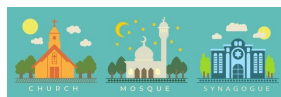


EYFS & KS1 Long Term RE Planning 2027-28 (Rotation 1)

27-28	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	 E1 GOD/ CREATION: <u>Why is the word 'God' so important to Christians? (UC)</u>	 1.3 INCARNATION: <u>Why does Christmas matter to Christians? (UC)</u>	 <u>Being Special: where do we belong? (WAS)</u>	 1.7 Who is Jewish and how do they live? (PART 1) (WAS)	 1.4 GOSPEL: <u>What is the good news Jesus brings? (UC)</u>	 <u>What makes some places sacred to believers? (WAS)</u>
Learning Outcomes	These units for EYFS to explore what Christians believe about God and Creation. In the light of these beliefs, Christians try to live in the way God shows through the Bible. CORE LEARNING: KEY TEXTS - In the beginning, God created the universe (Genesis 1:1-2:4 ISV) God says, 'You must not use the name of the Lord your God thoughtlessly.' (From the Ten Commandments – Exodus 20:7 ICB) No one has seen God because God is spirit (see John 4:24), but Jesus makes him known (see John 1:18) The earth and everything in it belong to the Lord. (Psalm 24:1 ICB) God is the giver of life and breath (see Acts 17:24–28) Jesus' parable of the precious pearl (see Matthew 13:45–46)	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.	Re-tell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity (Islam). Consider ways of showing that people are special from other religions e.g. Hinduism: stories about Hindus celebrating Raksha Bandhan.	Make sense of belief: Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	Make sense of belief: - Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Understand the impact: - Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe - Give simple examples of how people worship at a church, mosque or synagogue - Talk about why some people like to belong to a sacred building or a community. Make connections: - Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas - Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

Sequence of learning	What do we already know about 'God' and 'Christians'? Can we name and describe pictures linked to Christianity? What do Christians believe about God? What happens in the story of Creation? How do Christians show God is important to them when they visit church? What do Christians celebrate at Harvest time? What do Christians learn from the Bible and why do they pray? What have we learnt about 'God' and why is he important to Christians?	Why do we think Christmas is important to Christians? What happens at Christmas time (for us)? What happens in the Nativity story? Where does Incarnation fit in the 'Big Story' of the Bible? Who was Jesus and why was he so special? What does 'advent' mean? How do Christians prepare for Christmas in church? (church visit) What are we thankful for at Christmas time?	What makes us special and unique and how can we make others feel special? Which religious stories show that Christians are special to God? What groups do we belong to? How do some people show they belong to a religious group? How are babies welcomed into a Christian family? How do Muslims welcome babies? How do Hindu brothers and sisters show love for one another?	What do we already know about Judaism? What is precious to us? What special objects might we find in a Jewish home? What does a mezuzah remind Jewish people about? How and why do Jewish people celebrate Shabbat? X 2 What would we like to find out when we visit the synagogue? Where do Jewish people worship and how do they worship? (Synagogue visit) What did we find out from our visit to the Synagogue, can we compare it to the Mosque?	What are the Gospels and where do they fit into the 'big story' of the Bible? How is Jesus a good friend? What does Jesus teach about forgiveness? How does Jesus bring peace? How do churches offer a community which reflects the Good News Jesus brings? How do Christians use prayer and reflection to show what God brings them?	Which places are important to me? Where is a sacred place for believers to go? Which place of worship is sacred for Christians? Which place of worship is sacred for Jewish people? Which place of worship is sacred for Muslims? How are places of worship similar and different? Why are places of worship important to our community?
Key Vocab	Christian, God, Creation, Bible, Church, Harvest Festival, Pray, Minister, Ten Commandments PHILOSOPHER THEOLOGIAN SOCIOLOGIST	Christian, Christmas Day, Jesus, Mary, Joseph, Bethlehem, Nazareth, Angel Gabriel, Advent, Nativity, Incarnation	Christian, Jewish person, Muslim, Hindu, Jesus, Baptism, Adhan, Allah, Raksha Bandhan	Synagogue, Shema, Mezuzah, Shabbat, Tenakah Challah bread, Torah, Sukkoth Chanukah, Menorah, Kosher Star of David, Theologian, Philosopher, Sociologist	Good News, Jesus, Disciple, Christian, Forgive, Friendliness, Peace, St George's Crypt, Priest, Church, Sacred, Pray, Reflect	Sacred, Holy, Special, Precious, Worship, Signs, Symbols, Artefacts, Actions, Church: Altar, Cross, Crucifix, Font, Lectern, Candles, Icons, Stations of the Cross; Baptismal Pool; Pulpit, Synagogue: Ark, Ner Tamid, Torah Scroll, Tzitzit (tassels), Tefillin, Tallit (prayer shawl) and Kippah (skullcap), Hanukkah, Bimah, Mosque/masjid: Wudu; Calligraphy, Prayer Mat, Prayer Beads, Minbar, Mihrab, Muezzin