

Reception MTPs for RELIGIOUS EDUCATION updated 2020

All lessons are linked to the Wolverhampton SACRE RE units for Reception.

(They contain detailed lesson plans for you to follow)

RE Unit 1.1: Playful RE: An approach for Early Years

RE Unit 1.2: Celebrating Festivals: What makes a day special? Who celebrates what and why?

In early RE, children learn more from play than anything else. Songs, stories, visits, experiences and artefacts can be stimulating, but in play children make meanings for themselves. Planned from the early learning goals, these examples of playful RE will help teachers to set up good early RE learning about different communities and beliefs.

Timing

Most of the activities would take short sessions of RE – taking 20 minutes of well-focused time.

Each half term will have 3 themes (titles) taken from RE Unit 1.1 or 1.2, apart from in Autumn 2 where there will only be one theme as Reception will be completing their nativity. Lesson themes are mapped out where possible to coincide with the religious festival dates throughout the year. Teachers will need to choose which lesson ideas they will teach and which they will leave out from each titles/theme, based on the learning needs of their classes from each lesson. As long as each theme or title is addressed.

These units enable young children in the Reception to focus on celebrations they have experienced and to learn about and from the religious festivals of different faiths. It uses play based learning and speaking and listening approaches which enable children's learning to progress in line with early learning goals. The focus is on enabling children to reflect on what it means to join in with a festival and why people celebrate in annual festivals like Diwali, Christmas, Eid and Hanukkah. The feelings and emotions of celebration are linked to stories, special foods, dressing up and being part of a community. Children are encouraged to consider what can be learned from their own experiences of celebrations as well as learning about and from the celebrations of others.

Where this unit fits in

This unit will help teachers to implement the requirements for RE by providing them with well worked examples of teaching and learning about the theme of celebrations, using the concepts of special days, beliefs and worship and examples of how people celebrate festivals. This unit contributes to the continuity and progression of pupils' learning by linking with four of the early learning goals. The unit anticipates a further study of celebrations in different religions.

Developing attitudes in RE Children will be encouraged to:

• Be curious • Explore • Find out • Take notice of what is interesting • Use all their senses to learn • Ask questions • Have fun • Develop confidence • Say what they think • Listen to what others think and say • Listen to and join in with songs • Enjoy teamwork • Take turns • Appreciate different experiences • Wonder at the wonderful • Thank and be thanked • Praise and be praised

ASSESSMENT SUGGESTIONS

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Teachers can assess this work by observing children throughout the work. The tasks aim to elicit engaged and reflective responses to the material studied throughout the unit across the ability range. In this unit assessment can be made in line with Early Learning Goals. In this unit, the final activity might give good evidence what children are achieving:

- Take one sensory aspect of one of the special celebrations or days, e.g. music, food, clothing, gifts, promises, stories. Provide examples for the children to listen to or taste or enjoy.
- Talk to pupils about their favourite food / music / clothes / words / promises: what do they like about it? How does it make them feel? What food and music would they choose once a week on a special day? Talk about how the religious believers might find the music or food or clothes or other factors enhance their experience of this special time.
- Ask children: what have we learned? Whose special days would you like to share, or join in and why? What did you notice about other people's special days?

