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

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| Dereham_Church_Infant_and_Nursery_School Logo @ Sept 2013 | Year group: Nursery | Area/topic: What is a Church? [Theology] |
| (objectives from NC/ELG/Development matters)  MTP following the RE Norfolk Agreed Syllabus 2019 | |

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| Prior learning | Future learning |
| Children would have seen the Church building when walking through town. | Children to learn about Christian traditions at Christmas [YN]  Children to perform the Nativity in Church [YN] |

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| What pupils need to know or do to be secure | | |
| Key knowledge and skills | | Possible evidence |
| I know what a Church is.  I know what Christians do in Church [praying/singing/worship] | | Representations of stain glass windows  Photos of the children in the Church.  Role play opportunities involving artefacts.  *Evidence to be recorded in class floor book and on Tapestry.* |
| Key vocabulary | |
| Church / Christians / Pew / Stain glass windows / Altar / Reverend / Cross | |
| Common misconceptions | Books linking to this area | |
| Children will think the Church is a castle/another building.  Children will not understand that only Christians worship in a Church.  Children will not understand that not everyone is a Christian. | Gods dream – Desmond Tutu  When Willy went to the wedding – Judith Kerr | |
| Memorable first hand experiences | Opportunities for communication | |
| Children to visit the church  Children to explore the different artefacts  Children to explore different parts of the Church | Children to meet people who are part of the Church community.  Children to have the opportunity to discuss their time at the Church.  Children to have the opportunity to ask questions about what they are learning. | |

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. |