

# Newquay Primary Academy –Autumn Term 1 Sequence – RE



## RECEPTION

### Prior knowledge...

In EYFS the children have explored materivelop Children are developing positive attitudes about the differences between people.ed imaginative 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.

## YEAR 2

### Prior knowledge...

Children have explored other important Christian celebrations including Harvest.

## INTENT

To compare how people around the world celebrate and live their lives.

Who do Christians say made the world?  
To be able to retell Genesis 1 simply. They will recognise that Creation is the beginning of the 'big story' of the Bible and give one example of how Christians say thank you to God for Creation.

What do Christians believe God is like?

## VOCABULARY / STICKY KNOWLEDGE

Celebrations, religion, Christian, Hindu, Jesus, Bethlehem, Stable, angel, Diwali, Rama & Sita, Diya Lamp, Rangoli Pattern

Christian, creation story, god, harvest festival,

Christian, God, beliefs, parable, forgiveness love

## SEQUENCE OF LESSONS

1. Make comparisons of celebrations between their own lives and the lives of others – birthdays, weddings, celebrations
2. Recognise people have different beliefs and celebrate special times like Diwali and Christmas in different ways.
3. Create rangoli patterns, diya lamps, dance and retell the story of Rama and Sita.
4. Learn about why Christians celebrate Christmas.

1. To describe what they see and how they feel in a natural environment (Orchard Visit)
2. To discuss who Christians believe created the world.
3. To discuss if Christians believe God made the world, what should they do to say thank you?
4. To celebrate the harvest festival – collection for local foodbank and visit from DISC representative.
5. To make links with grace before meals.
6. To think, talk and ask questions about living in an amazing world.

1. I will listen to and retell the story of 'The Lost Son' from the bible and find and recognise a link with the concept of God as a forgiving father.
2. I will learn about Christians and give clear, simple accounts of what it means to be a Christian.
3. I will be able to give at least 2 examples of a way in which Christians show their belief in God as loving and forgiving. For example; by saying sorry, by seeing God as welcoming them back, by forgiving others. We will share our own examples of how we might show forgiveness.
4. I will learn about how Christians worship God and we will give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
5. I will think, talk and ask questions about whether we can learn anything from the story for themselves, exploring different ideas.

## OUTCOME / COMPOSITE

The children will be able to explain how people celebrate Diwali and Christmas during class discussions

- Make sense of belief:**
- Retell the story of creation from Genesis 1:1–2:3 simply
  - Recognise that 'Creation' is the beginning of the 'big story' of the Bible
  - Say what the story tells Christians about God, Creation and the world
- Understand the impact:**
- Give at least one example of what Christians do to say 'thank you' to God for Creation
- Make connections:**
- Think, talk and ask questions about living in an amazing world

- Make sense of belief:**
- Identify what a parable is
  - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
  - Give clear, simple accounts of what the story means to Christians
- Understand the impact:**
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)

• Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.