



RE s Year 1/2 s 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.	<p>I can talk about what it means to belong to a family.</p> <p>I can talk about different types of family.</p> <p>I can begin to respect the feelings and experiences of others</p>	<p>Know what it means to belong to a family, school or group.</p> <p>Know that there are different types of family and different ways of belonging to a family.</p> <p>Understand that there are similarities and differences between people.</p>	<p>Belong</p> <p>Belonging</p> <p>Family</p> <p>role</p>	<p>Twinkl lesson pack</p> <p>Pencils</p> <p>Colouring pencils</p>
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.	<p>I can talk about what it means to belong to my class.</p> <p>I can talk about my likes and dislikes.</p> <p>I can talk about the people and things that are important to me.</p>	<p>Know what it means to belong to a family, school or community.</p> <p>Learn to think about how they belong and who they are.</p> <p>Understand that people belong in different ways.</p>	<p>Belong</p> <p>Community</p> <p>Identity</p>	<p>Twinkl lesson pack</p> <p>Pencils</p> <p>Colouring pencils</p>

<p>Three: What Does It Mean to Belong to the Christian Community?</p>	<p>To understand what it means to belong to the Christian community by exploring some features, symbols and practices of Christian life.</p>	<p>I can name the Christian place of worship.</p> <p>I can identify some important Christian symbols.</p> <p>I can talk about some important Christian festivals and how they might link to a Christian's sense of belonging.</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions.</p> <p>belong, Christian, Christianity, church, Easter, Christmas</p>	<p>belong, Christian, Christianity, church, Easter, Christmas</p>	<p>Twinkl lesson pack Scissors Glue sticks</p>
<p>Four: What Does It Mean to Belong to the Jewish Community?</p>	<p>To understand what it means to belong to the Jewish community by exploring some features, symbols and practices of Jewish life.</p>	<p>I can name the Jewish place of worship.</p> <p>I can identify some important Jewish symbols and practices.</p> <p>I can talk about the Jewish day of rest and how this might link to a Jewish person's sense of belonging.</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions.</p> <p>Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children begin to explore daily practices and rituals of religions, identifying religious practices</p>	<p>belong, Jewish, Judaism, Shabbat, synagogue</p>	<p>Twinkl lesson pack Pencils Colouring pencils</p>
<p>Five: What Does It Mean to Belong to</p>	<p>To understand what it means to belong to the Muslim community</p>	<p>I can name the Muslim place of worship.</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions.</p>	<p>Aqiqah, belong, Islamic, Islam, mosque, Muslim, Qur'an</p>	<p>Twinkl lesson pack Pencils</p>

the Muslim Community?	by exploring some features, symbols and practices of Muslim life.	<p>I can identify some important Muslim symbols and practices.</p> <p>I can talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith.</p>	<p>Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children begin to explore daily practices and rituals of religions, identifying religious practices.</p>		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	<p>I can recall and name religious objects from 2 different religions.</p> <p>I can talk about how symbols are used in different religions.</p> <p>I can think about symbols in my life and how they impact my sense of belonging.</p>	<p>To recognise different symbols and how they can express a community's way of life.</p> <p>To name artefacts and symbols from different religions and talk about the meanings of them.</p> <p>To identify symbols that are important in their own lives</p>	belong, belonging, cross, religion, Star and Crescent, Star of David, symbol	Twinkl lesson pack Pencils Colouring pencils
<p>Assessment:</p> <p><u>Working Towards the Expected Level:</u> q/l can talk about what it means to belong to a family. q/l can talk about what it means to belong to my class. q/l can name the Christian place of worship. q/l can name the Jewish place of worship. q/l can name the Muslim place of worship. q/l can recall and name religious objects from 2 different religions.</p> <p><u>Working At the Expected Level:</u> q/l can talk about different types of family. q/l can talk about my likes and dislikes. q/l can identify some important Christian symbols and practices. q/l can identify some important Jewish symbols and practices. q/l can identify some important Muslim symbols and practices. q/l can talk about how symbols are used in different religions.</p> <p><u>Working At Greater Depth:</u> q/l can begin to respect the feelings and experiences of others. q/l can talk about the people and things that are important to me. q/l can talk about some important Christian festivals and how they might link to a</p>					

