



RE – Year 1 – Medium Term Plan
Autumn 2, Unit 1: Belonging

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What does it mean to belong to the Christian family?	To know what it means to belong to a family by exploring how different families can be made up and the roles taken by each person in a family.	I can talk about what it means to belong to a family. I can talk about different types of family. I can begin to respect the feelings and experiences of others	Know what it means to belong to a family, school or group. Know that there are different types of family and different ways of belonging to a family. Understand that there are similarities and differences between people.	Belong Belonging Family role	Twinkl lesson pack Pencils Colouring pencils
Two: Who Am I?	To understand who I am and how I belong by exploring our school and class community and my likes and dislikes.	I can talk about what it means to belong to my class. I can talk about my likes and dislikes. I can talk about the people and things that are important to me.	Know what it means to belong to a family, school or community. Learn to think about how they belong and who they are. Understand that people belong in different ways.	Belong Community Identity	Twinkl lesson pack Pencils Colouring pencils
Three: What Does It Mean to Belong to the Christian Community?	To understand what it means to belong to the Christian community by exploring some features, symbols and practices of Christian life.	I can name the Christian place of worship. I can identify some important Christian symbols.	Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals	belong, Christian, Christianity, church, Easter, Christmas	Twinkl lesson pack Scissors Glue sticks

		I can talk about some important Christian festivals and how they might link to a Christian's sense of belonging.			
Four: What Does It Mean to Belong to the Jewish Community?	To understand what it means to belong to the Jewish community.	I can name the Jewish place of worship. I can identify some important Jewish symbols and practices. I can talk about the Jewish day of rest and how this might link to a Jewish person's sense of belonging.	Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children begin to explore daily practices and rituals of religions, identifying religious practices.	belong, Jewish, Judaism, Shabbat, synagogue.	Twinkl lesson pack Pencils Colouring pencils
Five: What Does It Mean to Belong to the Muslim Community?	To understand what it means to belong to the Muslim community by exploring some features, symbols and practices of Muslim life.	I can name the Muslim place of worship. I can identify some important Muslim symbols and practices. I can talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith.	Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children begin to explore daily practices and rituals of religions, identifying religious practices.	Aqiqah, belong, Islamic, Islam, mosque, Muslim, Qur'an	Twinkl lesson pack Pencils Colouring pencils
Six: Symbols and Belonging	To know how symbols are used in religions by thinking about what symbols mean and how they express a community's way of life. To link this to their own experiences	I can recall and name religious objects from 2 different religions. I can talk about how symbols are used in different religious.	To recognise different symbols and how they can express a community's way of life. To name artefacts and symbols from different religions and talk about the meanings of them. To identify symbols that are important in their own lives	belong, belonging, cross, religion, Star and Crescent, Star of David, symbol	Twinkl lesson pack Pencils Colouring pencils

		I can think about symbols in my life and how they impact my sense of belonging.			
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<p>Assessment:</p> <p><u>Working Towards the Expected Level:</u> • I can talk about what it means to belong to a family. • I can talk about what it means to belong to my class. • I can name the Christian place of worship. • I can name the Jewish place of worship. • I can name the Muslim place of worship. • I can recall and name religious objects from 2 different religions.</p> <p><u>Working At the Expected Level:</u> • I can talk about different types of family. • I can talk about my likes and dislikes. • I can identify some important Christian symbols and practices. • I can identify some important Jewish symbols and practices. • I can identify some important Muslim symbols and practices. • I can talk about how symbols are used in different religions.</p> <p><u>Working At Greater Depth:</u> • I can begin to respect the feelings and experiences of others. • I can talk about the people and things that are important to me. • I can talk about some important Christian festivals and how they might link to a Christian’s sense of belonging • I can talk about some important Jewish festivals and how they might link to a Jewish person’s sense of belonging. • I can talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith. • I can think about symbols in my life and how they impact my sense of belonging.</p>				
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RE – Year 1– Medium Term Plan
Spring 2, Unit 2: Places of Worship

