

EYFS RE Medium Term Planning Summer 2020-21			
Enquiry title	Great Explorers		
Half term	Term 1: Religious Life Question: What happens at a wedding? Faith(s) covered: Christianity and Islam	Term 2: Religious Life Question: What happens when a baby is born? Faith(s) covered: Christianity and Islam	
Key text(s)	The Scarecrows Wedding by Julia Donaldson	Key text(s)	
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 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 Religious Practices and Ways of Life 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 and talk about a special time in our lives. Revisit celebration box from session 2 containing extra artefacts such as a wedding card, wedding tiara, Christening Bible. Children look at items and try to make connections with their own lives. What do they recognise? What do they find puzzling? <i>'I remember...being a bridesmaid, Stripe's birthday.'</i> Talk partners discuss: What celebrations have you had with your family? What did you do? Where did you celebrate? What did you enjoy? <i>I remember ...Christmas, my birthday etc.</i> Feedback ideas Cool Time activity: make a zig-zag book about a celebration you have enjoyed. Think about clothes, food, activities. Teacher to take photo for Tapestry.	Session 1	WALT recognise that new birth is a celebration. What things do we celebrate? <i>'I remember...Stripe's birthday, I can tell you...people get married, I know...that Christians celebrate Christmas'</i> New birth is a celebration Revisit Celebration box – christening gown, candles, dedication certificate, naming ceremony invitation, new baby card, packet of dates (Islam: to be explained session 5) People do lots of different things to celebrate when babies are born. Lots of people send a card. What could you put on it? What would a baby like? Cool Time activity: make a new baby card to keep and give to someone when they have a new baby (to take home) Photos for Tapestry.
Session 2	WALT recognise that a wedding is a special occasion. Read story: The Scarecrows Wedding by Julia Donaldson Ask the children 'Has anyone ever been to a wedding?' 'What happened?' 'What can you tell me about weddings?' <i>I know...</i>	Session 2	WALT talk about how families celebrate when a baby is born. Teacher share a baby photo of themselves and talk about their own experiences if applicable– Christening, dedication, naming ceremony Children share baby photos and other artefacts they have brought in from home. <i>'I remember...my brother's christening'</i> TA and teacher take observations for Tapestry.
Session 3	WALT to recognise some things that Christians do at a wedding. Look at pictures from a Christian wedding. What can you see? Introduce key vocab e.g. bride, groom, vows (promises), register. Does anyone know what a bridesmaid/pageboy is? Listen to the promises made by some Christians when they get married	Session 3	WALT recognise what happens at some Christian Infant Baptisms or Christenings In some Christian families, when a baby is born they have a baptism or christening to celebrate., Introduce key words: (pictures on smart notebook),

