

## RE Year Planner Reception 2024/25

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic or Stand-Alone?</b>	Stand-Alone	Festivals and Celebrations	Stand-Alone	Stand-Alone	Stand-Alone	Stand-Alone
<b>Enquiry Questions:</b>	<b>Unit F1:</b> Why is the word 'God' special to Christians?	<b>Unit F2:</b> Why is Christmas special for Christians?	<b>Unit F3:</b> Why is Easter special for Christians?	<b>Unit F4:</b> Being special: where do we belong?	<b>Unit F5:</b> Which places are special and why?	<b>Unit F6:</b> Which stories are special and why?
<b>5 a day:</b>	 		 			
<b>Core elements:</b>	<p><b>Making sense</b></p> <p><b>Understanding impact</b></p> <p><b>Making connections</b></p>	<p><b>Making sense</b></p> <p><b>Understanding impact</b></p> <p><b>Making connections</b></p>	<p><b>Making sense</b></p> <p><b>Understanding impact</b></p> <p><b>Making connections</b></p>	<p><b>Making sense</b></p> <p><b>Understanding impact</b></p> <p><b>Making connections</b></p>	<p><b>Making sense</b></p> <p><b>Understanding impact</b></p> <p><b>Making connections</b></p>	<p><b>Making sense</b></p> <p><b>Understanding impact</b></p> <p><b>Making connections</b></p>
	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Retell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Say how and when Christians like to thank their Creator</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Recall simply what happens at a traditional Christian festival (Christmas)</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <p>Retell religious stories, making connections with personal experiences.</p>	<p>Recognise and retell stories connected with celebration of Easter</p> <p>Say why Easter is a special time for Christians</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p>	<p>Retell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a</p>	<p>Talk about somewhere that is special to themselves, saying why</p> <p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>Get to know and use appropriate words to talk</p>	<p>Talk about some religious stories</p> <p>Recognise some religious words, e.g. about God</p> <p>Identify some of their own feelings in the stories they hear</p> <p>Identify a sacred text e.g. Bible, Torah</p> <p>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus'</p>

			Talk about some ways Christians remember these stories at Easter.	religion other than Christianity	about their thoughts and feelings when visiting a church  Express a personal response to the natural world	story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.
<b>Sequence of lessons:</b>	<p><b>1=</b> Display a large picture of the globe and show some pictures of animals from around the world (e.g. elephant, camel, kangaroo, sheep, blue whale, tuna, albatross). Help children learn the names and talk about where they can be found in the world. Talk about beautiful things in nature. Add the sun and moon to the display. Draw/paint/collage some pictures of their favourite creatures. Talk about things they find interesting, puzzling and wonderful about the world.</p> <p><b>2=</b> Introduce the idea that quite a few people around the world think that the whole world was created by God. Read the creation story from a children's version of the Bible. Get children to point out which parts of the world were made on which day in the story, including animals and humans.</p> <p><b>3=</b> Talk about the idea of a Creator. Talk about what is different about the creations they made (their paintings, etc.) and the idea Christians,</p>	<p><b>1=</b> Show baby photos of known adults to the children. Can they match them to the adult photo?</p> <p><b>2=</b> Use a story sack to introduce a crib scene, beginning with the three figures, Mary, Joseph and baby Jesus, and including shepherds, wise men, donkey, angels, etc. Discuss the children's knowledge about the role of each key figure as it appears. Read the story of Christmas from a children's Bible, matching the figures as you read. Act out the story. Set up a Bethlehem stable filled with costumes and/or props for the children to re-enact the story.</p> <p><b>3=</b> A parcel arrives in the classroom. Discover the contents with the children: birthday party props such as cake, candles, a banner, etc. Talk about children's own experiences of birthdays. Link to Jesus' birthday and Christmas celebrations.</p>	<p><b>1=</b> Unpack a bag containing items related to Palm Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for.</p> <p><b>2=</b> Tell the story of Palm Sunday. Act it out, laying palm leaf cut-outs on the floor, etc., helping children to remember the story. Point out that people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. Show some pictures of Palm Sunday celebrations (search 'Palm Sunday church'), and find out about how Christians celebrate it today.</p> <p><b>3=</b> Look at a palm cross – compare with the palm leaves from Palm Sunday. Compare with cross on hot cross buns. Talk about how the cross reminds Christians that the Bible says Jesus died on a cross, and then</p>	<p><b>1=</b> Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from mum/dad/carer/friend) and special events (birthdays).</p> <p><b>2=</b> Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Also reflect on Christian beliefs about Jesus believing children to be very</p>	<p><b>1=</b> Use some pictures (e.g. a beach, a trampoline, a bedroom) to help children talk about why some places are special, what makes them significant and to whom. Talk about when people like to go there and what they like to do there</p> <p><b>2=</b> Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims, where they worship God. Look at some pictures of the features (e.g. church: font, cross, candle, Bible; mosque: washing area, prayer hall, prayer mats, minaret). Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s).</p> <p><b>3=</b> Consider a place of worship for members of</p>	<p><b>1=</b> Explore stories pupils like, retelling stories to others and sharing features of the story they like.</p> <p>Talk about the Bible being the holy book for Christians that helps them to understand more about God and people. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible.</p> <p><b>2=</b> Hear and explore some stories from major faith traditions:</p> <p>-Hindus enjoy the story of Rama and Sita; the story of Ganesha; stories about Krishna;</p> <p>-Jews and Christians share these stories (the Jewish scriptures are included in what Christians call the 'Old Testament'): e.g. David the Shepherd Boy (1 Samuel 17) and the</p>

