

Year 1 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
Autumn 1	Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world?	Christianity	The Creation Story	AT1 A Beliefs, teachings and sources AT2 F Values and commitments		Believing Behaving	We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	Spiritual Moral	Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. 'Wonderful Earth' by Nick Butterworth and Mick Inkpen Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).
Autumn 2	What gift would I have given to Jesus if He had been born in my town and not in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?	Christianity	The Christmas Story	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		Believing Belonging	We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	Spiritual Cultural	Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.) Make a Christmas 'sack' of gifts: gifts for a modern baby original gifts from the story Collage materials Design a 'New Baby' card announcing the birth of Jesus Empty gift wrapped box/basket Candle
Spring 1	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings?	Christianity	Jesus as a friend	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		Believing Behaving	We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	Moral Social	'Say Hello': by Jack and Michael Foreman Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool

Year 1 Overview cont.

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
Spring 2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs?	Christianity	Easter- Palm Sunday	AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		Believing Behaving	We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	Spiritual Cultural	Video 'Jesus of Nazareth': show clips Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet): display - use real palm leaves if available Tell stories: Palm Sunday, Easter Day, Resurrection Candle
Summer 1	Is Shabbat important to Jewish children? Are religious celebrations important to people?	Judaism	Shabbat	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		Believing Belonging	We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	Spiritual Cultural	Life of a Jewish Child (internet): show clips Jewish family celebrating Shabbat (internet): Show clips www.bbc.co.uk/learningzone/clips/3874.html : Introduction to Shabbat - The Sabbath Shabbat bread: (optional)
Summer 2	Does celebrating Chanukah make Jewish children feel closer to God? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?	Judaism	Chanukah	AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging		Believing Belonging	We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.	Spiritual Cultural	Celebratory cards: various including birthday card for teddy, Chanukah card Teddy's party: props to prepare a table Dreidel game: play the game www.myjewishlearning.com/holidays/jewish_holidays/Hanukkah_101.shtml : Hanukkah Chanukah candles: Menorah Latkes: potato cakes Story of Judas Maccabee (internet) Sorting hoops

Year 1 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 1 Autumn 1	Does God want Christians to look after the world?	Comments
Level 1	<p>AT1 I can remember the Christian Creation story and talk about it.</p> <p>AT2 I can express an opinion about the Christian belief about creation.</p>	
Level 2	<p>AT1 I can re-tell the Christian Creation story and say some things that they believe God created on different days.</p> <p>AT2 I can start to talk about how I think the world got here.</p>	
Level 3	<p>AT1 I can tell you what Christians believe about how the world was created.</p> <p>AT2 I can link things that are important to me and other people with the way I think and behave in relation to nature and the world.</p>	

Year 1 Autumn 2	What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?	Comments
Level 1	<p>AT1 I can remember some of the Christmas story.</p> <p>AT2 I can suggest a gift I would give to Jesus.</p>	
Level 2	<p>AT1 I can remember the Christmas story, including which gifts were given to Jesus.</p> <p>AT2 I can think of a gift to give to Jesus and say why I would choose that especially for Him.</p>	
Level 3	<p>AT1 I can start to explain why Jesus is special to Christians (a gift from God).</p> <p>AT2 I can understand that because Christians believe God gave Jesus as a gift to the world, they give each other gifts at Christmas. I understand this link.</p>	

Year 1 Spring 1	Was it always easy for Jesus to show friendship?	Comments
Level 1	<p>AT1 I can remember a story about Jesus showing friendship and talk about it.</p> <p>AT2 I can talk about my friends and why I like them.</p>	
Level 2	<p>AT1 I can tell a story about Jesus and His friends and say how He showed friendship in that story.</p> <p>AT2 I can talk about times when I have been a good friend.</p>	
Level 3	<p>AT1 I can describe how difficult Jesus might have found it to show friendship in a story and explain why.</p> <p>AT2 I can identify when it is easy or hard for me to show friendship.</p>	

Year 1 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 1 Spring 2	Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?	Comments
Level 1 AT1 AT2	I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians.	
Level 2 AT1 AT2	I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to say why.	
Level 3 AT1 AT2	I can tell you why Jesus is so special to Christians (Son of God) and show some understanding of the significance of Palm Sunday to Christians. I can link Christians' belief in Jesus to the way He should be welcomed and start to explain my thinking.	

Year 1 Summer 1	Is Shabbat important to Jewish children?	Comments
Level 1 AT1 AT2	I can use the right names for things that are special to Jewish people during Shabbat. I can start to make a connection between being Jewish and decisions about behaviour.	
Level 2 AT1 AT2	I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.	
Level 3 AT1 AT2	I can start to explain why Shabbat is important to Jewish children. I can explain how being a member of a religion influences people's behaviour.	

Year 1 Summer 2	Does celebrating Chanukah make Jewish children feel closer to God?	Comments
Level 1 AT1 AT2	I can recognise some of the symbols used at Chanukah. I can talk about how a Jewish child might feel about taking part in a Chanukah activity.	
Level 2 AT1 AT2	I can say what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.	
Level 3 AT1 AT2	I can start to describe some of the ways in which Jewish children feel close to God during Chanukah. I can explain why I think some Chanukah activities would help a Jewish child feel closer to God than other activities.	



Discovery RE Tracking Sheet

Teacher: _____ Class: _____ Academic Year: _____

Children's names	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	Enquiry:			Enquiry:			Enquiry:			Enquiry:			Enquiry:			Enquiry:		
	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Key Stage 1

