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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 paintingWashing dirty socks and clothing | Items that need waterLarge sheets of paperSocks and dirty clothingWashing lines, soap and water trayPaintWashing 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 baptismTo 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 environmentChildren would design their own symbolWatch a video clip of a baptismChildren ask parents about their baptism Role play of a baptismRe-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 baptismsymbolism powerpointsymbols 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 ChurchReverend to show/discuss the symbols of baptism | Prepared questions by the children to ask the vicarVisit to Newchurch Parish Church – risk assessmentIpads 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 ideasDiscuss rules and the purpose of an organisation and their importance. | School jumper with badgeFootball kitSchool rulesBible (Ten Commandments)Rainbows visitor |