

Foundation Subject Medium Term Planning

Subject: Religious Education	Concept/Theme: Bible & Holy Books, Easter	Year Group: Reception	Term: Spring 1
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Vocabulary:		End of Unit Milestones: <u>Stories Jesus told</u> <ul style="list-style-type: none"> I know that Jesus told stories and that they are found in the Bible. I know that Jesus told stories to teach people about God. I know some of the stories Jesus told and I can recall them. <u>Easter</u> <ul style="list-style-type: none"> I know that Jesus rode into Jerusalem on a donkey on Palm Sunday. I know that Jesus died on the cross on Good Friday. I know that Christians believe that Jesus rose on Easter Day and is alive today. I know that Easter is the most important time of the year for the Church. I know that Christians believe Jesus died for us because he loves us. I can retell the story of Easter. I can identify symbols associated with Easter. I can talk about my own experiences of love and other emotions expressed in the Easter Story. I can ask questions about the Easter story.
God	The creator of the world.	
Jesus	God's Son.	
pray	Talking to God.	
prayer	Bringing our thoughts to God.	
worship	To respect God. To thank God for everything.	
parable	A story Jesus told to teach others something.	
New Testament	The second part of the Bible that teaches us about the life of Jesus.	
disciples	Jesus' friends and followers.	
crucifixion	Death on a cross.	
risen	To get up.	

Prior Learning: <i>Reception Spring 1 - Stories Jesus Heard</i> <ul style="list-style-type: none"> I know that Jesus listened to and learned Old Testament stories. I know that Old Testament stories teach us about God. I can recall/retell some of the Old Testament stories Jesus heard. I can talk about my favourite Bible stories. I know how the Bible stories show me how to live my life. 	Future Learning: <u>Year 1 Spring 2 - Easter</u> I know that the events of Palm Sunday, Good Friday and Easter Day are very important. I know who the characters of the Easter story are. I know that Christians believe Jesus died and rose back to life. I know that Christians believe that Easter is a new beginning. I can talk about the events of the Easter story. I can retell the story of Easter. I can wonder at the new life and changes in nature. I can talk about new beginnings and changes.
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Week One	
<p>Objective: To know that Jesus told stories to teach others.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can tell you Bible stories I already know. ● I can explain what a parable is. ● I can tell you where to find stories Jesus told. ● I can explain what happened in the story of the wise and foolish builders.
<p>Learning And Teaching</p>	
<p>KMRM: What Bible stories do we already know? (Recap last unit- Stories Jesus heard) In what part of the bible can you find these stories? Old Testament.</p> <p><u>The wise and foolish builders</u></p> <p>Tell the children that we are going to begin to think about stories that Jesus told, so what part of the Bible will we find these? How do you know? New Testament. Matthew 7:24-27.</p> <p>Chatterbox to intro ‘Stories Jesus told’ (Bible, stone, sheep, plaster).</p> <p>Share the word ‘parable’ and explain it as a story that carries a message or lesson with it. Can we find the message from Jesus, the teacher, in his stories? Jesus told important stories called parables. These stories can be found in the Bible. Jesus told these stories to teach us about God and how to live our lives.</p> <p>RE LOG: The wise and foolish builders → share props incl. house, stones, sand. What might happen? What was Jesus trying to teach us in this story? Take photos and record chn’s observations.</p> <p>https://www.youtube.com/watch?v=CXWHLB1f6_U</p> <p>The story depicts the message of obedience to Jesus. If we follow his words, everything will be work out okay.</p> <p>Plenary - http://www.worshipworkshop.org.uk/songs-and-hymns/hymns/the-wise-man-built-his-house-upon-the-rock/</p>	<p style="text-align: center;">Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p> <p>RE LOG: The wise and foolish builders → share props incl. house, stones, sand. What might happen? What was Jesus trying to teach us in this story? Take photos and record chn’s observations.</p> <p>In the sand tray/construction corner, make 2 houses to depict the story.</p> <p>What would happen if we poured water on the sand? Photograph for evidence.</p> <p>Pupils needing extra support: Adult to scribe chn’s responses and add to work.</p> <p>Pupils working at</p>

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greater depth: (Extension task):
Ext: What can we learn from this story?
Chn could write this or adult could scribe.

Week Two

Objective:

To recall the story of The Good Samaritan.

Success Criteria:

- I can talk about what happened in the story of The Good Samaritan.
- I can tell you where to find the stories Jesus told.

Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

KMRM: Recap previous learning.