<p>Christian's sense of belonging q/ I can talk about some important Jewish festivals and how they might link to a Jewish person's sense of belonging. q/ I can talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith. q/ I can think about symbols in my life and how they impact my sense of belonging.</p>	
--	--



RE s Year 1/2s Medium Term Plan
Spring 2, Unit 2: Places of Worship



<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One: Special places</i>	<i>To consider what makes a place special to people</i>	<i>I can say what makes a place special. I can talk about a place that is special to me. I can choose appropriate words to describe what a place of worship is like.</i>		<i>Place of worship, holy, incense, meditate, respect</i>	<i>Twinkl lesson pack Whiteboards</i>
<i>Two: What is it like to visit a Mosque?</i>	<i>To explore what it is like to visit a Mosque</i>	<i>I can identify key features of a mosque. I can describe what a visitor to a mosque might see. I can work with others to produce a guidebook about mosques</i>		<i>Muslim, Islam, mosque, ablutions area, dome, minaret, imam Qur'an, prayer hall, musallah, prayer mat, Mecca, Allah, qiblah wall, mihrab, tasbeeh beads.</i>	<i>Twinkl lesson pack Whiteboards Stapler</i>
<i>Three: Visiting a Gurdwara</i>	<i>To explore what it is like to visit a Gurdwara</i>	<i>I can identify features of a gurdwara. I can describe what a visitor to a gurdwara might see. I can explain aspects of a gurdwara by writing a thank you letter.</i>		<i>Sikh, Sikhism, gurdwara, Guru Granth Sahib, langar, Nishan Sahib, Khanda, Darbar Sahib, Chaur.</i>	<i>Twinkl lesson pack Headscarves</i>

<p>Four: The shape of Buddhist temples</p>	<p>To explore the shape of Buddhist temples</p>	<p>I can discuss the similarities and differences between some Buddhist temples.</p> <p>I can identify how the elements are represented in the shape of a Buddhist temple.</p> <p>I can draw and label my own Buddhist temple design.</p> <p>I know how the five elements are represented in my design.</p>		<p>Buddha, Buddhist temple, enlightenment, spire, dome, pinnacle, crescent, square base, pagoda, stupa.</p>	<p>Twinkl lesson pack Whiteboards Scissors Glue sticks</p>
<p>Five: Making comparisons</p>	<p>To compare different places of worship</p>	<p>I can discuss what I know about places of worship with others.</p> <p>I can organise the facts I know about different places of worship on a grid.</p> <p>I can discuss similarities and differences between places of worship.</p>		<p>Compare, similarities, differences, mosque, gurdwara, Buddha. Buddhist temple, enlightenment, mantra, lotus flower, mala beads, prayer wheel, incense, the Three Jewels, monk,</p>	<p>Twinkl lesson pack Highlighters Whiteboards Scissors Glue sticks</p>

				run, meditation.	
Six: Designing a special place	To apply what I know about places of worship to my own design	<p>I can explain what I know about some places of worship.</p> <p>I can include some features of the places of worship I have learnt about in my design.</p> <p>I can produce and explain images to help others understand my vision of the special place</p>		Community, celebrate, reflect, features, explain, design.	Twinkl lesson pack Paper
<p>Assessment:</p> <p>All children should be able to: q give an example of a place that is special to them; q explain what a place of worship is and name some places of worship; q name something that happens in places of worship; q know that a mosque is a place of worship for Muslims and name some things a visitor might see there; q know that visitors to a mosque should remove their shoes; q know that a gurdwara is a place of worship for Sikhs and name some things a visitor might see there; q know that visitors to a gurdwara should take off their shoes, cover their heads and wash their hands when visiting a gurdwara; q know that some Buddhist temple designs are based on the five elements; q know that a Buddhist temple is a place of worship for Buddhists and name some things a visitor might see there; q find some similarities between the places of worship they have studied; q design and label their ideas for a special place for a community; q work with the support</p>					

of others to present their ideas for a special place to an audience. Assessment Statements By the end of this unit... .most children will be able to: q talk about a place that is special to them and to effectively describe how they feel there and explain why the place is special to them;

q give a detailed explanation of what a place of worship is and name some places of worship; q talk about some of the things that happen in a place of worship and reflect upon why they are important places; q know that a mosque is a place of worship for Muslims and describe the things a visitor might see in a mosque; q explain how a visitor should behave when visiting a mosque; Introduction In this unit about places of worship, children reflect on special places and discuss a place that is special to them. They will learn about what a place of worship is and what happens there. The children will learn about what a visitor to a mosque, a gurdwara and a Buddhist temple might see and they will gain an understanding of how a visitor should behave in each of these places of worship. They will also develop an understanding of why places of worship are so important to the people who attend them. Children will explore similarities and differences between the places of worship they have been learning about and will apply their knowledge and understanding about places of worship by working with others to design a non-religious special place.

