



*Trimley St Mary - RE Long Term Plan*



	<p>comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - 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.</p>	<p>level of development will: - 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; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - 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.</p>	<p>respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - 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.</p>
<b>Year One</b>	<p><b>Knowing Me, Knowing You - What makes me who I am?</b> Christianity - Why is belonging to God and the Church important to Christians? The Christmas Story</p>	<p><b>Food, Glorious Food - Would you rather grow your own food, or buy your food from a shop?</b> Christianity - Parables. What did Jesus teach us about God in his parables? The Easter Story</p>	<p><b>Oh, we do like to be beside the Seaside - What makes our beach a special place?</b> Judaism. Why do Jewish families say so many prayers and blessings?</p>
<b>National Curriculum Links</b>	<p>Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>Reflect on how spiritual and moral values relate to their own behaviour.</p> <p>Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</p>	<p>Explore a range of religious stories and sacred writings and talk about their meanings.</p> <p>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p>	<p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p>

	<p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p>	<p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p>	<p>Identify what matters to them and others, including those with religious commitments, and communicate their responses</p>
<b>Year Two</b>	<p><b><u>London Calling - Why is London the capital city of the United Kingdom?</u></b> Believing Judaism / Christianity</p>	<p><b><u>Medieval Mayhem - Would you rather live in your house or a castle?</u></b> Islam - Mercy and Compassion Christianity - Resurrection/Joy</p>	<p><b><u>The Enchanted Wood - Why are woodlands important?</u></b> Judaism - The Torah and The Rabbi Christianity - Disciples and Faith</p>
<b><u>National Curriculum Links</u></b>	<p>Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>Reflect on how spiritual and moral values relate to their own behaviour.</p> <p>Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p>	<p>Explore a range of religious stories and sacred writings and talk about their meanings.</p> <p>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p>	<p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p>
<b><u>Year Three/Four - Cycle 1</u></b>	<p><b><u>Enchanting Egyptains - Why did the Egyptians stop building pyramids?</u></b> Christianity • Creation Myths • Reconciliation</p>	<p><b><u>Revolting Romans- What did the Romans ever do for us?</u></b> Hinduism • Why do Hindus want to collect good karma? Christianity Inspirational people</p>	<p><b><u>Healthy Heroes - How do we know if we're healthy?</u></b> Christianity</p>
<b><u>National Curriculum Links</u></b>	<p>Knowledge, skills &amp; understanding • Describe the key aspects of religions, especially the people, stories and</p>	<p>Knowledge, skills &amp; understanding • Describe the key aspects of religions, especially the people,</p>	<p>Knowledge, skills &amp; understanding • Reflect on what it means to belong to a faith community. <b>Themes</b></p>

