




Religious Education - Medium Term Planning



<u>Year Group:</u>	EYFS (Nursery and Reception).
<u>Unit (hours):</u>	EYFS Unit 1 - Why are we all different and special? (4 hours and 1 hour World Faith).
<u>Term:</u>	Autumn Term
<u>Christian Concept:</u>	God and creation
<u>Unit Aims:</u>	<ul style="list-style-type: none"> • give pupils an understanding that they are unique and special • for pupils to know that Christians believe that they are loved, valued and made by God. • for pupils to know that people of faith call God by different names.
<u>Christian Values:</u>	Discuss core school values centered upon Love.
<u>Key Vocabulary:</u>	God, love, father and unique
<u>Key Questions:</u>	<ul style="list-style-type: none"> • What are my favourite things? • Why are names important? • Why do Christians believe that all people are special in the eyes of God? • Why do Christians believe that God is their heavenly father? • What are the names that Christians and Muslims give to God? • How do we know that we are special in the eyes of God?
<u>Ladder of Expectations:</u>	<ul style="list-style-type: none"> • Recall/retell some of the Old Testament stories Jesus heard. • Talk about their favourite stories. • Talk about their feelings and experiences.
<u>Chatterbox Objects:</u>	<ul style="list-style-type: none"> • Pictures of the faces of children from all around the world • A thumbprint • A book of names • A mirror • An old passport or ID badge • Skin coloured crayons • A Baby ultrasound scan picture • A camera • A book about feelings • A door hanger or mug with a name on it • A 'my favourite' nursery rhymes/stories book or CD Storybook • You're all my Favourites by Sam McBratney ISBN 978-1-84428-515-0 • Muslim prayer beads for the World Faith Link
<u>Links to Books (to share/enjoy):</u>	Clever Cub Explores God's Creation, When God Made You, Happy in Our Skin, The Name Jar.


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Nursery:				
Unit Sequence:	Learning Quest:	Provision Ideas:	Religious Teaching/Values:	Activity/Evidence:
To Begin With. [1]	What is in the chatterbox?	<p>Book corner (Stories about the arrival of new babies. Lots of 'All about Me' and 'I am special' books).</p> <p>Writing area (Write the names of family members on a family tree. Make passports that include all sorts of information about the child such as places the children would like to travel to, people they would like to meet, favourite toys, family members etc. As well as 'I am special', 'We' are special so a passport for the class as a whole could be made.</p>	Open the Chatterbox together and discover what is inside. The children take turns looking at and handling the objects. The conversation and questions will generate ideas for the learning activities, make notes as you chat and your planning has begun.	<p>The children's ideas, comments, questions, work, pictures, writing and photos are all to be recorded in one giant book (floor book). Everyone contributes either directly onto the pages or by sticking paper, objects, photos or post-its into the floor book. This book is the record of the RE that has taken place and will form the basis of your assessment.</p> <p>Record ideas in class reflection book.</p>
Christian Concepts (Speaking & Listening). L2	Who is God? 	<p>ICT/Technology (Let the children take photos of each other and create a wall display that introduces the class to each other and visitors. Hello my name is and I like.....)</p> <p>Outside area (Make muddy footprints). Sand/water/malleable (Make handprints in wet sand or play dough).</p>	Explore with children the Christian Concept of God and https://www.youtube.com/watch?v=GnUVjLJ6Kas . Also revisit 'creation' with children from unit 1.	<p>Learn the end of the day and lunchtime prayer with the children.</p> <p>Record ideas in class reflection book.</p>
Texts, Impact, Connection [1]	What makes me special? 	<p>Creative area (Create handprint pictures. Paint self-portraits, make mirrors).</p> <p>Construction (Build homes).</p> <p>Role Play (Place a mirror securely in the role play area with lots of dressing up clothes).</p>	<p>Recommended story book 'When God Made you' by Matthew Paul Turner ISBN 978-1-60142-918-6</p> <p>Ask children to consider what makes them special and how God created everything in the world.</p>	<p>Make pictures using thumbprints, fingerprints, handprints and footprints</p> <p>Record ideas in class reflection book.</p>
Texts, Impact, Connection [2]	What do I look like? 		Who can you see in the mirror? Place a mirror inside a box with a lid. Tell the children that if they look inside the box they will see, something amazing and unique that God has made.	<p>Children to draw portraits of themselves using mirrors. Explain how they are 'creating a picture.'</p> <p>Record ideas in class reflection book.</p>
Texts, Impact, Connection [3]	What did I look like when I was younger?		We all begin as a baby and then grow and develop. Ask a mum with a new baby to visit school. Marvel and wonder at the miracle of tiny ears, hands, toes. Make comparisons between what the baby can/can't do now. What more do they need to learn? How much bigger will they grow? Place small baby shoes next to their school shoes. Wow!	<p>What are the children looking forward to being able to do as they grow up? I wonder what God's plan is for you?</p> <p>Take photos and record responses and record responses in class reflection book.</p>


