

Objective	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>AT1: recognise symbols that show commitment in the life of a religious person</p>	<p>I can name groups that I belong to and describe how I feel knowing I belong to these groups.</p> <ul style="list-style-type: none"> - Complete post it note of drawing/caption of belonging. 	<p>I can explain what 'belonging' means to me.</p> <ul style="list-style-type: none"> - On post it 	<p>I can design a class badge that represents our belonging to Class 1.</p>	<ul style="list-style-type: none"> • Belonging PPT • Post it notes • Class badge design sheet. • Christianity Big Book • Cross symbol
<p>INPUT:</p> <p>Discuss the word 'belonging' and explain that we 'belong' to groups, such as our families. Where else can we belong? Make mind map of chn's responses. Using Big Book, introduce boy in the book and that whilst we belong to clubs, groups, families, classes etc, he belongs to a faith called Christianity which means he believes in God. Identify the cross as a special symbol for him.</p>				
<p>AT1: explain how a person shows religion in their life</p>	<p>I can recall ways that Christians show religion in their life.</p> <ul style="list-style-type: none"> - Choosing the 	<p>I can identify various ways that a Christian shows religion in their life.</p> <ul style="list-style-type: none"> • Drawing images and 	<p>I can compare how the life of a Christian is different to my own life.</p> <ul style="list-style-type: none"> • Write sentences explaining differences 	<ul style="list-style-type: none"> • BBC Schools Places of Worship video on Youtube • Christianity Big Book • Christianity

<p>INPUT:</p> <p>Recap on learning about belonging. Explain that today we are going to be learning about one faith, called Christianity. Discuss people that belong to Christianity are Christians. Watch video. Then, have objects and photos and spread them onto the carpet. Number them and divide chn into groups of 3 - have chn list on scrap paper the objects/photos that they believe relate to Christianity. Discuss chn's ideas and the objects/photos on the carpet.</p>	<p>correct images to stick around the child that represent Christianity.</p>	<p>adding labels for places/objects/events that show how a Christian shows religion in their life.</p>	<p>between their own life and the life of a Christian..</p>	<p>labelling proforma.</p>
<p>AT1: explain how a person shows religion in their life</p> <p>AT1: recognise symbols that show commitment in the life of a religious person</p>	<p>I can recall ways that a Jewish person shows religion in their life.</p> <p>Choosing the correct images to stick around the child that represent Judaism.</p>	<p>I can identify ways that someone who is Jewish shows religion in their life.</p> <p>- Drawing images and adding labels for places/objects/events that show how a Christian shows religion in their life.</p>	<p>I can compare how a Christian and how a Jewish person show their faith in their lives.</p>	<ul style="list-style-type: none"> • What is Judaism video • Judaism big book • Artefacts

<p>INPUT:</p> <p>Recap on previous session's learning r.e. how Christians show Christianity in their life. Teach chn that there are different religions that people can belong to, and that some belong to a religion called Judaism - watch video and stop every so often to make links to artefacts that are on the carpet. Discuss findings with what we already know about people who are Christians.</p>				
<p>AT2: make links between some religious rules and rules at school</p> <p>AT1: understand that many values come from holy books</p> <p>recognise special rules that religious people follow</p>	<p>I can describe rules that are important to follow at school.</p> <p>-Create poster to display in classroom, working as a group</p>	<p>I can sort our school rules from the most to the least important.</p> <p>-School rules cut into strips for chn to order in groups.</p>	<p>I can decide which one of our school rules is the most important and explain why it is important to have rules to follow.</p>	<p>- Copies of school rules.</p>
<p>INPUT:</p> <p>Discuss that faith members have rules that they follow and often these are rule from God. Make comparisons to ourselves, although lots of us don't belong to a faith, we still follow rules. Talk partners; why is it important to have rules? What would happen if we didn't have rules? Who follows rules? Do adults</p>				

follow rules? What rules do we have at home/school/in our community?				
<p>AT2: make links between some religious rules and rules at school</p> <p>AT1: understand that many values come from holy books</p> <p>recognise special rules that religious people follow</p>	<p>I can work as part of a group to create my own commandments.</p>	<p>I can create my own 'Ten Commandments' with support.</p> <p>-On template</p>	<p>I can create my own 'Ten Commandments'.</p> <p>-On template</p>	<ul style="list-style-type: none"> - Bible - Ten commandments - Ten commandments sheet template
<p>INPUT:</p> <p>Recap on learning about rules as last week. Teach chn that the Christian holy book has rules in it that Christians follow, called the commandments. Discuss the commandments and what they mean.</p>				
<p>AT1: recognise symbols that show commitment in the life of a religious person</p> <p>AT2: say why symbols of commitment are important to belonging</p>	<p>I understand what symbols are and can describe why they are important.</p>	<p>I can identify a religious symbol.</p> <p>-Draw the symbol and describe the religion it belongs to and what it represents to a faith member.</p>	<p>I can choose a religious symbol and explain why it is important to a religious person</p>	<ul style="list-style-type: none"> - Twinkl powerpoint - Artefacts as appropriate
<p>AT1: compare similarities and differences in religious festivals</p> <p>AT2: suggest reasons why festivals and rituals are important</p>	<p>I can describe some of the traditions related to the Jewish festival of Passover</p>	<p>I can identify and explain ways that Jewish people celebrate the festival of Passover.</p>	<p>I can justify why the festival of Passover is so important to Jewish people.</p>	<ul style="list-style-type: none"> - BBC video for Passover - Judaism big book - Jewish

<p>INPUT;</p> <p>Chn in talk partners; what can they tell me about Christianity/Judaism? Mind map responses. Explain that today day we are going to be learning about a Jewish festival of Passover. Watch BBC video of festival, as well as looking at artefacts big book. What are the most important parts of the festival? What traditions are there?</p>		<p>-Mind map template</p>		<p>artefacts</p>
<p>AT1: compare similarities and differences in religious festivals</p> <p>AT2: suggest reasons why festivals and rituals are important</p>	<p>I can describe some of the traditions related to the Christian festival of Lent.</p>	<p>I can identify and explain ways that Christians celebrate the festival of Lent.</p> <p>-Mind map template</p>	<p>I can compare the Jewish festival of Passover and the Christian festival of Lent.</p> <p>-Sheet template comparing why it is celebrated, food, special objects, special places.</p>	<ul style="list-style-type: none"> - BBC teach animation video for Lent - Christianity big book - Christian artefacts
<p>INPUT;</p> <p>Recap on learning r.e. Passover. What can the chn remember? How was it celebrated? Why is it celebrated? Explain that we are going to be learning about different festival today; Lent; explain that lent is celebrated by Christians, not Jews. Watch video. Compare both festivals - what is the same about them? What is different about them?</p>				