



AUTUMN



<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Autumn A</p> <p>This unit is about: the wonder of nature and how religious people express their thankfulness (6 hours)</p> <p>NB Hertfordshire Agreed Syllabus (page 6) Time</p>	<p>AT1 (Level 1) Practices and Lifestyles Recognise some religious objects/places/ people/practices</p> <p>AT2 (Level 1) Questions of meaning and purpose Recognise interesting/ puzzling aspects of life</p>	<p>AT2 1:14 to recognise how people are thankful for earth's resources</p>	<p>WHICH ASPECTS OF THE NATURAL WORLD DO SOME PEOPLE FIND WONDERFUL? (1:14)</p> <ul style="list-style-type: none"> Go outside to a natural area within or beyond the school. Smell the earth, look at the sky, feel the trees, hear the birdsong. Pupils work in pairs to share their observations and feelings. Take photographs to support discussion afterwards. Talk about how we feel when we are able to enjoy the natural world around us. Encourage the pupils to use all their senses. Share and display pictures, books, posters or digital resources of the natural world. Encourage the pupils to think about the wonder of nature. Read 'Why is the Sky Blue?' and discuss questions in the text, appreciation of our natural 	<p>'Why is the Sky Blue?' by Sally Grindley ISBN 978-1842705896</p> <p>Song - Louis Armstrong 'What a Wonderful World'</p> <p>Fischy Music 'Wonderful World' CD</p>

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<p>Y1 Autumn A allocation does not include school productions/ rehearsal time/ celebration assemblies</p>	<p>Vocabulary: <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Creation, Christians Jews Muslims God Created Beautiful Natural Puzzling Wonderful World</p>	<p>AT1 1:7 some basic vocabulary used in a religious context</p>	<p>world and any aspects the children find puzzling.</p> <ul style="list-style-type: none"> • Role play characters from the story asking questions and answering. • Create a montage/display/class book or Creation table to illustrate the natural things around us that we can share together and how they make us feel. Use photographs with speech bubbles to relay the pupils' feelings. • Listen to Louis Armstrong 'What a Wonderful World' whilst reflecting upon experiences and images of the natural area. Display / classbook opportunity eg. use images and complete phrase - I see _ _ _ and I think to myself, what a wonderful world. <p>WHAT DO CHRISTIANS, JEWS AND MUSLIMS BELIEVE ABOUT HOW THE WORLD WAS MADE? (1:7, 1:14)</p> <ul style="list-style-type: none"> • Talk to the pupils about the world as a beautiful 	<p>Link to Literacy and Art, ICT, Music</p> <p>View work of artist Andy Goldsworthy</p> <p>Muslim/ creation story, ensure that pupils are aware that not all Christians, Muslims or Jews believe in the creation story</p>

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<p>Y1 Autumn A</p>		<p>AT2 1:14 to recognise how people are thankful for earth's resources</p>	<p>and wonderful place. Use photographs or digital resources to share some areas of outstanding beauty in the world.</p> <ul style="list-style-type: none"> • Explain that different faiths have different beliefs about how the world was created. Discuss how the pupils could find out about their families beliefs. • Share the Biblical story of Creation using the Bible, Big Book or digital resources. Explain that this story is special for Christians, Jews and Muslims, because it shares their belief that God created the world. • Make a class book, individual books or a collaborative display to illustrate the story of Creation. • Read 'In the Beginning' by Steve Turner and create a class dance to go with the story, for example, swimming and flying movements, a sun, moon and stars. If possible, use a 	<p>Big Book 'A Day to Rest' by Broadbent and Logan (REMP) ISBN 978- 1851751785 http://www.dottieandbuzz.co.uk/</p> <p>'In the Beginning' a Big Book by Steve Turner ISBN 78074594431 9 Currently out of print but copies are</p>