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World Faiths Link [1]	What names do Muslims give to God?	N/A	<p>This lesson is repeated in Reception. Names are very important. Our own names, names of our family and friends, and the names people of faith give to God.</p> <p>Place a string of Islamic Prayer beads in a fabric bag and invite the children to touch and shake the bag while talking about what it might contain. Allow them to feel inside the bag and eventually ask a child to remove the beads so that everyone can see the beads clearly.</p> <p>Introduce the word 'subhan' and count the beads (there are usually 99) explain that each bead represents a name that is given to God by Muslims. These names are constant reminders of the characteristics of God and how he wants Muslims to behave. These names are very special and important. Muslims often carry beads like these in their pockets and as they move their fingers across them it is a reminder of God's names and how they should be behaving. Posters of the 99 names of Allah can easily be found using a Google search</p>	<p>Ask and Wonder</p> <p>I wonder what this might be?</p> <p>I wonder what it is for?</p> <p>I wonder who they belong to?</p> <p>Record photographs/ideas in class reflection book.</p>
Reception:				
<u>Unit Sequences:</u>	<u>Learning Quests:</u>	<u>Provision Ideas:</u>	<u>Religious Teaching/Values:</u>	<u>Activity/Evidence:</u>
To Begin With [1]	What does Clever Cub have?		<p>Use the storybook 'Clever Cub Explores God's Creation' by Bob Hartman. Clever Cub arrives in your classroom with a story to share and the little book he has made. Print this sheet and then use these instructions to create Clever Cub's Creation book.</p> <p>At the end of the story Mama bear tells Clever Cub that God made people. This is your lead into talking about the ways in which each of us is different and special. Connections could be made to several objects in the chatterbox.</p> <p>Clever Cub's story is also the beginning of God's Big Story. Highlight on your God's Big story frieze that creation is the first panel.</p>	<p>Clever Cub explores creation and so can you! The children can make their own little books full of pictures of creation concluding with a picture of themselves. Use these instructions to create the booklet.</p> <p>Record ideas in class reflection book.</p>
Christian Concepts (Speaking & Listening). L2	Who is God?		<p>Explore with children the Christian Concept of God and https://www.youtube.com/watch?v=GnUVjLJ6Kas. Also revisit 'creation' with children from unit 1.</p>	<p>Learn the end of the day and lunchtime prayer with the children.</p> <p>Record ideas in class reflection book.</p>
Texts, Impact, Connection [1]	What makes me special?		<p>God made each one of us the same but different. We are unique. How do we know? Because the Bible tells us on many occasions that we are made in the image of God, (Genesis 9:6) he knows everything about us and he loves us. (Deuteronomy 23:5, 1</p>	<p>Look at thumb and fingerprints through a magnifying glass. What can you see? Children to record their own finger print and record ideas.</p>