Medium Term Planning

Year: 1		Term: Autumn 1	
Theme: The Creation Story		Religion: Christianity	
Key question for this enquiry: Does God want Christians to look after the world?			
Learning Objectives: We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<div style="border: 1px solid orange; padding: 10px;"> <p>Step 1 Engagement (2 lessons) AT2 (p) Children to create something during Child-Initiated Learning and reflect on what they have created during the following RE session. Qu: Who created this? How did it feel to create it? How do I want my creation to be treated? Who would I trust to look after it? How would I feel if it was disrespected/ damaged? Awe and wonder - children to go on a scavenger hunt in the outside environment and in teams look for 5 objects to bring back into the classroom, e.g. the smallest thing, the spikiest object etc. Together explore the objects and others that the Teacher has found e.g. shells, bark, leaves, plants, sand, etc.</p> <p style="text-align: center;">BRIDGE: RESPECT FOR NATURE ↓</p> </div>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="border: 1px solid orange; padding: 10px; margin-bottom: 10px;"> <p>Step 4 Expression (1 lesson) AT1 + AT2(p) Revisit learning and discuss how the world is so precious and that we need to look after it. How will you now treat the world? Make group mobiles of natural objects with key words about how they feel about nature/the world.</p> </div> <div style="border: 1px solid orange; padding: 10px;"> <p>Step 3 Evaluation (1 lesson) AT2 (imp) When God sat down on day seven to have a rest, let's pretend He wrote a letter to the people He had created to live in the world. What do you think He might have written in His letter? Discuss God wanting people to look after the world as He had created it for them and gave it to people to enjoy and to look after for Him. Activity: Children to have 4 pictures from the Investigation sorting lesson and sort according to which actions would God be most proud of and give their reasons... I think God would be pleased because...</p> </div> </div> <div style="width: 45%;"> <div style="border: 1px solid orange; padding: 10px; margin-bottom: 10px;"> <p>Step 2 Investigation (2 lessons) AT1 Revisit previous session- show children pictures (e.g. view of Earth from space, different natural environments) and natural objects, asking the questions - who created this/where did it come from? Revisit children's ideas from previous session and explain that we are going to find out where Christians think the world came from. Tell story 'Wonderful Earth!' by Nick Butterworth and Mick Inkpen (Creation Story -Genesis chapter 1), using large sequencing pictures to order/ illustrate what happened on each day. When exploring each day say that Christians believe that God created this. Discuss how Christians believe that God created the world and everything in it. Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world? Creative Activity to illustrate what happened on each day, for example collage, Creation wheel, drama/freeze framing. Introduce key question - Does God want Christians to look after the world? What do you think about this and why? Explain that today we will be looking at pictures of some of the different ways people treat the world. How would God feel if He could see these things? Would He be pleased or would He feel unhappy and why? (Some example pictures are included. Please find some more.) Model independent activity - Sorting positive and negative images of how people treat the world e.g. caring for nature/ growing vegetables/dropping litter/damaging nature. Which would God be proud of? Reflect as a class looking at some of the pictures and discussing whether Christians would treat the world in these ways or not and children to give reasons.</p> </div> </div> </div>			
<p>Evidence in Discovery RE Journals: Children to sort pictures of people treating the world in different ways and stick in their journals, thinking of ways God would be proud of and ways He wouldn't like. I think God would be pleased because...</p>			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (A) Beliefs, teachings and sources and AT2 (F) Values and commitments				
Level 1	I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.			
Level 2	I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.			
Level 3	I can tell you what Christians believe about how the world was created. I can link things that are important to me and other people with the way I think and behave in relation to nature and the world.			
Resources needed for this Enquiry:				
Natural products; e.g. shells, bark, leaves, plants, sand, seeds etc.				
'Wonderful Earth' by Nick Butterworth and Mick Inkpen				
Pictures (internet): view of earth from space, different natural environments, how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 1: Autumn 1 - Christianity

Enquiry: Does God want Christians to look after the world?

Name:

Class:

Looking After the Planet: Does God want Christians to look after the world?

God would be proud of...

God would not like...

I think God would be pleased if Christians looked after the world because...



Year 1: Autumn 1 - Christianity

Enquiry: Does God want Christians to look after the World?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Christians believe God made the whole planet, all the birds and everything.

AT2 - I think it is amazing that God could design and make all the different birds. There are hundreds of them.

Level 2

AT1 - It was dark and God decided to make some light and on the 6th day God made people.

AT2 - I'm not sure about the story because my Dad thinks there was a big bang and the world started from then.

Level 3

AT1 - Christians believe God made the world and it took him 6 days. Christians believe there was nothing in the world and God created everything.

AT2 - I would be sad if my model broke because it took ages to make it. God would be sad if we drop litter in His world because it would spoil it and could make it dangerous. I try to look after the environment by planting bulbs with my Grandad.



Note to teacher: The pupil self-assessment sheet can be used with each enquiry at the teacher's discretion. The sheet on the following page can be photocopied

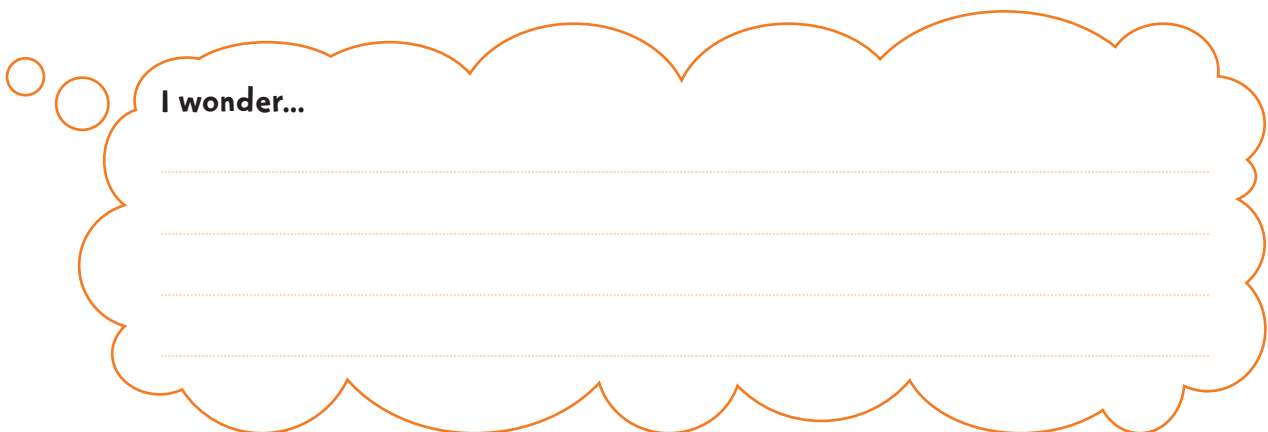
Pupil Self-Assessment

Enquiry:		
Name:	Class:	Term:
I learnt...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
I enjoyed...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

I wonder...

Pupil Self-Assessment

Enquiry:		
Name:	Class:	Term:
I learnt...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
I enjoyed...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

A large, orange-outlined thought bubble with a scalloped border. It contains the text "I wonder..." followed by five horizontal dotted lines for writing.

I wonder...

