

## Year R

Year R Autumn 1 - Celebration		
<b>Concept</b>	<b>Celebration</b> <b>Key Question:</b> Why is it important for Christians to celebrate Harvest Festival? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Harvest</b>	
<b>Tradition</b>	<b>Christian</b>	
<b>Milestone at the end of Year R.</b>  <b>ELG:</b> 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.  <b>Development matters:</b> Recognise that people have different beliefs and celebrate special times in different ways.  <b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> <li>• Celebration is a special enjoyable event that people organise because something pleasant has happened or because it is someone's birthday or anniversary.</li> <li>• Most people celebrate, e.g. with special food, inviting guests, sending cards, giving presents, singing songs, decorating homes, taking photos</li> <li>• Harvest Festival is generally held in September or October in the UK and is a celebration of the harvest and food grown on the land.</li> <li>• Christians celebrate Harvest because they are thankful to God for the crops grown and safely harvested. Christians thank God for the food during harvest. Christians believe God made the world and everything in it. At harvest-time, the sharing of food helps Christians to remember that all gifts come from God and giving is a way to say thank you to God in a practical way whilst remembering that He commanded all people to love and care for others.</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li>• <b>At Communicate...</b> share their own experience of a <i>celebration</i> that is important to them.</li> <li>• <b>At Apply...</b> listen to others talk about how <i>celebration</i> relates to their own lives.</li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li>• <b>Inquire...</b> begin to identify what a <i>celebration</i> is and list some features of celebrations.</li> <li>• <b>Contextualise...</b> begin to recognise ways in which Christians <i>celebrate</i> Harvest.</li> <li>• <b>Evaluate...</b> reflect on the importance for Christians of <i>celebrating</i> Harvest.</li> </ul>
<b>Vocabulary</b>	Celebration, Harvest, special food, giving, singing, Church, festival, Christian, sharing, decorations, excited, happy, proud, praise, bless, birthday, anniversary, jubilee, party <b>Enquiry Skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting</b>	<b>Spiritual:</b> providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.	



<b>children's spiritual, moral, social and cultural (SMSC) development.</b>	<p><b>Moral:</b> interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others.</p> <p><b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p><b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
<b>Enrichment &amp; wider development</b>	<ul style="list-style-type: none"> <li>- Visit from a local church for a Harvest festival assembly</li> <li>- Real food put in the role-play corners to pretend to collect for the Harvest festival celebration</li> <li>- Bringing in their own food to give to the local food bank</li> </ul>



## Year R Autumn 2 - Birthdays

<b>Concept</b>	<b>Concept: Birthdays</b> <b>Key Question:</b> Why do Christians still celebrate Jesus' birth? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Christmas – Jesus' birth</b>	
<b>Tradition</b>	<b>Christian</b>	
<b>Milestone at the end of year R:</b>		
<b>ELG:</b> 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.  <b>Development matters:</b> Recognise that people have different beliefs and celebrate special times in different ways.  <b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> <li>- A <i>birthday</i> is the anniversary of the day on which a person was born, it is often an occasion for celebration.</li> <li>- Most people celebrate birthdays: e.g. cards, presents, parties, seeing friends and family.</li> <li>- When babies are born, they are often celebrated when they come home: e.g. cards, gifts, flowers, visitors.</li> <li>- Christmas is celebrated on the 25<sup>th</sup> December and is a celebration of the birth of Jesus.</li> <li>- Christians celebrate Christmas because it is the anniversary of Jesus' birth, which is important because Jesus is the son of God. The story of Jesus' birth is called the 'Nativity' story.</li> <li>- Christmas is celebrated in many ways including: cards, sharing food, presents and decorations.</li> </ul>	Children will Know why by... <p><b>At communicate...</b></p> <ul style="list-style-type: none"> <li>• sharing their own experience of <i>birthdays</i>.</li> </ul> <p><b>At Apply...</b></p> <ul style="list-style-type: none"> <li>• listening to others talk about how birth is celebrated.</li> </ul>	Children will Know how to ... <p><b>At Inquire</b></p> <ul style="list-style-type: none"> <li>• <a href="#">begin to identify what a birthday celebration is.</a></li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>• begin to recognise how Christians celebrate Jesus' birth.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• reflect on their idea about the importance of celebrating birth.</li> </ul>
<b>Vocabulary</b>	<b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.</b>	<b>Spiritual:</b> providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.  <b>Moral:</b> reflecting on making decisions and when others may influence us. To see when a decision is the right one and when someone is influenced by the wrong things.  <b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.  <b>Cultural:</b> willingness to participate in and respond positively to artistic and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	
<b>Enrichment &amp; wider development</b>	<ul style="list-style-type: none"> <li>- Trip to Colbury church for a Christmas celebration</li> <li>- Tea party to celebrate Jesus' birthday?</li> <li>- Nativity play (Whoopsie Daisy Angel – involves the Nativity)</li> <li>- Meeting a baby (new born - 6 months) to ask questions about the celebration of birth</li> </ul>	



