



The Big Picture

In this unit pupils will learn about different celebrations across three of the world’s major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.

Children should learn about what Christians might do to celebrate Harvest and Christmas; how Hindus might celebrate Diwali; about Eid-ul-adha and how Muslims might celebrate it. They will learn that people might send cards and exchange gifts at special times and that people want to gather to celebrate also.

Children may understand what it feels like to be part of a special celebration in their own lives and recognise which aspects of their own lives they might want to celebrate and with whom.

Links to stories, songs and rhymes.

Little Red Hen – Harvest

A Harvest Story -

<https://request.org.uk/restart/2014/10/06/a-harvest-story/>

A selection of Christmas songs – Link to Nativity productions

The Story of Rama and Sita

The Nativity Story



Castle View Religious Education objectives

Children will:

Give examples of special occasions and suggest features of a good celebration

Recall simple stories connected with Christmas/Harvest/ Diwali and Eid.

Say why festivals are special times for believers of different faiths.

Key vocabulary and understanding

Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, Special, Family, Ramadan, Religion, Fasting, Diya Lamp, Rangoli.

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



Religious Education Whole School Curriculum Overview



Opportunities to apply learning within enhanced continuous provision		
Areas to be enhanced	Knowledge/skills to be modelled	Ideas for resources/ activities
<p>Book corner/ Reading Mark making Construction Small World Role play Sand Water Malleable Snack</p>	<p>PSED: Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>CL: Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Listens and responds to ideas expressed by others in conversation or discussion. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>PD: Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Literacy: Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p> <p>Maths: Uses everyday language related to time. Orders and sequences familiar events.</p> <p>Understanding the World: Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change.</p> <p>Expressive arts and design: Begins to build a repertoire of songs and dances. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Create simple representations of events, people and objects. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Food tasting linked to festivals e.g. fruits and vegetables at Harvest; fig rolls at Eid.</p> <p>Treading fruit onto skewers to create fruit kebabs</p> <p>Place books read during adult led activity into reading area for children to revisit.</p> <p>Provide materials for the making of invitations, cards and decorations linked to the festivals and personal celebrations.</p> <p>Rangoli pattern outlines for colouring/fine motor.</p> <p>Thread story events onto string to create a necklace.</p> <p>Collage using materials from nature walk.</p> <p>Wrapping presents.</p> <p>Nativity figures in small world area for retelling.</p> <p>Use playdough for making diva lamps.</p> <p>Make stick puppets to retell the story of Rama and Sita for use in role-play/small world.</p> <p>Provide dressing up clothes for a celebration.</p> <p>Decorate the home corner for a celebration.</p> <p>Water resistant painting of fireworks using wax crayons.</p>



The Big Picture

In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. There will be strong links between this unit and age appropriate communication, language and literacy skills.

Links to stories, songs and rhymes.

Bibles and a child friendly version for storytelling.

Access to persona dolls (Grace and Imran) is helpful but not necessary.

My First Qur'an by S Khan

<https://www.bookdepository.com/My-First-Book-About-Quran-Sara-Khan/9780860376187>



Castle View Religious Education objectives

Talk about/ recall some religious stories e.g. through role play, art, music

Share features of a story that they like and explain why.

Identify a sacred text e.g. Bible, Qur'an.

Identify that the Bible and Qur'an are special

Children at the expected level of development will:

Know some **similarities** and **differences** between **different religious and cultural communities in this country**, drawing on **their experiences** and what has been **read in class**.

Key vocabulary and understanding

Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, Qur'an, God, Allah, Jesus, trust, brave, strong, weak, thankful, shepherd, leper, heal, message/messenger, Muhammed (pbuh), Angel Jibril, prophet.

Lesson outlines:

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Religious Education Whole School Curriculum Overview



Opportunities to apply learning within enhanced continuous provision		
Areas to be enhanced	This unit lends itself to also promoting the Knowledge/skills within the following areas of learning	Ideas for resources/ activities
Book corner/Reading Mark making Construction Small World Role play Sand Water Malleable Snack	Listening and attention Understanding Speaking Reading Writing Using media and materials Being imaginative	Small world/ Role play – act out one or more stories using small world characters. Leave simple versions of the stories in the book corner for children to re-read. Record some stories for the listening station. Construct a strong and a weak house in the construction/ junk modelling area? What made the difference? Writing table – write own messages and thank you cards. Sequence the stories and write captions. Make bravery medals. Creative area- create a large Goliath and a small David – make puppets for storytelling.



The Big Picture

In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation.

This unit will link closely to work on the natural world within the area of learning Understanding the World. Ideas about the Christian view of creation are revisited and built upon in the Y2 unit: Does how we treat the world matter?

Links to stories, songs and rhymes.

'God's Quiet Things' by Nancy Sweetland

'In the beginning' by Steve Turner



Castle View Religious Education objectives

Children will:

- Talk about the wonders of the natural world.
- Express ideas about how to care for animals and plants
- Re tell stories to explain Christian and Muslim ideas about Creation and the natural world.
- Talk about ways in which people can harm the natural world
- Talk about ways in which people can look after the natural world.

Key vocabulary and understanding

Christian, Muslim, nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique,

Lesson outlines:

- Shared human experiences
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Religious Education Whole School Curriculum Overview



Opportunities to apply learning within enhanced continuous provision		
Areas to be enhanced	This unit lends itself to also promoting the Knowledge/skills within the following areas of learning	Ideas for resources/ activities
Book corner/Reading Mark making Construction Small World Role play Sand Water Malleable Snack Investigation area/ nature area	Listening and attention Understanding Speaking Reading Writing Using media and materials Being imaginative Understanding the world	Use the mud kitchen – stock it with natural items and ask children to create 'nature soup' or 'nature cakes'. List the ingredients so others can copy. Host a nature quest outside – ask children to find and return natural objects e.g. <i>something that is brown and used to be alive</i> . Add items to the nature table. Create viewfinders and collect 2 things that are interesting. Examine with magnifying glasses and use a class visualizer to look at something closely. Write sorry letters in the writing table when appropriate Create paintings/ make models of a creation scene. Explain the process to others. Set up a mini beast area/plant area – model how to care for the mini beasts and plants. Write instructions and set up a rota so everyone can take turns. Re tell the stories using lego/ malleable/ sand or role play.