

<b>Spring 2 Year Group:</b> One	<b>Teacher:</b> Rebecca Wormleighton	<b>Religion/belief:</b> Christianity	<b>Key Question:</b> What do people say about God?
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**Focus Question: What stories are told about God? Why are they told?**

<b>Links with:</b> <b>Spiritual</b> <b>Moral</b> <b>Social</b> <b>Cultural</b>	<b>Possible Cross-curricular links:</b> <b>Art</b> – designs and decoration of an Easter cross <b>English</b> – class poem	<b>Shared human experience:</b> pupils will explore and ask questions about the experiences of wondering about puzzling questions. <b>Living religious traditions:</b> pupils will explore and recognize some things religious people say about God. <b>Beliefs and values:</b> pupils will explore and ask questions about some beliefs and stories about God and human life. <b>The search for personal meaning:</b> pupils will explore simple beliefs about God and suggest their own responses.
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<b>Attainment Target 1: Learning about religion and belief</b> · <b>explore</b> a range of religious stories, events and sacred writings and talk about their meanings and what they say about God. · <b>explore</b> how religious beliefs and ideas about God can be expressed through the arts and communicate their responses. · <b>identify and suggest meanings</b> for religious symbols of God and begin to use a range of religious words.	<b>Attainment Target 2: Learning from religion and belief</b> · <b>reflect on</b> and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness. · <b>ask and respond</b> imaginatively to puzzling questions about God, communicating their ideas. · <b>respond sensitively to other people's ideas, thoughts and comments about God.</b>
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	Key questions	Learning objectives/intentions	Possible activities	Possible resources
<b>SHE</b>	Can I identify signs of new life in the local environment?	To develop awareness of potential for and signs of new life in physical life.  To explore the concept that some things/relationships that are broken can be mended.  To identify sleeping/dead stage and relate to new life or changed state.  To identify what was broken/missing and how it was repaired.	Go for a walk, examine seeds and bulbs before and after growth, explore development of butterfly, share relevant poems and stories, examine posters/pictures in groups and report findings to class, develop a dance or piece of music. Write a class/group poem. What signs of new life can we find around school? How do we feel at this time of the year?  Use a secular/biblical story. Role play scenarios or chosen story. Identify and discuss vocabulary that is appropriate to emotions revealed in the scene or story. Complete a problem solving task that involves rebuilding a jigsaw or finding a missing game piece.	
<b>LRT</b>	Can I explain the significance of the Easter story?	To become aware of examples of new life as	Read/share stories from New Testament e.g. Good Samaritan, Parables,	

		<p>found in stories about/told by Jesus</p> <p>To explain how Jesus' actions or events in stories brought about change.</p> <p>To empathise with characters' dilemmas in the story</p> <p>To become familiar with some of the major events of Holy Week</p> <p>To identify and sequence events (ie Palm Sunday, Last Supper, Good Friday, Easter Sunday)</p> <p>To make appropriate choices for an Easter cross and explain.</p>	<p>Zacchaeus. The Easter story</p> <p>Writing frame-'I think Jesus told the story because...I think the message was...'Learn/write a song about chosen example. Design/make a poster/banner interpreting message.</p> <p>Use freeze frame activity during role play and explain/record the characters' responses.</p> <p>Listen to/read stories from the New Testament or watch a video. Sequence pictures/sentences, produce art work/cards depicting events or decorate an Easter cross using events, symbols or words to depict something dead or broken being given new life in the Easter story.</p>	
<b>B and V</b>	Can anyone be forgiven if they say sorry to God?	<p>To begin to understand that Christians believe they should live according to Jesus' example.</p> <p>To explain why they think the people/charities carry out their actions.</p>	<p>Research the various famous Christians who are famous for charity work e.g. William Booth (Salvation Army)Explore the work of charities/missionaries /individuals through posters, visit or interview, IT. Role play a scenario with possible Christian response e.g to a homeless person or someone who is ill, lonely or poor.</p> <p>Key message: Christians should live their lives like Jesus lived his.</p>	
<b>SPM</b>	What can I do to help other people?	<p>To consider times when things have gone wrong in their lives</p> <p>To become aware that</p>	<p>Use circle time or draw and write activity to identify and express their feelings about an example of a time when they did something wrong. How were they forgiven? By whom? What were their</p>	

		<p>they can changes things for others or themselves.</p> <p>To describe a time when a relationship went wrong for them and what they did/might do to mend it.</p> <p>To consider how they might behave in similar situations.</p>	<p>feelings?</p> <p>Class devise a task that involves helping someone and send a child/group to complete and report back. Discuss difficulties, response of helpers and the person receiving help. Relate to 'new life' /repairing something ideas presented elsewhere in the unit.</p>	
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