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

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| Dereham_Church_Infant_and_Nursery_School Logo @ Sept 2013 | Year group: Nursery  | Area/topic: What happens at Christmas? [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 visited the Church and learn about key artefacts [YN]  | Children will learn the Bible story of Noah [YN] Children will learn the Easter story and understand it is also a Christian festival [YN]  |

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| What pupils need to know or do to be secure |
| Key knowledge and skills | Possible evidence |
| I know what the Nativity story is and the key people. I can share my own Christmas traditions. I know about Christian tradition at Christmas.I know that Christians celebrate Christmas because 25th December is Jesus birthday  | Photos/videos/quotes of children in the role play area. Christmas craft and mark making Children performing the nativity Children sharing Tapestry of their Christmas traditions. *Evidence to be in class floor book and on Tapestry.*  |
| Key vocabulary |
| * Church

Christians / Christmas / Mary / Joseph / Baby Jesus / Stable / Star / Shepherd / Three Kings  |
| Common misconceptions | Books linking to this area |
| Everyone celebrates Christmas in the same way. Father Christmas is part of the Nativity story. Children do not understand that Christmas is celebrated on the same day every year.  | Different versions of the Nativity story The Nativity Play – Nick Butterworth  |
| Memorable first hand experiences | Opportunities for communication  |
| Performing the Nativity story in Church Nativity scene and figures for children to explore.Role play – retelling the Nativity storyLearning Christmas carols Decorating day and decorating nursery  | Role play Carpet discussions and children sharing their own Christmas traditions. Performing the Nativity in Church.  |

DCINS Reasonable adjustments for pupils with SEND

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| Communication and InteractionGive 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 healthAdults 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 PhysicalReduce 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.  |