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| updated logoHedgehogs Class  Medium 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 |

**Creation Story (weeks 3-4)**

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| **Lesson 1 - Link it and learn it**  **Creation Story – sensory story**  Group sensory story  Links 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 belonging  and 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 from  religious 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** * **respond in a variety of ways to what they see, hear, smell, touch and taste.**   (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** |

**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 lesson  Creation 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. |