Key Stage 1

Medium Term Planning

Year: 1		Term: Autumn 2	
Theme: The Christmas Story		Religion: Christianity	
Key question for this enquiry: What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?			
Learning Objectives: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging	
Teaching and Learning Activities			
<div style="border: 1px solid orange; padding: 10px;"> <p>Step 1 Engagement (1 lesson) AT2 (p) Children to bring in from home a gift special to them. Why is it special? Who gave it to you? How did you feel when you received it? Children to write a gift tag to attach to their special gift. Gift tag to have sentence starter: This gift is special to me because... Can you think of another time when you give/receive gifts? How does it feel to give a gift?</p> </div>			
BRIDGE: THE MEANING OF GIFTS ↓			
<div style="border: 1px solid orange; padding: 10px;"> <p>Step 4 Expression (1 lesson) AT1 + AT2(p) Circle Time. Teacher to light a candle and ask Qu: What gifts would we give to Jesus if He had been born in my town last week and not in Bethlehem? Children to share their gift tag in the circle and hang either on, or underneath the class Christmas tree.</p> </div>		<div style="border: 1px solid orange; padding: 10px;"> <p>Step 2 Investigation (2 lessons) AT1 Re-tell the Christmas story. Ask the children which gifts were given and by whom. Teacher has a Christmas sack/ bag of gifts, including a range of gifts you may give a baby as well as those in the original story. Children to match the gifts to the characters in the story and teacher to ask-Qu: Why were these gifts given to baby Jesus? Teach the symbolism of the gifts and if possible children to handle fool's gold, frankincense and myrrh. Activity: Children to re-tell the Christmas story by making story sticks. Children to have a range of collage materials and stick them on a twig to remember significant parts of the story and gifts that were given. e.g. white cotton wool for lamb, gold shiny paper for gold, blue material for Mary's clothes.</p> </div>	
<div style="border: 1px solid orange; padding: 10px;"> <p>Step 3 Evaluation (1 lesson) AT2 (imp) Children to be shown a new baby card announcing the arrival of baby Jesus and key question to be introduced: What gift would I have given to Jesus if He had been born in my town last week and not in Bethlehem? Activity: Teacher to share with children a basket containing the gifts that were given to Jesus in the Christmas story and an empty gift-wrapped box. What present for baby Jesus would you put in the box? Children to draw a picture of their gift in a box template and Teacher to scribe a gift tag with the gift and the child's reason. An extension activity is for the child (or teacher) to scribe to explain why Christians believe Jesus is a special gift from God (on 3rd gift tag).</p> </div>			
<p>Evidence in Discovery RE Journals: Children's picture of their gift for Jesus and scribed gift tag (possibly extension gift tag also).</p>			

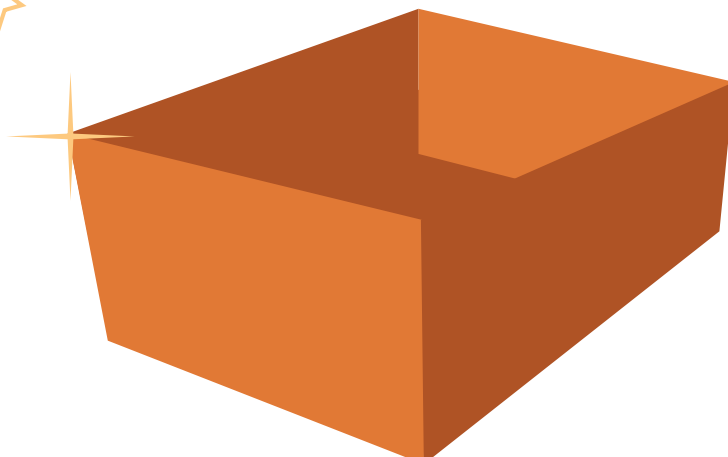
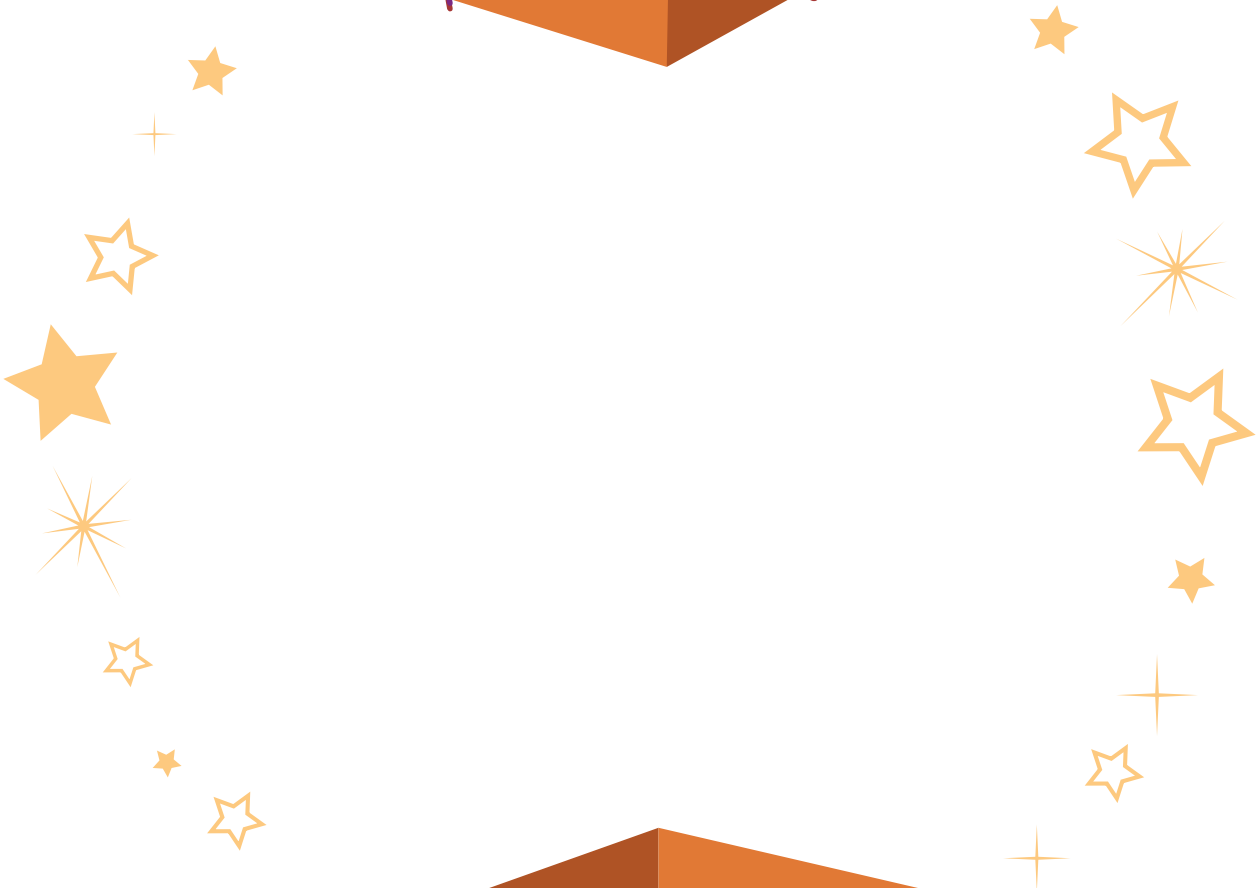
SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth				
Level 1	I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.			
Level 2	I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift to give to Jesus and say why I would choose that especially for Him.			
Level 3	I can start to explain why Jesus is special to Christians (as a gift from God). I can understand that because Christians believe God gave Jesus as a gift to the world, they give each other gifts at Christmas. I understand this link.			
Resources needed for this Enquiry:				
Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.)				
Make a Christmas 'sack' of gifts: gifts for a modern baby, original gifts from the story				
Collage materials				
Design a 'New Baby' card announcing the birth of Jesus				
Empty gift wrapped box/basket				
Candle				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 1: Autumn 2