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What is a place of worship?	To know what a place of worship is	I can talk about what a place of worship is I can talk about a place that is special to me. I know what worship is. I can name and talk about some examples of places of worship. I can discuss how a place of worship is a special place to religious believers		Worship, special, sacred, religion, religious believer, church, synagogue, mandir, temple, building, parts	Twinkl lesson pack
Two: Jewish Synagogue	To discuss key parts of a Jewish Synagogue	I can explain what a place of worship is. I can name and talk about some important parts of a Jewish synagogue. I can talk about some important things that Jewish people believe. I can identify and name important parts and objects from a synagogue.		Synagogue, Jewish, Judaism, rabbi, kippah, tallit, Torah, ark, bimah, cantor, Eternal Light.	Twinkl lesson pack
Three: Hindu Mandir	To discuss key parts of a Hindu Mandir	I can talk about some important things that Hindus believe.		Hindu, Hinduism, mandir, temple, art, colour, shape, gods, murtis, yantra.	Twinkl lesson pack Art materials

		<p>I can name and talk about some important parts of a Hindu mandir.</p> <p>I can talk about examples of Hindu art.</p> <p>I can create my own artwork inspired by Hindu art</p>			
Four: Christian Church	To discuss key parts of a Christian Church	<p>I can talk about some important things that Christians believe.</p> <p>I can name and talk about some important parts of a Christian church.</p> <p>I can place objects within a church plan accurately and know why the shape of a church can be important.</p> <p>I can begin to think about what happens in a church.</p>		Church, Christian, Christianity, Bible, Jesus, God, altar, lectern, font.	Twinkl lesson pack
Five: Why are places of worship important?	To discuss why places of worship are important in religions	<p>I can recall what a place of worship is.</p> <p>I can name and talk about some of the events that happen at places of worship.</p> <p>I can talk about some of the ways a place of worship might make a religious believer feel.</p> <p>I can think about why a place of worship might be important to different people.</p>		Worship, community, feelings, learn, celebrate.	Twinkl lesson pack Art materials Large paper

<p>Six: A new place of worship</p>	<p>To use and apply the key parts of a place of worship to a new design.</p>	<p>I can recall the key parts of a Jewish synagogue, Hindu mandir and Christian church.</p> <p>I can discuss how a place of worship is used in the community and by different people. I can design a building and justify my design choices.</p> <p>I can present my design to an audience and use key words when describing it</p>		<p>Worship, community, parts, symbol, shape</p>	<p>Twinkl lesson pack</p>
<p>Assessment:</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • talk about a place that is special to them; • understand what worship is; • name some places of worship; • know that a place of worship is a special place for religious believers; • know at least one important thing that Jews believe; • name some important parts of, and objects in, a Jewish synagogue; • know at least one important thing Hindus believe; • name some important parts of a Hindu mandir; • talk about examples of Hindu art; • create their own artwork inspired by Hindu art; • know at least one important thing that Christians believe; • name some important parts of a Christian church; • place objects within a church plan and know that the shape of a church is like a cross; • begin to think about what happens in a church; • name some events that happen in places of worship; • talk about at least one way a place of worship might make a religious believer feel; • think about why a place of worship might be important to different people; • design a building and justify their design choices; • present their building design to an audience. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • talk about a place that is special to them; • explain what worship is; • name and talk about some examples of places of worship; • discuss how a place of worship is a special place for religious believers; • talk about some important things that Jews believe; • name and talk about some important parts of, and objects in, a Jewish synagogue; • talk about some important things Hindus believe; • name and talk about some important parts of a Hindu mandir; • talk about examples of Hindu art; • create their own artwork inspired by Hindu art; • talk about some important things that Christians believe; • name and talk about some important parts of a Christian church; • place objects within a church plan accurately and know that the shape of a church is important; • begin to think about what happens in a church; • name and talk about some events that happen in places of 					

worship; • talk about some of the ways a place of worship might make a religious believer feel; • think about why a place of worship might be important to different people; • design a building and justify their design choices; • present their building design to an audience and use key words to describe it.