RELIGIOUS EDUCATION– Reception - Autumn Term 1 MTP

Lesson title/theme and RE unit	Key vocabulary	LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	Activity Outline
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<p><u>Celebrating Sukkot, making dens: learning about Jewish life RE Unit 1.1</u></p> <p><u>Linked to the festival of Sukkot / Judaism celebrated in October</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Jewish</p> <p>Synagogue</p> <p>Judaism</p> <p>Sukkot</p>	<p>(30-50 Months)</p> <p><u>PSED:</u> To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p><u>UTW:</u> To show interest in the lives of people who are familiar to them.</p> <p><u>UTW:</u> To recognise and describe special times or events for family or friends.</p> <p>(40-60 Months)</p> <p>PSED: To explain own knowledge and understanding, and ask appropriate questions of others.</p> <p><u>UTW:</u> To enjoy joining in with family customs and routines.</p>	<p>Making dens, always fun: Sukkoth at school</p> <ul style="list-style-type: none"> • Tell the children the story of Sukkot. Jewish people, long ago, lived in tents when they escaped from the wicked king / Pharaoh. Today, they remember those days by making and living in a shelter in the garden for the time of the festival of tents, Sukkot. • The shelter is made by the family. It must have just leaves for a roof. There will be some gaps, so at night time stars can be seen through the roof. • Ask children, in teams, to make their own Sukkah, shelters. Decorate them with fruits and leaves. Can children have their snacks in the Sukkah for a couple of days, and hear more stories of the Jews and their great leader Moses? • Comment from a teacher who did this: “The children were able to explore natural materials and construction through the building of Sukkahs. The range of designs varied greatly and some were more successful than others but learning through playing is all about experimentation, making connections, negotiating with others, discussion and questioning. I am always delighted when children ask questions, challenge and are prepared to listen to the views of others, which play opportunities provide. I have found that the role of the adults working with the children in their play is of key importance as they will help to take the play forward through expert interaction, questioning and challenge.” • Draw out the connections between the Jewish festival and the children’s activities carefully – use pictures of actual sukkot, for example – there are thousands on Flickr. • Stephen Melzack’s Jewish Children’s music includes the song ‘Let’s Build a Sukkah’ on the CD ‘Two Candles Burn’ – on I-TUNES. A good one to sing and to learn from. • Give children the chance to ask for themselves about how Jews celebrate and remember, and find answers to their questions.
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<p><u>What religious festivals do we and other people celebrate</u> Some Hindu Festivals RE <u>Unit 1.2</u></p> <p><u>Linked to the festival of Diwali / Hinduism celebrated in November</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Hinduism</p> <p>Hindu</p> <p>Diwali</p>	<p>(30 – 50 Months)</p> <p><u>UTW:</u> To show interest in different occupations and ways of life.</p> <p><u>UTW:</u> To talk about why things happen and how things work.</p> <p><u>UTW:</u> To recognise and describe special times or events for family or friends.</p> <p>(40 – 60 Months)</p> <p><u>UTW:</u> To enjoy joining in with family customs and routines</p>	<p>Hindu people Celebrate Diwali: light winning against darkness</p> <ul style="list-style-type: none"> • Get some Indian costumes for dressing up. Use ten face masks to make Ravana. What would make him scary? Tell the story of Rama and Sita. In a simple version, for the youngest children, it is fun to use puppets if you can. Use 'goodies and baddies' as a way of telling the story. Emphasise emotions in your re-telling. • Discuss issues of right and wrong. Show pictures of the main characters and label them with 'good' or 'bad'. Pick a character to draw. Look carefully at their clothes, hair, etc. Tell an adult something about the character from the story (eg, Sita was very frightened when she was taken away). • Make a throne to use as part of the story telling, and some golden slippers to put on it, as a reminder of Rama's exile in the story. Use some other props to tell the story in exciting ways. • Explain how Hindus celebrate Diwali. In groups make the following: divas from clay, rangoli patterns, mendhi patterns on cut out hands, cards and presents, Indian sweets. Have a class celebration, including: dancing to Indian music, acting out the return of Rama and Sita, divas could form a track to the thrones (Caution: light divas carefully, and have some water ready, just in case.), use scarves for head covering, eat Indian sweets. • Children can complete the sentence: 'The part of the story I liked best was...'
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<p><u>A special opportunity – mixed age activities! Finding out about Diwali RE Unit 1.1</u></p> <p><u>Linked to the festival of Diwali / Hinduism celebrated in November</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Hinduism</p> <p>Hindu</p> <p>Diwali</p>	<p>(30-50 Months)</p> <p><u>PSED:</u> To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>(30-50 Months)</p> <p><u>UTW:</u> To recognise and describe special times or events for family or friends.</p> <p>(40-60 Months)</p> <p><u>PSED:</u> To explain own knowledge and understanding, and ask appropriate questions of others.</p>	<p>What is special about the Hindu festival of Diwali?</p> <ul style="list-style-type: none"> • With reception children: Begin with (what have become) school traditional activities for Diwali – make Diya lamps, light candles, make cards, • With reception children and older pupils: tell the story of Rama and Sita really well. Make it exciting. Give children the chance to ask questions about the story and the festival. What other festivals and celebrations is it like? It's lovely to bring some Hindu sweets to the classroom, and share them together. • With the older pupils: Draw out the key ideas from the story? Do the goodies win, or the baddies? Does light win, or darkness? Is Sita brave? Patient? Is Rama wise? Courageous? Talk about what makes Rama and Sita heroes for Hindu people. Diwali in the forest, with storytelling, lamps and marshmallows • Get older pupils to plan a 'Diwali celebration' for younger children in the forest (if you have some outdoor 'forest school' type land you can use). If you do not have forest land, outdoor space can still work well. The teacher who contributed this idea said: "Our 7-8 year olds have just completed a learning journey based on 'Festivals of Light' and most of their learning was play based giving the children the opportunity to play with and explore stories, cookery, art and crafts and poetry. As with all outstanding personalised learning, which I see as a tree, the staff plan the 'trunk' of the tree, which is displayed for children to see, and the children are encouraged to take the learning off into their own 'branches'. The children planned independently a special celebration to be shared with Reception pupils, parents, carers and friends which was to be held in our own SMILE (St Mark's Ideal Learning Environment-named by a child) Meadow. It's an acre and three quarters of meadow, woods and stream. The Meadow was lit with 30 individually designed diya lamps. We had a bonfire, toasted marshmallows and hot chocolate with story-telling, poetry readings linked to movement and a Diwali song. I love it when RE is shared with the community in this way when the power of nature and aesthetic experience linked to the play of the children bring us all together in a very special way which more formal RE would never do."
<p><u>RELIGIOUS EDUCATION– Reception - Autumn Term 2 MTP</u></p>			

