



The Valley Primary School
Summer 2 Medium Term Planning RE – What is faith and what difference does it make?

Year Group(s): Nursery, Reception, Year 1 and Year 2.

Prior Learning & Knowledge *(what knowledge of this topic do the children already have/ include pupil interests)*
 It will be helpful if the children have an understanding of different faiths

Learning outcomes and skills: *(make it clear which objectives relate to which year group if mixed age)*

Nursery:

C&L – S (6.1)

Use longer sentences of four to six words.

UTW – PC&C (6.4):

Notice differences between people.

EYFS:

C&L – S (9.1)

Participate in small group, class and one-on-one discussions.

UTW – PC&C (9.2)

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

KS1:

To decide what the term faith means.

To recall people of faith from the Bible.

To recognise and understand the importance of a person of faith in history.

To learn the meaning of a saint.

To discover how faith can make a difference in our daily lives.

To research how faith can change the world globally.

Key concepts:

NC Objectives –

Investigation and interpretation of religious texts.

Key vocabulary:

Nursery: Christians, Islam, Judaism, faith, bible, Hinduism

Study of beliefs, religions and teachings.
Understanding of the impact of beliefs and teachings on
yourself and the wider community
Understanding varying faiths and beliefs

Reception: Christians, Islam, Judaism, faith, bible, old testament,
Hinduism, Challah, Shabbat, Wudu, Dhyana
KS1: Christians, Islam, Judaism, saint, faith, bible, community, old
testament, personal, Hinduism, Challah, Shabbat, Wudu, Dhyana

Continuous Provision: See weekly planning sheet for EYFS

Resources:

Teaching sequence suggestion

	Learning Objectives (for each year group) <i>EYFS- include area of learning and TMPF score E.G. EAD(BI)7</i>	Teaching Activities <i>(To include adaptations in task, questioning and skills for each year group and mixed age year group)</i>
<p>Week 1</p> <p><i>Questioning Support Adaptation/Assessment Opportunities.</i></p> <p>What does faith mean?</p>	<p>Nursery: C&L –S (6.1) Use longer sentences of four to six words.</p> <p>UTW –PC&C (6.4): Notice differences between people.</p> <p>Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions.</p> <p>UTW –PC&C (9.2) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>KS1 – To decide what the term faith means.</p>	<p>Explore in pairs what ch think the word 'faith' means. Share as whole class.</p> <p>Establish class viewpoint –something along the lines: 'Belief in something without requiring proof.' Invite ch to talk about what they have 'faith' in or what they see faith as -and to make their own calligrams of the word. (A calligram - the visual expression of a word which reflects its meaning.)</p> <p><i>How is faith shown around school? What do we do? Discuss.</i></p>
<p>Week 2</p> <p><i>Questioning Support Adaptation/Assessment Opportunities.</i></p> <p>People of faith</p>	<p>Nursery: C&L –S (6.1) Use longer sentences of four to six words.</p> <p>UTW –PC&C (6.4): Notice differences between people.</p> <p>Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions.</p> <p>UTW –PC&C (9.2) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>KS1: To recall people of faith from the Bible.</p>	<p><i>Do chn know of any important figures found in the bible? Noah, Moses, David and Goliath, etc...</i></p> <p>Discuss how they showed their faith and were chosen by God. <i>What did they do?</i> Collect together all Ideas.</p> <p>Focus on one figure – David and Goliath – Tell their story. Use props to make it emmersive. Use as a time to story tell. <i>How did they show their faith? What did they have faith in? What did their faith achieve?</i></p> <p>Draw David and surround him with your ideas. Create a slingshot and write on ideas from previous questioning. <i>Do you show faith in any of the same ways? What/who do you have faith in and why?</i> Use post it notes to collect ideas.</p>
<p>Week 3</p> <p><i>Questioning</i></p>	<p>Nursery: C&L –S (6.1) Use longer sentences of four to six words.</p> <p>UTW –PC&C (6.4):</p>	<p>Mother Teresa/Martin Luther King Jr/Mahatma Ghandi</p> <p>Show children pictures of these figures – <i>discuss what they think their faith was? What did they believe? Did they believe strongly?</i></p>

