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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1&2 | Half term:  AUTUMN TERM 1  YEAR B | SCOPE:  What do Christians believe God is like? | CONTENT / INTENT:  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO: To understand the parable of the Lost Son | LO: To understand the importance of the bible in Christianity | LO: To understand how Christians show how glad they are that God loves them | LO: To role play ways of forgiving and understand how that makes people feel | LO: To use the song ‘You can hold on’ to write another verse about forgiveness | LO: To use the story ‘The lost Son’ to write a prayer as one of the characters | identify and describe the core beliefs and concepts studied  •make simple links between stories, teachings and concepts studied and how people live, individually and in  • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Memory book and use low stake questioning to embed into long-term memory. |
| SC:To know what a parable is  To explain the importance of a parable | SC:To understand the scripters of the bible as a collection of stories  To explain that Christians use the stories to fulfil their religious beliefs | SC:To speak about the different activities Christians perform in the Church in worship  To understand non-religious beliefs also have some of the same activities | SC: To say sorry in different contexts.  To understand what non-forgiveness feels like | SC:To understand the impact of forgiveness  To know that sometimes forgiveness is not enough | SC: To be able to write as one of the characters.  To explain why the character is accepting forgiveness |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Bible, Christian, Christianity, forgiveness, parables, worship, prayer, songs, God, Jesus | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1&2 | Half term: AUTUMN TERM 2  YEAR B | SCOPE: Why does Christmas matter to Christians? | CONTENT / INTENT:  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To understand what advent is and the importance of the Christmas story | LO:To understand the significance of the Christingle and what each element means | LO:To read the nativity story and know this is why we celebrate the birth of Jesus | LO:To be able to write the nativity story. | LO:To be able to explain the importance of the Christmas card and it’s link to the story of Luke | LO:To understand how Christians prepare for Christmas | make clear links between texts/sources of authority and the key concepts studied  describe how people show their beliefs in how they worship and in the way they live  raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live  Memory book and use low stake questioning to embed into long-term memory. |
| SC: I can say why Christian celebrate advent  I can explain what happens in an advent service  I ca make an advent wreath | SC:I can say what the elements of the Christingle are  I can make links to Christmas using the Christingle  I can make a Christingle | SC:I can say what happened in the Nativity story  I can explain the importance of Jesus birth | SC:I can write the nativity story  I can use a cartoon strip to sequence the story | SC:I can say why people religious and non religious send Christmas cards  I can explain the link to Luke  I can make my own card to symbolise Christmas | SC:I can say what preparations Christians make  I ca say what they do in Church to prepare  I can say what they do in the local community to prepare |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Christmas, birth, Jesus, advent, Christingle, Christmas Card, Church, Vicar, Prayers, Carols, Mary, Joseph, stable, Kings, Wise men, shepherds, Nativity, Bethlehem | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1&2 | Half term:  SPRING TERM 1  YEAR B | SCOPE: What is the ‘good news’ Christians believe Jesus brings? | CONTENT / INTENT:  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To be able to talk about Matthew and how he became a disciple | SC:To understand how Christians support our local community | LO:To be able to say what Christians do when they need to say sorry | LO:To be able to explore the local Church to find ways people find peace | LO:To understand how to be a good friend | LO:To understand the importance of friendship through David and Jonathon story | make clear links between texts/sources of authority and the key concepts studied  describe how people show their beliefs in how they worship and in the way they live  raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live  Memory book and use low stake questioning to embed into long-term memory. |
