

EYFS RE Medium Term Planning Spring 2020-21			
Enquiry title	Heroes and Heroines		
Half term	Term 1: Belonging Question: Where do I belong? Faith(s) covered: Christianity	Term 2: Special Books Question: What can we learn from stories from different religions? Faith(s) covered: Christianity, Islam	
Key text(s)	Peepo by Janet & Allan Ahlberg Ms McDonald by Jan Ormerod Who's who in our street by Jan Ormerod	Key text(s) Prior to RE day children to be asked to bring in their favourite book from home A range of Bibles including Children's Bibles Qu'ran	
Skills	The Cambridgeshire Agreed Syllabus for Religious Education for EYFS: Key Fields of Enquiry addressed in this unit: AT 1: Learning about Religion and Belief, <ul style="list-style-type: none"> Religious Practices and Ways of Life AT 2: Learning from Religion and Belief <ul style="list-style-type: none"> Questions of Identity, Diversity and Belonging Questions of Values and Commitments 	Skills The Cambridgeshire Agreed Syllabus for Religious Education for EYFS: Key Fields of Enquiry addressed in this unit: AT 1: Learning about Religion and Belief <ul style="list-style-type: none"> Beliefs, Values and Teaching AT 2: Learning from Religion and Belief <ul style="list-style-type: none"> Questions of Meaning, Purpose and Truth Questions of Values and Commitments 	
DM Objectives	Enjoys joining in with family customs and routines	DM Objectives	Enjoys joining in with family customs and routines
ELG	Children talk about past and present events in their own lives and in the lives of family members. They know other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.	ELG	Children talk about past and present events in their own lives and in the lives of family members. They know other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.
Session 1	WALT recognise that a family is a group to which we belong. Using the book 'Peepo' (Janet & Allan Ahlberg) introduce the children to the concept of a family being a group that cares for each of its members. Which family members did you spot? How were they caring for one another? In talk partners discuss 'Who cares for you in your family?' 'I know... <i>my mummy cooks my dinner, daddy does the cleaning</i> ' Feedback ideas. Cool Time activity (to take home) : children make lollipop stick puppets of their family Teacher take photos for Tapestry and record children talking about who is in their family. 'I can tell you that...is in my family.'	Session 1	WALT recognise what makes a book special. Teacher share their favourite book or a book that is special to them and explain why it is their favourite or special to them. In talk partners children share their favourite books (brought in from home). Why is it your favourite book? What do you like about it? Who gave you the book? Where did you hear the story? Where do you keep it? Teacher and TA write observations for Tapestry. Discuss how we should look after books. Link back to Golden Rules – Looking After Property Number 5 Cool Time activity – children draw a picture from their favourite book. Children share their book with others in the class. Teacher record any other relevant observations for Tapestry
Session 2	WALT identify different groups that people belong to. What are our similarities and differences? Talk partners discuss in what ways are you the same and in what ways are you different? e.g. <i>I know... we are both children, we have different coloured hair.</i> Feedback ideas Sort the class into different groups e.g. 4 year olds/5 year olds. Introduce the idea that children can belong to more than one group e.g. 4 year olds with brown hair, 5 year olds with blond hair Do you belong to any groups? E.g. gymnastics, Rainbows, swimming, Treehouse Club. TA write observations for Tapestry	Session 2	WALT recognise that people learn how to live from books and stories. Introduce the idea that stories can have a hidden message in them. Watch Aesop's Fables The Boy Who Cried Wolf https://www.youtube.com/watch?v=gKWktweAZb0&t=3s The Lion and The Mouse, https://www.youtube.com/watch?v=CufEZ6JjcTE The Tortoise and the Hare https://www.youtube.com/watch?v=QzoQcIYhnqo