What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?

Name:

Class:



For Lesson 1

Name:

This gift is special to me because

For Lesson 5

Name:

This gift is for Jesus. It is special because

For Lesson 5

Name:

Christians believe Jesus is a gift from God.
They think Jesus is special because

Year 1: Autumn 2 - Christianity

Enquiry: What gift would I have given Jesus if He had been born in my town and not Bethlehem?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Jesus was born in Bethlehem. Three Wise Men brought Him presents. (See story sticks.)

AT2 - I would give Jesus a teddy because babies like to cuddle teddies.

Level 2

AT1 - Jesus was given gold because He was a king. He was born in Bethlehem in a stable. His mother and father were Mary and Joseph. (See story sticks.)

AT2 - I would give baby Jesus a teddy to help Him sleep as it might have been a bit uncomfortable in the manger and His Mum wouldn't have any toys with her because they had travelled far from their home.

Level 3

AT1 - Jesus was special to Christians because they believe God gave Him to the world as a gift to help people to be kind and nice to each other.

AT2 - Christians give presents because the Three Wise Men gave Jesus presents. Christians believe Jesus was a gift from God so they show they love their family by giving them gifts too.

AT2 - I would give baby Jesus a teddy to help Him sleep. This would help Him feel cared for. Christians give each other gifts at Christmas to remember God giving them Jesus.

Key Stage 1

Medium Term Planning

Year: 1		Term: Spring 1	
Theme: Jesus as a friend		Religion: Christianity	
Key question for this enquiry: Was it always easy for Jesus to show friendship?			
Learning Objectives: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson) AT2 (p) What do I value about my friends? Whole class activity; e.g. web of friendship, a ball of wool is passed around the circle, with each child holding their part, saying 'I find it easy to be friends with you because...'. At the end of the circle time, a visual web is created. Remind children there are times when we may find it easy or difficult to show friendship, like Jesus did in the stories, but we can try to remember our web of friendship and show friendship to each other.</p>		<p>Step 1 Engagement (1 lesson) AT2 (p) Tell the children a story about someone feeling left out or not included e.g. 'Say Hello' by Jack and Michael Foreman. Role play scenes from the story. Qu: How could you show friendship to this character to make them feel included? Qu: Do I need friends? Why? Discuss things that a good friend does and does not do. Children to sort statements/pictures under each heading - Things a good friend does. Things a good friend does not do. E.g. Laugh at you, play with you, call you names, listen to you, make you feel happy, help you, share things with you, hurt you etc. Is it always easy to show friendship? When might it be difficult/easy?</p>	
		BRIDGE: FRIENDSHIP ↓	
<p>↑</p> <p>Step 3 Evaluation (1 lesson) AT2 (imp) Teacher to draw together the three Bible stories about Jesus showing friendship. In groups, children to freeze-frame a scene from each story. Discuss the feelings of the people in the story and discuss how easy it was for Jesus to show friendship to each of these people. (Could use the structure of: What do you see? What do you think? What do you feel? What do you wonder?, applying to the children themselves and/or to the characters depicted in the freeze-frames.) When was it easiest for Jesus to show friendship and why? When was it hardest for Jesus to show friendship and why? Children to have a picture from each story and order them according to when Jesus may have found it easy or difficult to show friendship and to explain why.</p>		<p>Step 2 Investigation (3 lessons) AT1 In our class we all try to show friendship. Christians believe that Jesus is a good friend to them, but how did Jesus show this friendship and was it always easy? Share Bible stories with children; use Children's Bible or animated versions e.g: - Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular. - Stilling the Storm (Luke 8: 22-25) - Jesus taking care of His friends during a dangerous time. - Mary, Martha and Lazarus (Luke 10: 38-41) - Jesus spending time with His friends at their home. From each story extract the theme of friendship and ask the key qu: Was it always easy for Jesus to show friendship? Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do.</p>	
<p>←</p> <p>Evidence in Discovery RE Journals: Children to have ordered 3 pictures from the Bible stories, according to when Jesus found it the easiest to show friendship and when He may have found it harder and give reasons why.</p>			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (A) Beliefs, teachings and sources and AT2 (D) Identity, diversity and belonging				
Level 1	I can remember a story about Jesus showing friendship and talk about it. I can talk about my friends and why I like them, (assessed in Lessons 1 and 6)			
Level 2	I can tell a story about Jesus and His friends and say how he showed friendship in that story. I can talk about times when I have been a good friend, (assessed in Lessons 1 and 6)			
Level 3	I can describe how difficult Jesus might have found it to show friendship in a story and explain why. I can identify when it is easy or hard for me to show friendship, (assessed in Lessons 1 and 6)			
Resources needed for this Enquiry:				
'Say Hello': by Jack and Michael Foreman Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 1: Spring 1 - Christianity

Enquiry: Was it always easy for Jesus to show friendship?

Name:

Class:



It was easy for Jesus to show friendship

because...



It was hard for Jesus to show friendship

because...

Pictures to cut out and order



Jesus stilling the storm and looking after His friends



Jesus and Zacchaeus



Jesus and his friends in their house - Mary, Martha and Lazarus

Year 1: Spring 1 - Christianity

Enquiry: Was it always easy for Jesus to show friendship? Look at some bible stories.

