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|  | **UTW-RE** | | | | | | | |
|  | **Development Matters** | | | | | | | |
|  | • Begin to make sense of their own life-story and family’s history.  • Show interest in different occupations.  • Continue developing positive attitudes about the differences  between people.  • Know that there are different countries in the world and talk about the  differences they have experienced or seen in photos.  Talk about members of their immediate family and community.  • Name and describe people who are familiar to them.  • Comment on images of familiar situations in the past.  • Understand that some places are special to members of their community.  • Recognise that people have different beliefs and celebrate special times in  different ways.  • Recognise some similarities and differences between life in this country and  life in other countries.  **ELG**  • Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps.  • Know some similarities and differences between different religious and  cultural communities in this country, drawing on their experiences and what  has been read in class.  • Explain some similarities and differences between life in this country and  life in other countries, drawing on knowledge from stories, non-fiction texts  and (when appropriate) maps. | | | | | | | |
|  | **Knowledge** | | | | | | | Skills |
|  | * Know about their own lives and their family. * Know about bonfire night as a celebration and know the difference between light and dark * Know about the celebration of Christmas. * Know that people get their houses ready before festivals/celebrations/special visitors. * Know about the celebration of Chinese New Year. * Know about the Christian celebration of Easter. * Know that we can learn from stories. * Know how different people pray. | | | | | | | * Express what their own family celebrates. * Re-tell the Christmas story * Identifying light and dark * Retell the story of ‘The great race’ * Express how people celebrate Chinese New year. * Express why/how people celebrate Easter. * Say what the meaning was in a given story. * Recognise that people pray as a way of belonging to a community |
|  | **End Point**  ELG- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. | | | | | | | |
|  | **Autumn 1** **1, 4, 5, 9, ELG** | | | | | | | Vocab |
|  | **Knowledge** | | | | **Skills** | | | Family, home, belonging, life, together, care, love, similarities, differences, interests, features, kind. |
| **Where do we belong?** | * Know about their own lives and their family. * Know about the similarities and differences between each other. | | | | * Express what their own family celebrates. * Express how we are the same and different to others. | | |
|  | How do people celebrate?   1. Finding out things that are the same/ different about all of us. Look at and talk about similarities and differences with our physical attributes. Can they say how they are the same as or different from others? Who’s in their families? Pets? Can they talk about their own interests and preferences? 2. Discuss similarities and differences between the homes the children live in. What’s the same/different? Where do they live? What is your house like? 3. Finding out things that are the same/different about all of us. Play game to identify likes/dislikes? 4. Recap and think about how we are the same/different and how we have different things that we like/dislike. However we all like to be treated kindly and should treat others how we want to be treated. Read: The Lion and the mouse. Discuss how the mouse replayed the lion’s kindness. ‘If we are kind to others then they will be kind to us’. | | | | | | | |
|  | **Autumn 2 4,6,7, 10, ELG** | | | | | | | **Vocab** |
| **Why and how do we celebrate?** | **Knowledge** | | | | | **Skills** | | Christmas, light, dark, bonfire night, Guy Fawkes, celebration, fire, London, Parliament, bomb, Father Christmas, birthday, card, present, year, older, celebrate, cake, friends, happy, sing, dance, games. |
| * Know about bonfire night as a celebration and know the difference between light and dark. * Know about the celebration of Christmas. * Children will know that Christmas is a celebration of Jesus’ birth. * Know why we celebrate birthdays. * Know birthday happen once a year. | | | | | * Re-tell the Christmas story * Identify light and dark * Explain how we celebrate birthdays. | |
|  | What is bonfire night? What is Christmas?   1. Discuss what is a celebration? Children bring in different celebration photos from home- discuss and share experiences. 2. Discuss and talk about bonfire night. Why do people celebrate it? Learn/sing bonfire night song. 3. Computing- firework picture using computer program. 4. Discuss special food eaten around this time of year/during bonfire night. 5. Birthdays- why and how do we celebrate birthdays? Share own experiences. Children bring in and share photo of a birthday celebration in the past. 6. Discuss and talk about the Christian celebration of Christmas. 7. Learn and preform the story of the Christmas story. Answer questions and show their understanding of ‘The Christmas Story’. | | | | | | | |
| **Chinese New Year** | **Spring 1 1,7, ELG** | | | | | | | **Vocab** |
|  | **Knowledge** | | | | | | **Skills** | Chinese New Year, animals, celebrations, festival, race, China, lanterns, decorations, food, noodles, fortune cookies, lucky. |
| * Know that people get their houses ready before festivals/celebrations/special visitors. * Know about the celebration of Chinese New Year. | | | | | | * Retell the story of ‘The great race’ * Express how people celebrate Chinese New year. |
|  | **What makes places special?**   1. Recap celebrations that we have already learnt about this year. Does anyone know anything about Chinese New Year? Explain that it is something that Chinese people celebrate. What do we remember about what happens at lots of different types of celebration? Eg, food, family, decorations 2. Computing: Watch Cbeebies ‘Let’s Celebrate’ clip. How did they get ready to celebrate? Learn song This is the way we… Add preparation items to role play, eg dustpan and brush, dusters, decorations 3. Recap what ways do they celebrate Chinese New Year that are similar to the other celebrations we have learnt about? What are different? 4. Explain that each year is named after an animal and that this year is the year of the Rat. Read the story- The great race’ by Emily Hiles. Look at pictures of all the animals that were in the great race (put on IWB). Recap story and discuss order animals finished in the race and introduce ordinal numbers. 5. Food tasting- noodles, fortune cookies. Discuss what types of food we eat for celebrations e.g. birthdays, Christmas etc. | | | | | | | |