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<p>Y1 Autumn A</p>	<p>Vocabulary: <i>In this unit pupils will have an opportunity to use words or phrases such as:– Christian</i></p>	<p>AT1 1:7 some basic vocabulary used in a religious context 1:8 about a variety of ways of celebrating special occasions</p>	<p>parachute to create an effective ‘world’. Explain that this is a version of the story found in the Jewish and Christian holy books.</p> <ul style="list-style-type: none"> • Share the story of creation from Genesis 1 in the Bible. • Share ‘The Tiny Ants’ by Gill Vaisey. Discuss the story and its message to care for even the tiniest creatures. Allow the pupils to respond to the story with their own views and opinions about the action of the men and the response from Muhammad. <p>HOW DO CHRISTIANS SHOW THEY ARE THANKFUL FOR THE NATURAL WORLD? (1:7, 1:8, 1:14)</p> <ul style="list-style-type: none"> • Share a variety of foods with the pupils. In small groups or with a ‘talking partner’ discuss where food comes from, for example, shops, farms etc. The food could be sorted into different groups. 	<p>available on-line “My First Qur’an” ‘The Tiny Ants’ by Gill Vaisey ISBN 978-0954722012 Supporting materials available www.booksatpress.co.uk BBC ‘Pathways to Belief’ - ‘Creation’</p>

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Y1 Autumn A	Harvest Prayer Hymn	within faith communities, the meaning behind the celebration/s and the importance for those participating AT2 1:14 to recognise how people are thankful for earth's resources	PE hoops can be used to make Venn diagrams. <ul style="list-style-type: none"> • Encourage the pupils to share their own experiences, or what they know already about Christian harvest festival. Use photographs or digital resources to support discussion. • How do Christians say thank you to God? – share some examples of thank you hymns, prayers and graces together. Discuss why it is a good thing to give help to others. • Introduce the idea of giving to God by giving to others. Look at posters from charities which offer help and relief to those who have no harvest or are in need. • Explain that harvest festivals are a time when some Christian people say thank you to God and share with others. • Talk about the pupil's experiences of helping others and how it makes them feel for example, at school, home and the wider community. 	http://learn.christianaid.org.uk/TeachersResources/primary/RE_curriculum.aspx Link to PSCHE and Maths http://infants.reonline.org.uk http://www.woodlands-junior.kent.sch.uk/customs/Harvest.html

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Y1 Autumn A	Vocabulary: <i>In this unit pupils will have an opportunity to use words or phrases such as:- Jewish Sukkot Sukkah God</i>	AT1 1:7 some basic vocabulary used in a religious context 1:8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating AT2 1:14 to recognise how people are thankful for earth's resources	HOW DO JEWISH PEOPLE SHOW THEY ARE THANKFUL FOR THE NATURAL WORLD? (1:7, 1.8 1:14) <ul style="list-style-type: none"> • Where appropriate encourage the pupils to share their own experiences. Use books, photographs or digital resources to explore what happens at Sukkot. Explain that at Sukkot, some Jewish people build temporary huts (Sukkah) to live in; this allows them to feel nearer to God. • With a 'talking partner' or in small groups discuss what it is like to celebrate Sukkot from planning the Sukkah to the end of the celebration. • Work together in small groups to plan and create a Sukkah outside or in the role play area (see video link or suggested book). • Using photographs share the story of Sukkot in the role play area and reflect on the natural 	http://www.cptryon.org/prayer/pupils/food.html http://www.pupilsincrisis.org/schools 'Stop, Look, Listen, Water, Moon, Candle, Tree and Sword' DVD Ch 4 Sukkot and the building of a Sukkah. 'Sammy Spider's First Sukkot'

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Y1 Autumn A	Vocabulary: <i>In this unit pupils will have an opportunity to use words or phrases such as:- Muslim Muhammad Allah</i>	AT1 1:7 some basic vocabulary used in a religious context 1:14 to recognise how people are thankful for earth's resources	<p>things we are thankful for. The class could have snacks/milk/packed lunch in the Sukkah.</p> <p>HOW DO MUSLIMS SHOW THEY ARE THANKFUL FOR THE NATURAL WORLD? (1:7, 1:14)</p> <ul style="list-style-type: none"> • Where appropriate encourage the pupils to share their own experiences. Use books, photographs or digital resources to explore how Muslims express their thankfulness for the natural world. • Many Muslims believe that Allah has made them “guardians” of creation – they are looking after something that is not theirs. This is called <i>Khalifa</i>. Discuss:- <i>How can we be guardians of the created world – for example looking after the water, the food, and the forests?</i> • One of the sayings of Muhammad is “Live in this world as if you were going to live for ever”. With 	<p>By Sylvia Rouss ISBN 978-1580130837 http://www.standards.dfes.gov.uk/schemes/2/religion/relra/raq4?view=get By Gill Vaisey www.booksatpress.co.uk ‘The Baby Birds’ ISBN 978-09547220-8-1 ‘The Seven New Kittens’ ISBN 9780954722036</p>