| SC:  I can say why Jesus chose Matthew as a friend | SC:I can say what local Christians do  I can explain the importance of supporting a local community | SC:I know where Christians can go to say sorry  I know the importance of Christians saying sorry | SC:I can explain the different areas in the Church to find peace  I can say why they are important to Christians | SC: I know what to say to be a friend  I know not to judge  I know how to support a friend | SC:I ca say why the boys were friends  I can say why they forgave each other  I can say why they remained friends |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Friendships, peace, tolerance, respect, community, local, support, stories, worship, values, places, church, disciples | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1&2 | Half term:  SPRING TERM 2  YEAR B | SCOPE: Why does Easter matter to Christians? | CONTENT / INTENT  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To understand the importance of Holy week and how this links to the Easter story | LO:I can say what Palm Sunday is and why it is celebrated | LO:I can say the importance of Maundy Thursday | LO:I can explain the events of Good Friday | LO:I can say why we have Easter eggs and their connection to Easter and spring | LO:To be able to write the Easter story | offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers  • identify some differences in how people put their beliefs into action  • give good reasons for the views they have and the connections they make  Memory book and use low stake questioning to embed into long-term memory. |
| SC:I can say the importance of Holy week  I can say ow it links to the Easter story we know  I can say why it is so important to Christians | SC:I know when Palm Sunday is celebrated  I can say what happens on Palm Sunday  I can make my own palm to represent this festival | SC:I know why happens on Maundy Thursday  I know why it is an important part of the Easter story  I know what celebrations happen in Church | SC:I can say why Good Friday is important  I can say where this is celebrated  I can talk about the importance of sadness then hope | SC:I can say why we have Easter eggs  I can decorate an egg with the symbols of Easter | SC:I can write the Easter story using a cartoon strip  I can sequence the story |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Easter, cross, Maundy Thursday, Good Friday, Palm Sunday, crucifixion, cross, death, risen, rock, birth, heaven, | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1&2 | Half term:  SUMMER TERM 1  YEAR B | SCOPE: Who is a Muslim and how do they live? | CONTENT / INTENT:  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To be able to talk about the Muslim faith, and how it relates to others we have studied | LO:To be able to explain about a Mosque and the special elements of it | LO:To understand what is Shahadah is and how it is the most important pillar | LO:To be able to say the importance of Prophet Muhammad and what he means for Muslims | LO:To be able to explain the events of Ramadan and its significance in the Muslim calendar | LO:To be able to explain the five pillars and how they fit in with daily life | identify and describe the core beliefs and concepts studied  •make simple links between stories, teachings and concepts studied and how people live, individually and in  • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly  Memory book and use low stake questioning to embed into long-term memory. |
| SC:I can compare elements of the Muslim faith to others I have learnt  I can explain how Muslims incorporate their faith into their everyday routines | SC:I can explain the different elements of a Mosque  I can link some of the features to other holy places I have learnt about | SC: I can name the five different pillars  I an explain why the Shahadah is the most important | SC:I can explain who Prophet Muhammad is  I can say why he is so important in the teaching of Islam | SC:I can say what Ramadan is  I can explain when it takes place and how it links to the Prophet Muhammad | SC:I can say what the pillars are  I can explain how Muslims live by the 5 pillars |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Muslim, Islam, Muhammad, Ramadan, Shahadah, Mosque, Prophet, five pillars, pilgrimage, prayer, Eid, Quran, faith | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1&2 | Half term:  SUMMER TERM 1  YEAR B | SCOPE: Who is a Muslim and how do they live? | CONTENT / INTENT  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To be able to talk about the Quran and how this is linked to the bible in the Christian faith | LO:To be to compare a Muslim wedding with a Christening wedding | LO:To talk about the importance of a Muslim when on a pilgrimage | LO:To say why Muslims celebrate Eid and how this is similar to the Christians celebration of Christmas | LO:To be able to make some traditional Muslim food that is eaten during certain festivals | LO:To be able to write about the story of Ramadan | offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers  • identify some differences in how people put their beliefs into action  • give good reasons for the views they have and the connections they make  Memory book and use low stake questioning to embed into long-term memory. |
| SC:I can say what the Quran is  I can explain how the Quran is used in daily life  I can explain a link with the Quran and the bible | SC:I can say what happens in a Muslim wedding  I can say the similarities and difference with another faith wedding | SC:I can explain what a pilgrimage is  I can say why it is important for Muslims to undertake a pilgrimage  I can link this to pilgrims in other faiths | SC:I can explain the importance of Eid  I can say how this is similar to other faith celebrations | SC:I can follow a recipe  I can explain why particular foods are eaten during the Muslim calendar  I can link special food with other faith I have learned about | SC:I can recall the events of Ramadan  I can sequence the story |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Muslim, Islam, Muhammad, Ramadan, Shahadah, Mosque, Prophet, five pillars, pilgrimage, prayer, Eid, Quran, faith | | | | | | |