



Year 1 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
Autumn 1	<p>Does God want Christians to look after the world?</p> <p>Does the world belong to God? Should people take care of the world?</p>	Christianity	The Creation Story	<p>AT1 A Beliefs, teachings and sources</p> <p>AT2 F Values and commitments</p>		Believing Behaving	We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	Spiritual Moral	<p>Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc.</p> <p>'Wonderful Earth' by Nick Butterworth and Mick Inkpen</p> <p>Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).</p>
Autumn 2	<p>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</p> <p>What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?</p>	Christianity	The Christmas Story	<p>AT1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging</p>		Believing Belonging	We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	Spiritual Cultural	<p>Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.)</p> <p>Make a Christmas 'sack' of gifts: gifts for a modern baby original gifts from the story Collage materials Design a 'New Baby' card announcing the birth of Jesus Empty gift wrapped box/basket Candle</p>
Spring 1	<p>Was it always easy for Jesus to show friendship?</p> <p>What can I learn from religious traditions? Should people follow religious leaders and teachings?</p>	Christianity	Jesus as a friend	<p>AT1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging</p>		Believing Behaving	We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	Moral Social	<p>'Say Hello': by Jack and Michael Foreman</p> <p>Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10)</p> <p>Ball of wool</p>



Year 1 Overview cont.

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
Spring 2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs?	Christianity	Easter- Palm Sunday	AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		Believing Behaving	We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	Spiritual Cultural	Video 'Jesus of Nazareth': show clips Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet): display - use real palm leaves if available Tell stories: Palm Sunday, Easter Day, Resurrection Candle
Summer 1	Is Shabbat important to Jewish children? Are religious celebrations important to people?	Judaism	Shabbat	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		Believing Belonging	We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	Spiritual Cultural	Life of a Jewish Child (internet): show clips Jewish family celebrating Shabbat (internet): Show clips www.bbc.co.uk/learningzone/clips/3874.html : Introduction to Shabbat - The Sabbath Shabbat bread: (optional)
Summer 2	Does celebrating Chanukah make Jewish children feel closer to God? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?	Judaism	Chanukah	AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging		Believing Belonging	We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.	Spiritual Cultural	Celebratory cards: various including birthday card for teddy, Chanukah card Teddy's party: props to prepare a table Dreidel game: play the game www.myjewishlearning.com/holidays/jewish_holidays/Hanukkah_101.shtml : Hanukkah Chanukah candles: Menorah Latkes: potato cakes Story of Judas Maccabee (internet) Sorting hoops