



Planning for Learning

Think about:

- What do I want them to learn?
- What do I need to do to help them do this?
- What is the evidence of Learning?
- How will I assess what they have learnt?

• RECEPTION AUTUMN TERM 1

DEVELOPMENT MATTER STATEMENT	I am learning to ...	Evidence of learning
<p><i>Is more outgoing towards unfamiliar people and more confident in new social situations (SCSA 30-50)</i> <i>Confident to talk to other children when playing and will communicate freely about own home and community (SCSA 30-50)</i> <i>Confident to speak to others about own needs, wants, interests and opinions (SCSA 40-60)</i> <i>Shows interest in the lives of people who are familiar to them (PC 3-50)</i> <i>Remembers and describes special times or events for family or friends (PC 30-50)</i> <i>Shows interest in different occupations and ways of life (PC 30-50)</i></p>	<p>Talk about myself and my family F2: Which people are special and why? (Believing)</p> <p>Vocabulary: Me, my family, mummy, daddy, brother, sister</p>	<p>To talk about their Marvellous Me boxes they created over the Summer To listen to others talk about their Marvellous Me boxes</p> <p>Children to talk about what about religious festivals and celebrations they take part in and/or any places of worship they go to (if known)</p>
<p><i>Know about similarities and differences between themselves and other and among families, communities and traditions (PC ELG)</i></p>	<p>Talk about some religious stories F1: Which stories are special and why? (believing)</p>	<p>Explore the story of Noah's Ark Retell the story in a role play situation. Talk about the Bible being the Christian's holy book which helps them understand more about God</p>

AUTUMN TERM 2

<p><i>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family (PC30-50)</i></p> <p><i>Know about similarities and differences between themselves and other and among families, communities and traditions (PC ELG)</i></p>	<p>Talk about some religious stories F1: Which stories are special and why? (believing)</p> <p>Vocabulary: Rama and Sita, Diwali, Hindu's, good, bad,</p>	<p>To listen to a simple version of Rama and Sita. Discuss issues of right and wrong. Show pictures of the main characters and label them with good or bad. Pick a character and tell your talk partner and then the class something about them e.g Sita was very frightened when she was taken away.</p>
	<p>To share the enjoyment of celebration in religious communities</p> <p>Vocabulary:</p>	<p>Explain how some Hindu's celebrate Diwali. Make Diva lamps from clay. Make rangoli patterns from rice and pulses Create Mendhi patterns on cut out hands</p>

	Hindu, Diwali, celebrate	Learn a song e.g This is the way we light the lamps, This is the way we give the sweets
<i>Enjoys joining in with family customs and routines (PC 40-60) Talk about past and present events in their own lives and in the lives of family members. (PC ELG)</i>	To talk about celebrations in their own lives (bonfire night) F4: What times are special and why? (Expressing) Vocabulary: Celebrations, bonfire, firework, Guy Fawkes, religious	Compare bonfire night to Diwali. Discuss why we celebrate bonfire night Explain that not all celebrations are religious
AUTUMN TERM 2		
<i>Enjoys joining in with family customs and routines (PC 40-60) Talk about past and present events in their own lives and in the lives of family members. (PC ELG)</i>	Give examples of special occasions and suggest features of a good celebration F4: What times are special and why? (Expressing) Vocabulary: Christmas, advent, Christingle, celebrate, Jesus, carols, crib scene, Church service, Christmas Eve, Christmas Day	Explain how some Christians celebrate Jesus' birthday. Talk about the different ways that we start to prepare to celebrate his birthday e.g advent calendars, Christingles, carol services, making a crib scene, church services (Christmas eve and day)
<i>Know about similarities and differences between themselves and other and among families, communities and traditions (PC ELG)</i>	To talk about the Christian story of the Nativity F1: which stories are special and why? F2: Which people are special and why? (Believing) Vocabulary Jesus, birth, birthday, God, celebration	Retell the story of Jesus' birth. Discuss why Christmas is a birthday celebration. <u>Continuous Provision</u> Sequence pictures of the Christmas story Use construction materials to make a crib scene,
<i>Enjoys joining in with family customs and routines (PC 40-60) Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and other and among families, communities and traditions (PC ELG)</i>	To talk about celebrations in their own life's F4: What times are special and why? (Expressing) Vocabulary: Christmas, celebrations	Discuss what different members of the class do at Christmas.
SPRING TERM 1		
<i>Enjoys joining in with family customs and routines (PC 40-60) Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and other and among families, communities and traditions (PC ELG)</i>	Talk and understand that we celebrate occasions in different ways F5: Where do we belong? (Living) Vocabulary: New Year, creation, new beginnings, resolutions,	Discuss what the children did to celebrate New Year. Explain that with a new year come new beginnings. Make whole class New Years resolutions. Read a simple creation story either Christian/Jewish/Muslim. <u>Continuous Provision</u> Respond to a part of the creation story in paint, musical instruments, writing etc. Write their own New Years Resolutions.
	Talk about people that are special to me F2: Which people are special and why?	Talk about people who are special to us, whom we admire Grandparent's/ relative's afternoon tea
SPRING 2		
<i>Enjoys joining in with family customs and routines (PC 40-60)</i>	Be aware that some religious people have places which have special meaning to them F3: which places are special and why?	Visit the local church Talk about thoughts and feelings when visiting the church.