These are examples of the style of answer for each level. The content could be different.

(AT2 to be assessed through Lessons 1 and 6; AT1 through Lesson 5 Assessment task)

Level 1

AT1 - Jesus was kind to Zacchaeus when other people didn't like him. Jesus went to his house for tea.

AT2 - I like Jack because we play hide and seek.

AT2 - I like Jasmine, she makes me laugh and shares her skipping rope at playtime.

Level 2

AT1 - Jesus' friends were scared on the boat because they thought they might drown but Jesus helped them by stopping the storm. He helped them feel OK and not be scared.

AT2 - Once, Natalie hit her knee and I stopped my game and took her to First Aid

Level 3

AT1 - Jesus was with friendly him. He even went to his house for for tea! People didn't think Jesus should be friends with somebody like Zacchaeus who nobody liked, but Jesus showed them it is right to be friends with people who feel left out.

AT2 - I got cross with John because he snatched the football but when he said sorry we carried on playing. It's hard to be friends when somebody gets on your nerves or says something mean.

Key Stage 1

Medium Term Planning

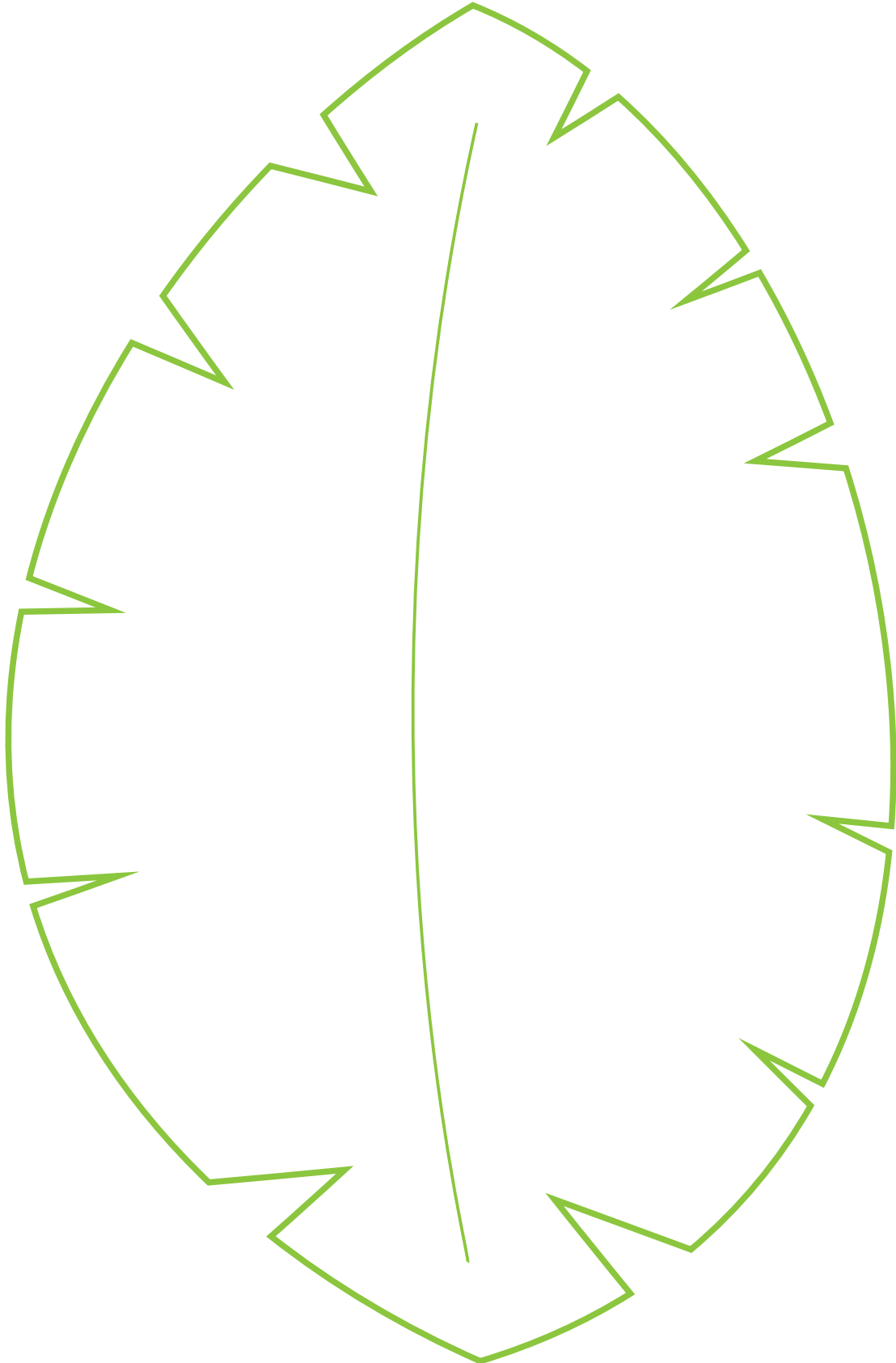
Year: 1		Term: Spring 2	
Theme: Easter- Palm Sunday		Religion: Christianity	
Key question for this enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?			
Learning Objectives: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson) AT1 + AT2(p) Read the Easter story and order main events using sequencing cards. Focus on Palm Sunday and recap key question. Continue reading the Easter story including the death and resurrection of Jesus.</p> <p>Jesus arrived as a king, but did He leave as one? In a circle, use lit candle to illustrate Jesus' death with candle being blown out. Discuss what children have learnt from the story and anything they may find puzzling or questions they may have.</p>		<p>Step 1 Engagement (1/2 lessons) AT2 (p) What would you do if the Queen came to visit? Discuss preparations and why. Role play a visit of a special person. Watch clips of both formal and informal visits of the Queen and ask children what do they notice about how she is being welcomed. How might she feel? Why are people welcoming her this way? What do people feel about her? Who is special to you? How do you welcome special people into your home? Are all special people welcomed the same way? What makes someone special?</p>	
BRIDGE: WELCOMING SPECIAL PEOPLE ↓			
<p>↑</p> <p>Step 3 Evaluation (1 lesson) AT2 (imp) Introduce key qu: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Explain that people welcomed Him because He was special and they wanted to be near Him because they had heard of all the good things He had done; also, because they were hoping He would be able to help them be free as they were living under Roman rule (the Romans had taken over and were ruling their country). Did He look/behave like a king? Did Jesus want to be welcomed in this way? Do you think Jesus would have preferred a quieter entry into Jerusalem? Activity: How would Christians welcome Jesus into their town today? Children to draw and label Jesus arriving and how Christians might welcome Him. Why would He be welcomed this way? Reinforce He is special to Christians because they believe He is the Son of God.</p>		<p>Step 2 Investigation (2 lessons) AT1 Explain to the children that when special people come to visit it draws in crowds and people behave in particular ways. Tell children that we are going to learn about a visit of a special person. Tell Easter story up to Palm Sunday and ask how was Jesus welcomed, as a king, celebrity, poor man or just another person?</p> <p>Draw similarities and differences to royal/celebrity visits. Watch clips such as Jesus of Nazareth and modern day clips of crowds in Jerusalem, walking the same route, to show children that Jerusalem is a real place and Christians today still wave palm leaves and celebrate Jesus' arrival (i.e. when they are on Easter Pilgrimage to Jerusalem).</p> <p>Activity: Children to make palm leaves and write words on reflecting how they would welcome Jesus.</p> <p>Children to re-enact Jesus' arrival on Palm Sunday with their palm leaves. Maybe learn a Palm Sunday hymn/song e.g. Sing Hosanna. (Assess recall of Palm Sunday events for AT1 assessment.)</p>	
<p>Evidence in Discovery RE Journals: Palm leaves, the drawing and labelling of welcoming Jesus, possible ordering pictures of Easter story and writing captions.</p>			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
	Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
	Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open- mindedness	Attitudes Self- awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (A) Beliefs, teachings and sources, (C) Forms of expressing meaning and (E) Meaning, purpose and truth				
Level 1	I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians.			
Level 2	I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to say why.			
Level 3	I can tell you why Jesus is so special to Christians (Son of God) and show some understanding of the significance of Palm Sunday to Christians. I can link Christians' belief in Jesus to the way He should be welcomed and start to explain my thinking.			
Resources needed for this Enquiry:				
Video 'Jesus of Nazareth': show clips				
Crowds in modern Jerusalem (internet): show clips				
Pictures of palm leaves (internet): display - use real palm leaves if available				
Tell stories: Palm Sunday, Easter Day, Resurrection				
Candle				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 1: Spring 2 - Christianity

Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Palm leaf to be copied and cut out. Children's responses to be scribed when welcoming Jesus on Palm Sunday.



Year 1: Spring 2 - Christianity

Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Name:	Class:
How would Christians welcome Jesus into their town today? Draw a picture.	
Jesus would be welcomed this way because... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Year 1: Spring 2 - Christianity

Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - People welcomed Jesus like a king because they thought He was special. They waved palm leaves for Him.

AT2 - Christians would have a special tea party for Jesus with cake and ice cream.

Level 2

AT1 - People waved Palm leaves at Jesus because they thought He was special and hoped He would help them beat the Romans. They made the palm leaves into a kind of red carpet to show Him He was welcome and important to them.

AT2 - Christians would welcome Jesus by having a street party. This would show Jesus was special; they would want to show Him that they cared and to celebrate that He was with them because they believe He would help them and be good to them.

Level 3

AT1 - People waved palm leaves at Jesus because they thought He was special and hoped He would help them beat the Romans because the Romans had taken over their country. This is why Christians are given palm leaf crosses when they go to church on Palm Sunday. They believe Jesus is the Son of God and that God gave Him to people as a gift so He could help the world.

AT2 - I think Christians would welcome Jesus to their town by getting Him a limo and having a big procession so that He felt like a celebrity and to let everybody know their leader was here and they were proud of Him. They believe He is the Son of God.

Key Stage 1

Medium Term Planning

Year: 1		Term: Summer 1	
Theme: Shabbat		Religion: Judaism	
Key question for this enquiry: Is Shabbat important to Jewish children?			
Learning Objectives: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging	
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson) AT1 + AT2(p) Children to reflect on their experience of Shabbat and talk about if we were going to have a special class meal, what would we have?</p> <p>Discuss some of the prayers we have heard which are an important part of Shabbat. Class to write a thank you prayer/reflection and read as a ceremony with candles (possibly with special food, e.g. bread they have made). How does it feel to share special food together?</p>		<p>Step 1 Engagement (1 lesson) AT2 (p) Teach children a song about the days of the week. Which day is the most special for you and why? What do you do on a Saturday? Who do you spend it with? How does it differ from rest of the week? Children to make a wheel depicting the days of the week and what they do on each of those days (link to Numeracy).</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Why does our Jewish child celebrate Shabbat? Recap. Introduce key qu: Is Shabbat an important time for Jewish people? Why? Task: This Jewish boy/girl has been invited out on a Friday evening. What will he/she do? Use the task sheet showing a picture of a non-Jewish child asking the Jewish child out on a Friday evening. Children to think of a response and write in the Jewish child's speech bubble explaining why the Jewish boy would/would not go.</p>		<p style="text-align: center;">BRIDGE: PRIORITIES ↓</p> <p>Step 2 Investigation (3 lessons) AT1 Introduce children to a Jewish child. What do you think he/she does on a Saturday? Shall we find out? Take the children through a day in the life of a named Jewish child (through visuals), showing them how they spend their Friday evening and Saturday. Look at Sabbath (Shabbat) day activities, focusing on family time, the Shabbat meal and the synagogue. Can you remember a special meal? Introduce Shabbat, Jewish visitor to come into school, children to experience aspects of the Shabbat meal, listen to the blessings, etc. Children to learn about the significance of the food, the blessings, the ceremony and family time. www.bbc.co.uk/learningzone/clips/introduction-to-shabbat/3874.html Children to draw/label the Shabbat table in their journals (maybe with thought bubbles to fill in: what are the children thinking?) Show children a picture of the Jewish child (introduced previously) at Shabbat meal with a selection of contrasting thought bubbles and children to sort according to the importance of Shabbat.</p>	
<p>Evidence in Discovery RE Journals: Children to have picture of a non-Jewish child asking a Jewish child out on a Friday evening. Children to complete the response which reflects their understanding of the importance of Shabbat for Jewish children.</p>			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (B) Practices and Ways of life and AT2 (D) Identity, diversity and belonging				
Level 1	I can use the right names for things that are special to Jewish people during Shabbat. I can start to make a connection between being Jewish and decisions about behaviour.			
Level 2	I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.			
Level 3	I can start to explain why Shabbat is important to Jewish children. I can explain how being a member of a religion influences people's behaviour.			
Resources needed for this Enquiry:				
Life of a Jewish Child (internet): show clips				
Jewish family celebrating Shabbat (internet): show clips				
www.bbc.co.uk/learningzone/clips/3874.html : Introduction to Shabbat - The Sabbath				
Shabbat bread: optional				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 1: Summer 1 - Judaism

Enquiry: Is Shabbat important to Jewish children?

