Dereham Church Infant and Nursery School- RE – Y2 – A1

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| Dereham_Church_Infant_and_Nursery_School Logo @ Sept 2013 | Year group: Year 2 | Area/topic: What can people learn from religious stories? [Theology] |
| (objectives from NC/ELG/Development matters)  MTP following the RE Norfolk Agreed Syllabus 2019 | |

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| Prior learning | Future learning |
| Children have explored Shabbat [Y1]  Children have explored artefacts from a Synagogue [Y1].  Children have compared the Christian Creation story and the Jewish Creation story [Y1]  Children have explored the following religious stories:  -Nativity story [YN/YR/Y1]  -Easter story [YN/YR/Y1]  -Noah’s Ark [YN/YR]  -Creation story [YN/Y1  -The Good Shepherd [YN]  -Jesus Calms the Storm [YR]  - The Good Samaritan [Y1]  -Calling of the Fisherman [Y1]  -The Jewish Creation story [Y1] | Children to explore how the world was created focusing on Christian, Jewish and Humanist beliefs [Y2].  Children will continue to learn about different stories from the Bible.  Children will continue to learn about different stories from the Torah. |

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| What pupils need to know or do to be secure | | |
| Key knowledge and skills | | Possible evidence |
| To understand what a parable is.  To explore religious stories.  To compare religious stories.  To understand what the Torah is. | | Children to answer the following questions:  -What is Judaism?  -What is a parable?  -What is the story telling us?  -What stories do we find in the Bible?  -What is the meaning of the story?  - Who are the main people in the story?  -Why is the story important?  -How to parables link to Christian beliefs and their daily lives?  -What is the message from the parable of the Prodigal Son?  -What is the message from the parable of the Loaves and Fishes?  -What are the similarities and differences of the two Christian parables?  -What is the message of the Jewish story of Moses?  *Evidence to be in RE books and the class RE floor book.* |
| Key vocabulary | |
| Christianity / Judaism / Bible / Torah / Parable/s / Challahs / Compare / Similarities / Differences | |
| Common misconceptions | Books linking to this area | |
| Children to confuse the parable of the Loaves and Fishes and the Jewish story Challah’s from Heaven. The children may add fish to both of the stories. Children often focus on the bread and not the meaning of the story.  The Prodigal Son – Children don’t understand why the father throws a party and are confused about the way the brother feels. He is unfair that he doesn’t get the party.  Children may find it difficult to understand the concept of a miracle. Children usually confuse this with magic.  Children find it difficult to understand the meaning of the parable and how there is a moral.  Children to reorder the parables incorrectly.  Children may not understand that the parables in the Bible are the same even if the Bible looks different.  Children to see the Bible represented in different ways but understand the parables are the same in each.  Children may not understand that the Torah is written in Hebrew and has been translated into English [Artefacts]. | Parable of the Loaves and the Fishes.  Parable of the Prodigal Son.  Challah’s from Heaven.  Jewish story of Moses. | |
| Memorable first hand experiences | Opportunities for communication | |
| Children to use drama to retell the parables.  Children to read the parables from the Bible. | Class discussions about the meanings of the parables and adults taking quotes.  Children to have opportunities to retell/order the parables in class.  Children to have opportunities to create artwork and discuss what they have learnt.  Children to have the opportunity to explore the Bible and the Torah. | |

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. |