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**Hollinsclough Academy Medium Term Planning**

**Year Group(s): Nursery/ Reception Topic: Which places are special and why?**

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| **Prior Learning & Knowledge** *(what knowledge of this topic do the children already have/ include pupil interests)*  The children have an understanding of Christianity and why Christians go to Church. |

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| **Learning outcomes and skills:** *(make it clear which objectives relate to which year group if mixed age)*   * Where is a special place to me? * Where is a special place for a Christian to go? * What makes a Church so special to Christians? * Where is a holy place for Muslims to go? * What makes a Mosque holy for Muslims? * What is important in a Church and a Mosque? How are buildings similar and different? |

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| **Key concepts:**  What is a special place and what makes them special?  There are lots of different religions across the world  These different religions have special places for them (focusing on Christians and Muslims)  What is a Mosque?  Why are special places important? | **Key vocabulary:**  Christians, Christianity, Muslim, Mosque, Church, Prayer, pilgrimage, Holy, Imam, The Bible, Qur’an, Vicar |

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| **Continuous Provision:See weekly planning sheet** |

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| **Resources:See activites** |

**Teaching sequence suggestion**

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|  | **Learning Objectives** *(for each year group)*  *EYFS- include area of learning and TMPF score E.G. EAD(BI)7* | **Teaching Activities**  (To include adaptations in task, questioning and skills for each year group and mixed age year group) | |
| W.C.  08/04/2024 | Nursery- UTW (PC&C) 6- To talk about places that are familiar to them or what they have seen in books and stories.  Reception- UTW (PC&C) 9- 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 | Resources saved in Curriculum>EYFS>Summer1>Resources>R.E>Week1  Show some photographs of places that are special to you or other people. Ask what makes these places special and how pupils think you/someone else feels when in their special place. Draw out words from their responses such as safe, calm, peaceful, comfortable etc. and discuss why we feel this way in our special places.  Show some photographs of places of spiritual importance such as pilgrimage sites, places of worship etc. and discuss why these are important to different believers. Explain that this term, we are going to be finding out about places that are special to Muslims and Christians.  Ask pupils about their own special places (non-religious or religious): where are these? Why are the places important to them? How do they feel when in their special places?    Nursery- Pupils draw a picture of their special place and tell you about it  Reception- Pupils draw a picture of their special place and label it | **C&L**  N-Answers questions about the past, present and future  R-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions |
| W.C.  15/04/2024 | Nursery- UTW (PC&C) 6- To talk about other people and places in a positive manner  Reception- UTW (PC&C) 9- 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 | Resources saved in Curriculum>EYFS>Summer1>Resources>R.E>Week2  Introduce some Christian children (using the PowerPoint) and explain that today we are going to be finding out about places that are special to them. Ask if pupils know what the place of worship for many Christians is called. Explain that many Christians belong to the family of the church, a place where they can go, meet other Christians, and praise God.  Show a picture of one church (inside and outside) ask what pupils can see and discuss answers.  Explain not all churches look the same. Show some photographs of the inside and outside of different churches. Ask: What is the same about the churches? What is different about the churches? Share some key features that most churches have (pulpit, lectern, font etc).  Nursery- Use laminated pictures of different churches, encourage pupils to point out key features and tell you about them. Make notes of what pupils say and take photographs that can be shared together in the class’s special place book.  Reception- Look at photographs of different areas of different churches. Complete careful drawings of what they see. | N-Uses longer sentences of 4-6 words  R-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary |
| W.C.  22/04/2024 | Nursery- UTW (PC&C) 6- To talk about other people and places in a positive manner  Reception- UTW (PC&C) 8- Understands that people have different beliefs | Resources saved in Curriculum>EYFS>Summer1>Resources>R.E>Week3  Recap last week’s lesson and discuss special places for many Christians that are found within the church. Show the children a virtual church tour\* or arrange a visit to the local church.  Remind pupils that not all churches do the same thing. Give examples to elaborate e.g. one church might have music from an organ while another has a band, one church might have a font to baptise babies in while another might have a baptismal pool to baptise adults. Explain that whatever differences these churches might have, a big similarity is that people who attend them often want to meet with other Christians and praise God.  Show a children’s Bible and read a story from it. You might like to choose the story of Jonah and the Big Fish or Noah’s Ark. Show the children some stained-glass windows and explain that these often feature in churches and tell stories from the Bible.  \*A useful virtual tour might be from RE:Quest: <https://youtu.be/9lZlOIy5COU>  Nursery- Design their own stained-glass windows  Reception- Design their own stained-glass windows that retell the story that they listened to. | N- Understands instructions containing 3 key words  R-Enjoy listening to longer stories and can remember much of what happens |