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Lesson title/theme and RE unit	Key vocabulary	LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	Activity Outline
<p><u>What religious festivals do we and other people celebrate</u> <u>Some Christian Festivals: Christmas RE Unit 1.2</u></p> <p><u>Linked to the festival of Christmas/ Christianity celebrated in December</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Christian</p> <p>Jesus</p> <p>Christmas</p>	<p>(30-50 Months)</p> <p><u>PSED:</u> To be confident in talking to other children when playing and communicate freely about own home and community.</p> <p>(40-60 Months)</p> <p><u>UTW:</u> To enjoy joining in with family customs and routines.</p> <p><u>PSED:</u> To explain own knowledge and understanding, and ask appropriate questions of others.</p>	<p>Christians celebrate Jesus’ birth at Christmas</p> <ul style="list-style-type: none"> • Use role play, drama and songs to tell the story of the Baby at Bethlehem. The more animal costumes, straw, and angel wings, the better. • In the role play area, create Bethlehem: an inn, stable, hillside and manger. You could allow children to play carefully with the figures from a nativity set. • Make a display of Christmas cards (parents will contribute in January for use next December!). Allow children to sort Christmas cards by type – ask them which cards show Mary, Jesus, Joseph, the angel and the shepherds from the story. Alternatively use pack of Christmas picture cards. Talk about what the pictures show and how they help people think about Jesus birth. • Use a book such as ‘A Christmas Journey’: the story of a little girl trying to find the real meaning of Christmas. • Tell the story of Jesus birth using ‘Baby Jesus’ by Lois Rock. The book has questions included to help children engage with the story. • ‘Firm Foundations’ Book 1 has resources in for Christmas. • What would make a nice present for Baby Jesus? Choose, wrap them up and bring them along to the manger. Songs and the nativity play can be incorporated here. • To get them thinking about the deeper meaning of the festival, ask children to make a picture of light and teach them that Christians think Christmas is a festival of light. Ask some ‘questions of wonder’: Was baby Jesus like a light? What lights were there in the story? What can we think of that lights up our lives?’
<p>Nativity rehearsal and performance (Christianity/Christmas)</p>			
<p><u>RELIGIOUS EDUCATION– Reception – Spring Term 1 MTP</u></p>			
Lesson title/theme and RE unit	Key vocabulary	LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	Activity Outline

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<p><u>What special times do we celebrate? RE Unit 1.2</u></p> <p><u>Linked to all religions and festivals</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Christian</p> <p>Muslim</p> <p>Sikh</p> <p>Jewish</p>	<p>(30-50 Months)</p> <p>PSED: To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>(40-60 Months)</p> <p>UTW: To enjoy joining in with family customs and routines.</p> <p>PSED: To explain own knowledge and understanding, and ask appropriate questions of others.</p>	<p>Looking at reminders of special days</p> <ul style="list-style-type: none"> • Fill a box with a selection of cards and wrapping paper depicting different occasions e.g. birthday, wedding, christening, Christmas, Mother’s Day, a ‘spent’ firework. A ‘Celebrations Box’. • Pass the box round for the pupils to choose an item and describe it. Can they guess when we send each card or which wrapping paper we would use? Who would you give the card and gifts to? • Explore feelings about celebrations. Use a ‘Feelings Box’ containing ‘feelings’ words – happy, full of fun, joyful, glad, together, excited: when do we feel these emotions? Do they link up with any of the things in the celebration box? • Talking about some well-known celebrations – birthday, Christmas, Diwali and others – is good, but will be developed more fully later in the unit. • Ask children to choose presents and cards for people celebrating different festivals and events: what would they give to someone for a wedding, birthday, baby naming, Christmas, Eid, Diwali celebration?
<p><u>How do you celebrate a special occasion? RE Unit 1.2</u></p> <p><u>Linked to all religions and festivals</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Christian</p> <p>Muslim</p> <p>Sikh</p> <p>Jewish</p>	<p>(30-50 Months)</p> <p>PSED: To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>(40-60 Months)</p> <p>UTW: To enjoy joining in with family customs and routines.</p> <p>PSED: To explain own knowledge and understanding, and ask appropriate questions of others.</p>	<p>What special days do we enjoy?</p> <ul style="list-style-type: none"> • Ask children what occasions they enjoy celebrating? Ask the pupils to think of a special occasion they particularly enjoy celebrating. What do they do? Where do they go? What do they need? What clothes do they wear? Do they sing any special songs? Do they eat special food? Mime some of the actions and join in some of the songs together. • All the class choose or draw pictures to do with clothes, food, songs, stories, gifts, families and actions. All these things make a festival special. How about a 6-part collage by the whole class? • Plan a party with the pupils designing invitations, planning the food, party bags, games and music. Have a pretend party sampling the food and enjoying the games. Depending on the time of the year select a special occasion for the pupils to enjoy through experiential learning, for example, use Harvest, Sukkot, Christmas, Easter, Diwali, Eid Al Fitr if the Unit is being studied at these times. (See ‘What festivals do we celebrate?’)
<p><u>Find out about religious artefacts and what happens in holy buildings: model making RE Unit 1.1</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p>	<p>(40-60 Months)</p>	<p>What objects are used in religions for people to worship God?</p> <ul style="list-style-type: none"> • Begin with children’s own experience – you could ask when we light candles, and make a little list of examples. Sit in a circle round a table full of candles of different sizes and light them one by one, asking children to stare at the flames, and see what thoughts come.

