis, jewellery.
Indian food, Indian music.
Candles, Christmas tree lights, pictures.
Oranges, red ribbon, foil, cocktail sticks, sweets, raisins, candles.
Memorah or pictures of memorah.
Bible(s).
Mary Stones book ‘Don’t just do something sit there’ – ISBN 1-85175-105-X
Visit to local church.
Resource Bank Bk1 p22.
Animated Bible video.
Lion Children’s Bible.
Children’s video Bible “Jesus and his Kingdom”.
Folens RE Celebration p.22 and 29
“Badger’s Parting Gifts” – Susan Varley.
Bible Animated Tales.
The Storykeeper’s video.
Mirrors.
School uniform, Brownie/Cub uniform etc.
Story of Zaccheus – he wanted to be liked and belong, any stories about belonging or wanting to belong.
Russian dolls that fit inside each other to illustrate that although we look the same outside we have parts to play.
Blueprints “Writing” “My Friend”
Lion Bible Stories Book
“Jesus Special Friends”, Lion Video.
“The First Christmas” which includes “Jesus Special Friends”
“Christianity Topic Book Two”.

Stories from the Bible.

Ladybird books.

Addresses for Christian Aid, Salvation Army, Ark Homeless Project (Wirral).

Ark Homeless Project – The Wirral Churches Ark Project, 90 Laird Street,
Birkenhead, tel. 0151 653 5753.

Story of David & Jonathan, 1 Samuel Ch. 20 (O.T.)

Story of the Lame Man and 4 friends Mark 2:1-12 (N.T.)

The Prodigal Son – Luke 15.

Abraham's family story of Jacob and Esau.

Story of Joseph and his brothers.

Story of Moses.

Stories about special things.

Something special to you (the teacher) and children bring in one or two items that are special to them.

Resource List - Year 3

Bibles.

A Tapestry of Tales 'Moses' p146.

Story of the Good Samaritan.

Copy of school rules/code of conduct.

Stories by Anne Fine 'Only a show'.

Speaker/Film/Video from 'The Samaritans'.

The 10 Commandments – Exodus 20.

Christmas cards - Variety of 'religious'/secular etc.

"Jesus's Christmas Party" (drama opportunities here) – Innkeeper's story.

Story of Christmas.

Operation Christmas Child Pack containing video.

Ark Homeless Project – The Wirral Churches Ark Project, 90 Laird Street, Birkenhead, tel. 0151 653 5753.

Collection of Sikh artefacts, books.

CD ROM (e.g. Exploring World Religions),

Videos, poster packs, etc. (Schools' Library Service)

Folens photopack for Sikhism – ISBN 1-85276-769-3.

School's Library service artefacts boxes.

Video clip from 'Moveable Feasts'.

Sikh music.

Resources to turn classroom into a Gurdwara.

Folens poster pack.

Artefacts (Schools' Library Service)

Stories of Palm Sunday, books/tapes/videos e.g. Lion series Children's Video Bible.

"Jesus the King". The Storykeepers videos/books.

Palm crosses.

Lion Children's Bible p223-223.

Hot-cross buns.

Palm Tree Bible "The Road to the Cross".

Resource List - Year 4

Bible RE: Exploring Themes p28 'The Christian's Library'.

Computer disc: 'Book, Chapter & Verse' Biblechip.

"How the Bible came to us" ref. ISBN 0 85648 574 8.

Mary Jones' story.

Guinness Book of Records.

A gift to the child

- The story of God's words to Muhammed.
- The Angel's Book.
- Teacher's Book.

Christmas cards.

Photographs/pictures of angels.

Stained glass, paintings and drawings of angels.

Children's Bibles – various.

Christmas cards showing shepherds.

Buddhism for KS2. Video resource pack (Clear Vision Trust).

Artefacts. Posters.

Stories of Buddha e.g. Siddhartha and The Swan Literacy Pack (Clear Vision Trust)

ISBN 1 899579109

Items to do with 'belonging' (Uniforms/badges etc.)

Bible(s).

Mary Stone "Don't just do something, sit there" – ISBN 1-85175-105-X.

Buddhism for KS2 pack.

Folens RE Poster Pack.

Story books about Peter, Prodigal Son, etc.

Video/audio accounts

CD ROM – DK Bible Stories.

Posters, books, videos etc. re pilgrimages

Texts about famous explorers.

Texts about various religious pilgrimages.

Bibles – use various types as stories may differ slightly.

Video clips where available or pictures:

Hajj – Mecca, Moses crossing the Red Sea.

DT materials

Organising visit.

Video to show shrines/pilgrimage.

Cathedral – extra unit of work available.