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<p>Y1 Autumn A</p>			<p>a 'talking partner' or in small groups talk about what this means.</p> <ul style="list-style-type: none"> • Share the story of how Muhammad did not waste water. • Share the story 'The Baby Birds' or 'Seven New Kittens' by Gill Vaisey. These books are beautiful retellings of traditional Muslim stories which encourage pupils to think about their actions and responsibilities towards the natural world. • Encourage the pupils to reflect on the message of the story and on their own actions and consequences in relation to the natural world. • Select a page within the book that gives the strongest message to treasure the natural world, and create pictures that illustrate the same message. 	<p>"Teaching RE: Islam 5-11" (CEM)</p> <p>http://www.standards.dfes.gov.uk/schemes/2/religion/rel5b/5bq3?view=get</p> <p>http://www.islamicaid.org.uk/ourwork.html</p> <p>'Islamic Story, Folklore and Pattern' by Jenny Rose ISBN 978-1872012148</p>

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<p>Y1 Autumn B</p> <p>This unit is about: the way light is used as a symbol (4 hours)</p> <p>NB Hertfordshire Agreed Syllabus page 6</p> <p>Time allocation does not include school productions/ rehearsal time Celebration assemblies.</p>	<p>AT1 (Level 1) Expressing Meaning Recognise some religious symbols and use some religious vocabulary</p> <p>AT2 (Level 1) Human identity, personality and experience Express their own experiences and feelings, recognising what is important in their own lives</p>	<p>AT2 1:11 about relationships, considering their own experiences, including challenging times</p> <p>AT1 1:7 some basic vocabulary used in a</p>	<p>WHY IS LIGHT IMPORTANT IN EVERYDAY LIFE? (1.11)</p> <ul style="list-style-type: none"> • With a ‘talking partner’ or in small groups discuss why light is important to us. Record pupils’ responses as a mind map. • Share the story ‘Can’t You Sleep Little Bear?’ and discuss briefly feelings associated with light. • Sit the pupils in a circle with a lit candle as a focus in the middle. Reflect on the light given out by the candle and how it makes them feel. <i>What difference does a candle flame make in a dark room? How do you feel in the dark? How do you feel in the light?</i> <p>CHOOSE CHRISTMAS AND ONE OTHER RELIGIOUS FESTIVAL OF LIGHT.</p> <p>HOW AND WHY IS LIGHT USED IN THE HINDU FESTIVAL OF DIVALI? (1:7, 1:8, 1.9, 1.11)</p>	<p>‘Can’t You Sleep Little Bear’ by M Waddell ISBN 978-1406303544 Big Book - 'A Row of Lights' by Broadbent and Logan (REMP) ISBN 978-1851751839 http://www.diwalifestival.org/diwali-rangoli.html www.lgfl.net/lg</p>

