

Newquay Primary Academy – Spring Term 2 Sequence– RE



	RECEPTION	YEAR 1	YEAR 2
INTENT	<p>Prior knowledge... Children can think about the perspectives of others.</p>	<p>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</p>	<p>Prior knowledge... Children have learned about other religions including Christianity and Islam.</p>
VOCABULARY / STICKY KNOWLEDGE	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Why does Easter matter to Christians? To explain why Easter is so important to Christians.</p>	<p>Who is Jewish and how do they live?</p>
SEQUENCE OF LESSONS	<p>Chinese New Year, Lunar Calendar, fireworks, firecracker, red Pockets, Easter, Resurrection, Jesus, Cross, Re birth.</p>	<p>Incarnation, salvation, Holy week, bible, Easter, resurrection,</p>	<p>Mezuzah, shabbat, Chanukah, miracle</p>
OUTCOME / COMPOSITE	<ol style="list-style-type: none"> 1. Recognise people have different beliefs and learn how Chinese New Year is celebrated around the world. 2. Discuss my wishes on Chinese New Year using well-formed sentences. 3. Compare and contrast CNY to Diwali and Christmas. 4. Learn about how Christians celebrate Easter and discuss how my family celebrate. 5. Explain the places that are special to me and people in my community when I become a bus tour guide for Newquay. 	<ol style="list-style-type: none"> 1. To recognise that incarnation and salvation are part of a 'big story' of the Bible. 2. To tell stories of Holy Week and Easter from the Bible and recognize a link with the idea of Salvation (Jesus rescuing people) 3. To recognise that Jesus gives instructions about how to behave. 4. To understand how Christians celebrate Easter. 5. To give at least three examples of how Christians show their beliefs about Jesus's death and resurrection in Church worship at Easter. 6. To talk about history of the easter egg and why Christians give them at Easter. 	<ol style="list-style-type: none"> 1. What is precious to Jewish people? 2. What does a mezuzah remind Jewish people about? 3. How and why do Jewish people celebrate Shabbat? 4. What stories do Jewish people tell from the Jewish Bible? 5. What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?
	<p>The children will know some similarities and differences between different religious and cultural communities in this country.</p>	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p><u>Make connections:</u></p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> • 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). <p><u>Make connections:</u></p> <ul style="list-style-type: none"> • 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.