<p><i>Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and other and among families, communities and traditions (PC ELG)</i></p>		Identify and name significant features of a church.
	<p>Talk about some religious stories F1: which stories are special and why? (Believing)</p> <p>Vocabulary: Easter story, Easter, celebration, new life, feelings,</p>	<p>Share the Easter story with the children. Discuss how the friends felt happy and sad Discuss who celebrates Easter and how they celebrate it. Talk about the symbol of new life.</p> <p><u>Continuous Provision</u> Easter egg hunt Easter Cards</p>
SUMMER TERM 1		
<p><i>Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes (TW ELG)</i></p>	<p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Express ideas about how to look after animals and plants F6: what is special about our world (Living)</p>	<p>Chicks – observe changes, learn about the life cycle of a chick Caterpillars – observe the changes and learn about the lifecycle of a butterfly Identify different plants and animals in the wildlife area – minibeast hunt</p>
	SUMMER TERM 2	
<p><i>Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and other and among families, communities and traditions (PC ELG)</i></p>	<p>To know about different people that are special and why F2: which people are special and why?</p>	<p>Visitors – fire fighters, police, nurse</p>
	<p>Talk about what people do to mess up the world and what they do to look after it F6: what is special about our world? (Living)</p>	<p>Use a simple child-friendly biblical creation story e.g In the beginning by Steve Turner Listen to stories from other faiths about care for animals and the world e.g Muhammad and the ant, Muhammad and the thirst camel.</p> <p>Visit a recycling bank – recycle an item of their own clothes</p> <p>Litter picking around the school</p>

YEAR 1 – Autumn Term
What does it mean to belong to a faith community?
How and why do we celebrate special and sacred times?

