

Newquay Primary Academy – Summer Term 2 Sequence – RE



INTENT

VOCABULARY / STICKY KNOWLEDGE

SEQUENCE OF LESSONS

OUTCOME / COMPOSITE

RECEPTION

Prior knowledge...

Children are developing their sense of responsibility and membership of a community.

To talk about the lives of the people around them and their roles in society.

RSPCA, cruelty, care, community, Cornwall, RNLI. Lifeboat, Lifeguards, coast, beach, jet ski,

1. Show sensitivity to my own and others' needs when I do my Perfect Pet Challenge.
2. Express my ideas and feelings to our RSPCA visitor and understanding how they take care of animals.
3. Explain how the RNLI crew and lifeboats keep us safe in Cornwall.
4. Give focused attention to our Lifeguard visitor and understand how to stay safe at the beach.

The children will talk about the lives of the people around them in Newquay and their roles in society in the Vet/Pirate ship role play.

YEAR 1

Prior knowledge...

Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging

What makes some places sacred to believers?

Sacred, Church, Synagogue, Mosque

1. To identify which places are important to me. Where is a sacred place for believers to go?
2. To understand which place of worship is sacred for Christians
3. To understand which place of worship is sacred for Jewish people.
4. To understand which place of worship is sacred for Muslims.
5. To identify how are places of worship similar and different. To know why places of worship important to our community.

Make sense of belief:

- Recognise that there are special places where people go to worship, and talk about what people do there.
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.
 - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.

Understand the impact:

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.
- Give simple examples of how people worship at a church, mosque or synagogue.
- Talk about why some people like to belong to a sacred building or a community.

Make connections:

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

YEAR 2

Prior knowledge...

Children have explored Christianity and Islam in previous units.

Who is Jewish and how do they live (Part 2)?

Sukkot, Mezuzah, Chanukah

1. To identify the main beliefs and festivals for Jewish people.
2. To learn about the stories, meanings and what happens at festivals: e.g. Sukkot
3. To identify what the story of Chanukah make us think about.
4. To understand how do Jewish people think about miracles at Chanukah.
5. To consider the importance and value of celebration and remembrance in pupils' own lives.

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer.
 - Retell simply some stories used in Jewish celebrations (e.g. Chanukah).
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).
- Make links between Jewish ideas of God found in the stories and how people live.
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.