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<p><u>Linked to all religions and festivals</u></p>	<p>Special days</p> <p>Festival</p> <p>Christian</p> <p>Muslim</p> <p>Sikh</p> <p>Jewish</p> <p>Church</p> <p>Mosque</p> <p>Synagogue</p> <p>Gurdwara</p>	<p><u>UTW:</u> To enjoy joining in with family customs and routines.</p> <p><u>PSED:</u> To explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>(ELG)</p> <p><u>PSED:</u> To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> • Show some candles (or images of them) used in Jewish or Christian worship – a seven branched candlestick, a Menorah, is used by Jewish people as a sign of their religion. Show children one of these. Christians use candles on an altar in a church, a sign that they believe God is with them. • Use a feely bag to introduce pupils to a selection of religious objects: use three or four from Jewish community life on one day, and three or four from Christian community another day. Examples of objects from Judaism could be: a menorah, scroll, 6 pointed star of David, kippah (skull cap). Examples of objects from Christianity could be: a cross, bread and wine cup, font, bible or many more. Tell the background stories of the objects one by one – who makes, buys, uses and likes these? What do they remind people of, and why are they important? <p>Continuous Provision:</p> <ul style="list-style-type: none"> • Clay Crosses, Lego Menorahs Play Doh Fonts, Cardboard Candles: • Show children how to make their own simple versions of objects like those that were in the feely bag. Leave them to play. • Claire, from Sussex comments: "We make fun use of modelling materials to recreate artefacts, e.g. from our church visit, making a play-dough font. It is an easier medium for young children to make things that look realistic, which they enjoy. Being tactile & physical makes the learning more memorable. Construction kits can also be used for e.g. making a stable, building an ark." <p>Additional ideas:</p> <ul style="list-style-type: none"> • Why not a play doh 'Seven Days of Creation' from the story in Genesis or a lego 'Visit to the Mosque' or 'Three scenes from the Parable of the Lost Sheep.'? • Why not play a song about God and talk about it? A simple Christian example goes like this: 'Who's the king of the jungle? Who's the king of the sea? Who's the king of the universe? And whop's the king of me? I'll tell you: J-E-S-U-S is, he's the king of me. He's the king of the universe, the jungle and the sea.'
<p><u>RELIGIOUS EDUCATION– Reception – Spring Term 2 MTP</u></p>			

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Lesson title/theme and RE unit	Key vocabulary	LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	Activity Outline
<p><u>What religious festivals do we and other people celebrate: Some Jewish Festivals RE Unit 1.2</u></p> <p><u>Linked to the festival of Purim/ Judaism celebrated in March</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Jewish</p> <p>Judaism</p> <p>Purim</p> <p>Hanukkah</p>	<p>(40-60 Months)</p> <p><u>UTW:</u> To enjoy joining in with family customs and routines.</p> <p><u>PSED:</u> To explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>(ELG)</p> <p><u>PSED:</u> To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>If introducing Jewish festivals, teachers may choose to focus on one or both of these celebrations Jewish people celebrate Hanukkah:</p> <ul style="list-style-type: none"> • Tell the story of the special candlestick at Hanukkah. Enable children to dramatise the story. Display different kinds of candles and candle holders include a Hanukiah, with 8 candles and one extra to light the others. Teach children how it is used: one candle is lit and placed in the menorah every night of the Festival. • Make stained glass pictures of menorahs. Make candles from old candle stumps • Make some "menorah" seven-branched candelabra. Encourage children to talk about what they want to say 'thank you' for as a candle on the menorah is lit. • Make and play a dreidel play the game in a small group. Make Hanukkah cards decorated with a Hanukiah. Enable the children to decorate with their designs. Jewish people celebrate Purim – rescue and safety • Tell the story of Esther. Discuss the issues of right and wrong coming from the story. Show pictures of the main characters and label them with 'good' or 'bad'. With the same characters on sticks as puppets, act out the story. Explain how Jews celebrate this festival. In groups, make the following: kippah, scrolls, greggors, Hamanstashen. • Show artefacts of these objects. Show the things groups have made. Remind them about what Jews do at Purim. Read the story again as it would be done in the synagogue with the children using the things they have made. Eat the Hamnstachen. The story is read in the synagogue from a scroll, when the 'wicked' Haman's name is read out everyone stamps their feet, shakes their greggor's (rattles), whistles and generally makes a noise. The Hamanstashen (biscuits in the shape of his hat) are eaten.
<p><u>Christian festivals: Easter How and why do Christians celebrate Easter? (Maybe 2-3 short sessions / lessons) RE Unit 1.2</u></p> <p><u>Linked to the festival of Easter / Christian celebrated in April</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Christian</p> <p>Jesus</p>	<p>(ELG)</p> <p><u>PSED:</u> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<p>Learning about a Christian Festival: Christians celebrate Easter – new life in the spring, hope after sadness.</p> <p>Select activities from these:</p> <ul style="list-style-type: none"> • Focus on 'Easter' and discuss how they celebrate it – a pictorial mindmap or collage can be made showing how members of the class mark Easter. (This should be possible for non-Christians who may mark Easter by the secular practice of giving Easter eggs). • An Easter Bonnet parade, where children make their own, is a fun activity. • Ask pupils if they know why Christians celebrate Easter? Simplify and retell the story of Jesus, disliked by some and put to death on a cross. • Focus on the Easter day experience of the women from Matt 28:1-10 (see 'Special Times' – RE Today, for this story and activity)