| **Where can we go? How can we get there?** | **Spring 2 1,4,5,6,7,9,10,ELG** | | | | | | | **Vocab** |
|  | **Knowledge** | | | **Skills** | | | | Easter, celebration, Christian, Jesus, Festival, ordering, hot cross bun, new life, church. |
| * Know about the Christian celebration of Easter. | | | * Express why/how people celebrate Easter. | | | |
|  | What is Easter?   1. Explain that in Spring there is always a special Christian festival called Easter. Discuss and find out the children’s own understanding and experiences linked to Easter. Write the mind map. 2. Computing- Reda ‘The Easter story’ (IWB). Duscuss the story. 3. Read ‘The Easter Story’ Usbourne Easter Tales. Recap story by looking at pictures and putting them in order. 4. Artefacts: eggs, hot cross buns, daffodils, lamb (picture or soft toy). How do these things remind Christians of Easter? 5. How is Easter celebrated? Computing: watch films: [http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter#](http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter) | | | | | | | |
| **What can grow?** | **Summer 1 5,7,8,9,10,ELG** | | | | | | | **Vocab** |
|  | **Knowledge** | | **Skills** | | | | | Christians, Jesus, belief, stories, meaning, Son of God, disciples, followers, miracle |
| * Know Christians have a holy book called The Bible which contains stories about Jesus * Know Jesus had followers * Christians believe Jesus could do miracles because he was the Son of God | | * Retell a story about Jesus * Talk about the important messages Christians might learn from at least two stories of Jesus. | | | | |
|  | 1. Grace’s Book - Introduce Grace, a Christian girl using a picture or a persona doll. Explain they will be looking at a book that is very special to Grace. Pass around bag containing a range of bibles including children’s bible. Help ch understand that bibles may look different but content is the same. Give ch time to formulate questions they would like to ask Grace about her bible. 2. Story trail of the calling of the first disciples - Remind ch about Grace and her holy book The Bible. Explain it contains many stories about Jesus. Explain class will be going on a journey to learn a story about him. Set up 6 locations around school and leaves one picture per child in each location. Children collect pictures in their own bag. At each point, tell the relevant part of the story and help ch find the corresponding picture. Ch can then stick their own 6 pictures down to make their own book with captions (according to ability) Have them retell story to each other. 3. The Calming of the storm - Show a picture of Jesus calming the storm, such as ‘*Jesus Calms the Storm’* by Laura James or ‘*Christ in the sea of Galilee’* by Rembrandt. Explain it’s a story about Jesus that’s from The Bible and Grace might know it. Use ch’s version of Luke 8:22-25. Tell the story in large-scale, dramatic fashion. Ch can be Jesus, disciples, waves and wind-everybody involved-things can get very busy whilst the storm is raging! Write a story map together of the main points 1. Jesus and his disciples climbing aboard 2. The storm 3. The disciples awakening Jesus. 4. Jesus rebuking the wind and the waves 5. Calm returning. Ask ch which parts of the story would make them say ‘Wow!’ Can you change the weather or stop storms? 4. The Feeding of the 5000 – Present ch with a story tub containing 2D and 3D items relating to feeding of the 5,000 e.g small boat, picture of Jesus, five fish, a picture of a large crowd, 2 small loaves, the word ‘God’, 5000 dots on a large piece of paper, baskets, a picture of 12 disciples, picnic basket, picture of ill person. Put tub in centre of circle and discuss. Create a mind map of ch’s thoughts to revisit later. 5. Telling the story with the tub – Use the objects in the tub to tell the story of the feeding of the 5000 (Matthew 14:13-21) Ask ch which parts of the story seen impossible. Discuss how no ordinary person could make such little food become enough for everybody. Demonstrate with sharing a few segments. Introduce the word ‘miracle’ – a miracle is something that seems impossible. Explain that may Christians like Grace believe that Jesus could do miracles even though he looked like man, because he was also the ‘Son of God’. 6. Explain that Jesus did some very important things that showed he was God, a leader, powerful, helpful and trustworthy. Explain that Jesus lived hundreds and hundreds of years ago- can ch think of anyone who still thinks that Jesus and these stories about him are still important?   Invite a member of the Christian community to chat about why one of these stories is special to them, even though the story happened so long ago. Ch could write a letter to Grace which story she like the best and what the stories mean to her. | | | | | | | |
| **Who wants to be besides the seaside?** | **Summer 2 5,9,10,ELG** | | | | | | | **Vocab** |
|  |  |  | | | | | | Pray, prayer mat, grace, prayer beads, puja tray. |
| * Know how different people pray * Know there are different ways of praying. * Know some people pray in their homes and may use special objects to help them when praying. * Prayer is a way in which people speak/communicate to God. | * Recognise that people pray as a way of belonging to a community. * Can talk about important things in the home that their family lives in. | | | | | |
|  | How do people pray?   1. Homes: what do they tell us about how people pray? Look at the homes of three children (Samit, Imran and Grace). Who are from three different faiths (Christianity, Hinduism and Islam). Discuss furniture, possessions and activities- what are the similarities/differences? How are they similar/different from their own houses/possessions? 2. Focus and discuss on the following objects: puja tray in Hinduism, prayer beads in Islam and grace before meals in Christianity. What are the similarities for these three things? Discuss the differences. 3. Computing: Look at the PP called ‘Prayer’. Read and discuss with the children/ (This looks at the different ways and the places where people might pray out of the home). 4. Visit the local church, recap prior knowledge learnt in regard to Christian praying. Discuss and learn about some of the features of a church specifically linked to prayer. | | | | | | | |
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