

Newquay Primary Academy –Autumn Term 2 Sequence – RE



	RECEPTION	YEAR 1	YEAR 2
INTENT	<p>Prior knowledge... In EYFS the Children are developing positive attitudes about the differences between people. The children have explored materials and developed imaginative play</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 explored other important Christian celebrations including Harvest.</p>
VOCABULARY / STICKY KNOWLEDGE	To compare how people around the world celebrate and live their lives.	Why does Christmas matter to Christians? To understand why Christmas is important to Christians.	What does it mean to belong to a faith community? To compare belonging to a faith community through their expressions of faith, rituals and ceremonies.
SEQUENCE OF LESSONS	<p>Celebrations, religion, Christian, Hindu, Jesus, Bethlehem, Stable, angel, Diwali, Rama & Sita, Diya Lamp, Rangoli Pattern</p> <ol style="list-style-type: none"> 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. 	<p>Christian, Christmas, church, vicar, bible, Jesus, advent,</p> <ol style="list-style-type: none"> 1. Why is Christmas important to Christians? 2. What is Christmas? To retell the Christmas story 3. How is Christmas celebrated? What happens in a Christian church at Christmas? 4. What does advent mean to Christians? 5. Why do Christians decorate their homes at Christmas? 6. Why do Christians give gifts at Christmas? 	<p>Community, symbols, faith, ceremony, belonging, marriage</p> <ol style="list-style-type: none"> 1. I can say a group or community that I belong to and talk about what is special and important about belonging to a group that is important to me. 2. I can recognise symbols of belonging for Christians ...recognise symbols of belonging for Jews or Muslims. I can think about why symbols of belonging matter to believers. 3. I can give an example of how a person from different faiths might show they love people. 4. I will be able to talk about how different faith welcome babies into the world. 5. I will learn how different faiths celebrate the birth of a baby through ceremonies. 6. I will learn how different faiths show belonging through marriage.
OUTCOME / COMPOSITE	<p>The children will be able to explain how people celebrate Diwali and Christmas during class discussions</p>	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels. • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. <p><u>Make connections:</u></p> <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not <ul style="list-style-type: none"> • Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p><u>Make sense of beliefs:</u></p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities. • Say simply what Jesus and one other religious leader taught about loving other people. <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). <p><u>Make connections:</u></p> <ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.