

## TERM 5 OVERVIEW YEARS 1 and 2 – RE

### Term 5 Book – Lila and the Secret of Rain

Topic(s) - What makes some places sacred?		Guide Time = 3 weeks
<b>Assessment:</b>	Assessments to include: <ul style="list-style-type: none"> <li>• End of topic assessments (Teacher led - key questions)</li> <li>• Low stakes quizzing</li> <li>• In-depth discussion with children</li> <li>• Re-capping and reflecting on VIPs from previous lesson at the start of a new session</li> <li>• Scrutiny of work produced in curriculum books</li> </ul>	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>• We are all different and that is what makes us special.</li> <li>• Belonging is an important part of our lives.</li> <li>• Objects can represent belonging.</li> <li>• Jesus and Muhammad are both prophets in religion.</li> </ul> <b>Fat Questions:</b> <ul style="list-style-type: none"> <li>• What are the similarities and differences between items of belonging in Christianity and Islam?</li> <li>• Why do people use, wear or show signs of belonging?</li> <li>• What message does the story <i>The Lost Coin</i> give?</li> <li>• What message does the story <i>The Boy Who Threw Stones at Trees</i> give?</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	Children have previously studied sacred texts and so should be familiar with the bible, Jesus and God. They may have heard of other Christian parables before that they can link to The Lost Coin. Children should also have an awareness of Islam.	
<b>Links to other learning (cross fertilisation)</b>	Thematic Questions <u><a href="#">The World Beyond Us</a></u> Where is God? Is he on Earth? Where would an astronaut find God in space? <u><a href="#">The World Around Us</a></u> How do we show belonging within school? <u><a href="#">Culture</a></u> How do different cultures show belonging? <u><a href="#">Healthy Bodies &amp; Healthy Minds</a></u> How would circling the Ka'ba impact on the body/mind of a pilgrim? How far would we need to walk to replicate the distance a pilgrim would walk around the Ka'ba? <u><a href="#">Technology in Action</a></u> How can we use the internet to show belonging? <u><a href="#">Modern Britain</a></u> How do Christians and Muslims show belonging to their religion in 2021?	
	This unit builds into these future units as children move through school:	

<b>Links to future learning</b>	What does it mean to be a Christian in Britain today? What does it mean to be a Muslim in Britain today? What is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	Through learning in RE, children learn about the world view of other people in their communities and around the world. Understanding leads to tolerance, respect and acceptance, which are important qualities in developing a functioning, fair and equal society.	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1: Do we all belong to something?	To understand that we all belong to something and belonging is an important part of our lives.	What does it mean to belong to a faith community?	Belong, community, feeling	SEND: Draw pictures on their cut-out.  GD: Write about how something from their life tells us who or what they belong to.	Children may only see belonging as to their family and not realise or understand that you can belong to other things such as clubs, groups, their school.	<p>Would You Rather? would you rather be good at running or jumping, a deep-sea diver or an astronaut? Talk about how all these choices are about who we are and what we like.</p> <p>Hand out cut-outs of a person. Pupils write or draw three things in the cut-out person that makes them who they are; parents, siblings, hair colour, name, likes, skills, etc. Consider the feelings we all have and what inspires them. Discuss what makes them happy. Add a happy face to their person cut-out and write what makes them happy (one word or a picture is fine), add what makes them feel upset.</p> <p>Teacher shows things from their life that tells the children something about who or what they belong to. This could be multiple things, such as a family photo, a wedding ring, tickets to a play or gig they went to with a friend,</p>

						<p>mementoes from a holiday with friends, objects from a club they belong to, etc. Ask the children to talk about what each thing shows about the teacher. Talk about how this shows all the things the teacher belongs to; family, friends, clubs, hobbies.</p> <p>Return to the person cut-out. Glue the people onto a sheet of coloured A4. Ask pupils to talk in pairs about all the people, places and groups they belong to. Write some common words on the board to help them; family, brother, sister, friends, church, mosque, swimming, Rainbows, Beavers, football, etc. Pupils write the two most important things they belong to on the outside of their person, and decorate the outside.</p> <p>Children write sentences about important things they belong to.</p>
Lesson 2: How do Christians show they belong?	To describe what Christians believe about God caring for them.	What does it mean to belong to a faith community?	Christian, symbol, crucifix, rosary, bible, Jesus, belonging, God	SEND: Cut, stick and label pictures of Christian symbols of belonging.	Children may think that if you do not wear a Christian symbol then you are not a Christian.	<p>Show images of or bring in artefacts of Christian symbols; a cross or a crucifix as a badge or necklace, fish/ichthus, an image of Jesus, Jesus and Mary, a church, rosary, bible, etc.</p> <p>Can the children tell you what religion this represents?</p> <p>Talk about how Christians all belong to a group, and the most important person to them is Jesus.</p> <p><b>Y1:</b> Children choose one of the Christian signs of belonging to draw and label in books. They write a sentence to say why Christians wear them, use them or display them.</p> <p><b>Y2:</b> Label each of the Christian signs of belonging and write a sentence to say why Christians wear them, use them or display them.</p>

						Tell children the story of the Lost Coin (see resources).
Lesson 3: How do Muslims know that they belong?	To describe what a story about the prophet shows about belonging in the Muslim community.	What does it mean to belong to a faith community?	Muslim, Islam, belonging, community, faith, calligraphy, Allah, Muhammad, Hajj, prophet, pilgrim	SEND: Draw/paint a directly picture from the story.  GD: Produce their own drawing/painting in response to the story.	Not understanding that calligraphy has word meaning.	<p>Show/discuss two pieces of Islamic calligraphy saying 'Allah' and 'Muhammad'.</p> <p>Read and discuss the story of The Boy Who Threw Stones at Trees (if possible, it would be lovely to tell the story creatively as shown in the resources - opportunity for children to taste dates!)</p> <p>Children produce a drawing/painting as a response to the story and how it links to belonging in Islam.</p>
<p>Context (big picture learning):          This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will think about their own network of belonging and how we all belong to someone.</p> <p>The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p>						