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| updated logoHedgehogs ClassMedium Term Planning for R.E Summer Term 2 2023 |
| **Focus Religions:*** Father’s Day
* Creation story
* Stories about Jesus (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: * Father, kindness, love
* God, World
* Jesus, Christianity
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**Creation Story (weeks 3-4)**

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| **Lesson 1 - Link it and learn it****Creation Story – sensory story**Group sensory storyLinks to experiences of sensory stories.* Day 1 – let there be light (torches)
* Day 2 – let there be sky (blue fabric over children’s heads)
* Day 3 – let there be land and sea (water spray bottle and grass, seeds, watering cans, flowers)
* Day 4 – let there be moon and stars (tin foil moon, stars and torches for stars)
* Day 5 – let there be fish and birds (fish and fishing rods)
* Day 6 – let there be animals and people (small world animals and puppets)
* Day 7 – day of rest (puppets sleeping)
 | **Lesson 2 – Learn it & Check it****Creation story – props role play**Group activity – Re-cap of creation story.Small group/ 1:1 activity – Exploring the story props and engaging in role play to re-tell the story with an adult. | **Lesson 3 – Show it & Know it****Sequencing the Creation story**Group activity –Re-cap of creation story.Small group/ 1:1 activity –Sequencing the Creation Story using symbols. |

**Father’s Day (week 2)**

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| **Lesson 1 -**Re-cap family photos. Looking at photos of our families and identifying family members by pointing and using symbols.Create a Father’s Day card (or a kindness card) to give to a family member.  |

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**Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression -**1.3c**Reflect and respond to stories about belongingand relating to religious communities - **1.4a**Listen to and ask questions about stories of individuals and their relationship with God – **1.5b**Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers – **1.5c**Explore stories fromreligious traditions and find out about attitudes to the natural world – **1.6c** | (EYFS)* **children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;**
* **develop their own narratives in relation to stories they hear from different traditions**
* **children understand that they can expect others to treat their needs, views, cultures and beliefs with respect**
* **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**
* **have a developing respect for their own cultures and beliefs, and those of other people;**
* **children talk about similarities and differences between themselves and others, among families, communities and traditions**
* **begin to know about their own cultures and beliefs and those of other people**
* **children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;**
* **• respond in a variety of ways to what they see, hear, smell, touch and taste**
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(Key Stage One)* **Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come**
* **Notice and respond sensitively to some similarities between different religions and worldviews**
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Creation story - engagement in a sensory story/ familiar activities.Father’s Day – looking at photos of key family members. | Activities provided during lesson Creation story – exploring Christianity through a sensory story.Father’s Day – learning the Makaton sign for ‘dad’ and identifying parents in photos. | Independent activities linked to lesson Creation story – exploring the story through role play using sensory story props.Father’s Day – identifying parents in photos and responding to the Makaton sign for ‘dad’. | How will the pupils share knowledge during or end of lessonCreation story – identifying parts of the story using symbols.Father’s Day – making a father’s Day/ kindness card card to show kindness and love. | Retrieve or generalization of learning after lesson Creation story – sequencing the symbols to sequence the events in the story.Father’s Day – understanding that the cards and gifts are to show love and kindness. |