Name:

Class:



I'm having a party this Friday after school for my birthday. Would you like to come?



What did Joshua say?

A large speech bubble containing seven horizontal dashed lines for writing.

Year 1: Summer 1 - Judaism

Enquiry: Is Shabbat important to Jewish children?

These are examples of the style of answer for each level. The content could be different.

(AT1 levels 1 and 2 to be assessed through Shabbat table activity; AT1 level 3 and AT2 levels to be assessed through Lesson 5 Assessment task)

Level 1

AT1 - At Shabbat Jewish people have a meal together and all sit round the table. The mother lights the candles and says a special prayer. The bread looks lovely.

AT2 - Joshua would probably say "Yes" first and then think "Oh no, it's Friday and we always have our special family dinner on Fridays".

Level 2

AT1 - At Shabbat, Jewish people have a meal together and all sit round the table. Two candles are lit and they share Challah bread to help them remember that God provides food. The challah bread is plaited. Shabbat is a special day of rest and Jewish people are not allowed to do any work.

AT2 - Joshua might want to go so that he doesn't miss out or feel left out but he would know that Shabbat is an important family time for Jews so would say no.

Level 3

AT1 - Jewish children have a special meal with their family at Shabbat. It helps them remember that God made everything and gives us the food that we eat. They prepare a meal before because they have to rest on Shabbat like God did.

AT2 - I love my birthday because my cousins come and we get to spend time together. Jewish families get together at Shabbat and think about God and what he has done for them. I think this would feel special for a Jewish child because it would be time for the whole family to be together, and they have a more special meal than usual so that would be nice. This is why I think Joshua would feel OK about not going to the party.

Key Stage 1

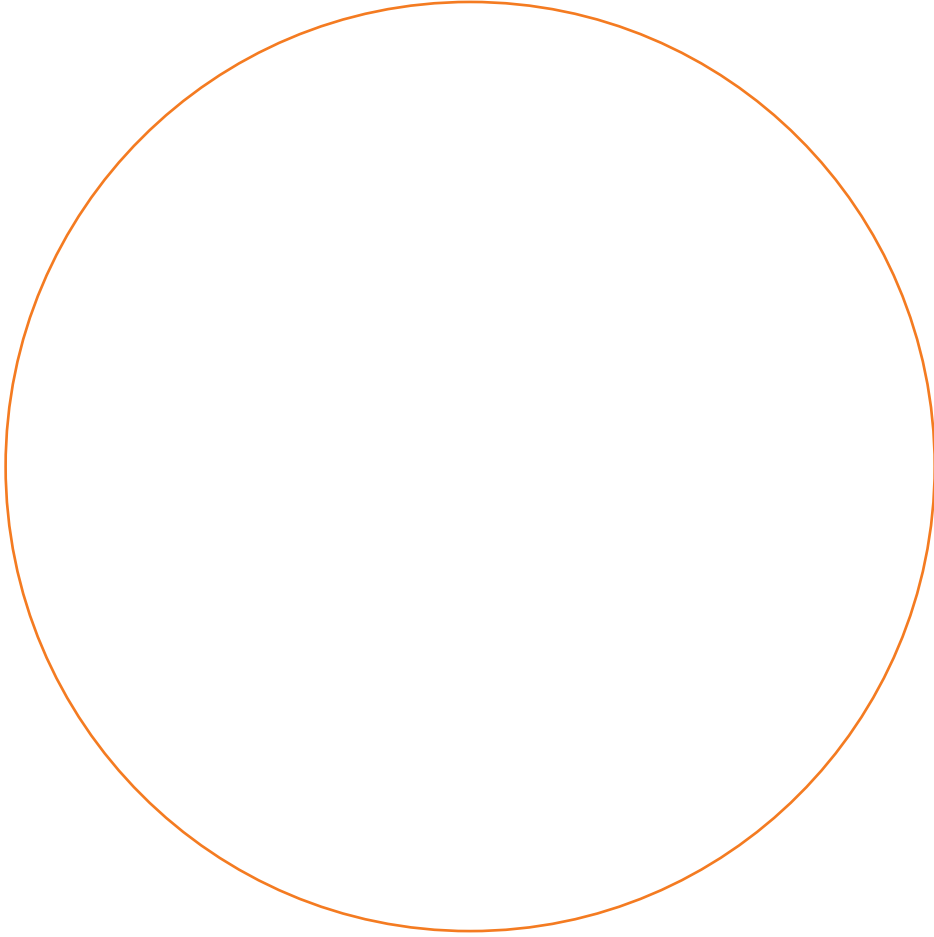
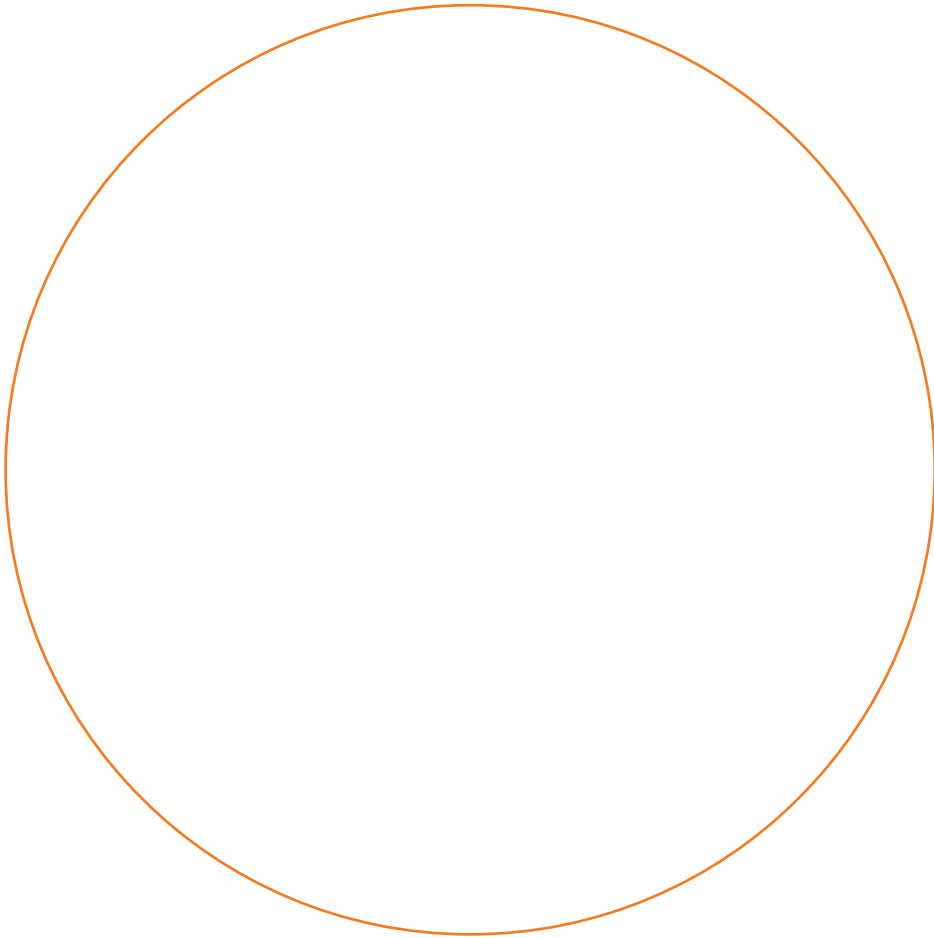
Medium Term Planning