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		<p>Book corner (Stories about the arrival of new babies, Lots of 'All about Me' and 'I am special' books).</p> <p>Writing area (Write the names of family members on a family tree. Make passports that include all sorts of information about the child, such as places the children would like to travel to, people they would like to meet, favourite toys, family members etc. As well as 'I am special', 'We' are special so a passport for the class as a whole could be made).</p>	<p style="text-align: center;">John 4:7)</p> <p style="text-align: center;">Psalm 139:14 - I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. Guess how many hairs are on your head?</p> <p>Matthew 10:29 - 31 - God even knows how many hairs are on our heads!</p> <p>Recommended story book 'When God Made you' by Matthew Paul Turner ISBN 978-1-60142-918-6</p>	Record photographs in class reflection book
Texts, Impact, Connection [2]	<p>What do I look like?</p> 	<p>ICT/Technology (Let the children take photos of each other and create a wall display that introduces the class to each other and visitors. Hello my name is and I like.....)</p> <p>Outside area (Make muddy footprints).</p> <p>Sand/water/malleable (Make handprints in wet sand or play dough).</p> <p>Creative area (Create handprint pictures. Paint self-portraits, make mirrors).</p>	<p>Ask the children what colour they are. Everyone is different and no-one is pink or white. Look at the skin coloured crayons (you can also buy skin coloured play dough and paper) can they find one that matches their skin colour more closely than the usual coloured crayons? God's children are a rainbow of colours.</p> <p>Recommended story book - 'Happy in our skin' by Fran Manushkin ISBN 978-0-7636-7002-3</p>	<p>Look at the pictures of the children's faces, find more pictures in magazines and make a collage; we are all the same because we are people but each one of us is different. (Don't forget to include children with disabilities).</p> <p>Create collage in class reflection book</p>
Texts, Impact, Connection [3]	Why are names important?	<p>Construction (Build homes).</p> <p>Role Play (Place a mirror securely in the role play area with lots of dressing up clothes).</p>	<p>Names are very important. Why? Who taught you to write your name? How did you feel when you were first able to write your name? Can you read your name? How do you feel when someone knows your name and they remember you? Who chose your name? Why did they choose that name? Is there a story about how your name was chosen? What does your name mean?</p> <p>Christians believe that everyone's name is written on the palm of God's hand (Isaiah 49:6).</p> <p>Recommended Story Books 'My name is not refugee' by Kate Milner ISBN 978-1-911370-06-2</p> <p>'The Name Jar' by Yangsook Choi ISBN 978-0-440-41799-6</p> <p>Key Learning Point: In Christianity God is called Father, Son and Holy Spirit, the Trinity. God the Son is called Jesus and he has names King of Kings, Prince of Peace and Lord of all. Lots of posters listing the names of God and Jesus can be found using a Google image search.</p>	<p>Make a giant hand shape out of paper and write the name of every member of the class, including adults, on it. Now draw around your hands and write the names of people special to you on your hand shapes. Write sentences 'x is special because...' Record in your floor book.</p> <p>Make 'All about me' name plates illustrated with the children's favourite colours, things, animals etc.</p> <p>Store examples of these in the class reflection book</p>
Texts, Impact, Connection [4]	How did Clever Cub feel?		<p>Clever Cub arrives in your classroom today with his friends Skippy Squirrel and Fluffy Fred. They have with them the storybook Clever Cub and the Case of the Worries by Bob Hartman, ISBN 978-0-8307-8468-4, along with pictures of birds,</p>	<p>Discuss emotions of the story. Clever Cub worries and he tells Mama Bear all about it. Begin reading the story, pages 3-9. In the rest of the book Mama Bear</p>

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			<p>a vase of flowers and a clock. Clever Cub wants to share with the children an important message from the Bible that his Mama told him.</p> <p>Clever Cub begins by asking the children if they have ever been worried about something. What sort of things do they worry about? Maybe they worry that they will forget their swimming costume when they go swimming. Maybe they worry that they might lose their favourite teddy. Maybe they worry that it will rain and spoil plans for playing a game outside. There are many simple scenarios that can be described that cause children to worry. Some children will be happy to share stories about times when they have been worried. Others will remain quiet, and this is fine. However, in talking about this subject be watchful for any situations mentioned or children whose behaviour is quite different to usual in case a safeguarding issue is being revealed.</p>	<p>tells Clever Cub a story about the things Jesus had to say about worrying. Discuss what children could do if they are worried.</p> <p>Record photographs/ideas in class reflection book.</p>
World Faiths Link [1]	What names do Muslims give to God?	N/A	<p>Names are very important. Our own names, names of our family and friends, and the names people of faith give to God.</p> <p>Place a string of Islamic Prayer beads in a fabric bag and invite the children to touch and shake the bag while talking about what it might contain. Allow them to feel inside the bag and eventually ask a child to remove the beads so that everyone can see the beads clearly.</p> <p>Introduce the word 'subhah' and count the beads (there are usually 99) explain that each bead represents a name that is given to God by Muslims. These names are constant reminders of the characteristics of God and how he wants Muslims to behave. These names are very special and important. Muslims often carry beads like these in their pockets and as they move their fingers across them it is a reminder of God's names and how they should be behaving. Posters of the 99 names of Allah can easily be found using a Google search.</p>	<p>Ask and Wonder</p> <p>I wonder what this might be?</p> <p>I wonder what it is for?</p> <p>I wonder who they belong to?</p> <p>Record photographs/ideas in class reflection book.</p>
Assessment Opportunity	By the end of the unit, each child to complete their special individual learning map.			