Some children will be able to: q give a detailed account of why a particular place is special to them; q give a detailed explanation of what a place of worship is and name many places of worship; q talk confidently about some of the things that happen in a place of worship and reflect upon why they are important places; q know that a mosque is a place of worship for Muslims, confidently describe the things a visitor might see in a mosque and describe what happens there; q explain how a visitor should behave when visiting a mosque; q know that a gurdwara is a place of worship for Sikhs, confidently describe the things a visitor might see there and explain what happens in a gurdwara; q explain how a visitor should behave when visiting a gurdwara; q know that a Buddhist temple is a place of worship for Buddhists, confidently describe some things a visitor might see there and explain what happens in a Buddhist temple; q explain which parts of a Buddhist temple can represent the five elements; q confidently discuss and explore a range of similarities and differences between the places of worship they have studied; q produce a detailed, labelled design for a special place for a community, explaining how they have drawn on their learning about places of worship in their design; q take a leading role in working with others to present their ideas for a special place to an audience. q know that a gurdwara is a place of worship for Sikhs, describe the things a visitor might see there and describe what happens in a Gurdwara; q explain how a visitor should behave when visiting a gurdwara; q know which parts of a Buddhist temple can represent the five elements; q know that a Buddhist temple is a place of worship for Buddhists, describe some things a visitor might see there and know what happens in a Buddhist temple; q discuss and explore the similarities and differences between the places of worship they have studied; q design and label a special place for a community, drawing on their learning about places of worship; q work effectively with others to present their ideas for a special place to an audience.

Some children will be able to:

give a detailed account of why a particular place is special to them; q give a detailed explanation of what a place of worship is and name many places of worship; q talk confidently about some of the things that happen in a place of worship and reflect upon why they are important places; q know that a mosque is a place of worship for Muslims,

confidently describe the things a visitor might see in a mosque and describe what happens there; q/ explain how a visitor should behave when visiting a mosque; q/ know that a gurdwara is a place of worship for Sikhs, confidently describe the things a visitor might see there and explain what happens in a gurdwara; q/ explain how a visitor should behave when visiting a gurdwara; q/ know that a Buddhist temple is a place of worship for Buddhists, confidently describe some things a visitor might see there and explain what happens in a Buddhist temple; q/ explain which parts of a Buddhist temple can represent the five elements; q/ confidently discuss and explore a range of similarities and differences between the places of worship they have studied; q/ produce a detailed, labelled design for a special place for a community, explaining how they have drawn on their learning about places of worship in their design; q/ take a leading role in working with others to present their ideas for a special place to an audience.



*RE s Year 1/2 s Medium Term Plan
Summer 1, Unit 3: Leaders, Teachers and Followers*



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
--------	--------------------	------------------	---------------------------	------------	-----------

<p>One: What Makes a Good Leader?</p>	<p>To look at and appreciate how many people's values are an important aspect of their lives by exploring the differences between teachers, leaders and followers.</p>	<p>I can explain what makes a good leader.</p> <p>I can talk about some of the differences between leaders, teachers and followers.</p> <p>I can link my learning to my own experiences</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives.</p> <p>Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p>	<p>Follower Leader teacher</p>	<p>Twinkl lesson pack Knowledge organiser What makes a good leader activity sheets</p>
<p>Two: Why Is Abraham So Important to Jewish People and Christians?</p>	<p>To learn the name of important religious stories by learning about why Abraham is important to Jewish people and Christians.</p>	<p>I can talk about why a person might be important in a religion.</p> <p>I can explain who Abraham is and can state some facts about Abraham's life.</p> <p>I can explain why Abraham is significant to Jewish people and Christians.</p>	<p>Children describe the main beliefs of a religion.</p> <p>Children learn the name of important religious stories.</p>	<p>blessing, Christianity, covenant, Judaism, nation</p>	<p>Twinkl lesson pack Knowledge Organiser What Sort of Leader Was Moses? activity sheets Envelope with a piece of paper inside which says "How can we get messages from people?" Scissors, glue sticks, pencils, whiteboards and pens</p>
<p>Three: What Sort of Leader</p>	<p>To learn the name of important religious stories by</p>	<p>I can talk about the life of Moses.</p>	<p>Children learn the name of important religious stories</p>	<p>G-d, Israelites,</p>	<p>Twinkl lesson Pack Knowledge</p>

