

<b>Autumn 1 Year Group:</b> One		<b>Teacher:</b> Rebecca Wormleighton	<b>Religion/belief:</b> Christianity	<b>Key Question:</b> What do people say about God?
<b>Focus Question: What do some people do because they believe in God?</b>				
<b>Links with:</b> <b>Spiritual</b> <b>Moral</b> <b>Social</b> <b>Cultural</b>		<b>Possible Cross-curricular links:</b> <b>Art</b> – bubble writing <b>Science</b> – keeping plants alive <b>Geography</b> – plans of the school and the use of symbols and keys to explain what areas are used for <b>ICT</b> – use of ipads to take images and make collages of symbols in the local area and around school	<b>Shared human experience (SHE):</b> pupils will explore and ask questions about the experiences of wondering about puzzling questions. <b>Living religious traditions (LRT):</b> pupils will explore and recognize some things religious people say about God. <b>Beliefs and values (B&amp;V):</b> pupils will explore and ask questions about some beliefs and stories about God and human life. <b>The search for personal meaning (SPM):</b> pupils will explore simple beliefs about God and suggest their own responses.	
<b>Attainment Target 1: Learning about religion and belief</b> · <b>explore</b> a range of religious stories, events and sacred writings and talk about their meanings and what they say about God. · <b>explore</b> how religious beliefs and ideas about God can be expressed through the arts and communicate their responses. · <b>identify and suggest meanings</b> for religious symbols of God and begin to use a range of religious words.			<b>Attainment Target 2: Learning from religion and belief</b> · <b>reflect on</b> and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness. · <b>ask and respond</b> imaginatively to puzzling questions about God, communicating their ideas. · <b>respond sensitively to other people's ideas, thoughts and comments about God.</b>	
	<b>Key questions</b>	<b>Learning objectives/intentions</b>	<b>Possible activities</b>	<b>Possible resources</b>
<b>SHE</b>	How do we use water in our lives (needs and wants)? Is water important in my life? Can water make life better? Can water be fun as well as dangerous?	To investigate the importance of water in our lives	Children to make a list/mindmap all the various ways in which they use water every day. Look at things that require water to 'make them better' – tea, cup a soup etc. record on paper. Bubble painting Washing dirty socks and clothing	Items that need water Large sheets of paper Socks and dirty clothing Washing lines, soap and water tray Paint Washing up liquid
<b>LRT</b>	What is a symbol? Why is water important at baptism? Which symbols do Christians use at a baptism? Why?	To have an awareness and understanding of the celebration of infant baptism  To begin to appreciate the use of symbolism	Explore what a symbol is – including everyday symbols e.g. McDonalds Go on a hunt for symbols around the school and the local environment Children would design their own symbol Watch a video clip of a baptism Children ask parents about their baptism Role play of a baptism Re-enactment of the baptism of Jesus using the Bible Comic life or ipads to record eyewitness responses to the baptism of Jesus	Infant Baptism and the relevant objects e.g. font, candle, god parents. Believer's Baptism and the relevant Bible story <a href="http://www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963.html">http://www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963.html</a> - clip of Christian baptism <a href="http://www.cleo.net.uk/resources/displayframe.php?src=425/consultants_resources/religiouseduc/stsbapt/stStephen.html">http://www.cleo.net.uk/resources/displayframe.php?src=425/consultants_resources/religiouseduc/stsbapt/stStephen.html</a> - clip of the different parts of the baptism symbolism powerpoint

				symbols of baptism worksheets and flashcards
<b>B and V</b>	Baptism welcomes Christians to the Christians to the Christian community.	To understand/know that when Christians are baptised they follow the example set by Jesus.	Visit to the Newchurch Parish Church (possibly role-play baptism) Invite in vicar from Newchurch Parish Church Reverend to show/discuss the symbols of baptism	Prepared questions by the children to ask the vicar Visit to Newchurch Parish Church – risk assessment Ipad to record images and conversations
<b>SPM</b>	What communities do we belong to? Do I like belonging to a community? How do I show that I belong to a community? How do I choose which group I want to belong to?	To consider the experience of being a member of a group or community	Look for signs that identify being part of a group e.g. rainbows, Newchurch, brownies etc. Invite a member of Rainbows in to talk to the children, Create a badge/logo for an imaginary organisation or our eco/school council – discuss ideas Discuss rules and the purpose of an organisation and their importance.	School jumper with badge Football kit School rules Bible (Ten Commandments) Rainbows visitor