

# Dobwalls Primary School - Sequence – RE – Autumn 1<sup>st</sup> half

## YEAR 1

Prior knowledge...Children will have learnt about a range of religious festivals e.g. Christian Christmas and Easter, Chinese New Year.

## YEAR 2

Prior knowledge... Children will have learnt about Jewish and Christian as religious groups of people with their own ways of living.

### INTENT

**What does it mean to belong to a faith community?**

**Who is a Muslim and how do they live?**

### VOCABULARY / STICKY KNOWLEDGE

Belong, faith, baptism, Brit bat, Brit ben, Wedding

Allah, Tawhid, Iman, Shahadah, Muhammed, PBOH, Quran, Ibadan, 5 pillars of Islam,

### SEQUENCE OF LESSONS

1. To understand our new concept of identity and community.
2. to describe what Christians believe about God caring for them.
3. to explain how Jewish people show they belong together as a community.
4. to understand how Christians welcome a new baby.
5. to understand how the Jewish community welcome a new baby.
6. to understand how some people show they belong to one another.

1. understand what identity and community mean.
2. To begin to understand who a Muslim is.
3. To begin to understand what Muslims think about God.
4. to explore the identity of the Prophet Muhammad.
5. to investigate how Muslims use the Qur'an.

OUTCOME / COMPOSITE

Pupils will create a collage in their RE floor book to show their learning. In discussion talk about Jewish/Christian weddings and welcoming a new baby.

Pupils will write a guide for treating the Qur'an.

## Dobwalls Primary School - Sequence – RE – Autumn 2<sup>nd</sup> half

### YEAR 1

Prior knowledge...Children will have learnt about why the word 'God' is special to Christians.

### YEAR 2

Prior knowledge... Children will have learnt about the Christian celebration of Christmas.

INTENT

What do Christians believe God is like?

Why does Christmas matter to Christians?

VOCABULARY / STICKY KNOWLEDGE

Bible, Christian, prodigal son, church, parable, prayer, forgive

Gospel, Luke, nativity, incarnation, manger, advent

SEQUENCE OF LESSONS

1. to know what a parable is.
2. to retell the parable of the Lost Sheep and use this to explain how Christians see God.
3. to know how Christians show that they are glad that God loves them so much.
4. to use what we have learned from the parables to help us say sorry in our own lives.

1. To understand that Christians believe Jesus was a special baby. They believe he was God on Earth.
2. to give a clear, simple account of the story of Jesus' birth.
3. : to understand what Christians do for advent and what this means.
4. to know that Christians are thankful to God for sending Jesus to Earth.
5. to understand who in the nativity story knows Jesus is God.

OUTCOME / COMPOSITE

Pupils will discuss an answer to our ultimate question – What do Christians believe God is like?

Listen to <https://www.youtube.com/watch?v=VrKnXtX8-al> - you can hold on by fishy music - discuss message in the song. So what can happen if people don't forgive?

**Pupils will take part on a Christmas performance retelling the Christmas story.**

**Chn to make advert calendar of the road from Nazareth to Bethlehem. Can add pictures around like wisemen and have the manger. Colour in the road as you go. Children can take home.**

# Dobwalls Primary School - Sequence – RE – Spring 1<sup>st</sup> half

## YEAR 1

Prior knowledge... Children will have learnt that there are religious communities and religions have special celebrations, festivals and routines.

## YEAR 2

Prior knowledge... Children will have spent time in the Autumn 2<sup>st</sup> half term beginning to understand who a Muslim is and their life with the Quran,

### INTENT

**Who is Jewish and how do they live?**

**Who is a Muslim and how do they live? Part 2.**

### VOCABULARY / STICKY KNOWLEDGE

Jewish, Torah, synagogue, mezuzah, shema, shabbat, challah, rabbi, star of David

Allah, Tawhid, Iman, Shahadah, Muhammed, PBOH, Quran, Ibadan, 5 pillars of Islam,

### SEQUENCE OF LESSONS

1. To understand the meaning of the word community
2. understand what is precious to Jewish people.
3. To explain what a Mezuzah reminds Jewish people about.
4. to recognise words of the Shema Jewish prayer.
5. to know the Jewish story of creation.
6. to know what Jewish people do on Shabbat.