Resource List - Year 5

Photo of Mosque
'A Gift to the Child' Simon & Schuster
Folens "Primary RE Pack"
'Islam in Words and Pictures' – Sarah Thorley;
RMEP Atlas Map
Visit to Mosque
Artefacts (Schools' Library Service).
'Religions of the World' – Sainsbury's
Qu'ran; Qu'ran stand
Kameez; Shalwar or pictures of these.
Books; Eid cards.
Christmas in Art resource pack (Wirral)
Good News Bible
Children's Bibles.
Christmas cards.
'Stories' for the Millennium' Scripture Union.
Stories and poems written by people influenced by the Life of Jesus.
RE Source bank 3.
Folens, Christianity.
Video – JC2000 Who is Jesus? – 2k plus.
ICT facilities.
Aesop's fables.
Dramatised versions of parables.
RE source Bank 3; "committed to Christianity" Sutcliffe
Folens RE Exploring Themes
Videos – Jesus Christ Superstar – Jesus of Nazareth – The Miracle Maker – 2k plus.
Items which children bring in as stimulus.
Artefacts which are significant to religions or other groups.
Pictures of buildings/places which are significant to religious groups.
Stories e.g. The Happy Prince.
Sacred books/texts/stories.
Mary Stone 'Don't Just Do Something, Sit There' ISBN 1-85175-105-X.
Lulia The Iceberg by Princess Takamado, pub. Kodansha International 1998, ISBN 1-56836-272-2.
Reference books for use in detailed research of environments.
'Values and Visions' for further activity ideas ISBN 0340 644125.
'Brother Eagle, Sister Sky' book by Suzanne Jeffers.
Refer to 'Faiths for a Future', pub. REEP, ISBN 1-85175-163-7.
Video: Creation Stories (Quest – Channel 4)
WWF's The Green Umbrella, ISBN 0-7136-3390-5, pub. A & C Black 1991.

Resource List - Year 6

“The Hiding Place” (life story) by Corrie Ten Boom – ISBN 0-340-20845-7 (teacher use); Film of story – selected extracts Diary style book/sheet to present work.

Tape recorder.

“Chasing the Dragon” Jackie Pullinger’s life story - -ISBN 0-340-25760-1 (teacher use)

“Faith in Action” series. (appropriate for KS2).

Invite speaker to discuss their view on importance of prayer.

Cliff Richard – Millennium Prayer CD.

Information leaflets/packs from Christian Aid, Salvation Army CAFOD.

Visitor.

RE Source Bank Book 3.

Psalms/choral music (recordings).

Maps/globes.

Membership cards

Copies of promises made by groups, individuals, organisation.

Bibles.

Bible stories.

Dictionaries

Variety of cards and pictures representing different images of Magi

Art materials for children’s pictures/paintings

J B Priestly ‘Bible Stories’.

Video: Prince of Egypt and associated texts

Jewish Artefacts (Schools’ Library Service)

Folens photopack – ISBN 1-85276-768-5.

‘The Gift to the Child’ (Schools’ Library Service)

Mezuzah

Worksheet; (ingredients) bread – candlesticks

Challah cover

Poster packs

Food for meal

Seder plate

videos

Jewish Artefacts (Schools’ Library Service).

Collection of pictures/images/copies of paintings/video of Easter scenes e.g. Jesus of Nazareth, The Miracle Maker.

CD ROMs.

Stories from other faiths

You, Me, Us – Citizenship File

PSE / Health materials

Stories e.g. Angel of Nitshill Road by Ann Fine

‘Choices’ by Gordon Aspland (ISBN: 1-85741-044-0)

Stimulus material which remind people of happy, sad, memorable events and of other people.

Old photographs (including, if possible, of the class as they have gone through the school.); childhood photos

newspaper items; scrapbooks; diaries; old schoolwork etc.

Resource List - Additional Unit

Cathedral visit

Posters, pictures.

CD ROMs.

Cathedral websites,

Plans, pamphlets and general information re. local/famous cathedrals, websites.

Wirral OS map

Wirral Cityview (aerial CD ROM)

Useful References: R.E.

Non-Statutory National Framework for Religious Education 2004, QCA, DfES

Wirral LEA Curriculum Policy statement, 'Learning for Living' 1997

Wirral Schools' Library Service

DfEE National Curriculum Orders, Access Statement.

DfEE Circular 1/94

Draft KS3 Non-Statutory National Framework for Religious Education 2007

Wirral Agreed Syllabus for Religious Education 1992, 1997

Wirral Primary Schemes of Work for Religious Education 1992, 1997

QCA

Religious education: Non-statutory guidance on R.E., QCA, QCA/00/576

www.qca.org.uk/

QCA Publications P.O. Box 99 Sudbury, Suffolk, CO10 6JN.
Tel. 01787 884444. Fax 01787 312950.

QCA religious education team, Mark Chater, 29 Bolton Street, London W1Y 7PO.
Tel. 0171 509 5555 – contact for information.

Glossary of Terms (R.E.), pub. SCAA/QCA
RE/94/065.

Wirral Local Authority Support for Religious Education

Deirdre Smith, General Inspector, Humanities. Professional Excellence Centre,
Acre Lane, Bromborough. Tel. 346 6503. Fax 346 9352.

Stuart Pugh, Wirral Humanities Advisory Teachers Tel. 346 6552.
Fax 343 9352.

The Wirral Learning Grid: www.wirral-abc.gov.uk