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| **Autumn 1 Year Group:** One | | | | **Teacher:** Jessica Tonge | | | **Religion/belief:** Christianity | | **Key Question:** What do people say about God? |
| **Focus Question: What do some people do because they believe in God?** | | | | | | | | | |
| **Links with:**  **Spiritual**  **Moral**  **Social**  **Cultural** | | **Possible Cross-curricular links:**  **Art** – bubble writing  **Science** – keeping plants alive  **Geography** – plans of the school and the use of symbols and keys to explain what areas are used for  **ICT** – use of ipads to take images and make collages of symbols in the local area and around school | | | | **Shared human experience (SHE):** pupils will explore and ask questions about the experiences of wondering about puzzling questions.  **Living religious traditions (LRT):** pupils will explore and recognize some things religious people say about God.  **Beliefs and values (B&V):** pupils will explore and ask questions about some beliefs and stories about God and human life.  **The search for personal meaning (SPM):** 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** | 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 thinks 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 | |
| **LRT** | 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  <http://www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963.html> - clip of Christian baptism  <http://www.cleo.net.uk/resources/displayframe.php?src=425/consultants_resources/religiouseduc/stSbapt/stStephen.html> - clip of the different parts of the baptism  symbolism powerpoint  symbols of baptism worksheets and flashcards | |
| **B and V** | 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  Ipads to record images and conversations | |
| **SPM** | 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 | |