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| **Spring 2 Year Group:** One | | | | **Teacher:** Jessica Tonge | | | **Religion/belief:** Christianity | | **Key Question:** What do people say about God? |
| **Focus Question: What stories are told about God? Why are they told?** | | | | | | | | | |
| **Links with:**  **Spiritual**  **Moral**  **Social**  **Cultural** | | **Possible Cross-curricular links:**  **Art** – designs and decoration of an Easter cross  **English** – class poem | | | | **Shared human experience:** pupils will explore and ask questions about the experiences of wondering about puzzling questions.  **Living religious traditions:** pupils will explore and recognize some things religious people say about God.  **Beliefs and values:** pupils will explore and ask questions about some beliefs and stories about God and human life.  **The search for personal meaning:** pupils will explore simple beliefs about God and suggest their own responses. | | | |
| **Attainment Target 1: Learning about religion and belief**  · **explore** a range of religious stories, events and sacred writings and talk about their meanings and what they say about God.  · **explore** how religious beliefs and ideas about God can be expressed through the arts and communicate their responses.  · **identify and suggest meanings** for religious symbols of God and begin to use a range of religious words*.* | | | | | | **Attainment Target 2: Learning from religion and belief**  · **reflect on** and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness.  · **ask and respond** imaginatively to puzzling questions about God, communicating their ideas.  · **respond sensitively to other people’s ideas, thoughts and comments about God.** | | | |
|  | **Key questions** | | **Learning objectives/intentions** | | **Possible activities** | | | **Possible resources** | |
| **SHE** | Can I identify signs of new life in the local environment? | | To develop awareness of potential for and signs of new life in physical life.  To explore the concept that some things/relationships that are broken can be mended.  To identify sleeping/dead stage and relate to new life or changed state.  To identify what was broken/missing and how it was repaired. | | Go for a walk, examine seeds and bulbs before and after growth, explore development of butterfly, share relevant poems and stories, examine posters/pictures in groups and report findings to class, develop a dance or piece of music. Write a class/group poem. What signs of new life can we find around school?  How do we feel at this time of the year?  Use a secular/biblical story. Role play scenarios or chosen story. Identify and discuss vocabulary that is appropriate to emotions revealed in the scene or story. Complete a problem solving task that involves rebuilding a jigsaw or finding a missing game piece. | | |  | |
| **LRT** | Can I explain the significance of the Easter story? | | To become aware of examples of new life as found in stories about/told by Jesus  To explain how Jesus’ actions or events in stories brought about change.  To empathise with characters’ dilemmas in the story  To become familiar with some of the major events of Holy Week  To identify and sequence events (ie Palm Sunday, Last Supper, Good Friday, Easter Sunday)  To make appropriate choices for an Easter cross and explain. | | Read/share stories from New Testament e.g. Good Samaritan, Parables, Zacchaeus. The Easter story  Writing frame-‘I think Jesus told the story because…I think the message was…’Learn/write a song about chosen example. Design/make a poster/banner interpreting message.  Use freeze frame activity during role play and explain/record the characters’ responses.  Listen to/read stories from the New Testament or watch a video. Sequence pictures/sentences, produce art work/cards depicting events or decorate an Easter cross using events, symbols or words to depict something dead or broken being given new life in the Easter story. | | |  | |
| **B and V** | Can anyone be forgiven if they say sorry to God? | | To begin to understand that Christians believe they should live according to Jesus’ example.  To explain why they think the people/charities carry out their actions. | | Research the various famous Christians who are famous for charity work e.g. William Booth (Salvation Army)Explore the work of charities/missionaries /individuals through posters, visit or interview, IT. Role play a scenario with possible Christian response e.g to a homeless person or someone who is ill, lonely or poor.  Key message: Christians should live their lives like Jesus lived his. | | |  | |
| **SPM** | What can I do to help other people? | | To consider times when things have gone wrong in their lives  To become aware that they can changes things for others or themselves.  To describe a time when a relationship went wrong for them and what they did/might do to mend it.  To consider how they might behave in similar situations. | | Use circle time or draw and write activity to identify and express their feelings about an example of a time when they did something wrong. How were they forgiven? By whom? What were their feelings?  Class devise a task that involves helping someone and send a child/group to complete and report back. Discuss difficulties, response of helpers and the person receiving help. Relate to ‘new life’/repairing something ideas presented elsewhere in the unit. | | |  | |