<p>Was Moses?</p>	<p>learning about what sort of leader Moses was.</p>	<p>I can retell the story of Moses and the burning bush.</p> <p>I can explain what sort of leader Moses was.</p>		<p>Judaism, Moses</p>	<p>Organiser What Sort of Leader Was Moses? activity sheets Envelope with a piece of paper inside which says "How can we get messages from people?", Scissors, glue sticks, pencils, mini whiteboards and pens</p>
<p>Four: Why Do People Follow Jesus?</p>	<p>To learn the name of important religious stories by learning why people follow Jesus.</p>	<p>I can talk about the life of Jesus.</p> <p>I can name some qualities of Jesus.</p> <p>I can explain how these qualities make some people want to follow Jesus.</p>	<p>Children learn the name of important religious stories.</p>	<p>Christianity, God, miracles, Son of God</p>	<p>Twinkl lesson pack Knowledge Organiser Why Do People Follow Jesus? activity sheets Scarves or blindfolds (optional) Scissors, glue sticks, pencils, mini</p>

					whiteboards and pens
Five: What Kind of Leader Is Jesus?	To learn the name of important religious stories by learning what kind of leader Jesus is	I can retell a Bible story. I can explain how Jesus treated poor people. I can explain what kind of leader Jesus is.	Children learn the name of important religious stories.	mite, temple, widow	Twinkl lesson pack Knowledge Organiser Why Do People Follow Jesus? activity sheets Maths cubes Pencils, coloured pencils
Six: What Religious Leaders Do We Have?	To recognise, name and describe religious artefacts, places and practices by understanding that there are different kinds of religious leaders.	I can name some religious leaders. I know which religion leaders belong to. I can explain the qualities of some religious leaders.	Children recognise, name and describe religious artefacts, places and practices.	granthi, imam, minister, monk, pastor, priest, rabbi, swami, vicar	Twinkl lesson pack Whiteboards Knowledge Organiser What Religious Leaders Do We Have? activity sheets Pencils, scissors, glue
Seven: What Kind of Leader Is Prophet Muhammad (PBUH)?	Additional Lesson To describe the main beliefs of a religion by understanding what kind of leader Prophet	I can talk about the life of the Prophet Muhammad (PBUH). I can retell a story about the Prophet Muhammad (PBUH).	Children describe the main beliefs of a religion.	Allah, Islam, Muslim, PBUH, prophet, Qur'an	Knowledge Organiser What Kind of Leader Is Prophet Muhammad (PBUH)?

	Muhammad (PBUH) is.	I can explain what kind of leader Prophet Muhammad (PBUH) is			Activity Sheets Pencils
<p>Assessment:</p> <p><u>Working Towards the Expected Level:</u> q/l can begin to explain what makes a good leader. q/l can state some facts about Abraham. q/l can retell the story of Moses and the burning bush. q/l can retell a Bible story. q/l can name some qualities of Jesus. q/l can name some religious leaders.</p> <p><u>Working At the Expected Level:</u> q/l can explain what makes a good leader. q/l can explain who Abraham is and can state some facts about Abraham's life. q/l can explain what sort of leader Moses was. q/l can talk about the life of Jesus. q/l can explain what kind of leader Jesus is. q/l can explain what religion leaders belong to.</p> <p><u>Working At Greater Depth:</u> q/l can explain what makes a good leader and why people want to follow them. q/l can explain why Abraham is significant to Jewish people and Christians. q/l can explain why Moses is significant to Jewish people and Christians. q/l can explain how Jesus' qualities make some people want to follow him. q/l can explain how Jesus treated poor people. q/l can explain the qualities of some religious leaders.</p>					