

Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : RE

YEAR : B

TERM : Summer 2

YEAR GROUPS : 1/2

Key Question: What does it mean to belong to a faith community?

Previous Knowledge – We would expect children to:

Have talked about Christians and Muslims in EYFS

Know of Jesus and his stories

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

Most children will show that they have reached the **expected** level because they can:

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

Name some groups they belong to

Talk about different groups they belong to

Talk about different groups they belong to and how belonging to these groups makes them feel

Identify which religious people might show that they belong, beginning to understand their significance for believers

Identify and discuss some ways in which religious people might show that they belong

Identify and discuss some ways in which religious people might show that they belong using technical vocabulary confidently and accurately

Retell the parables of The Lost Coin and The Lost Sheep

Explain the parables of The Lost Coin and The Lost Sheep

Explain the parables of The Lost Coin and The Lost Sheep, being clear about what this teaches Christians about their personal value

With support, describe a baptism and an Aquiqah ceremony, suggesting the meanings for the actions

Describe a baptism and an Aquiqah ceremony, suggesting the meanings for the actions

Describe a baptism and an Aquiqah ceremony, giving accurate, clear meanings for the actions

Retell some key elements of religious wedding ceremonies

Identify two ways in which people show they love each other and belong to each other at wedding ceremonies

Identify several ways in which people show they love each other and belong to each other at wedding ceremonies

With support, talk about what is good about being part of a community for a religious believer and for themselves

Talk about what is good about being part of a community for a religious believer and for themselves

Talk about what is good about being part of a community for a religious believer and for themselves

ASSESSMENT OPPORTUNITIES

Verbal and written responses

Observations of children

ENRICHMENT OPPORTUNITIES

Helping children to remember more:

Role play ceremonies

Hands-on artefacts

SUBJECT SPECIFIC VOCABULARY

Community

Symbols

Logos

Beliefs

Baptism

Aqiqah

Shahada

Wedding

Marriage

CROSS-CURRICULAR

LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.

PSHE – Who am I?