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	Easter	<p><u>UTW:</u> To talk about past and present events in their own lives and in the lives of family members. They know that 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.</p>	<ul style="list-style-type: none"> • Or create a feelings graph based on how the women felt that day. • Explain that Jesus having new life is called the resurrection • 'Firm Foundations' book 2 has resources in for Lent and Easter. Tell the story of Easter using resources suggested. Make an Easter Table display. • Explore symbols of Easter e.g Easter eggs, chicks, hot cross buns. Include and talk about the specific symbols of the Christian Easter, including the cross, Pascal candle, palm cross, Easter garden with empty grave and more. What are the meanings of these things? Why do they matter? How are they connected to stories of Jesus? How are these used at Easter? Draw the symbols. Taste hot cross buns. Have a range of crosses available to show the children. Talk about the crosses – which one is their favourite cross? Why? Children create their own crosses. • Explore some ways Christians celebrate: e.g. Pysanka – the art of decorating eggs in the Ukraine. Painted rings on the eggs represent life without end, red represents love; Greek Orthodox dye eggs red to symbolise the blood of Christ; games like rolling the egg down a hill or cracking an opponent's egg are said to represent the stone being rolled away from the tomb. • Decorate a plaster of paris egg, dipped in paint, with little beads and all sorts of ribbon and fabric: why do people use an egg for a sign at Easter? • The stories of Tattybogle and Rechenka's Eggs parallel the Easter message of new life • A forest school approach would look for signs of new life in the forest; on a walk.
<p><u>Role play church: after a visit. RE Unit 1.1</u></p> <p><u>Linked to the festival of Easter / Christian celebrated in April</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Christian</p> <p>Jesus</p> <p>Easter</p>	<p>(40 – 60 Months)</p> <p><u>UTW:</u> To enjoy joining in with family customs and routines.</p> <p>(ELG)</p> <p><u>UTW:</u> To talk about past and present events in their own lives and in the lives of family members. They know that 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.</p>	<p>Be explorers!</p> <ul style="list-style-type: none"> • Take the children on an exploration visit to a church or another place of worship. Before you go talk about it. Take the class teddy or toy with you and take photos of the toy in the sacred building. Ask all the children in pairs to set the toy up for a photo – with a Bible, with a cross, at a font or in front of some stained glass. • Use these as reminders back at school, and to talk about symbols, meanings and activities. Tell a story, play a song • Hear a faith story while you are at the church or other holy building. If appropriate, play or sing a simple song which children who frequent that place of worship would sing there. Ask at the place of worship if they have a simple CD of children's worship songs you could borrow and use. <p>Back in the classroom,</p> <ul style="list-style-type: none"> • Set up a role play place of worship • Make a space in the classroom into a place of worship (base this on the place of worship that you visited - so if you visited a church, make a church) for a week or two. Use whatever you have for role play, and add some

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			<p>coloured fabric, some photos from the real place of worship, some simple artefacts to handle, some ways of dressing up. Can there be a music player with some songs from the religious community? Ask children to come up with ideas about how to make the play place of worship more like the real one.</p> <ul style="list-style-type: none"> Donna from Warwickshire contributes these ideas: "After exploring our local church we have both indoor and outdoor role play areas as a church. This area really takes off after we've had an enactment of a wedding and a baptism for our reception children as the children then act out their experiences in the role play area. Over the years we've been doing this children have acted out Christmas and Easter services which we attend at All Saints and Sunday School experiences as well. Baskets of props are good: the children use these to develop their play. Amongst things we've found children playing with are Bibles and crosses in dens ("it's a church. It's a quiet place to talk to God"). Once, I noticed the children wading across a large piece of blue fabric, escaping from Pharaoh's armies! As well as promoting RE, these kinds of play develop personal and social skills and communication skills including expanding vocabulary. Most of all play is fun!"
RELIGIOUS EDUCATION– Reception – Summer Term 1 MTP			
Lesson title/theme and RE unit	Key vocabulary	LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	Activity Outline
<p><u>Find out about leaders and followers: games and stories RE Unit 1.1</u></p> <p><u>Linked to all religions</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Christian</p> <p>Muslim</p> <p>Sikh</p> <p>Jewish</p> <p>Jesus</p>	<p>(ELG)</p> <p><u>PSED</u>: To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p><u>UTW</u>: To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always</p>	<p>Follow my leader:</p> <ul style="list-style-type: none"> You could begin by talking about the school crossing patrol. Invite the lollipop lady or man to come and show the class what they do. Everyone follows the lollipop, to be safe, and it can be friendly as well. Alternatively start with the game 'Simon says' and think and talk about following a lead, and following instructions. There are lots of 'lead and follow' games which children enjoy. Show them some of these, including those where we sit in a circle and copy a leader, or do a walking 'follow my leader' with hands on each other's shoulders, or follow a leader who knows some dance moves. Take some photos to talk about later. Teach children that we all follow leaders sometimes. Examples from sports, school or family life can be talked about along with an example of a religious leader: Jesus, Moses or Guru Nanak. These leaders had followers called 'disciples' – it is just another word for 'follower'. Faith story: being a disciple Tell a story of a disciple in an engaging way, such as through use of a story sack or drama. A good example would be Jesus finding and calling his first followers, four fishermen. Talk about why they wanted to follow Jesus. Another example would be a story about Guru Nanak and Mardana, his faithful follower who was a musician. A Jewish example could be about Moses leading the people through the parted waters of the Red Sea to escape from slavery.

