Dereham Church Infant and Nursery School- RE – Y1 – A2

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| Dereham_Church_Infant_and_Nursery_School Logo @ Sept 2013 | Year group: Year 1 | Area/topic: How do celebrations bring people together? [Human and Social Sciences] |
| (objectives from NC/ELG/Development matters)  MTP following the RE Norfolk Agreed Syllabus 2019 | |

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| Prior learning | Future learning |
| Children have previously performed a Nativity [YN/YR].  Children understand that the Christmas story is celebrating when Jesus was born [YR].  Children understand that the Nativity story comes from the Bible [YR].  Children have previously learnt about the characters in the Nativity story [YR].  Children have explored Churches and Synagogues [Y1] | Children to perform a Nativity [Y2].  Children to learn about the Easter story and the death of Jesus [Y1].  Children to dive deeper into the Nativity story, focusing on the people who visited Jesus and why they are important [Y2]. |

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| What pupils need to know or do to be secure | | |
| Key knowledge and skills | | Possible evidence |
| To explore and understand Shabbat.  To discuss why Shabbat is important in Judaism.  To compare daily life of a Jewish person celebrating Shabbat on their day of rest to the daily life of a Christian going to Church on their day of rest [Saturday vs Sunday].  Explore celebration of Christmas in Christianity – gifs brought to the new born king. | | Children to answer the following questions:  - What is a celebration?  -Can you give a reason for a celebration?  -What is Shabbat?  -What do you know about Shabbat?  - What significant objects feature on a Shabbat celebration table?  -What is the Nativity?  -What are the three gifts brought by the Kings to the new born king?  -Why did the Kings bring the baby gifts  -How do we show peace and holiness in our school? [School values and daily collective worship].  *Evidence to be in RE books and the class RE floor book.* |
| Key vocabulary | |
| Celebration / Judaism / Shabbat / Christianity / Nativity / Traditions | |
| Common misconceptions | Books linking to this area | |
| Children to think everybody celebrates Christmas.  Children may not understand that the 7th day of the week is a Saturday [The day Jewish people celebrate].  Children to confuse celebrations.  Children may not understand the meaning of Christmas. Christians celebrate the birth of Jesus on the 25th December.  Children may not understand what gifs would be appropriate for Jesus.  Children will think Father Christmas in the Nativity story.  Children will not understand that God is Jesus father. | Nativity story | |
| Memorable first hand experiences | Opportunities for communication | |
| Children to perform the nativity story.  Children to create their own Shabbat celebration table as a class. What significant objects need to be on the table?  Children to create their own gift for the new born King. Why is your gift important? | Children to learn the Shabbat song [Shabbat Shalom].  https://www.youtube.com/watch?v=oBdA8s0dCuM  Children to share and discuss their own celebrations and family traditions.  Children to act out the nativity story.  Children to create their own Shabbat celebration. | |

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. |