<p>Express and communicate their own and others' insights through art and design, music, dance, drama and ICT.</p>	<p>traditions that influence the beliefs and values of others.</p> <ul style="list-style-type: none"> <li>• Reflect on ideas of right and wrong and their own and others' responses to them.</li> </ul> <p><u>Themes</u></p> <ul style="list-style-type: none"> <li>• Religion and the individual: what is expected of a person in following a religion or belief.</li> </ul> <p><u>Experiences and opportunities</u></p> <p>Consider a range of human experiences and feelings.</p>	<p>stories and traditions that influence the beliefs and values of others.</p> <p><u>Themes</u></p> <ul style="list-style-type: none"> <li>• Inspirational people: figures from whom believers find inspiration.</li> <li>• Reflect on sources of inspiration in their own and others' lives.</li> </ul> <p><u>Experiences and opportunities</u></p> <ul style="list-style-type: none"> <li>• Consider a range of human experiences and feelings.</li> </ul> <p>Develop the use of ICT, enhancing pupils' awareness of religions and beliefs globally.</p>	<ul style="list-style-type: none"> <li>• Teachings and authority.</li> <li>• Worship, pilgrimage and sacred places</li> </ul> <p><u>Experiences and opportunities</u></p> <ul style="list-style-type: none"> <li>• Encounter religion through visitors and visits to places of worship, focus on the impact and reality of religion on the local and global community.</li> <li>• Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others.</li> </ul> <p>6a - study a locality in the UK</p>
<p><u>Year Three/Four - Cycle 2</u></p>	<p><u>Stones and Bones - Could we survive in the Stone Age?</u></p> <p>Christianity - salvation.</p> <ul style="list-style-type: none"> <li>• What does Jesus teach Christians about salvation?</li> <li>• Who rescues us?</li> </ul> <p>How do we save and serve others?</p>	<p><u>Remarkable Rainforest - Will there still be Rainforests when we grow up?</u></p> <p>Sikhism - religion, family and community.</p>	<p><u>Our Place on Earth - What makes our place on Earth special?</u></p> <p>Hinduism - inspirational people</p> <p>How does the story of Rama and Sita inspire Hindus to follow their dharma?</p>
<p><u>National Curriculum Links</u></p> <p>Express and communicate their own and others' insights through art and design, music, dance, drama and ICT.</p>	<p><u>Knowledge, skills &amp; understanding</u></p> <ul style="list-style-type: none"> <li>• Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with, beliefs and teachings.</li> <li>• Discuss their own and others' views of religious truth and beliefs, expressing their own ideas.</li> </ul> <p><u>Themes</u></p> <ul style="list-style-type: none"> <li>• Beliefs and questions: how people's beliefs about God, the world and others impact on their lives.</li> <li>• The journey of life and death: why some occasions are sacred to believers,</li> </ul>	<p><u>Knowledge, skills &amp; understanding</u></p> <ul style="list-style-type: none"> <li>• Describe the variety of practises and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings.</li> </ul> <p><u>Themes</u></p> <ul style="list-style-type: none"> <li>• How religious families and communities practise their faith, and the contributions this makes to local life.</li> </ul> <p><u>Experiences and opportunities</u></p> <ul style="list-style-type: none"> <li>• Reflect on their own and other's insights into life and its origin, purpose and meaning.</li> </ul>	<p><u>Knowledge, skills &amp; understanding</u></p> <ul style="list-style-type: none"> <li>• Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</li> </ul> <p><u>Themes</u></p> <ul style="list-style-type: none"> <li>• Inspirational people: figures from whom believers find inspiration.</li> <li>• Reflect on sources of inspiration in their own and others' lives.</li> </ul> <p><u>Experiences and opportunities</u></p> <ul style="list-style-type: none"> <li>• Consider a range of human experiences and feelings.</li> <li>• Reflect on their own and other's insights into life and its origin, purpose and meaning.</li> </ul>

	<p>and what people think about life after death.</p> <p><i>Experiences and opportunities</i></p> <ul style="list-style-type: none"> <li>Consider a range of human experiences and feelings.</li> </ul> <p>Reflect their own and others' insights into life and its origin, purpose and meaning.</p>	<ul style="list-style-type: none"> <li>Develop the use of ICT, enhancing pupils' awareness of religions and beliefs globally.</li> </ul> <p>6b - study a locality in a country that is less economically developed.</p>	<p>6b - study a locality in a country that is less economically developed.</p>
<p><u>Year Five/Six</u></p> <p><u>Cycle 1</u></p>	<p><u>Journey to the Poles</u></p> <p>Who were the first humans to discover Antarctica?</p> <p>What was Shackleton's journey like?</p> <p>How did Shackleton get to Antarctica?</p> <p>Christianity - Why is the gospel good news for Christians.</p>	<p><u>Travelling Through Time</u></p> <p>When did the Anglo Saxons settle in Britain?</p> <p>Where did they come from?</p> <p>What evidence is there in modern Britain that the Anglo Saxons lived here?</p> <p>Who were the Greek gods?</p> <p>How have the Ancient Greeks affected modern life?</p> <p>Hinduism - yoga/marg</p>	<p><u>Journey to The Americas</u></p> <p>What is life like in the Americas? Who are the Mayans? What effects have they had on our lives?</p> <p>Christianity - What is the significance of the eucharist?</p>
<p><u>National Curriculum Links</u></p>	<p>Study the beliefs, festivals and celebrations of Christianity.</p>	<p>Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism</p>	<p>Study the beliefs, festivals and celebrations of Christianity</p>
<p><u>Year Five/Six</u></p> <p><u>Cycle 2</u></p>	<p><u>Disaster Zones</u></p> <p>What years did major natural disasters happen?</p> <p>Have we had any local natural disasters?</p> <p>How have disaster hit countries recovered?</p> <p>Christianity - Parable</p>	<p><u>Intergalactic Explorers</u></p> <p>Which countries were involved in the Space Race?</p> <p>When did humans first reach the moon?</p> <p>When did the first woman enter space?</p> <p>Christianity - Faith</p>	<p><u>The War Room</u></p> <p>How did the world wars start?</p> <p>When did they start?</p> <p>Who was involved?</p> <p>How were people affected?</p> <p>Buddhism - impermanence</p>
<p><u>National Curriculum Links</u></p>	<p>Study the beliefs, festivals and celebrations of Christianity.</p>	<p>Study the beliefs, festivals and celebrations of Christianity</p>	<p>Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism</p>