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	<p>Moses</p> <p>Guru Nanak</p> <p>Prophet</p> <p>Muhammad</p>	<p>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.</p>	<p>Opportunity for continuous provision:</p> <ul style="list-style-type: none"> • Show children how to make a person from a card outline, or a peg, or straws, pipe cleaners, or in some other simple way. Can they dress the person in coloured tissue, and give them a happy face (sharpie pens work well)? Individual pupils can make a crowd of followers and a leader, although this takes lots of effort, so pupils may want to work with their friends to do this. Set the play ideas loose, and encourage the children to work in teams. • Children might talk about who they follow and why: friends, teachers, lollipop crossing patrollers, parents, family members, carers and others. • Children might hear and sing a song that retells a religious story, making up actions and drawings to go with it. Questions for classroom talk: • Who was a good leader? Who had fun being a follower? I wonder if it is more fun to be leader or follower? Are there times when it is a bad idea to follow someone else? What makes someone a good leader? I wonder why Jesus, Nanak and Moses have millions of followers all over the world? Who wants to be a leader?
<p><u>An example of using faith stories: Jesus' story of 'the house on the rock' RE Unit 1.1</u></p> <p><u>Linked to Christianity</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Christian</p> <p>Jesus</p> <p>God</p>	<p>(ELG)</p> <p><u>PSED:</u> To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>PSED:</u> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<p>Building well and building badly: a story by Jesus</p> <ul style="list-style-type: none"> • Begin with Jesus' story of the wise and foolish house builders. There's a super version by Nick Butterworth and Mick Inkpen, but lots of different versions available, including some in songs. Two people build a house, one takes care to build on strong foundations, the other builds quickly on sand. When the storms come, one house falls. An engaging storytelling method like the ones found in 'A Gift to the Child' and in 'Godly Play' is really useful. • Give children the chance to talk about the story. Do they think we could build a strong house and a weak house from jenga blocks? Demonstrate this by building two structures on a table. Invite children to 'bump' the table, gently at first, to see what happens. Then bump it a bit harder. All fall down is fun. Encourage children to tell and retell stories about buildings that are strong – and those that fall down! • Ask the children how they would build a stronger house: Wood or card? Duplo? Use glue? <p>Construction Continuous Provision:</p> <ul style="list-style-type: none"> • Suggest that pupils play at building strong and weak houses during the week. They should ideally have lots of different types of construction equipment and lots of space so that they can experiment and find out how to make houses really strong or really weak. Can they build houses which are very large and still standing without wobbling? • Set a team challenge: each group of 4 children gets a bag of things to build a tower from. How high and how strong can they build?

