

CY2 Autumn 2 2023 LTP/Progression Document

Whole School Theme: What a performance

Nursery Theme: Let's Celebrate

Religious Education

EYFS and KS1: Believing

F2: Which people are special and why?

1.1 Who is a **Christian** and what do they believe?

KS2: Believing

L2.3 Why is Jesus inspiring to some people? **Christians**

U2.3 What do religions say to us when life gets hard? (**Christians, Hindus and non-religious (e.g. Humanists)**)

*Suggestive Visits/Visitors:

*Visitors: Inter-faith week – world-beliefs

*Note: World Religion Day takes place each January, aiming to promote understanding & peace between all religions as well as mutual understanding & tolerance between people from different backgrounds.

Progression of Knowledge and Skills

Nursery	Reception	Y1/Y2	Y3/Y4	Y5/Y6
<p>Children in Nursery will:</p> <p>*Links to EYFS LTP:</p> <p>Personal, Social and Emotional Development:</p> <p>Nursery 1:</p> <ul style="list-style-type: none"> Establish their sense of self. Express preferences and decisions. They 	<p>Believing</p> <p>F2: Which people are special and why?</p> <p>Children in Reception will:</p> <ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them identify some of the qualities of a good 	<p>Believing</p> <p>1.1 Who is a Christian and what do they believe?</p> <p>Children in Y1/Y2 will:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and 	<p>Believing</p> <p>L2.3 Why is Jesus inspiring to some people? Christians</p> <p>Children in Y3/Y4 will:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). 	<p>Believing</p> <p>U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious (e.g. Humanists))</p> <p>Children in Y5/Y6 will:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).

<p>also try new things and start establishing their autonomy.</p> <ul style="list-style-type: none"> Engage with others through gestures, gaze and talk. <p>Nursery 2:</p> <ul style="list-style-type: none"> Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." <p>Understanding the World:</p> <p>Nursery 1:</p> <ul style="list-style-type: none"> Make connections between the features of their family and other families. <p>Nursery 2:</p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p>Links with 'Working with</p>	<p>friend</p> <ul style="list-style-type: none"> reflect on the question 'Am I a good friend?' recall and talk about stories of Jesus as a friend to others recall stories about special people in other religions and talk about what we can learn from them. <p>*Links to EYFS LTP:</p> <p>Reception:</p> <p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> Understand why rules are important. Talk with others to solve conflicts. Talk about their feelings using words like 'angry' and 'worried' Understand gradually how others might be feeling. Express their feelings and consider the feelings of others. <p>Links with 'Working with</p>	<p>follow the example of Jesus (A1).</p> <ul style="list-style-type: none"> Recognise some Christian symbols and images used to express ideas about God (A3). <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians 	<ul style="list-style-type: none"> Suggest some ideas about good ways to treat others, arising from their learning (C3). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1). Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). 	<ul style="list-style-type: none"> Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). <p>Expected:</p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or non- religious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).
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the revised EYFS Principles into Practice' Document:

*Develop their sense of responsibility and membership of a community – give the children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.
*Continue to develop positive attitudes about the differences between people – celebrate and value cultural, religious and community events and experiences.

Characteristics of effective learning:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter

the revised EYFS Principles into Practice' Document:

*See themselves as a valuable individual
*Think about the perspective of others
*Understand that some places are special to members of their community
*Recognise that people have different beliefs and celebrate special times in different ways

believe and do (A2).

- Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).

difficulties, and
enjoy achievements

- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Religious Education in the nursery could include:

- Creative play, make-believe, role play, dance and drama
- Dressing up and acting out scenes from stories, celebrations or festivals
- Making and eating festival food
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts

and feelings, and imagination

- Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- Seeing pictures, books and videos of places of worship and meeting believers in class
- Listening to religious music
- Starting to introduce religious terminology
- Work on nature, growing and life cycles
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- Starting to talk

about the different ways in which people believe and behave, and encouraging children to ask questions.