POS statements	I am learning to.....	Evidence of learning
<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.7 What does it mean to belong to a faith community?- Christians, Muslims and/or Jewish people. (Living)</p> <p><i>Identify some ways in which they belong and reflect on why belonging is important</i></p> <p><i>Learn about why belonging to a religion is important for some people and the difference it makes to their lives</i></p> <p>Additional Southend Syllabus objectives: 1.1 Who is a Christian and what do they believe?-(Believing) 1.2 Who is a Muslim and what do they believe?-(Believing) 1.3 Who is Jewish and what do they believe?-(Believing)</p>	<p><u>Theme: What does it mean to belong to a faith community?</u></p> <p>Think about what belonging is. Discuss belonging to a family, groups in and outside of school. Think about 'myself'. Where do I belong? E.g. family, school, clubs How do I show I belong e.g uniform, badges Think about how people show they belong to a faith? E.g welcoming ceremonies – Christenings, dedications, baptisms, Aqiqq (Islam – where the Imam whispers a prayer into the baby's ear)</p> <p>Vocabulary Belong, belonging, group, club, religion, faith, welcoming ceremonies, Christenings, Baptism, Aqiqq, Islam, prayer, whisper</p>	<p>Talk about own experiences of belonging Give examples of how people show they belong to a religion Explain the meaning of some of the things people use to show they belong</p> <p>Talk about what the word 'belong' means Identify some of the things they belong to</p>
<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.6 How and why do we celebrate special and sacred times?- Christians, Muslims and/or Jewish people. (Expressing)</p> <p><i>Know how and why people celebrate</i></p> <p><i>To reflect on and share their own experiences of celebrations</i></p> <p><i>The meaning of the special clothes used in some religious celebrations</i></p> <p><i>About the story of the birth of Jesus</i></p> <p><i>Why many Christians give and receive gifts at Christmas</i></p>	<p><u>Theme: How and why do we celebrate special and sacred times?</u></p> <p>Think about how and why do we celebrate? What do people wear, eat? Discuss some different examples. Explore a story linked to a festival.</p> <p>Christmas Think about gifts and giving. Invisible gifts: for Christians Jesus is God's gift to the world. Think about the gifts of the wise men, exploring the symbolism of the story. Think about what gift you would give to a new baby? Think about what is the most special gift you have ever received? Given? Is it better to give or receive a gift?</p> <p>Diwali Think about the festival of light. Explore the story of Rama and Sita. Discuss what people wear, eat, how they celebrate.</p> <p>Vocabulary</p>	<p>Talk about celebrations I have taken part in. Name some religious festivals and describe how people celebrate them. Retell the story of the birth of Jesus and say why Jesus is important for Christians. Explain why people give presents at Christmas. Reflect and talk about my own feelings about gifts and giving.</p> <p>Read the story of Rama and Sita Explore Rangoli patterns with a variety of natural (outdoor) and art based materials. Create Diva Lamps.</p>

<p>Additional Southend Syllabus objectives:</p> <p>1.1 Who is a Christian and what do they believe?-(Believing)</p> <p>1.2 Who is a Muslim and what do they believe?-(Believing)</p> <p>1.3 Who is Jewish and what do they believe?-(Believing)</p>	<p>Christmas, giving, gifts, God, Wise Men, symbol, festival, Christians, believe, presents, Jesus, celebrate, celebration</p>	
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YEAR 1 – Spring Term
What can we learn from sacred books?
What makes some places sacred?