<p><i>Support Adapatation/Assessment 4ppportunities.</i></p> <p><i>Person of faith</i></p>	<p>Notice differences between people. Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions. UTW –PC&C (9.2) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class KS1: To recognise and understand the importance of a person of faith in history.</p>	<p>Have examples of their achievements – chn need to match achievements to the picture. Discuss the achievements – all impressive and have a huge impact on countries and the world. Would they have gotten so far if they didn't have faith? Pick one of the figures to focus on – discuss their life and achievements. Talk about how faith an be a driving force and can inspire faith in others. Equality movements, heping the sick, fighting for freedom, etc... Which of the figures do the children think are the most important and why?</p>
<p>Week 4</p> <p><i>Questioning Support Adapatation/Assessment 4ppportunities.</i></p> <p>Saints</p>	<p>Nursery: C&L –S (6.1) Use longer sentences of four to six words. UTW –PC&C (6.4): Notice differences between people. Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions. UTW –PC&C (9.2) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class KS1: To learn the meaning of a saint.</p>	<p>Pick a picture of a saint – link to school if possible/tmpf/any relevant saint. Ask chn why they think this person is important to Christians? Post it note answers – Try to guide answers to include faith. Discuss the life of the saint – tell a story if attached. What did the saint achieve in their life or after? How was it based on their faith. To be a saint, Christians believe you must be close with God. Through faith miracles can be performed. List (KS1)/Create pictures (EYFS) of the relevant miracles they performed. E.g. St Werburgh – create a goose using card and feathers.</p>
<p>Week 5</p> <p><i>Questioning Support Adapatation/Assessment Opportunities.</i></p> <p><i>Faith in our daily lives</i></p>	<p>Nursery: C&L –S (6.1) Use longer sentences of four to six words. UTW –PC&C (6.4): Notice differences between people. Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions. UTW –PC&C (9.2) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Look at different religions and pictures of ther faith in their daily lives. Judaism – table with Challah bread. Broken with family on Shabbat. Promotes family life and a closeness between family and God. Christianity – Have a collective Worship and discuss how Christians celebrate faith through worship. Church brings a sence of community and belonging. Include candles and a song if wanted. Islam – Look at Wudu – cleansing with water in the morning. perform some steps of the Wudu. It is an act of worship and faith. Hinduism – Look at Dhyana – meditation and Yoga. Faith expressed through understanding and self knowledge. How do you think your daily life is impacted by your faith in peope and things?</p>

	<p>KS1: To discover how faith can make a difference in our daily lives.</p>	<p>List things you do out of faith in your everyday life. KS1: Write sentences. Rec; Make a list. Nursery; Discuss with an adult, adult scribes</p>
<p>Week 6</p> <p><i>Questioning Support Adapatation/Assessment Opportunities.</i></p> <p><i>Faith changing the world</i></p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words. <u>UTW –PC&C (6.4):</u> Notice differences between people. <u>Reception: C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions. <u>UTW –PC&C (9.2)</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <u>KS1:</u> To research how faith can change the world globally.</p>	<p>Look at charities that specifically help people abroad - cafod/Oxfam/shoebox appeal.</p> <p>KS1: Research how these charities help and what impact they have had. Create a fact file on a charity/Multiple charities and include facts and statistics about how they have helped. EYFS; Verbally discuss how these charities help people.</p> <p>Link to Jesus and the faith people had in him – Jesus brought people together (disciples) to help spread his teaching and support people around the world.</p>

Assessment <i>(linked to learning outcomes for each year group)</i>		
Emerging	Secure	Exceeding
<p><u>Nursery:</u> <u>C&L -S (5.1)</u> Says 3+ words together in simple sentences</p> <p><u>UTW – PC&C (5.2)</u> In pretend play, imitates everyday actions and events from their own family and cultural background.</p> <p><u>Reception:</u> <u>C&L – S (8.1)</u> Links ideas and sentences, sticking to a main topic</p> <p><u>UTW – PC&C (8.4)</u> Understands that people have different beliefs and celebrate special times in different ways.</p> <p><u>KS1:</u> With support, to decide what the term faith means. With support, to recall people of faith from the Bible. With support, to recognise and understand the importance of a person of faith in history. With support, to learn the meaning of a saint. With support, to discover how faith can make a difference in our daily lives. With support, to research how faith can change the world globally.</p>	<p><u>Nursery:</u> <u>C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>UTW –PC&C (6.4):</u> Notice differences between people.</p> <p><u>EYFS:</u> <u>C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>UTW –PC&C (9.2)</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p><u>KS1:</u> To decide what the term faith means. To recall people of faith from the Bible. To recognise and understand the importance of a person of faith in history. To learn the meaning of a saint. To discover how faith can make a difference in our daily lives. To research how faith can change the world globally.</p>	<p><u>Nursery:</u> <u>C&L – S (7.1)</u> Uses sentences of 5-8 words or longer</p> <p><u>UTW – PC&C (7.4):</u> Understand that some places are special to members of their community.</p> <p><u>KS1:</u> To decide what the term faith means. To recall people of faith from the Bible. To recognise and understand the importance of a person of faith in history. To learn the meaning of a saint. To discover how faith can make a difference in our daily lives. To research how faith can change the world globally.</p>

