

Year 1 R.E. Overview

TERM/LEARNING OBJECTIVES:	Content (detailed activities to be teacher led in Weekly plan)	ASSESSMENT:
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<p>Autumn 1: I KNOW:</p> <p>1.1 Celebrations and festivals – I know Who celebrates what and why. I know which stories are told at a festival. I know what it means to belong to the Jewish and Christian faiths. I know some Christian and Jewish artefacts and can ask questions about them. I know how they are used in certain festivals.</p> <p>1.4 Symbols – I know ways that churches and synagogues are important to believers. I can recount a trip made to a church or write about a visitor. I know what happens at a church and synagogue. I know some of the things that happen inside a church or synagogue and why some people go to one or the other or choose not to go to holy buildings.</p> <p>1.6 Believing I know some ways Jewish people show their beliefs and how they belong?</p>	<p>Understanding Judaism as a world faith Recap from F2 what they know about harvest</p> <p>What does it mean to be Christian/Jewish? What do you believe? What are the similarities and differences/ Eg. Jewish festival of Sukkot and harvest. How do people show they are thankful for the world? What would you give? What are these festivals? What happens at them? Which artefacts /symbols are used? Asking questions about the artefacts and symbols in a list How can we be generous and thankful? *visit to the church to learn about harvest *Jewish visitor</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations.</p> <p>-Be able to talk about the difference between being a Christian and Jew. -Be able to say what happens at harvest and why? -Be able to talk about what happens during Sukkot and why? -Be able to ask and find out answers to questions about artefacts and symbols. -Be able to talk about why some people go to some places of worships and others don't. -Be able to talk about why places of worship are important to some people. -Begin to talk about their own beliefs</p>
<p>Autumn 2 : 1.1 Celebrations and Festivals I know some of the stories told at festivals and celebrations. I know some of the food and artefacts used at these festivals.</p> <p>1.4 Symbols I know the names of artefacts/symbols and what they mean. I can find out about the symbols of two different communities</p>	<p>Hinduism What can you remember from F2 about Diwali? What is the story of Diwali? Why is it so important? Who else celebrates Diwali? What symbols/artefacts are connected to Diwali?</p> <p>Story of Rama and Sita – re tell the story Why is light important to Christians and Hindu's?</p> <p>Belonging: What does it mean to be Christian and Hindu? Look at the theme of light between Hinduism and Christianity.</p> <p>The Christmas Story - The Birth of Jesus through nativity. Begin to make comparisons with Hindu faith. Look at symbols.</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations.</p> <ul style="list-style-type: none"> • Be able to re tell and write about the story of Rama and Sita and why it is important. • Be able to say who celebrates Diwali and why? • To be able to make simple comparison between Christianity and Hinduism. • To be able to talk about light as a symbol in more than one faith. • Be able to name artefacts and symbols and say what they mean?
<p>Spring 1 1.7 What does it mean to belong?</p> <p>I know why belonging matters and how we can be good member of different groups. I know how I belong to my community.</p> <p>1.5 Leaders – What makes an inspiring leader to others? Christian and Jewish I know some key leaders from stories. I know some of the behaviour shown by these leaders.</p>	<p>Belonging to a family What can we say about other people's way of life compared to ours? How do people show they belong? Embed from foundation discussions about belonging. Link to family, school, places of worship What does being a member of a group mean? Rules, leaders Look at why Moses was a good leader? Cover some of the stories to illustrate this. Look at behaviours of a good leader eg. kindness, goodness, forgiveness Link to leaders in their own lives</p> <p>*visit from Mr Singh about belonging to Sikh community</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations.</p> <ul style="list-style-type: none"> • Be able to say what they belong to in terms of family, school, out of school, places of worship etc. • Be able to talk about what being a member of a group means. • Be able to say why someone makes a good leader and how this helps us belong.
<p>Spring 2 1.1 Celebrations and festivals – I know the stories and celebrations around Easter. I know the artefacts and symbols used in the Easter story. I know that not everyone celebrates Easter and that people come from different religions.</p> <p>1.6 Believing What do Jewish people believe about God? I know how to talk about my own views about God.</p>	<p>EASTER - Giving up something we love: What can they remember from the Easter story in F2? Easter story What is it like to belong to a Christian family? Re tell, act out, discuss characters feelings and look at the Easter story. Why is Easter important to Christians? Link this to things you would give up for others Why do Christians believe God loved the world?</p> <p>What do you believe? What are your views?</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations.</p> <ul style="list-style-type: none"> • Be able to re tell the Easter story and talk about how the characters felt and why it is an important story. • Be able to talk about how different people