<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.4 What can we learn from sacred books?- Christians, Muslims and/or Jewish people. (Believing)</p> <p><i>Identify the significance of special texts both to themselves and others</i></p> <p><i>Identify the importance of the Bible for Christians and other sacred texts in the religions studied</i></p> <p><i>Reflect on what is of value in their own lives</i></p> <p>Additional Southend Syllabus objectives:</p> <p>1.1 Who is a Christian and what do they believe?-(Believing)</p> <p>1.2 Who is a Muslim and what do they believe?-(Believing)</p> <p>1.3 Who is Jewish and what do they believe?-(Believing)</p>	<p><u>Theme: What can we learn from sacred books?</u></p> <p>Think about, what books are special to children/adults. Why are they special? How do we treat our books? Think about religious stories e.g. from the Bible, the Qur’an, Jewish (Old Testament) stories. How are the sacred books treated? Why? Explore the symbolism e.g. The Torah scrolls, The Qur’an, The Guru Granth Sahib, Bhagavad Gita How are the special books used by believers both at home and in places of worship?</p> <p><u>Vocabulary</u> The Bible, The Torah scrolls, The Qur’an, The Guru Granth Sahib, Bhagavad Gita, Christian, Buddhist, Jewish, Sikh, Muslim, Hindu, special, sacred, worship</p>	<p>Talk about books and stories that are special to me and explain why. Tell a Christian (Buddhist, Jewish, Sikh, Muslim, Hindu) story and say some of the things that people believe about it. Show that I understand things that are the same for different religious people e.g. that Christians and Sikhs both have holy books.</p>
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<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.7 What makes some places sacred?- Christians, Muslims and/or Jewish people. (Expressing)</p> <p><i>Learn about some of the features of worship in Christianity and another religion</i></p> <p><i>Explore why and how places of worship are special</i></p> <p><i>Make links with their own experiences of worship in school</i></p> <p><i>Reflect on and talk about places that are special for them</i></p>	<p><u>Theme: What makes some places sacred?</u></p> <p>Think about special places in own home. Explore what ‘worship’ means. Think about worship at home e.g. Jewish celebration of Shabbat, and compare with others in a the religious community Identify local places of worship. Explore famous religious buildings e.g. St Pauls Cathedral</p> <p>Share the Christian Easter story</p> <p><u>Vocabulary</u></p>	<p>Explain why some people go to a special building to worship God. Talk about some of the things that are found in a church and/or other religious buildings Reflect on and talk about places that are special to me.</p>
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<p>Additional Southend Syllabus objectives: 1.1 Who is a Christian and what do they believe?-(Believing) 1.2 Who is a Muslim and what do they believe?-(Believing) 1.3 Who is Jewish and what do they believe?-(Believing)</p>	<p>Worship, special place, celebration, building, community, St Pauls Cathedral</p>	
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YEAR 1 – Summer Term
How should we care for others and the world, and why does it matter?
Who is a Christian, Muslim or a Jewish person and what do they believe?

<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.8 How should we care for others and the world, and why does it matter?- Christians, Muslims and/or Jewish people. (Living)</p> <p>1.1 Who is a Christian and what do they believe?-(Believing) 1.2 Who is a Muslim and what do they believe?-(Believing) 1.3 Who is Jewish and what do they believe?-(Believing)</p> <p><i>Identify people who are special and explain why</i></p> <p><i>Learn about people who lead religious communities and what they do</i></p> <p><i>Learn that such people often wear special clothes and that these may have special meanings</i></p> <p>1.4</p>	<p><u>Theme: Who is a Christian, Muslim or a Jewish person and what do they believe?</u></p> <p>Explore: Who are the special people for me and why? Think about men and women who lead religious communities e.g. Vicar/priest/Minister (Christianity), Imam (Islam), Rabbi (Jewish), Granthi (Sikhism), Priest (Hindusim) Discover what they do, why do they do what they do? What special clothes do they wear? Explore meaning of symbols.</p> <p><u>Vocabulary</u> Vicar/priest/Minister (Christianity), Imam (Islam), Rabbi (Jewish), Granthi (Sikhism), Priest (Hindusim), symbol</p>	<p>Talk about people who are special to me and explain why. Recognise some people who lead religious communities. Explain why some religious people wear special clothes.</p>
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<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.8 How should we care for others and the world, and why does it matter?- Christians, Muslims and/or Jewish people. (Living)</p> <p>Explore stories and ideas from Christianity, other faiths studied and secular views about how the world began</p> <p>Discuss why many people think that humans have a responsibility to care for the world</p>	<p><u>Theme: How should we care for others and the world, and why does it matter?</u></p> <p>Environment responsibilities</p> <p>Find out about and discuss the creation stories from Christianity and another faith (Jewish). Think about why do religious people believe they should care for the world? How can we care and protect our world? In school? At home? In our community? Explore how the local community are caring for the environment e.g. tree planting, recycling</p> <p><u>Vocabulary</u></p>	<p>Talk about and retell stories about how some people believe the world began saying what is different and what is the same?</p> <p>Explain how these beliefs affect how people treat the world, other people and other living things</p> <p>Give examples of how we can help to care for the environment in our school and community</p>
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<p>Explore ways they can work together to protect and preserve the environment</p> <p>Additional Southend Syllabus objectives: 1.1 Who is a Christian and what do they believe?-(Believing) 1.2 Who is a Muslim and what do they believe?-(Believing) 1.3 Who is Jewish and what do they believe?-(Believing)</p>	<p>Creation, environment, care, world, community, school, living things, belief, similar, different, God, Christians, Jewish, faith</p>	
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YEAR 2 – Autumn Term
Who is a Christian and what do they believe?
Who is a Christian, Muslim or Jewish person and what do they believe?