Quiz – what did Jesus teach the people in the story of the wise and foolish builders? For this, you could use w/boards or dependent on chn's ability etc., you could have two sides of the room, one for A and one for B. Chn go to the side they think is the answer.

- A) The wise man builds his house upon sand.
- B) The wise man builds his house upon the rock.

The Good Samaritan

Introduce the new story: The Good Samaritan. Does anyone already know this story Jesus told?

Tell the story. Link for the story here: <https://www.youtube.com/watch?v=aSfm2xdKau4>

RE LOG: What was Jesus trying to teach us in this story? Retell using drama. Take photos and add quotes.

Plenary:

What was the message of the parable? To treat others as you would like to be treated yourself, and not to judge people.

RE LOG: What was Jesus trying to teach us in this story? Retell using drama. Take photos and add quotes.

Children to draw pictures of people who help us inside cut out footprints. Label with who they have chosen.

Pupils needing extra support:

Record chn's quotes of who they have drawn.

Pupils working at greater depth: (Extension task):

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Why have you chosen this person? Are they like the Good Samaritan? How?

Week Three

Objective:
To talk about feelings of characters in stories Jesus told.

- Success Criteria:**
- I can talk about what happened in the story of the lost sheep.
 - I can tell you where to find the stories Jesus told.
 - I can talk about how the shepherd would have been feeling at different parts of the story.

Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

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KMRM: Recap last session's parable – The Good Samaritan. What happened?

Quiz – Why was the man good?

- A) He walked past the injured man.
- B) He helped the injured man.

What was Jesus's message?

The Lost Sheep

RE LOG: Intro title of today's parable, "The Lost Sheep". Hide a sheep in classroom and select chn to locate from a simple clue. Have you ever been lost? How did you feel? Record chn's contributions.

Discuss the job of a shepherd and the qualities that make a good shepherd. Share the story.

<https://www.youtube.com/watch?v=094upaf4BME>

What was Jesus trying to teach us in this story? Talk about God being like the good shepherd and how we are his sheep and he loves each one of us. The story depicts Jesus's pride in one person, who makes a mistake (getting lost) , finding the right path. He loves us all equally.

Idea for provision → In the creative area, you could add an enhancement for chn to make their own flap book.

RE LOG: Intro title of today's parable, "The Lost Sheep". Hide a sheep in classroom and select chn to locate from a simple clue. Have you ever been lost? How did you feel? Record chn's contributions.

Use Plasticine/play dough to create different faces expressing the emotions of the shepherd throughout the story. Take photos and adults to record observations/quotes.

Pupils needing extra support:

Adult to support chn in re-enacting the story. Prompts.

Pupils working at greater depth: (Extension task):

How do you think the shepherd felt when one of his sheep was lost? Why do you think this?

Week Four

Objective:

To retell the story of Easter.

Success Criteria:

- I can sequence the events of the Easter story in order.
- I can talk about the different parts of the Easter story.
- I can talk about Palm Sunday.
- I can talk about the Last Supper.

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Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

KMRM: Pre-learning question → what is Easter about? Record chn's ideas on a pre-learning map (mind map) to refer back to and add to over the next 3 weeks.

Easter (Lesson 1)

Idea for provision: Spring hunt. What signs can you find that indicate Spring (new life) is here?

Open the Chatterbox together and discover what is inside. The children take turns looking at and handling the objects. The conversation and questions will generate ideas for the learning activities, make notes as you chat and your planning has begun.

Have the following objects or pictures: eggs, bunnies, lambs.

What might have happened? Who might they belong to? Be important to?

What would you like to find out about Easter? Record chn's questions on the pre-learning map.

What does Easter mean to you? What happens in your family at Easter? Explain that Spring time is a celebration of new life and this links in with the Easter Story. Explain how it is a very important time for Christians when we remember that Jesus died for us because he loves us. It is so special that it lasts longer than just one day.

Make a display of lots of Easter related books including copies of children's Bibles. Ask the children to identify pictures of the Easter Story.

Read the story.

Tell the story of Palm Sunday, have a parade! Make flags and bunting, wave and dance with ribbons (the children could do this in provision and the parade could happen at another point/ at the end of the week). Take photos. Put this on Twitter.

If possible, meet a real donkey – perhaps visit a donkey sanctuary or a farm – would have to see if this experience could be arranged.