	<p>Jews and Muslims have about God as Creator: they believe God created life. Talk about how special the word 'God' is for Christians (and others) – because they believe he is the Creator.</p> <p><b>4=</b> Christians like to praise the Creator: talk about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers – thanking God for the world and for life. Show some clips of Christians singing praising songs (e.g. <a href="http://www.bbc.co.uk/programmes/p044h89p">www.bbc.co.uk/programmes/p044h89p</a>) in church and outside. Talk about why they do it, and what they are saying.</p> <p><b>5=</b> Connect with idea of harvest celebrations as a way Christians thank their Creator. Find out what happens at a harvest service or take part in one, if the timing of this unit is right. Sing some harvest songs (e.g. Out of the Ark Music's 'Combined Harvest' songs, Fischy Music, iSingPOP). Talk about how Christians like to bring food to the service, and then to share it with people who need it.</p>	<p>Bring out a Christmas box containing traditional Christmas artefacts, such as Nativity scene, cards, decorations, Father Christmas, special food, etc. Share some traditional carols with the children and discuss where and why Christians sing carols.</p> <p><b>4=</b> Talk about Christmas gifts and what the children would like. Connect with the story of the wise men who gave gifts to Jesus. Reinforce the most important gift to Christians would be Jesus. Mime passing a precious gift around a circle; discuss what children think it is. Link to how precious the Bible is to Christians. Christians believe God demonstrated his love for all people by sending Jesus to Earth – they say that shows how precious people are to God.</p> <p>Continuous Provision Ideas</p> <p>Playdough, Nativity figures, Christmas cards and songs, etc.</p>	<p>was buried in a cave tomb. Use a Story Bible or video clip (e.g. Channel 4's animated Bible stories) to tell the story. Use images and story cubes to get children to remember what happens in the story.</p> <p><b>4=</b> Help children to learn that most Christians believe Jesus did not stay dead, but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter – symbols of new life. Connect with the idea of new life by looking at the buds and bulbs growing in your classroom and outside. Do an Easter egg hunt and get children to tell each other why eggs are part of Easter celebrations.</p> <p><b>5=</b> Watch the CBeebies 'Let's Celebrate Easter' clips.</p> <p><b>6=</b> Talk to someone who celebrates Easter to find out what parts of the celebration are most special to them.</p>	<p>special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16).</p> <p><b>3=</b> Explain how this belief that God loves children is shown in Christianity through infant baptism and dedication.</p> <p>Consider signs and symbols used in the welcoming of children into the faith community e.g. water (pure and clean), baptismal candle. Look at photos, handle artefacts (robes, cards, etc.); use role play</p>	<p>another faith e.g. synagogue or temple. Find out what happens there. Show some pictures of all these different special places and help children to sort them into the right faiths/beliefs: a simple matching exercise using symbols of each faith, and putting two or three photos under each.</p> <p><b>4=</b> Visit a local church or other place of worship. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad, special. Find out which parts are important for Christians/believers and why.</p> <p>Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of their ideas into practice, e.g. planting flowers, recycling, etc.</p>	<p>story of Ruth (book of Ruth in the Bible).</p>
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<b>Vocabulary:</b>	harvest god christian life creation	birthday Jesus christianity christmas god baby nativity mary joseph angel donkey shepherds stable bethlehem caroles three wise men gold frankincense myrrh	easter cross jesus new life egg celebration hot cross bun tomb palm sunday	special unique baptism christening	special place church christian reflect worship pray/prayer church mosque synagogue mandir holy minister vicar reverend steeple font altar pew cross stained glass window	bible believe christmas bible angel star  hindu diwali rama sita diva lamp
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