	<p>https://www.youtube.com/watch?v=3bUXX1Skfs8 (first 2 minutes)</p> <p>Who do you think the promises are made to? (each other and God)</p> <p>Listen to traditional wedding music</p> <p>https://www.youtube.com/watch?v=3bUXX1Skfs8</p> <p>What did you see in the video? Bridesmaids, pageboys flowers, bride...</p> <p>Not everyone has a Christian wedding. People get married in different places and in different ways: hotels, castles, The Deep Aquarium (Hull), in a different country on the beach. Discuss similarities (bride and groom, promises to each other, wedding dress etc.) and differences to a Christian wedding (not in a church and no promises to God)</p> <p>Adults talk about their own wedding experiences if they want to.</p> <p>This afternoon we are going to have our own pretend wedding.</p> <p>Cool Time activity: make a wedding plan</p>		<ul style="list-style-type: none"> • font • sign of the cross • christening gown • God Parents, • church • Jesus, • promise (does anyone remember another celebration when people make promises? Link to weddings) 'I remember.. weddings'. • candle (can anyone remember another celebration that uses lights? Link to Diwali, Christmas) 'I remember...diva lamps', <p>Listen out for these words as we watch the videos.</p> <p>Infant baptism part 1 https://www.bbc.co.uk/bitesize/clips/zm87tfr</p> <p>Infant baptism part 2 https://www.bbc.co.uk/bitesize/clips/zr34wmn</p> <p>Talk partners: tell your talk partner something you learnt from the video</p> <p>Feedback ideas. TA observations for Tapestry.</p> <p>Cool Time activity: set up role play outside and encourage the children to take part in their own Infant Baptism of dolls. Video for Tapestry</p>
Session 4	<p>WALT prepare for a Christian wedding</p> <p>What have you learnt so far about weddings? <i>I know...there is a bride, I can tell you...people make promises.</i></p> <p>We are going to plan a pretend wedding for our class/year group</p> <ul style="list-style-type: none"> • Who will we invite? • What will we wear? • Where could the wedding take place? • Who will conduct the ceremony? • What else is needed? E.g. invitations, cards, flowers, music <p>Decide which roles the children will play – bride, groom, bridesmaid, pageboy, vicar, guests, photographer, musicians</p> <p>Cool Time activity: make accessories needed for wedding – flowers, cards, invitations</p>	Session 4	<p>WALT recognise that some people welcome babies in other ways.</p> <p>Remember when we went to Trinity Church we didn't see a font. What did we see? 'I remember...the baptistry.'</p> <p>In some churches like Trinity Church you are not baptised until you are older. Babies are dedicated instead. Show dedication resource from celebration box. When a baby is dedicated the grown-ups say thank you to God for the baby and promise to help the baby learn about Jesus as they grow up.</p> <p>Some people choose a naming day celebration instead. People gather friends and family together and celebrate their baby. Sometimes a poem is read. Just like some people get married in different place a naming ceremony can take place wherever you like. Where do you think would be a good place?</p> <p>Similarities and differences between Infant Baptism, Dedication and Naming Ceremony – pictures on smart board</p> <p>Cool Time activity: set up role play outside and encourage the children to take part in their own Infant Baptism of dolls. Video for Tapestry</p> <p>Baptism story https://www.bbc.co.uk/bitesize/clips/zhq6sbk</p>
Session 5	<p>WALT recognise and recount some of the things that Muslims do at a wedding</p> <p>Twinkl PowerPoint</p> <p>Similarities / differences with Christian wedding</p> <p>Special clothes, gifts, food, party/ bride doesn't have to be there, several days, traditional Muslim clothes (often red), may sit on thrones</p> <p>Cool Time activity: Children draw around their hand and decorate with Henna patterns.</p>	Session 5	<p>WALT recognise some of the ways in which Muslims may celebrate the arrival of a baby.</p> <p>Talk partners – think of something nice to say to your partner and whisper it in their ear. How did it make you feel?</p> <p>Show the children a photograph of a Muslim father whispering to his new baby. Ask the children what they think he is doing.</p> <p>First words a baby will hear: Explain that Muslim parents whisper something called the Shahadah, telling the baby they believe in Allah. This is important because the parents want to share their beliefs with the baby right at the start of his life.</p>

			<p>First taste: Muslims believe the first thing a baby tastes should be something sweet. Parents chew dates and rub some juice on babies lips.</p> <p>Children to taste dates.</p> <p>Twinkl PowerPoint Aqiqah – ceremony 7 days old, head shaved, hair weighed and weight in silver given to poor.</p> <p>Cool Time activity: sorting pictures from christenings and Muslim Aqiqah. Take photo for Tapestry.</p>
Session 6	WALT re- enact a Christian Wedding Role play a Christian wedding	Session 6	<p>WALT recall what we have learnt this year on our RE days</p> <p>Circle time. Revisit celebration box for the last time. Look at each artefact. What can you tell me/ the person next to you? <i>'I remember...Stripe's birthday.I know...Hindu's celebrate Diwali, I can tell you...Muslims send cards at Eid.'</i></p> <p>TA write observations for Tapestry.</p>
Assessment Opportunities	<p>Pupils working at Level 1 will be able to:</p> <p>Recognise features of religious practice (AT1)</p> <p>Recall celebrations associated with marriage (AT1)</p> <p>Talk about own experiences and celebrations (AT2)</p>	Assessment Opportunities	<p>Pupils working at Level 1 will be able to:</p> <p>Recognise features of religious practice (AT1)</p> <p>Recall celebrations associated with birth (AT1)</p> <p>Talk about own experiences and celebrations (AT2)</p>
Outcome	<p>Participate in a wedding ceremony role play</p> <p>Make a zig zag book about a celebration they have enjoyed</p>	Outcome	<p>Make a new baby card</p> <p>Participate in a Christening role play</p>