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Y1 Autumn B	Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Light Symbol Celebrate Hindu Divali Diva Rangoli patterns Jewish Hannukah Hannukiah Dreidel Latkes Christian	religious context 1:8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating 1:9 about how and why symbols express religious meaning AT2 1:11 about relationships, considering their own	<ul style="list-style-type: none"> Share the story of Rama and Sita, drawing on previous work from reception. Discuss the themes of the story, the symbolism of the Diva light. Role play elements of the story. Create a tableau of the welcoming scene. Make divas, rangoli patterns or Divali cards together. <p>HOW AND WHY IS LIGHT USED IN THE JEWISH FESTIVAL OF HANNUKAH? (1:7, 1:8, 1.9, 1.11)</p> <ul style="list-style-type: none"> Where appropriate encourage the pupils to share their own experiences. Use suggested links or use a Hannukiah to introduce the story of Hannukah. Tell the story in two halves, asking the pupils to predict the outcome. <i>What do you think the oil lamp in the temple represents?</i> Relate to the belief that God is always present and everlasting. 	fl/leas/lewisham/communities RE section Powerpoint of Rama and Sita "Opening up Hinduism" RE Today ISBN 978 -1-905893-38 -6 http://news.bbc.co.uk/cbbcnews/hi/newsid_1650000/newsid_1654900/1654955.stm Diwali_Song[1].doc Big Book - 'The Tallest

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Y1 Autumn B	<p>Advent Christmas Christingle Jesus Nativity</p> <p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i></p> <p>Hindu:- Diva Rangoli patterns Divali cards</p> <p>Jewish:- Hannukah Hannukiah Candles</p>	<p>experiences, including challenging times</p> <p>AT1 1:7 some basic vocabulary used in a religious context</p> <p>1:8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating</p>	<ul style="list-style-type: none"> • Talk about how the festival of Hannukah is celebrated, focus on the symbolism of the light. Either make potato latkes, eat doughnuts and/or play a dreidel game together. <p>HOW AND WHY IS LIGHT USED IN THE CHRISTIAN CELEBRATION OF CHRISTMAS? (1:7, 1:8, 1.9, 1.11)</p> <ul style="list-style-type: none"> • Where appropriate encourage the pupils to share their own experiences. Use artefacts or digital resources to support the pupils learning see suggested links. Explain why light is used in these celebrations – to show that Christmas is a time of happiness and warmth and to remind Christians that Jesus is the ‘light of the world’. Talk about the meaning of the word Advent. Explain that Advent is the period of preparation for the celebration of the birth of Jesus. • Discuss what some Christians do during Advent, 	<p>Candle' by Broadbent and Logan (REMP) ISBN 978-1851752935 http://www.bill-ybear4kids.com/holidays/hannukah/pattern.htm Advent comes from the Latin word <i>adventus</i> which means 'arrival'. http://www.reonline.org.uk/all-re/tt_nframe.php?http://www.request.org.uk</p>

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Y1 Autumn B	<p>Dreidels Christian:- Advent Advent Calendars Christingle Nativity Scene</p> <p>AT1 (Level 1) Beliefs and teachings Recount elements of religious stories</p> <p>AT2 (Level 1) Human identity, personality and experience Express their own experiences and feelings,</p>	<p>1:9 about how and why symbols express religious meaning</p> <p>AT2 1:11 about relationships, considering their own experiences, including challenging times</p>	<p>which marks the four Sundays leading up to Christmas.</p> <ul style="list-style-type: none"> • Highlight how the Advent Wreath is used and the meaning behind the four candles for Christians. Talk about how lots of families use an Advent Calendar, to count the days until Christmas Eve. • Use images or artefacts of Christingles to prompt questions. Explain how a Christingle is used as a Christian symbol of light. Talk about what each part of the Christingle represents: The orange, representing the world, the red ribbon symbolising the Blood of Christ, the Candle in the centre of the orange, “Jesus the light”, the four cocktail sticks with sweets and fruit to illustrate God's gifts and the four seasons. • As a class, or in groups, make a Christingle and talk about what each part of the Christingle 	<p>/main/festivals/christmas/christmas01.htm</p> <p>http://www.woodlands-junior.kent.sch.uk/customs/Advent.html</p> <p>http://www.thisischurch.com/christianinfo/advent.html</p> <p>To make a Christingle: orange, ribbon, candle, cocktail sticks, dried fruit or</p>

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<p>Y1 Autumn B</p>	<p>recognising what is important in their own lives</p>		<p>represents as you make it. Pupils record this by drawing a Christingle and labelling each part.</p> <ul style="list-style-type: none"> • Retell the Christmas story explaining that Christians believe that Jesus is the light of the world. Use small world figures to retell elements of the Christmas story. 	<p>sweets www.christingle.org</p>