

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE SACRE	Questions that Puzzle us.	2	Spring 1	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	What is a resolution?	New Years Resolution lesson. Share clip and PPT. Children and staff complete a leaf for turning over a new leaf.	.
Lesson 2	1 hour	What is in the box? Is it important?	<p>Using a mystery work of art to think about big questions.</p> <ul style="list-style-type: none"> <li>• Begin this session with a mystery box. Teach pupils the word 'mystery': a puzzle that is important, but we can't be sure of the answer. In your box, you might have any of many mystery object.</li> <li>• Teach the children that Christians believe God is the maker, so God knows the answers to mysteries and puzzles. Introduce the idea – to be elaborated upon later in the unit – of asking God a question. Do some children have a great one already?</li> </ul> <p>Complete object/question/importance/question worksheet.</p> <p>Complete as a class or in groups. Everyone might have a different idea or question. Remind children that questions can have more than one</p>	.

			<p>answer and some have none at all. Some questions asked many years ago may not have had an answer at the time- but we do now-</p> <p>Example</p> <p>What is it like on the moon?- may have been asked hundreds of years ago.</p> <p>We now know and have photos and actual rocks from the moon because technology advances. Link back to learning about explorers- world being flat.</p>	
Lesson 3	1 hour	What questions would you ask?	<p>A picture postcard by Salvador Dali like this one. Put it on the whiteboard and ask children to think of all the questions they would like to ask the painter. Consider together which are the 'biggest' questions – tricky to answer and really make us wonder?</p> <p>When we don't know the answers, what can we do?</p> <p>How can we find out? One way would be to ask the artist, the maker.</p> <ul style="list-style-type: none"> <li>• Teach the children that Christians believe God is the maker, so God knows the answers to mysteries and puzzles. Introduce the idea – to be elaborated upon later in the unit - of asking God a question. Do some children have a great one already?</li> </ul>	
Lesson 4	1 hour	What are the most puzzling big questions that we can think of?	<p>Recap learning.</p> <p>Watch the video clip about some big questions children might have for God.</p> <p><a href="#">Why Are We Here?   Big Questions   Kids' Club (Older) - YouTube Questions for God :60 – YouTube</a></p> <p>Complete question sorting task- lots of opportunities to ask questions and think about what the answers might be.</p> <p>Ask children (think / pair / share is good) to think of four big questions, one each about themselves, other people, the Earth and God.</p>	

			<p>Get them written into the question marks, or onto the whiteboard. Choose together which ones are the biggest of all.</p> <ul style="list-style-type: none"> <li>• Then introduce the idea that sometimes life makes us ask questions we don't know the answers to: encourage pupils to think of some examples from their own experience e.g. How does the oak tree get into the acorn? How do flowers grow? Why did my hamster die? What makes the sun come up in the morning? Why is food nice?</li> <li>• Use the book 'Why Do Stars Come Out at Night?' as an aid. Or a similar story. Children could suggest answers to the questions on each page before turning over to reveal the 'answer': whose answers do pupils like best? Can they think of some more questions?</li> </ul>	
Lesson 5	1 hour		<p>Recap learning. Introduce the idea that sometimes life makes us ask questions we don't know the answers to: encourage pupils to think of some examples from their own experience e.g. How does the oak tree get into the acorn? How do flowers grow? Why did my hamster die? What makes the sun come up in the morning? Why is food nice?</p> <p><a href="#">BBC Two - Words and Pictures, Words and Pictures, Phonics Special: Y, 'Why do the stars come out at night?' by Annalena McAfee and Anthony Lewis</a></p> <ul style="list-style-type: none"> <li>• Use the book 'Why Do Stars Come Out at Night?' as an aid. Or a similar story. Children could suggest answers to the questions on each page before turning over to reveal the 'answer': whose answers do pupils like best? Can they think of some more questions?</li> </ul> <p>Children will then write 4 questions.</p> <ol style="list-style-type: none"> <li>1. About yourself-Why do I</li> <li>2. About someone else- Why does</li> <li>3. About the earth- Who,what,where,when,how</li> <li>4. A question about God.</li> </ol> <p>Share and discuss questions.</p>	

			<p>Same different Do all questions have an answer? Does it matter?</p>	
Lesson 6	1 hour	<p>What does God look like? What is heaven like?</p>	<p>Possible visit to St Leonard's with picture puzzles of images of God or heaven..</p> <p>Or same task but in class- envelopes with mixed up pieces in on tables.</p> <p>Discuss same /different</p> <p>Children choose to draw either God or heaven- what do they thnk it might be like?</p>	