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		<p><u>UTW:</u> To talk about past and present events in their own lives and in the lives of family members. They know that 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.</p>	<p>Music and songs:</p> <ul style="list-style-type: none"> • there are several fun versions of this story made into songs which can be sung in class. Whenever tumbling down occurs, have some sort of tower ready to fall! Make it fun. Seeking deeper meanings in stories • Come back to the story later in the week, and get children talking about the different strong and not-so-strong buildings they have been making. <p>Ask them some questions:</p> <ul style="list-style-type: none"> • Do you think Jesus' story has a good lesson? • We are all building our lives: what makes our lives strong? Love? Trust? Care? Friendliness? • What might make our lives weak? Unkind words?
<p><u>How and why do Muslims celebrate Eid-ul-Fitr? RE Unit 1.2</u></p> <p><u>Linked to the festival of Eid / Islam celebrated in May</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p> <p>Muslim</p> <p>Islam</p> <p>Eid</p> <p>Muhammad</p>	<p>(ELG)</p> <p><u>PSSED:</u> To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>UTW:</u> To talk about past and present events in their own lives and in the lives of family members. They know that 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.</p>	<p>Learning about a Muslim festival</p> <ul style="list-style-type: none"> • Focus on 'Eid-ul-Fitr' on a simple mind map extending it as the teaching and learning progresses; Why would a book have a special stand and silk cloth? Show pupils a Qur'an (or picture) on its stand. This is a clue behind the festival. Tell them about the importance of the Qur'an as God's message, given to humans through his Prophet Muhammad. Encourage pupils to reflect on prior learning and establish that Muhammad received the Qur'an during the month of Ramadan. Muslims remember this important time by fasting during daylight hours. Fasting reminds them about caring for the poor, being patient, keeping going when things are difficult, and about the goodness of Allah. Eid-ul-Fitr is the great celebration to mark the end of the month of fasting. Why is it such an exciting celebration? • Remind pupils of the 'celebrations box' from the first lesson, asking pupils to suggest how Muslims might celebrate Eid-ul-Fitr. If possible, ask Muslim pupils who are present in the class how they celebrate Eid-ul-Fitr • Read a Muslim story book like 'My Id-ul-Fitr' (use it as a literacy text) • Explore the important practices and customs of Eid: <ol style="list-style-type: none"> 1. sending Eid cards to friends and family – look at example and talk about 'who, when, why? 2. visiting neighbours, friends, family – link to children's experiences 3. receiving gifts and new clothes – talk about how it feels, why it is fun and when 4. going to say prayers at the Mosque, remembering Ramadan stories, giving to charity, showing happiness • Children might tackle some of these tasks in small groups, and share their learning <ol style="list-style-type: none"> 1. Making Eid cards. These should open from right to left because the Arabic language is written in this direction. Use patterns, buildings, or other decorations for the front (not people) and write a message inside (Eid Mubarak). Talk about why it is good to think of others at special times.

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			<ol style="list-style-type: none"> 2. Making a prayer mat or Qur'an stand. Talk about how these help Muslims to show respect to God. 3. Making some of the food associated with Eid and having an Eid party in class. Talk about how food helps to make a celebration special. Compare their own experiences of special food with Muslim celebrations of Eid. 4. Using face paint instead of henna to create mendi patterns on the palms of hands using geometric and flower designs. <ul style="list-style-type: none"> • Talk about what impact this has on how people see them, making some connections with Muslim experiences. E.g. Muslims are proud to show that they belong to their religious community, and are happy for people to know it. How do pupils feel about people knowing about their commitments – such as through wearing a scarf for a football team or a t-shirt for a pop band? • Suggest a 'snack fast' for a short time (for example, if fruit is normally eaten in the morning at school, do not serve it at the regular time and think about who we could give the fruit to that really needs it – the fruit could either be given to the selected cause or be eaten later than the usual time, after pupils have discussed and thought about the implications of their fast). Talk about why this is a good thing to do. Why is it good to give things up? Why is it good to help others? • Talk about what is most important about any of the pupils' own celebrations and see if they can make any links or explain any differences between the importance to Muslims and to themselves.
<p><u>RELIGIOUS EDUCATION– Reception – Summer Term 2 MTP</u></p>			
Lesson title/theme and RE unit	Key vocabulary	LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	Activity Outline
<p><u>Outside the classroom: a pilgrimage activity with some playful follow on learning RE Unit 1.1</u></p> <p><u>Linked to the Christianity or Islam</u></p>	<p><u>Useful Vocabulary</u></p> <p>Pilgrimage</p> <p>Islam</p> <p>Muhammad</p> <p>Jesus</p>	<p>(ELG)</p> <p><u>PSED</u>: To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say</p>	<p>A story on a journey. A pilgrimage with 5 places to stop and hear a story.</p> <ul style="list-style-type: none"> • Begin with a faith story you want to tell from a religion children are going to learn about. This example uses Jesus' story of the Lost Sheep, but many different faith stories from a number of different faiths could use the method. Tell children that a pilgrimage is a religious journey. Some people go to see where Jesus was born, or where Prophet Muhammad lived. Tell them we will go on a journey round the school and ground to tell a story, we will be 'story pilgrims'. Play some 'follow the leader' games in circle time or in the classroom first, and talk about leading and following and taking turns. Use a toy sheep if you like, to help you tell the story. Take chalk, and leave patterns and pictures on the playground after each bit of the story. Talk about feelings at every point in the story. Whatever props you can find or make, use them!

