

YEAR 1

KINGSTEIGNTON SCHOOL - AUTUMN TERM 2018 2nd HALF

RE FOCUS - *Myself*

WEEK BEG	LEARNING OBJECTIVES	MAIN INPUT	ACTIVITIES	PLENARY
	To consider how and why music is important in religion especially in conveying beliefs(AT1) Reflect upon their favourite music and what makes it special	<i>Recap topic of MYSELF and recap what we have talked about so far.</i> What music matters to me? Do you listen to music at home? Which music do you like best? How does it make you feel? Explain that we can record how music makes us feel by drawing as we listen. Teacher to model.	With children sitting at the tables, play different types of religious music (Christian hymns, processional music, Jewish, Hindu and Muslim). As teacher plays each type of music children to record how it makes them feel on a provided sheet. Replay music and tell the children which religion the music is from. Share feelings linked to the music.	Explain to children the following week's activity. <i>Ask children to bring in a special object to them (toy, book, photo, nothing valuable etc)</i> LETTER HOME
	Identify and begin to interpret important symbols in religion(AT1) Reflect upon their own special possessions,	Which object is special to me? Do you have special things which remind you of sad/happy times? Show a collection of souvenirs (postcard, sea shell, toy etc). What are memories? Can we remember	Split the class into 2 groups. Group 1 (guided) will have the opportunity to share and talk about their special object in a circle. Praise sensitivity and respect. Group 2 (independent) will draw a picture of their special object and label.	Members of a religious family have and wear things to show they belong. They have special objects which remind them of special times/feelings/people - these are called

	what makes them special and why they are valued(AT2)	feelings, smells, atmosphere?	Then have the opportunity to look at collection of souvenirs and discuss and explore. Swap activities when ready.	symbols. Show children the cross in the classroom. What does it remind us of? Watch the story Wilfrid Gordon McDonald Partridge on YouTube.
	Identify and begin to interpret important symbols in religion(AT1) Reflect upon their own special possessions, what makes them special and why they are valued(AT2)	<i>What objects are special to Christians?</i> As children enter the classroom there will be a mystery bag on the carpet. Allow children to talk about it, teacher to deny knowledge of it! Look inside the bag to reveal the name - Jane. Teacher to look inside bag and explain that she thinks this is a bag of Jane's special objects (cross/bible/candle). Reveal objects one by one and discuss asking children if they know what it is called, used for and why it might be special to Jane. Have you	Children will choose one Christian object to draw and on a provided sheet. <u>Guided Activity</u> <i>LA - Choose 1 object, draw and circle the correct word</i> <i>A - draw and label 2 pictures</i> <i>MA - Label all 3 objects and photograph with iPad (to be stuck onto sheet)</i> <u>Independent</u> Small group to use Beebots. Give the beebot instructions to get to the different Christian symbols on a large mat. Matching up Christian symbols (cut in half)	Show Christian symbols IWB (TES favs Christian symbols) Why are these objects special to Christians?

		<p>ever seen one of these before? Where?</p> <p>Recap from previous week that members of religions have and wear things to show they belong.</p>		
	<p>Identify and begin to interpret important symbols in religion(AT1)</p> <p>Reflect upon their own special possessions, what makes them special and why they are valued(AT2)</p>	<p>What objects are special to Jewish people?</p> <p>Repeat previous week but with a different bag belonging to Peter and this time Jewish objects. (Torah/kippah/Star of David).</p> <p>What do children think each object is? Used for? Called?</p> <p>Allow children time to discuss objects and use their imagination as to what they think it is.</p> <p>Show Jewish flashcards to help children learn new vocab.</p>	<p>Children will choose one Jewish object to draw and colour to complete the sheet from the previous week.</p> <p>Guided Activity</p> <p><i>LA - Choose 1 object, draw and circle the correct word</i></p> <p><i>A - draw and label 2 pictures</i></p> <p><i>MA - Label all 3 objects and photograph with iPad (to be stuck onto sheet)</i></p> <p>Independent</p> <p>Make a dot to dot Star of David</p> <p>Beebots - give instructions to get to Jewish symbols</p>	<p>Why are these objects special to Jewish people?</p> <p>Discuss similarities and differences with Christian objects/symbols.</p> <p>BBC video clips - Judaism</p>
	<p>Christmas traditions/ Christingle</p>	<p>What are the features of a Christingle?</p> <p>Explain the meaning of a</p>	<p>All children to make a collage Christingle picture.</p> <p>Can you tell a friend what each part</p>	<p>Watch a Christingle video (Espresso)</p>

		<p>Christingle and discuss. Show the children a pre-made Christingle and then read through the instruction cards showing how it has been made and what each part represents.</p>	<p>represents?</p>	
	Christmas Story	<p><i>What happens in the Nativity Story?</i> In talking partners, children to discuss what happens in the Nativity Story. Share ideas and thoughts. Why is Christmas a special time? What are we celebrating? Show Christmas Story on IWB and order pictures as a class.</p>	<p><u>Guided Activity</u> Children to order the Christmas story (in a zig zag book or storyboard format)</p> <p><u>Independent</u> A range of Christmas based activities.</p>	<p>Discuss why the Christmas story is important to Christians.</p>
	Christmas celebrations	<p><i>Christians Celebrating Christmas</i> Pass around an attractively wrapped up present. Get the children to suggest what they would like it to be and who for (themselves/family member/friend etc). Talk</p>	<p><u>Guided Activity</u> Children to order the Christmas story (in a zig zag book or storyboard format) - continue from previous week.</p> <p><u>Independent</u> A range of Christmas based activities.</p>	

		about thinking about others at Christmas who are not so lucky as us.	
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