Year: 1		Term: Summer 2	
Theme: Chanukah		Religion: Judaism	
Key question for this enquiry: Does celebrating Chanukah make Jewish children feel closer to God?			
Learning Objectives: We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging	
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson) AT1 + AT2(p) Take Chanukah card from the post box and ask the children why you would send this card and who would you send it to.</p> <p>Activity: Children to make candle from toilet/kitchen roll tube and then think of something they want to say thank you for and write/draw it on a piece of paper, which they then put inside their candle. Candles displayed in rows of eight to symbolise the Chanukiah. These can be used for times of reflection in circle time, reading out each child's reflection whilst a real candle burns in the circle and Chanukah music plays in the background.</p>		<p>Step 1 Engagement (1 lesson) AT2 (p) Teacher to have a post box and explain to the children that in the box are cards that we send to people to celebrate. What is a celebration? Remove cards from the box and one of the cards to be removed is a Chanukah card. Last card out is a birthday card for teddy as today is his birthday. What do we need if we are going to celebrate teddy's birthday? Teacher to make a word bank of the children's suggestions. Class to have props on their table in order to prepare their table for teddy's birthday celebrations. Children to then have class party for teddy.</p>	
		BRIDGE: CLOSENESS ↓	
<p>↑</p> <p>Step 3 Evaluation (1 lesson) AT2 (imp) Ask key question: Does celebrating Chanukah make Jewish children feel closer to God? Model activity: Sorting hoops- which of these statements/pictures (of aspects of Chanukah) would help a Jewish child feel closer to God? Why? e.g. lighting the candle is a time for reflection, playing the dreidel game is for fun, etc. Children complete the Task Sheet sorting pictures into the 2 circles and explaining their thinking in the boxes underneath.</p>		<p>Step 2 Investigation (3 lessons) AT1 Recap teddy's party and ask children about their favourite party games. Introduce them to the Dreidel game. Watch a clip of Jewish children playing Dreidel.</p> <p>Revisit celebration cards in post box and the 'mystery' Chanukah card. I wonder if we could play this game at this celebration. www.myjewishlearning.com for instructions. What is Chanukah and who celebrates it?</p> <p>Reintroduce Jewish child and learn about Chanukah (lighting the Chanukiah candles each of the 8 days of Chanukah, giving presents, food e.g. latkes; potato cakes, visiting the synagogue). Revisit class word bank for teddy's party and look at similarities, e.g. lighting candles, singing songs, giving presents, playing games. Why do Jewish people celebrate this festival? Does it help them to feel close to God?</p> <p>Tell children the story of the original event (the original story of Judas Maccabee) and light candles to reflect. Qu: If you were a Jewish child, would celebrating Chanukah make you feel closer to God? Which parts would make you feel closest to God?</p>	
<p>Evidence in Discovery RE Journals: Task sheet with prioritised pictures stuck in children's journals with explanation (maybe scribed) of why that activity would help a Jewish child feel closer to God.</p>			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (C) Forms of expressing meaning and AT2 (D) Identity, diversity and belonging				
Level 1	I can recognise some of the symbols used at Chanukah. I can talk about how a Jewish child might feel about taking part in a Chanukah activity.			
Level 2	I can say what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.			
Level 3	I can start to describe some of the ways in which Jewish children feel close to God during Chanukah. I can explain why I think some Chanukah activities would help a Jewish child feel closer to God than other activities.			
Resources needed for this Enquiry:				
Celebratory cards: various including birthday card for teddy, Chanukah card Teddy's party: Props to prepare a table Dreidel game: Play the game www.myjewishlearning.com/holidays/jewish_holidays/Hanukkah_101.shtml : Hanukkah Chanukah candles: Menorah Latkes: potato cakes Story of Judas Maccabee (internet) Sorting hoops				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Name:

Class:



I think these things would help a Jewish child feel closer to God at Chanukah because...

I don't think these things would help a Jewish child feel closer to God at Chanukah because...



Year 1: Summer 2 - Judaism

Enquiry: Does celebrating Chanukah make Jewish children feel closer to God?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - A dreidel is a toy that Jewish children play with at Chanukah. They also have presents when they light the special candles. I think there are 8 candles.

AT2 - I think a Jewish child would have fun playing dreidel and would look forward to the potato pancakes.

Level 2

AT1 - The 8 Chanukah candles remind Jewish people of the miracle of the lamp not going out. When Judas fought the enemies and got the Temple back for the Jewish people, the lamp burned for 8 days, that's why there are 8 candles.

AT2 - I would get excited playing with a dreidel because I would have fun and share sweets at Chanukah, and it would be lovely to have presents every day. I think Jewish children might feel like this too. I don't think they would think about God much though, not playing a dreidel. I think they would have to go to the Synagogue to feel close to God because it might be quieter there.

Level 3

AT1 - Lighting the candles reminds Jewish people of God's miracle at Chanukah of keeping the lamp lit in the temple. It was a sign that He was with the Jewish people then.

AT2 - In the Synagogue at Chanukah I think Jewish people would feel close to God when they see the lamp burning in front of the Ark. It would remind them of Judas getting the Temple back and help them remember God loves them.