1. To recap previous learning.
2. 99 names of Allah – making connections to ourselves
3. to compare stories about Muhammad.
4. to understand why Muslims read the Qur'an.
5. to find out how Muslims pray.

7. to understand how Jewish people celebrate Shabbat.
8. to re-tell a Jewish story from the Bible.
9. to begin to understand how Jewish people think about miracles at Chanukah.
10. to begin to understand how Jewish people celebrate Chanukah.

**OUTCOME / COMPOSITE**

Pupils will role play a range of Jewish events. Create a mind map in their floor books to share the term's learning and answer the beginning question.

Pupils will write a

## **Dobwalls Primary School - Sequence – RE – Spring 2<sup>nd</sup> half**

**YEAR 1**

**N/A see above as for this term the unit is a whole term long.**

**YEAR 2**

**Prior knowledge...  
Children will have learnt about  
Why is Easter special to  
Christians? (in EYFS)**

**INTENT**

**Why does Easter matter  
to Christians?**

**VOCABULARY / STICKY  
KNOWLEDGE**

**Mary Magdalene, Crucifixion,  
Disciples, Salvation, Resurrection,  
Good Friday, Easter Sunday, Palm  
Crosses,**

SEQUENCE OF LESSONS

1. To sequence the story of Easter.
2. make connections with emotions to the Easter story.
3. to understand how Christians remember the story of Holy week and Easter.
4. to recall what Christians do at Easter.
5. to explore what heaven might be like – linking to the Easter story.

OUTCOME / COMPOSITE

Group discussion to answer the key question.

Pupils will make an Easter card with a written message showing an understanding of Easter .

# Dobwalls Primary School - Sequence – RE – Summer 1<sup>st</sup> half

## YEAR 1

Prior knowledge...Children will have learnt being special and where we belong.

## YEAR 2

Prior knowledge... Children will have learnt

### INTENT

Who do Christians say made the world?

What is the 'good news'  
Christians believe Jesus brings?

### VOCABULARY / STICKY KNOWLEDGE

God, creation, day, night, seas, land, animals, stars, moon, sun, rest, thank you

Gospel, forgiveness, peace, conflict, belief,

### SEQUENCE OF LESSONS

1. To explore the idea of a creator.
2. to explore the creation story from the Bible.
3. to re-tell the creation story from the Bible.
4. to explain how Christians show their thanks to God. create a thank you prayer.
5. to explain how humans are responsible for looking after the world and discuss ways they can do this.

1. To explore what being a good person means and what good news is.
2. to begin to understand who Jesus chose as his disciples.
3. to retell a Bible story about forgiveness and understand how Christians put their beliefs about forgiveness into their own lives.
4. to understand how Christians put their beliefs about peace into their own lives.

### OUTCOME / COMPOSITE

Pupils will be able to give explain Christians believe God made the world and give examples in writing of how to look after the world.

Pupils will write ??  
Create a good news story...  
News report??

# Dobwalls Primary School - Sequence – RE – Summer 2<sup>nd</sup> half

## YEAR 1

Prior knowledge...Children will have learnt about what places are special and why?

## YEAR 2

Prior knowledge... Children will have learnt about What places are special and why? They will have thought about how we should care for the world and others.

### INTENT

How should we care for the world and for others, and why does it matter? (C, J, NR)

What makes some people and places in Cornwall sacred?

### VOCABULARY / STICKY KNOWLEDGE

Creation, natural world, Genesis, unique, valuable, care, friend, Golden Rule, Charity, Thank you.

Oratory, sacred, County, legend, miracle, Celtic Cross, Cornish Saints,

### SEQUENCE OF LESSONS

1. To begin to understand the concept of living a good life.
2. To explore the idea that everyone is unique.
3. To learn about the "Golden Rule"
4. to find out more about the work of charities.

1. To to understand the meaning of the words sacred and holy.
2. To recognise that there are special people and places in Cornwall that are sacred to believers.
3. to know what happens in a sacred place and what objects, symbols and stories are used in churches to show what people believe.
4. to understand what makes places in Cornwall sacred to the people of Cornwall and how people behave in them.



5. to understand the importance of music at local Cornish festivals.

OUTCOME / COMPOSITE

**Pupils will create a thank you cards for the people who help us in school.**

**Pupils will be able say What happens at a sacred place, giving good reasons for their ideas.**

**Perform a song/dance from Cornwall heritage trust**