## Year R Spring 1 - Storytelling

<b>Concept</b>	<b>Concept: Storytelling</b> <b>Key Question:</b> Is it helpful for Christians to hear the stories Jesus told? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Jesus was a storyteller</b>	
<b>Tradition</b>	<b>Christian</b>	
<b>Milestone at the end of year R:</b>		
<b>ELG:</b> 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.  <b>Development matters:</b> Recognise that people have different beliefs and celebrate special times in different ways.  <b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> <li>A story is an account of events, real or made up, told for entertainment.</li> <li>Some stories have a hidden message which can teach you something, for example 'The Boy who Cried Wolf' – teaches you not to lie because then people won't believe you when you are telling the truth.</li> <li><a href="#">Learning means gaining knowledge from being taught.</a></li> <li>Jesus told many stories to help people learn how to be better people, lots of these stories are recorded in the Bible.</li> <li>Christians are taught at Church (kids and adults) about the stories Jesus told, including 'The Lost Coin', 'The Lost Sheep', 'The Good Samaritan'.</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li><b>At Communicate...</b> sharing their own experience of stories.</li> <li><b>At Apply...</b> listening to others talk about what have learnt from different stories.</li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li><b>At Inquire...</b> begin to identify how Jesus told many stories to help people learn about God.</li> <li><a href="#">At Contextualise...</a> Begin to recognise that people may have learnt from Jesus' stories.</li> <li><b>At Evaluate...</b> Reflect on ideas about the importance to Christians today of the 4 stories Jesus told.</li> </ul>
<b>Vocabulary</b>	Story, storytelling, learning, message, Jesus, bible, Church. <b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.</b>	<b>Spiritual:</b> giving an opportunity to reflect and to show interest in and respect for different people's faiths, feelings and values.  <b>Moral:</b> developing the ability to investigate and offer reasoned views about moral and ethical issues and to understand and appreciate the viewpoints of others.  <b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.  <b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	
<b>Enrichment &amp; wider development</b>	Sunday school teacher come in to tell one of the stories Jesus told in the way that they would in the kids work at their church.	



## Year R Spring 2 – Reminder/Symbol of new life

<b>Concept</b>	<b>Concept: Reminder/symbol of new life</b> <b>Key Question:</b> How do Christians use eggs as a reminder/symbol of new life? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Eggs as a sign of new life</b>	
<b>Tradition</b>	<b>Christian</b>	
<b>Milestone at the end of year R:</b>		
<b>ELG:</b> 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.		
<b>Development matters:</b> Recognise that people have different beliefs and celebrate special times in different ways.		
<b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> <li>An egg is something that an animal can use to grow their babies.</li> <li>An egg is a symbol of new life, because in spring a chick hatches from an egg.</li> <li>A symbol is something (egg) that stands for or represents something else to people (new life).</li> <li>Easter is a Christian celebration which helps them remember the death and resurrection of Jesus, Jesus was given a new life and Christians believe through Jesus they have new life too.</li> <li>Christians celebrate Easter by sending cards, putting up decorations, having cake and giving chocolate Easter Eggs to one another.</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li><b>At Communicate...</b> sharing their own experience of eggs.</li> <li><b>At Apply...</b> <a href="#">Listen to others talk about their experience of eggs.</a></li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li><b>At Inquire...</b> Begin to identify how Christians use eggs as a reminder/symbol of new life.</li> <li><b>At Contextualise...</b> begin to reflect on their own ideas about eggs as a reminder/symbol.</li> <li><b>At Evaluate...</b> Reflect on the reminder to Christians of eggs as a symbol of new life.</li> </ul>
<b>Vocabulary</b>	Easter, egg, new life, Jesus, decorations, symbol, representation. <b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.</b>	<b>Spiritual:</b> providing an opportunity for reflection on their own beliefs and giving them an opportunity to learn about the beliefs of others. <b>Moral:</b> reflecting on making decisions and when others may influence us. To see when a decision is the right one and when someone is influenced by the wrong things. <b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. To develop mutual respect for and tolerance of those with different faiths and beliefs. <b>Cultural:</b> a willingness to respond to and participate in a variety of art, musical and cultural experiences.	
<b>Enrichment &amp; wider development</b>	<ul style="list-style-type: none"> <li>- Visit to Colbury church for an Easter service.</li> <li>- Duckling egg hatching experience in class (10 days)</li> </ul>	