**Predictable Interests/
Learning experiences:**

- *Bonfire night
- *Christmas
- *Birthday
- *Children in Need

Hooks for learning:

- * What do you celebrate?
What celebrations have you been to?
- *Do we all celebrate the same celebrations?
- *Why do we celebrate things?
- *What makes a celebration special?
- *Let us celebrate our differences – what are they?

Texts:

- *Sparks in the Sky
- *Nativity Story
- *Elmer’s Birthday
- *You be you Linda Kranz
- *Only one you Linda Kranz

*Let's Celebrate K DePalma
& M Peluso
*The Jolly Christmas
Postman

Suggestive Learning:

Bonfire Night:

- Provide chalk and encourage children to work together to create an autumn-themed picture on the ground. They could make a Bonfire Night inspired picture or a scarecrow.
- Give the children a selection of jobs for the outdoor area during autumn to help them to develop a sense of responsibility. They could be wellie rack checkers, coat helpers, leaf sweepers or weather monitors.
- Talk with the children about ways they need to stay safe on Bonfire Night and help them to think about safety rules. Can they work together to create a set of class rules for a Bonfire Night display?

- Look at these [Firework Night Display Photos](#) and talk about how they make us feel using simple feeling words, such as happy, sad, scared.
- Provide the children with a collection of sticks, streamers, torches and glow sticks that could enrich their play based on their experiences of Bonfire Night.
- Using the Twinkl Originals story of [Sparks in the Sky](#), encourage the children to think about how the characters might be feeling at different points in the story, using feeling words, such as excited or happy.
- Allow children time to share their own experiences of Bonfire Night and talk about the ways their family celebrated. Other children may like to share other special times they have shared with their families.

Christmas:

- Play a game of 'Pass the

Present'. Support the children to follow rules by encouraging them to wait for their turn and pass the present to their friend.

- Share the Nativity story. Use role-play and drama to retell the story (alongside involvement in School Nativity Performance)
- Introduce a soft toy reindeer as Rudolph. Explain the story of Rudolph and how the other reindeer wouldn't let him play. Encourage the children to talk about feelings and think about how Rudolph might be feeling. What could the children do to help?
- Provide the children with strips of colourful paper. Encourage them to work together to build the longest paper chain they can. How can they work as a team to make the paper chain?
- In the middle of a circle, provide a selection of Christmas materials, such as presents, fairy lights

and tinsel. Then, ask the children what they would like to use these items for and where they would like to use them in the classroom.

- Provide a toy reindeer as a class pet. How can we look after him for Santa? Encourage the children to think about what we need to do to look after animals.
- Ask the children to share their experiences of Christmas. What is Christmas like in other places around the world? Use a map to highlight different places (you could choose places of relevance to the children in your setting).

Birthdays:

- Be involved in creating a Birthday display together.
- Make a Birthday card for a friend/adult in Acorns/wider school/someone from home

- Talk about the different ways that we & others like to celebrate Birthdays

Progression of Vocabulary

EYFS

Y1/Y2

Y3/Y4

Y5/Y6

Nursery:

* Festival names and words.
* Descriptive words to describe the celebrations and how they made you feel.
(Linked to EYFS LTP)

Celebration, festival, special times, religious, non-religious, Bonfire night, Christmas, Birthday, Children in Need, religious objects/artefacts, difference, same, Jesus, God

Reception: F2: Which people are special and why?

Special, friendship, qualities, religion, religious, non-religious, religious leader

1.2 Who is a Christian and what do they believe?

Christianity, believe, God, Jesus, symbol, Bible, miracle, forgive, temptation, sin, heaven

L2.3 Why is Jesus inspiring to some people? Christians

Inspiring, inspirational, followers, values, worship, fairness, sacrifice, service, joy

U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious (e.g. Humanists))

Religions, Hindus, Christians, non-religious, Humanists, suffering, salvation, heaven, reincarnation, afterlife, judgement, karma, soul, deeds, liturgies