<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.1 Who is a Christian and what do they believe? (Believing)</p> <p>Learn that Jesus is special for Christians</p> <p>Listen to some stories about Jesus and compare them with stories about other key religious leaders</p> <p>Reflect on stories about themselves</p>	<p><u>Theme: Who is a Christian and what do they believe?</u> Religious teachers: What do we know about Jesus?</p> <p>Think about the early life of Jesus. Share stories about their early lives (maybe stories their parents have told them) Think about Jesus as a storyteller and explore appropriate stories and their meanings (Parables: Lost Sheep, Lost Coin, Mustard Seed) Explore the symbolism in the parables – hidden meanings Think about stories told from another faith including stories of faith leaders – Guru Nanak (Sikhism) Think about similarities and differences.</p>	<p>Tell stories about Jesus and stories that Jesus told. Thought about stories about my own life. Listen to stores about other religious leaders.</p>
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<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.1 Who is a Christian and what do they believe? (Believing) 1.2 Who is a Muslim and what do they believe? (Believing) 1.3 Who is Jewish and what do they believe? (Believing)</p> <p>Respond to images and stories featuring light and darkness</p> <p>Reflect on their own feelings and experiences of light and darkness</p>	<p><u>Theme: Who is a Christian, Muslim or a Jewish person and what do they believe?</u> Celebrations: Light and Darkness</p> <p>Discuss various stories and images about light and dark. Think about own feelings and experiences. Explore how light and dark are used symbolically. Think about how different festivals have light as a symbol and the importance of its role. Use common themes of Light to find out about Advent and Hannukah. Explore light as a religious symbol e.g. for Christians Jesus as the light of the World</p>	<p>Talk about light and darkness and how they make me feel. Know some stories about light and darkness. Explain how some religious people use light to celebrate special occasions.</p>
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<p>Learn that light is an important symbol in religious celebrations</p> <p>Explore the stories and celebrations of some religious festivals</p>	<p>Make links by exploring characters – light and dark aspects <u>Christmas</u> Think about the light shining in the darkness to develop understanding of the significance of the Christmas story – Advent, Christingle, the star guiding the wise men to Jesus, Christmas lights in towns and homes</p> <p><u>Vocabulary</u> Advent, Christingle, Jesus, Wise Men, star, light, symbol, Light of the World, Hannukah</p>	<p>Know that light is in an important symbol in the Christian faith Begin to know what the Christingle represents</p>
<p>Year 2 – Spring Term What makes some places sacred? What can we learn from sacred books?</p>		
<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.5 What makes some places sacred?- Christians, Muslims and/or Jewish people. (Expressing)</p> <p>Learn about the key features of religious buildings in the local area</p> <p>Talk about how and why such buildings are special for the communities who use them</p> <p>Reflect on their own special places</p>	<p><u>Theme: What makes some places sacred?</u> Special Places</p> <p>Think about what some of the buildings in the local community near the school are. Think about what makes a place special. Look at the local Church, think about the features of the local Church and what some of the objects and symbols represent. Discuss and look at some of the objects and symbols in a Hindu Shrine and what they represent.</p> <p><u>Vocabulary</u> Church, Christians, symbols, cross, alter, stain glass windows, pulpit. Font, candle, bible, Hindu Shrine, Ganesh, bell, diva lamp, incense burner, kum kum powder, water container and spoon, prashad</p>	<p>Describe and name some of the special things in a Church Explain what some of the special features of a Church are. Talk about places that are special to me. Talk about the names and symbols in a Hindu shrine. Talk about what some of the symbols in a Hindu shrine represent.</p>
<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.4 What can we learn from sacred books?- Christians, Muslims and/or Jewish people. (Believing)</p> <p>Identify the characteristics of stories</p> <p>Reflect on their experiences of stories and storytelling</p> <p>Suggest possible meanings of a story</p> <p>Understand that some stories, including stories told by</p>	<p><u>Theme: What can we learn from sacred books?</u> Stories in Christianity and other faiths</p> <p>Think about why stories are important. Explore some stories that are passed down through families, told and re-told. Discussing the importance of sharing memories. Discuss what makes a good story. Explore children’s favourite stories, what do they like best and why? Discuss what religious stories are. Explore a sacred text to find some of these stories. Explore and discuss how some religious stories are used to teach people about God and how they should</p>	<p>Talk about my favourite stories. Say why I like my favourite stories. Tell some religious stories. Begin to explain what some religious stories mean.</p>