			<p>Discuss and draw out the meaning of each story. What's the hidden message? <i>I can...see you should always tell the truth</i> <i>I know...everyone is important</i> <i>I know...the tortoise won because he didn't give up</i> TA write observations for Tapestry</p>
Session 3	<p>WALT to know that our class is a group which we all belong to. Read the book Ms McDonald has a class (Jan Ormerod). Introduce children to the idea that our class is a group which we all belong to and everyone has a part to play. To the tune of Old MacDonald had a Farm sing the song 'Miss Reid/Miss Legg had a class... In that class they had some children...with a natter, natter here... In that class they had some snacks...with a munch, munch here... In that class they had cool time... with a busy, busy here... Talk about Golden Rules. Ask children to recall what they are. <i>'I remember...'</i> During Cool Time create a giant picture of the class: each child draw themselves on giant paper under heading 'We belong in Class1/2'</p>	Session 3	<p>WALT recognise that the Bible is a special book for Christians Show the children a Bible. Has anyone seen one of these before? I remember... when we went to the church I saw one. The Bible is an important book for Christians. Introduce the term 'holy'. Explain that the Bible is a holy book which helps Christians to understand more about God and how people and the world work. Look at a range of children's Bibles and compare them. What is the same? What is different? Read the story of Noah's Ark from children's Bible Refer back to session 2 – some stories have messages in them. Can anyone remember the stories we looked at? <i>I remember...the mouse helped the lion.</i> In this story God sent a rainbow as a promise never to send a big flood again – this is the message of the story of Noah's Ark Sing song 'The Animals Went In Two By Two' https://www.youtube.com/watch?v=0mrhbsusOGM Cool Time activity: make a rainbow: paper plates, coloured tissue paper strips, cotton wool (to take home)</p>
Session 4	<p>WALT recognise that we belong to our local community and that it is made of different groups. Read the book 'Who's Who in Our Street?' (Jan Ormerod) What do people do in the story to help each other? People who live near you are part of your community too. Does anyone live near each other? In a circle, as a class begin to create a model of a community – school, park, houses, shops. Introduce the idea of adding a church. During Cool Time encourage children to add to the model. Teacher take photos for Tapestry.</p>	Session 4	<p>WALT find the meaning in the Bible story of Zaccheus In the Bible there are lots of stories about Jesus. He was very kind and friendly and helped a lot of people. One person he helped was Zaccheus. Read the story of Zaccheus from children's Bible. Discuss the story with the children. What did you like? Dislike? What can we learn from this story? During Cool Time continue making rainbows – see session 3 Leave Bible's accessible for children to explore.</p>
Session 5	<p>WALT understand that religious groups exist in the local community. Look at celebration box from Autumn Term. Does anyone recognise Diva lamp, Eid card, Christmas/Easter card? <i>'I remember...the diva lamps gave light, I know people send a card to celebrate Eid/Christmas/Easter'</i> Introduce the idea that Religious people (Hindus, Muslims and Christians) feel they belong in the same way the children belong to their families or school. Ask 'why is it special to belong? How does it make you feel?' Christians feel very special to belong to God's family because he loves and cares for them, just like our parents love us and teachers care for us. There are lots of stories in the Bible (the special book for Christians) that show Christians how much God loves them. . Watch story Jesus calms the storm https://www.youtube.com/watch?v=uYLHqdSO9OY</p>	Session 5	<p>WALT recognise that the Qu'ran is a special book for Muslims Show the children a Qu'ran and explain that it is a holy book for Muslims. Can anyone tell me anything about Muslims? <i>'I remember...Muslims celebrate Eid'</i> There are lots of stories in the Qu'ran that help Muslims learn about Allah. They believe it helps to teach them how to lead a good life. Listen to story of The Prophet and the Ants and The Prophet and the Crying Camel https://www.youtube.com/watch?v= bN7KIMmwlc Talk partners tell each other what they think the important message was in the stories. Feedback ideas. Is this an important message for us too? What can we all learn from this story? During Cool Time in small groups children go outside and hunt for minibeasts. Make a bug hotel. Talk about how we can take care of them. Take photos for Tapestry.</p>



Session 6	WALT understand that a church is a special place in our community for Christians. Visit to Trinity Church ASK IF THEY CAN SEE THE BAPTISTRY TO LINK WITH SUMMER 2 UNIT	Session 6	WALT find the meaning of a story from the Qu'ran Watch the story about The bird that spoke to the Prophet Mohammad https://www.youtube.com/watch?v=m3DhSvtUHDc&feature=youtu.be Teacher pause the video after the bear finishes reading, talk about what the story is telling us, then watch the rest where the bear goes through the meaning of the story. Have you heard any of these things before? – link to Golden Rules What have you learnt from the stories we have looked at over the past two days? 'I remember...I know...'
Assessment Opportunities	Pupils working at Level 1 will be able to: Talk about what is special and of value to Christians when they meet for worship (AT1) Talk about what is special and of value about belonging to a group that is important to them (AT2);	Assessment Opportunities	Pupils working at Level 1 will be able to: Recognise and talk about a religious celebration (AT1); Talk about a celebration in which they have taken part (AT2). Pupils working at level 2 will be able to: Retell a religious story that relates to a festival and suggest meanings (AT1); Respond sensitively to characters and ideas in the stories and celebrations encountered (AT2).
Outcome	Make lollipop stick puppets of family Visit a local church	Outcome	Make a rainbow to take home Talk about the meanings behind some religious stories

Kayleigh : we've put the church visit at the end of the day because that's where it fits best as the lessons build up to it, but it could work if session 3&4 were swapped with 5&6 if you wanted the church visit in the morning. The children would just really need to do session 5 before they go.