| W.C.  06/05/2024 | Nursery- UTW (PC&C) 6- To talk about other people and places in a positive manner  Reception- UTW (PC&C) 9- 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 | Resources saved in Curriculum>EYFS>Summer1>Resources>R.E>Week4  Show the symbol for Islam. Ask if pupils recognise it from previous units and who it is special for. Explain that we are going to be finding out about places that are special for many Muslims.  Early Years Foundation Stage – Learning Pathway  Show some photographs of the inside and outside of different mosques discussing their key features. You might like to share a story about a Mosque, (for example In My Mosque M.O. Yuksel which shares key features and traditions for young children).  Explain that many Muslim people greet each other with “As-salaam alaikum” which means ‘peace be with you’ and that many Muslim people describe the Mosque as being a peaceful place. Ask where the pupils themselves feel most peaceful.  Nursery- Draw pictures of where they feel peaceful and write pupil’s comments  Reception- Show the children some pictures of main prayer halls in mosques How do they think these make Muslims feel? Give children photographs of Islamic artwork and patterns found on the inside of the domes of some mosques. Encourage children to try out drawing some of these patterns. | N- Understands a number of adjectives (describing words)  R- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher |
| W.C.  13/05/2024 | Nursery- UTW (PC&C) 7- Understand that some places are special to members of their community.  Reception- UTW (PC&C) 9- 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 | Resources saved in Curriculum>EYFS>Summer1>Resources>R.E>Week5  Introduce Imran and show pupils photos of the inside and outside of his mosque.  Ask if pupils think all mosques look the same. Show pictures of Mosques from different areas, some that look traditional and some that are converted buildings. Explain that both types of mosques are special and holy because they are places that many Muslims go to pray to Allah, meet other Muslims and learn more from the Muslim holy book, the Qur’an.  Show a film about the mosque\* and talk about some of the things that Muslims might do at a Mosque. Ask why pupils think these are important/holy/special.  \*A useful film might be from BBC Teach: <https://youtu.be/hg_CbiGE9kk>  Nursery- Using magnifying glasses, place the lens over pictures of mosques in key areas. What can the children see? What is interesting? Are all mosques the same?  Reception- Investigate pictures of different mosques and draw what they see. | N- Understands a number of adjectives (describing words)  R-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary |
| W.C.  20/05/2024 | Nursery- UTW (PC&C) 7- Understand that some places are special to members of their community.  Reception- UTW (PC&C) 9- 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 | Resources saved in Curriculum>EYFS>Summer1>Resources>R.E>Week6  Talk with pupils about the two places of worship they have studied within this unit. Ask:  -What do many Muslims do in a mosque?  -What do many Christians do in a church?  Show the cross sections of the two places of worship. Discuss some of the key features. Focus on the similarities e.g. both Christians and Muslims pray in their place of worship. Both Christians and Muslims read their holy text in their place of worship.  Ask pupils to help you to pick out some of the key features of these places of worship and make a vocabulary sheet.  Nursery- Give the children some construction materials to make either a church or a mosque. To ensure this task is RE focused, encourage pupils to talk through the key features that they are including, why they need to include them and why they are important for believers.  Reception-Using the vocabulary lists created earlier in the lesson, create labels for their place of worship. | N- Understands instructions containing 3 key words  R- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary |
| W.C.  27/05/2024 | Nursery- UTW (PC&C) 7- Understand that some places are special to members of their community.  Reception- UTW (PC&C) 9- 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 | Informal assessment  What have the children learnt?  Record answers | |
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| **Assessment**  *(linked to learning outcomes for each year group)* | | |
| **Emerging** | **Secure** | **Exceeding** |
| N-  UTW (P,C&C) 6- To talk about places that are familiar to them or what they have seen in books and stories.  UTW (P,C&C) 6- To talk about other people and places in a positive manner.  R-  UTW (P,C&C) 7- Understand that some places are special to members of their community.  UTW (P,C&C) 7- To talk about different settings and communities based on personal experiences and information gathered from stories and texts. | N-  UTW (P,C&C) 7- Understand that some places are special to members of their community.  UTW (P,C&C) 7- To talk about different settings and communities based on personal experiences and information gathered from stories and texts.  R-  UTW (P,C&C) 8- Can describe and compare different settings and environments based on personal experiences and information gathered from stories and texts.  UTW (P,C&C) 8- Understands that people have different beliefs and celebrate special times in different ways. | N-  UTW (P,C&C) 8- Can describe and compare different settings and environments based on personal experiences and information gathered from stories and texts.  UTW (P,C&C) 8- Understands that people have different beliefs and celebrate special times in different ways.  R-  UTW (P,C&C) 9- 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 |