...**some children will be able to**: • talk about a place that is special to them; • explain in greater detail what worship is; • name and discuss examples of places of worship; • discuss how and why a place of worship is a special place for religious believers; • discuss key things that Jews believe; • name and describe the important parts of, and objects in, a Jewish synagogue; • discuss key things Hindus believe; • name and describe the important parts of a Hindu mandir; • discuss examples of Hindu art; • create their own artwork inspired by Hindu art; • discuss key Christian beliefs; • name and describe the important parts of a Christian church; • place objects within a church plan accurately and know why and how the shape of a church is important; • discuss what happens in a church; • name and describe some events that happen in places of worship; • discuss different ways a place of worship might make a religious believer feel; • think about why and how a place of worship might be important to different people; • design a building and justify their design choices with reference to parts of places of worship they have learnt about; • present their building design to an audience and use key words to explain it.



RE – Year 1 – Medium Term Plan
Summer 1, Unit 3: Religion and Rituals

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What is a ritual?	To understand what a ritual is	I can discuss the features of a ritual. I can sort activities, identifying whether they are rituals or not. I can discuss why rituals are used in religions		Religion, ritual, routine, repetition, ceremony, faith, focus, time, order	Twinkl lesson pack
Two: Salat	To discuss what Salat is and why it is important to Muslims	I know what Salat is. I can talk about why Salat is important. I can use what I know about Salat to design a prayer mat. I can identify some of the poses in Salat		Rituals, prayer, faith, Salat, Pillars of Islam.	Twinkl lesson pack Colouring crayons Prayer mat if available
Three: Puja	To explore the rituals of Puja	I can describe what happens when Hindus perform puja. I can discuss how I might welcome a visitor. I can talk about how the senses are used in the ritual of puja.		Rituals, prayer, puja, temple, mandir, murti, shrine, mantras, prashad, blessed, Aum, incense, kum kum powder, diva lamp, senses.	Twinkl lesson pack Whiteboards Counters Examples of murtis and a puja tray if available

<p>Four: Holy Communion</p>	<p>To explore what happens during Holy Communion</p>	<p>I can tell a friend about an object that holds a memory or special meaning for me.</p> <p>I can talk about why bread and wine are used in Holy Communion.</p> <p>I can explain why Holy Communion is important for Christians.</p> <p>I can use key vocabulary about Holy Communion.</p>		<p>Holy Communion, the Last Supper, the Lord's Supper, the Eucharist, bread, wine, chalice, altar, prayer, sins, Bible.</p>	<p>Twinkl lesson pack Whiteboards</p>
<p>Five: Comparing rituals</p>	<p>To compare rituals from different religions</p>	<p>I can recall key facts about religious rituals studied.</p> <p>I can discuss some key features of different rituals.</p> <p>I can compare religious rituals and say what is similar or different about them.</p> <p>I can discuss why rituals might be different between religions.</p>		<p>Compare, contrast, prayer, worship, purpose, role, repetition, time.</p>	<p>Twinkl lesson pack</p>
<p>Six: Our own ritual</p>	<p>To discuss and apply some features of religious rituals</p>	<p>I can name some features of religious rituals.</p> <p>I can suggest ideas for a new ritual and listen to others' ideas.</p> <p>I can present my ideas to an audience.</p>		<p>Rituals, routines, design.</p>	<p>Twinkl lesson pack Whiteboards</p>
<p>Assessment: ...some children will be able to: • talk about a place that is special to them; • explain in greater detail what worship is; • name and discuss examples of places of worship; • discuss how and why a place of worship is a special place for religious believers; • discuss key things that Jews believe; • name and describe the important parts of, and objects in, a Jewish synagogue; • discuss key things Hindus believe; • name and describe the important parts of a Hindu mandir; • discuss examples of Hindu art; • create their own artwork inspired by Hindu art; • discuss key Christian beliefs; • name and describe the important parts of a Christian church; • place objects within a church plan accurately and know why and how the shape of a church is important; • discuss what happens in a church; • name and describe some events that happen in places of worship; • discuss different ways a place of worship might make a religious believer feel; • think about why and how a place of worship might be important to different people; • design a building and justify their design choices with reference to parts of places of worship they have learnt about; • present their building design to an audience and use key words to explain it.</p>					

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