Dereham Church Infant and Nursery School- RE – Y1 – A1

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| Dereham_Church_Infant_and_Nursery_School Logo @ Sept 2013 | Year group: Year 1 | Area/topic: What do my senses tell me about the world of religion and belief? [Philosophy] |
| (objectives from NC/ELG/Development matters)  MTP following the RE Norfolk Agreed Syllabus 2019 | |

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| Prior learning | Future learning |
| Children have visited the Church previously [YN/YR].  Children have explored a range of different religious objects in school and our local Church [YR]. | Children explore the celebration of Shabbat and significant objects [Y1]  Walk in the local community recognising places of worship [Y2] |

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| What pupils need to know or do to be secure | | |
| Key knowledge and skills | | Possible evidence |
| To understand a religious story.  To discuss the importance of diversity and how to respond to a difference in belief.  To recognise why people might go to a place of worship – Churches and Synagogues.  To explore the world through our senses, asking world questions.  To learn the story if the Good Samaritan. | | Children to answer the following questions:  - What are the 5 senses?  -What can you touch/smell/taste/see/hear?  - What does it mean to be a Christian?  - What does it mean to follow Judaism?  - What does it mean to believe in a God?  - What colours can be used to represent feelings and emotions?  - What are certain things you can feel?  - What do my senses tell me about our outdoor world?  - How do you feel in the church?  - Think back to our visit to St Peter Mancroft, what could you see/smell/feel?  -If you were to enter a Synagogue, what would you see / hear / touch / smell?  *Evidence to be in RE books and the class RE floor book.* |
| Key vocabulary | |
| Christianity / Church / Judaism / Synagogue / Senses / Worship | |
| Common misconceptions | Books linking to this area | |
| Children may confuse a Church and a Synagogue.  Children thinking that there is only one religion.  Children may not understand the senses can be linked to anything.  Children may become confused when linking colours to feeling and senses. | The Good Samaritan  <https://www.youtube.com/watch?v=CrVmbIr0zrg>  Hebrew Bible story Esther and Haman | |
| Memorable first hand experiences | Opportunities for communication | |
| Spend time experiencing nature and the area surrounding our school, look closely at flowers leaves and branches. Explore senses.  Visit the church.  Look at artefacts from a Synagogue.  <https://www.virtualschoolvisits.com/worldreligions> - Zoom with Ruth from a Judaism school.  Virtual tour of a Synagogue. <https://www.truetube.co.uk/film/holy-cribs-synagogue> | Children to share what they found out when experiencing nature.  Children to discuss what they can see/smell/touch when visiting the Church and exploring the Jewish artefacts.  Sharing own experiences with the rest of the class.  Children to have the opportunity to express themselves through drama. | |

DCINS Reasonable adjustments for pupils with SEND

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| Communication and Interaction  Give the children examples of appropriate responses to questions.  Provide the children with visual aids.  Provide the children with simple instructions.  Pre-teach the children vocabulary prior to the lesson.  Discussions with 1:1. | Cognition and Learning  Allow the children lots of thinking time.  Provide the children with word banks  Provide the children with writing frames when needed.  Adults to scribe verbal quotes from children alongside taking photographs.  Videos and visits to support new learning.  Opportunities for children to recap previous learning [e.g looking through floor books]. |
| Social, Emotional and Mental health  Adults to offer 1:1 emotional support when needed.  Provide the children with a quiet space to go to in the classroom.  Provide the children with Now and Next boards where needed.  Provide the children with a movement breaks.  Seat children with a more confident friend. | Sensory and Physical  Reduce background noise.  Consider the child’s carpet position.  Using larger text.  Provide children with a writing slope where needed.  Provide children with alternative ways of recording [laptop / talking tiles].  Provide the children with opportunities to explore artefacts. |