<p>Jesus are used as a way of teaching people about God and how people should behave</p>	<p>behave e.g. stories which focus on forgiveness, jealousy, humility, caring, reconciliation.</p> <p>Link to the Easter story.</p> <p>Vocabulary Story, memories, share, religious, bible, God, Jesus, Easter, parable, forgiveness, jealousy, caring</p>	
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Year 2 – Summer Term
What does it mean to belong to a faith community?
How should we care for others and the world, and why does it matter?

<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.7 What does it mean to belong to a faith community?- Christians, Muslims and/or Jewish people. (Living)</p> <p>Ask questions they find interesting or puzzling and explore possible answers</p> <p>Identify and explore questions about their own and others' experiences and feelings about their identity and place in the world</p> <p>Learn that some questions cause people to wonder and are difficult to answer</p> <p>Learn that religions may have different answers to questions about the meaning and purpose of life</p>	<p><u>Theme: What does it mean to belong to a faith community?</u> Who am I? Where do I fit in? What is my place in the world?</p> <p>Think about and explore some ultimate questions. Use pictures and stories, both religious and secular for raising and exploring questions. Generate own questions about things that may be puzzling.</p> <p>Think about: Who am I? What makes me 'me'? What/who really matters to me? Where do humans fit into the great scheme of things? What is my place in the world? What do religions teach about the answers to these questions?</p> <p>Vocabulary Unique, kind, helpful, forgiving, happy, positive, thoughtful, humble, reflect</p>	<p>Ask some Big Questions about who I am and why my life is important. Think about the people, places and things that matter most to me and why Talk about some of ways religious people answer the Big Questions about life Recognise that some questions are puzzling and difficult to answer.</p> <p>Identify something you like about yourself. Identify people, places and things that are important to me Identify something that makes you unique Understand that what is important to me might be different to what is important to someone else</p>
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<p><u>Links to Southend RE Syllabus:</u></p> <p>Main objective: 1.8 How should we care for others and the world, and why does it matter?- Christians, Muslims and/pre Jewish people. (Living)</p> <p>Understand that religious people believe they have a responsibility to care and help others</p> <p>Explore ways in which these beliefs are put into practice</p> <p>Reflect on their own values and experiences</p>	<p><u>Theme: How should we care for others and the world, and why does it matter?</u></p> <p>Explore what is meant by fairness – Do we treat everyone fairly? Why should we care whether people we don't know are being treated fairly? Think about a charity linked to the school What motivates people to help others e.g. their faith, just being good human beings? Explore the impact of religion on people's lives focusing on Christianity and another faith. Think about religious teachings about care and respect for others e.g. Islam – commitment to zakat, Christianity – Jesus the healer</p> <p>Vocabulary</p>	<p>Talk about what it means to treat people fairly Tell some religious stories about caring for others and treating them fairly Thought about ways our school can help people in need.</p>
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	Fair, care, fairness, charity, faith	
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