## Year R Summer 1 - Specialness

<b>Concept</b>	<b>Concept: Specialness</b> <b>Golden Thread: Special</b> <b>Key Question:</b> What is special to Christians and Jews? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Special Things</b>	
<b>Tradition</b>	<b>Christian and Jewish</b>	
<b>Milestone at the end of year R:</b>  <b>ELG:</b> 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.  <b>Development matters:</b> Recognise that people have different beliefs and celebrate special times in different ways.  <b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> <li>• Special means better, greater or different from usual.</li> <li>• People will have things that are special to them for whatever reason, and these special things can make people feel different emotions.</li> <li>• For Christians, the church is special to them. There are lots of things in the church that are special, the cross being the main thing. This is because it represents Jesus dying on the cross.</li> <li>• For Jews, the synagogue is special. In the synagogue there is the torah scrolls (first part of the Jewish Bible).</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li>• <b>At Communicate...</b> share their own experiences of <i>special</i> things.</li> <li>• <b>At Apply...</b> listen to others talk about their feelings about <i>special</i> things.</li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li>• <b>At inquire...</b> begin to recognise what <i>special</i> means.</li> <li>• <b>At Contextualise...</b> begin to recognise that the cross is <i>special</i> to Christians and that the Torah Scrolls are <i>special</i> to Jews.</li> <li>• <b>At Evaluate...</b> <a href="#">Reflect on the idea of special things within Christianity and Judaism.</a></li> </ul>
<b>Vocabulary</b>	Special, Christians, Jewish, church, synagogue, cross, Torah scrolls. <b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.</b>	<b>Spiritual:</b> providing an opportunity for enjoyment and fascination about their lives and those of others. Using imagination and creativity in their learning.  <b>Moral:</b> reflecting on the difference between right and wrong (eg damaging someone's special item) and to apply this understanding in their own lives.  <b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Developing and demonstrating skills and attitudes to allow them to participate fully in and contribute positively to life in modern Britain.  <b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	
<b>Enrichment &amp; wider development</b>		





## Year R Summer 2 – Special

<b>Concept</b>	<b>Concept: Special</b> <b>Golden Thread: Special</b> <b>Key Question:</b> What special clothes are within Christianity and Sikhi? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Special clothes</b>	
<b>Tradition</b>	<b>Christian and Sikhi</b>	
<b>Milestone at the end of year R:</b>  <b>ELG:</b> 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.  <b>Development matters:</b> Recognise that people have different beliefs and celebrate special times in different ways.  <b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> <li>Special means better, greater or different from usual.</li> <li>Clothes can be special to people, this could be a uniform, or party clothes.</li> <li>Special clothes within Christianity are the outfit a Vicar wears, a wedding dress or christening clothing.</li> <li>Special clothes for within Sikhi are salwar kamees.</li> <li>Wearing these clothes can make those who follow those religions feel special.</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li><b>At Communicate...</b> share their own responses to special clothes.</li> <li><b>At Apply...</b> Listen to others talk about their feelings about special clothes relate to their lives</li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li><b>At Inquire...</b> Begin to recognise what the concept of special is.</li> <li><b>At Contextualise...</b> recognise that Christians and Sikhs wear special clothes at certain times.</li> <li><b>At Evaluate...</b> Reflect on the importance of special clothes for Christians and Sikhs.</li> </ul>
<b>Vocabulary</b>	Special, clothing, Christina, Sikhi, vicar, wedding, salwar kamees. <b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.</b>	<b>Spiritual:</b> providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.  <b>Moral:</b> developing an ability to understand and appreciate the viewpoints of others on these issues.  <b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.  <b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	
<b>Enrichment &amp; wider development</b>		

