

Pioneer Federation
Medium term plan
Cycle 2, Term 5
RE



Subject: RE			
Key Concept/ Theme: F5 What places are special and why?			
Prior Learning or topic links: Where do we belong? Why is Christmas special to Christians? Why is Easter special to Christians? Future learning: Which stories are special and why?			
Vocabulary: Church: font, cross, candle, Bible; mosque: washing area, prayer hall, prayer mats, minaret			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	SMV CW in church, themes of CW each week referencing biblical texts SMV CW weekly in church, themes of CW each week referencing biblical text	EH CW in church, themes of CW each week referencing biblical texts SMV CW weekly in church, themes of CW each week referencing biblical text	PM
1.	Reconnect: Where do you feel safe? Why? What do we already know about special places/buildings? LO: Let's talk about somewhere that is special to me and say why Discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Use models to help children engage in small world play, to talk about what happens in a library, hospital, football ground etc., and why... record their words in observations, postit notes, photographs of them playing and discussing the small world locations. These could be captured in the floor book. Future learning links: Where is special to them? Why are they special? Special buildings, special buildings in different religions.		
2	Reconnect: Where do you feel happy? Why? Discuss the places explored last lesson. What happens in these places? LO: Lets learn to recognise that some religious people have places which have special meaning for them Invite visitors (teachers/TA's/members of the school staff/parents?) to talk about/show pictures of places that are spiritually significant to them and say why they are special (e.g. special holiday destinations, or a childhood home, or a place where something memorable happened such as a concert, or the local park Pioneer Federation Medium		

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	<p>term plan Cycle 2, Term 5 RE where they take children to meet together and play. This should build learning towards understanding special places for religious people. Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them</p> <p>Future learning links: Special buildings, special buildings in different religions.</p>
3	<p>Reconnect: What were the special places that our visitors talked about last week... why were these places special? How do those spaces make the people feel?</p> <p>LO: Let's talk about the things that are special and valued in a place of worship (Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims, where they worship God).</p> <p>Either, visit a local church or other place of worship. For SMV/EH visit their connected church. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad, special. Take photos and observations of their visit for the floor book. Or, Look at some pictures of the features (e.g. church: font, cross, candle, Bible; mosque: washing area, prayer hall, prayer mats, minaret). Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You might get them to create a small world model of something they find in a place of worship, such as a cross or a pulpit.</p> <p>Future learning links: Making comparisons between special places for Christians and other religious places.</p>
4	<p>Reconnect: Talk about the previous week's visit to Church or other important building, what did they see? Why were some of these places special? Which parts of the building can they recall?</p> <p>LO: Let's get to know and use appropriate words to talk about thoughts and feelings when visiting a church If not visited last week, consider a place of worship for members of another faith e.g. Mosque, synagogue or temple.</p> <p>Find out what happens there. Show some pictures of all these different special places and help children to sort them into the right faiths/beliefs: a simple matching exercise using symbols of each faith, and putting two or three photos under each. Can children begin to recognise that for Christians, Muslims or Jews, these special things in the special buildings link to beliefs about God?</p> <p>Future learning: That special places can be natural spaces, that places are special to different people for different reasons.</p>
5	<p>Reconnect: What special places have they visited? What is special about them? Are all special places buildings or can they be natural spots?</p> <p>LO: Let's express a personal response to the natural world.</p> <p>Pioneer Federation Medium term plan Cycle 2, Term 5 RE Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection. Talk about how to use this well, so that everyone can enjoy it. Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of their ideas into practice, e.g. planting flowers, recycling, etc</p> <p>Future learning: Special stories and why these are special to Christians.</p>

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	Complete the end of topic quiz – return to the initial question - What places are special and why? Recap all they have learned and their understanding of the key vocab.
End Points: Where is a special place for believers to go? What makes this place special? Links to future learning: What are special stories and Why next term.	
Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP.	