RE LOG: Tell the story and then recreate the Last Supper by asking the children to sit in a circle and then to wash each other's hands or feet (could just do hands). What does it feel like to do this for someone else? How would it have felt to have Jesus wash your feet? Why did Jesus do that? Follow this with a time of tasting a variety of different bread. Take photos and quotes.

RE LOG: Tell the story and then recreate the Last Supper by asking the children to sit in a circle and then to wash each other's hands or feet (could just do hands). What does it feel like to do this for someone else? How would it have felt to have Jesus wash your feet? Why did Jesus do that? Follow this with a time of tasting a variety of different bread. Take photos and quotes.

Sequence the events of the Easter story.

Pupils needing extra support:

Chn to cut and stick their pictures. Adults to support with fine motor skills. Adults to help chn with sequencing. Scribe comments from the chn.

Pupils working at greater depth:

What did Jesus do for the disciples before He died? Why do you think He did this?

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Week Five

<p>Objective: To talk about God's love</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> I can think about why Jesus prayed. I can talk about how I receive love. I can talk about how I give love. I can talk about God's love.
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Learning And Teaching	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
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<p><u>KMRM:</u> Recap previous learning. Quiz: Why did people wave palm leaves on Palm Sunday? A) To say goodbye to Jesus. B) To wave to Jesus.</p> <p><u>Easter (Lesson 2)</u></p> <p>RE LOG: Read the part of the story of Jesus' time in Gethsemane. Matthew 26:36-46. Think about Jesus' time praying in Gethsemane. Why did He do this? Who was he praying to? Why was it a special time? What is a prayer? Write a class prayer.</p> <p>Project of love: Read 'Guess how much I love you'. What is this book about? Is it like God's love for us? What did God do to show His love for us? How do we show love? Ask the children to draw pictures of themselves doing something special for someone they love. Ask them to explain their painting and why they chose to paint that particular scene. Record in your floor book. Make cards or gifts for the children to take home for a family member (this could be incorporated with your general Easter activities within provision).</p> <p>Plenary: Spot the difference</p>	<p>RE LOG: Read the part of the story of Jesus' time in Gethsemane. Matthew 26:36-46. Think about Jesus' time praying in Gethsemane. Why did He do this? Who was he praying to? Why was it a special time? What is a prayer? Write a class prayer.</p> <p>Chn to create a picture of someone they love on a heart shape. Inside the heart, the chn can write their prayer to thank God for the people who love them and His love for us.</p>
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	<p>Pupils needing extra support: Adult to support these chn with their prayers.</p> <p>Pupils working at greater depth: (Extension task): How did God show His love for us?</p>
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Week Six

<p>Objective: To identify symbols linked to Easter.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can tell you the main symbols of Easter. • I can explain why a cross is a symbol of Easter.
<p>Learning And Teaching</p>	
<p>KMRM: Quiz: What did Jesus do in the Garden of Gethsemane? A) He prayed to God. B) He told the disciples a story.</p> <p><u>Easter (lesson 3)</u></p> <p>What does Easter mean to you? What happens in your family at Easter? Explain that Spring time is a celebration of new life and this links in with the Easter Story. Explain how it is a very important time for Christians when we remember that Jesus died for us because he loves us. It is so special that it lasts longer than just one day. Refer to our vocab: 'crucifixion'.</p> <p>Explain that Easter celebrates new life, because Jesus died and then came back to life. Show chn the image of a stained glass window. What can you see? Who is it? What are they doing? Why is this picture in the Church? Refer to our vocab: 'risen'.</p> <p>Share the hot cross buns with the children. Do you recognise the shape on the top of the buns? Hot cross buns are usually eaten on Good Friday, the day that Jesus died. This is a 'Jesus cross'. The Bible says that Jesus died on a cross and he was buried in a tomb with a big round stone in front of it. Children can eat the buns. CHECK ALLERGIES.</p> <p>RE Log: Take photographs of children tasting the hot cross buns and record quotes from the children about what the cross represents, referring back to what they have learned about the Easter story.</p>	<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p> <p>RE Log: Take photographs of children tasting the hot cross buns and record quotes from the children about what the cross represents, referring back to what they have learned about the Easter story.</p> <p>To create a symbol of Easter using a range of media and materials. Adults to take photos dependent on the materials used.</p> <p>Chn could write a sentence about this in their learning journey too.</p> <p>Pupils needing extra support: Assistance with creating. Adults to scribe chn's comments as they create.</p> <p>Pupils working at greater</p>

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	<p>depth: Why is this a symbol of Easter?</p>
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