	<p>Discussions about how other people celebrate different things and not necessarily Easter, how can we live together kindly when we are so different? What do Jewish people believe about God recap. Through art, music, poetry, express creatively using images or symbols their views of God. Discuss their beliefs.</p>	<p>celebrate different things.</p> <ul style="list-style-type: none"> • Be able to talk about my own beliefs and views of God.
<p>Summer 1 1.2 Myself – How do we show we care for others? Why does it matter? I know some Jewish, Christian and Humanist stories and think and talk about whether they are saying the same things about how we behave.</p> <p>1.3 Stories of Jesus – What can we learn from them? How do religious stories make a difference to people’s lives. I know how to re tell through different mediums the different stories about Jesus.</p> <p>I know how to respond to stories and what they mean. I know that some of these stories come from Christianity and are parables. I know that characters in the stories had different values the characters had.</p> <p>1.8 Jewish and Christian Stories I know stories with key characters in. I know the behaviour shown by these characters and the reasons they are important to Jewish and Christian people.</p>	<p>Stories What can we learn from stories? What is a miracle? What stories do Jews and Christians love to tell? Re-cap stories from foundation they have heard.</p> <p>Old testament</p> <p>The story of David and Goliath –Important to look at David Can we face ‘giant’ problems, who helps us? Does it matter what people look like? Links to own life Asking who, when, where, how, why questions</p> <p>New testament- Parables Feeding the 5000 – new testament How can we share what we have? Asking who, when, where, how, why questions</p> <p>Links to own life, caring for others, our own beliefs about how we treat people. e.g. Bullying, sharing. Recap who cares for them. How do I show I care from Foundation curriculum?</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations.</p> <ul style="list-style-type: none"> • Be able to recount stories from the old and new testament in different ways. • Be able to ask questions. • Be able to talk about the qualities characters had and link this to their own experience. • Be able to talk about where the stories come from. • Be able to talk about what we can learn from these stories. • Be able to talk about how we can care for others no matter what we believe.
<p>Summer 1.2 Myself – How do we show we care for others? Why does it matter? I know some, Christian stories and think and talk about whether they are saying the same things about how we behave.</p> <p>1.3 Stories of Jesus – What can we learn from them? How do religious stories make a difference to people’s lives. I know how to re tell through different mediums the different stories about Jesus.</p> <p>I know how to respond to stories and what they mean. I know that some of these stories come from Christianity and are parables. I know that characters in the stories had different values the characters had.</p>	<p>Parables of Jesus- Christianity - What can we learn from stories?</p> <p>Recap previous stories they have learnt</p> <p>Parables of Jesus- Christianity</p> <p>The parable of the sower and the seeds – link to plant growth The concept of their growth, what they would like to grow into?</p> <p>The Prodigal Son – Why is forgiveness important?</p> <p>(Or The parable of the Wise man and Foolish man- What can we do when life gets hard?) Some just read in story time and discussed.</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations.</p> <ul style="list-style-type: none"> • Be able to link my behaviour to the stories I have learnt about. • -Be able to say what I have learnt from stories and how they made a difference to people’s lives. • Be able to re tell a parable in my chosen way. • Be able to discuss characters from the stories and the values they had.
<p>Throughout the year in story time: 1.3 Stories of Jesus 1.5 Begin to know some of the leaders in these stories 1.8 Christian Stories</p> <p>What stories do people love to tell? Read a range of stories from different religions. Eg. Hindu, Buddhist, Christian, Jewish, Islam, Sikh, humanist, multicultural</p>		