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| updated logoHedgehogs Class  Medium Term Planning for R.E Spring Term 2023 | |
| **Focus Religions:**   * Chinese New Year * Mothers’ Day * Easter (Christianity) | There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  Key vocabulary:   * Chinese New Year, rabbit, fireworks, festival, dragon * Mother, kindness, love * Easter, Jesus, cross, Christians, eggs, chocolate |

**Chinese New Year (Spring term 1 - weeks 3-4)**

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| **Lesson 1 - Link it and learn it**  **Chinese New Year**  Group Attention Autism  Stage 1 – Chinese New Year themed items  Stage 2 – Splat dragon (paint balls in a line, cotton wool, splatter, head & tail)  Stage 3 – Firework splat (foam & glitter)  Stage 4 – Making music to the dragon’s movements using metallic instruments | **Lesson 2 – Learn it & Check it**  **Chinese New Year festival traditions**  Group activity –  Watch videos of CNY festivals and explore sensory objects.  Small group activity –  Create music using metallic instruments and explore traditional Dragon Dance music. | **Lesson 3 – Show it & Know it**  **Chinese New Year festival traditions**  Group activity –  Model making a hand print dragon, then create a large scare hand print Chinese dragon as a group (roller paper and paint).  Small group/ 1:1 activity –  Dragon mark making and creating music with metallic items. |

**Mothers’ Day (Spring Term 2 – week 3)**

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| **Lesson 1 - Link it and learn it.**  **Mothers’ Day**  Group activity –  Sharing family photos and identifying photos of our mothers. Use Makaton for ‘mum’ and ask children to point to their mum in the photos.  Small group/ 1:1 activity –  Create Mothers’ Day cards. | **Lesson 2 – Check it, show it, & know it.**  **Mothers’ Day**  Group activity –  Recap sharing family photos and identifying photos of our mothers. Use Makaton for ‘mum’ and ask children to point to their mum in the photos. Discuss kindness and love – use Makaton signs.  Small group/ 1:1 activity –  Making a Mothers’ Day gift (clay heart ornaments with a photo). |

**Easter (Spring term 2 – week 4 & 5)**

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| **Lesson 1 - Link it and learn it**  **Easter**  Group Attention Autism  Stage 1 – Easter themed motivating objects  Stage 2 – Cross painted on a hill – print in half  Stage 3 – Egg splat! (shaving foam & yellow paint)  Stage 4 – Easter egg pompom painting | **Lesson 2 – Learn it and Check it**  **Why do we celebrate Easter?**  Group activity –  Easter PowerPoint explaining the importance of Easter (with sensory props).  Small group activity –  Go on an Easter egg hunt – collect the eggs. | **Lesson 3 – Show it & Know it**  **Easter traditions.**  Group activity –  Recap the importance of Easter with props. Can children identify Jesus, the cross, eggs, etc.  Taste hot cross buns.  Small group/ 1:1 activities –  Easter crafts and sensory trays. |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Engage with stories and extracts from religious literature and talk about their meanings - **1.1a**  Explore stories about the lives and teachings of key religious figures - **1.1b**  Explore the preparations for and find out about the celebration of festivals - **1.2b**  Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies – **1.3b**  Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression -**1.3c**  Reflect and respond to stories about belonging  and relating to religious communities - **1.4a**  Listen to and ask questions about stories of individuals and their relationship with God – **1.5b** | (EYFS)   * children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; * have a developing respect for their own cultures and beliefs, and those of other people; * explore, observe and find out about places and objects that matter in different cultures and beliefs. * work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; * begin to know about their own cultures and beliefs and those of other people; * explore, observe and find out about places and objects that matter in different cultures and beliefs. * respond in a variety of ways to what they see, hear, smell, touch and taste. |

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| **Lesson 1 - Link it and learn it**  **Easter**  Group Attention Autism  Stage 1 – Easter themed motivating objects  Stage 2 – Cross painted on a hill – print in half  Stage 3 – Egg splat! (shaving foam & yellow paint)  Stage 4 – Easter egg pompom painting | **Lesson 2 – Learn it, Check it & Show it**  **Why do Christians celebrate Easter?**  Group activity –  Easter PowerPoint explaining the importance of Easter (with sensory props).  Small group activity –  Go on an Easter egg hunt – collect the eggs. | **Lesson 3 – Know it**  **Easter traditions.**  Group activity –  Recap the importance of Easter with props. Can children identify Jesus, the cross, eggs, etc.  Taste hot cross buns.  Small group/ 1:1 activities –  Easter crafts and sensory trays. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Chinese New Year - engagement in Attention Autism/ familiar activities.  Mothers’ Day – looking at photos of key family members.  Easter - engagement in Attention Autism/ familiar activities. | Activities provided during lesson  Chinese New Year – exploring CNY traditions. Learning new Makaton signs.  Mothers’ Day – learning the Makaton sign for ‘mum’ and identifying parents in photos.  Easter – exploring props to understand why Christians celebrate Easter. Exploring a range of activities relating to Easter. | Independent activities linked to lesson  Chinese New Year – continuous provision linking to CNY (mark making, sensory activities, music) and work station matching tasks.  Mothers’ Day – identifying parents in photos and responding to the Makaton sign for ‘mum’.  Easter – Exploring a range of activities relating to Easter. Work station matching tasks relating to Easter. | How will the pupils share knowledge during or end of lesson  Chinese New Year – exploring sensory props, engaging in activities, responding to symbols and Makaton signs.  Mothers’ Day – making a card and gift for their mums to show kindness and love.  Easter - identifying props when asked verbally, using symbols or Makaton signs. | Retrieve or generalization of learning after lesson  Chinese New Year – identifying key traditions during the CNY festival using symbols and Makaton signs.  Mothers’ Day – understanding that the cards and gifts are for their mums.  Easter – understanding the meaning of Easter and identifying significant objects when asked verbally, using symbols or Makaton signs. |