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	<p>Christianity</p>	<p>when they do or don't need help.</p> <p><u>PSED:</u> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p><u>UTW:</u> To talk about past and present events in their own lives and in the lives of family members. They know that 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.</p>	<ul style="list-style-type: none"> You could get the children to dress up for their pilgrimage. Give each one a little bag to collect a picture from each place where they stop. Have a class set of pictures, preferably hidden in envelopes at your stopping points. You might need these pictures: a flock of sheep / a shepherd / a lonely sheep / the shepherd and sheep together / a shepherd's crook. Walk with the class to a place near the school gates. Tell them about the shepherd with 100 sheep in his flock. Pupils search for and each get a picture of the flock. Walk together to a place in the school grounds where you can imagine a sheep fold. Tell the children the part of the story where the shepherd counts his sheep. Everyone gets a picture of the shepherd. Sing as you walk, if you can: it adds to the experience and is often practice on pilgrimages. Go to the place in the grounds where you can see a long way. Tell the part of the story where the shepherd searches for his lost sheep. Everyone gets a picture of the lonely sheep. Go to a cosy place in the building or grounds. The shepherd and sheep together, everyone gets a picture. To finish, all walk to the place which might be a good place to party, and tell the children Jesus made up this story to show that when anything – anyone – gets lost, God will find them. Take a shepherd's crook picture. Share something to eat and drink. Have a song. Focus Activity Opportunity: Can children order their pictures? Perhaps they could put one on top of each other (in order) and fasten them together to make a pilgrimage/lost sheep book. What did they like about the story? This could be completed as a Focus Activity and children who are able may be encouraged to add to their book with words or sentences of writing. Children can use the books to become 'storytellers'. They might want to tell the story of the Lost Sheep to others in their class during the day and if appropriate could even take the books home instead of reading books one evening and be 'storytellers' for their parents.
<p><u>Find out about weddings: colours, dressing up and promises RE Unit 1.1</u></p> <p><u>Linked to all religions</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p>	<p>(40 – 60 Months)</p> <p><u>PSED:</u> To explain own knowledge and understanding,</p>	<p>To set up some purposeful play, you could arrange looking at reminders of special days</p> <ul style="list-style-type: none"> Fill a 'Celebrations Box' with a selection of cards and wrapping paper depicting different occasions e.g. birthday, wedding, christening, Christmas, Mother's Day. Include several things to do with weddings

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	<p>Special days</p> <p>Festival</p> <p>Christian</p> <p>Muslim</p> <p>Sikh</p> <p>Wedding</p>	<p>and ask appropriate questions of others.</p> <p><u>UTW:</u> To enjoy joining in with family customs and routines.</p> <p>(ELG)</p> <p><u>PSED:</u> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p><u>UTW:</u> To talk about past and present events in their own lives and in the lives of family members. They know that 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.</p>	<ul style="list-style-type: none"> • Pass the box round for the pupils to choose an item and describe it. Who would you give the card and gifts to? Can they guess when we send each card or which wrapping paper we would use? Run a 'let's make cards' and 'let's play post boxes' activity. Children give cards to each other. • Talking about some well-known celebrations – birthday, Christmas, Eid Diwali and others – is good, but will be developed more fully in subsequent units. Weddings and dressing up • Ask children who have attended a wedding to share their experiences with the rest of the group • What feelings do we have when it is a wedding? Look at some pictures of different wedding celebrations and talk about what happens. Photos to represent more than 1 religious tradition (and those from weddings of well-known members of staff are often appreciated by pupils). Promises are made, and everyone supports the new bride and groom. • Explore feelings about celebrations. • Wedding cakes can be baked and wedding ceremonies can be enacted. Some schools go as far as to enact wedding ceremonies in a church with members of the class taking roles of the wedding party and parents dressing up and attending as guests. Time to choose • Use a 'Feelings Box' containing 'feelings' pictures or simple words – happy, full of fun, joyful, glad, together, excited: when do we feel these emotions? Can they choose pairs of things from the celebration box and the feelings box? • Ask children to choose presents and cards for people celebrating different festivals and events: what would they give to someone for a wedding, birthday, baby naming, Christmas, Eid, Diwali celebration?
<p><u>What did we notice about all the festivals?</u></p> <p><u>What can we learn? RE Unit 1.2</u></p> <p><u>Linked to all religions</u></p>	<p><u>Useful Vocabulary</u></p> <p>Celebration</p> <p>Special days</p> <p>Festival</p>	<p>(40 – 60 Months)</p> <p><u>PSED:</u> To explain own knowledge and understanding, and ask appropriate questions of others.</p>	<p>What did we learn?</p> <ul style="list-style-type: none"> • Show pupils reminders of all the festivals they have learned about. Can they remember which is which, what the different objects and artefacts are used for and what they mean? • Ask pupils to think about how it feels for, e.g. Muslims to celebrate Eid and Christians to celebrate Easter. Collect all the 'feelings words' they can think of. • Ask pupils if and when they feel these emotions. • Ask pupils if others they have studied, e.g. Jewish people celebrating Hanukkah or Purim, or Hindu people celebrating Diwali might feel the same.

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	<p>Christian</p> <p>Muslim</p> <p>Sikh</p> <p>Jewish</p>	<p><u>PSED</u>: To be confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>UTW</u>: To enjoy joining in with family customs and routines.</p> <p>(ELG)</p> <p><u>UTW</u>: To talk about past and present events in their own lives and in the lives of family members. They know that 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.</p>	<ul style="list-style-type: none"> • Ask pupils what is the same and what is different about the festivals. • Can pairs of pupils come up with questions they would like to ask about the festivals? They may get answers to these in RE lessons later on in school. • Ask pupils what they like about each of the different festivals. Display Create classroom displays on walls or table tops using artefacts, examples of children's work and strong visual materials. Celebrate the learning with photos and music if you can as well.
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