

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE SACRE	What can we learn about Christianity in Wolverhampton today?	1	Summer 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hour	Can we see everything?	<p>Many different ideas and beliefs</p> <ul style="list-style-type: none"> • Talk about everyday examples of belief in things, which cannot be seen, and the grounds for such beliefs. • Choose one or two of the following examples of things which cannot necessarily be seen although their effects can: <ol style="list-style-type: none"> 1) Blow up a balloon – pupils will be able to see it getting bigger – talk about the air being there but not being able to see it. 2) If it is a windy day go outside and fly a kite, or watch the trees moving in the wind. 3) Blowing bubbles – what are they? What is inside them? 4) Explore electricity by making simple circuits, switching on lights and electrical equipment. 5) Use a hair dryer to make something warm or to make it move. 	Abbey the owl.

			<p>6) Discuss how water travels inside plants even though we can't normally see this and demonstrate by putting a plant (daffodils/celery work well) into water that has food colouring added – pupils will be able to see in quite a short time how the water is moving in this plant as parts of it change colour over the course of a few hours. There are many real things which we cannot see.</p> <ul style="list-style-type: none"> • Help the pupils understand that we believe in the existence of lots of things we cannot see. Emphasise the point that just because we can't see things doesn't mean they are not there – we know they are there because their effect can be seen or felt. • Ask the pupils for their ideas, descriptions and beliefs about God. Do pupils think that God can be seen? Do pupils think that God can be felt? Do they know that some people do not believe in God? <p>How do we know God exists when we can't see Him? CQ Kids - YouTube</p> <p>Using the video children can write and draw things we know are there but can't see examples above- balloon,kits,light bulb,blowing bubbles etc</p>	
Lesson 2/3	1 hour	What do I think about God?	<p>Discovering children's own ideas about God. Play some quick games to get across these two key ideas:</p> <ol style="list-style-type: none"> 1) That sometimes we can 'see' things in our heads which we can't always see with our eyes 2) that sometimes using the same information people 'see' different things. Games could include: <ul style="list-style-type: none"> 'Shut-eye I-spy' in which children close their eyes and try to 'see' what they think is being described by the teacher <p>Our ideas about God Pose children the question</p> <p>'What is God like?' and allow pupils some personal thinking time to reflect on this (perhaps with peaceful music playing in the background).</p>	Abbey the owl. PPT

			<p>Then ask pupils to discuss the question and explore their thoughts in pairs or small groups.</p> <p>Share Natre spirited art PPT- images and discuss in simple terms</p> <p>Ask pupils to write or choose describing words (depending on ability of group) to show their idea of who God is or what they think he might be like. They could be helped with the starter sentence: "I think God..." A list of simple words that others use about god and ask them to choose some: loving / puzzling / mysterious / great / kind / not real / everywhere / kind / scary / interesting. Pupils could then be encouraged to talk about their work and explain it where possible.</p> <p>If God were a What would he be?"</p> <p>(Teachers should choose whether to carry out this activity with the whole class or just higher ability pupils)</p> <ul style="list-style-type: none"> • In circle time, pose children the question: If God was a type of food, what would God be? If necessary, have pictures of a few foods in the circle so that children can choose one and give reasons. • This can be extended to :If God was a flower / colour / plant / animal what sort of flower (etc) would God be? Again, some pupils might need pictures or word banks to help. • Pupils could draw the item of clothing / building / food and give 2 adjectives to describe God e.g. 'God is like a soft, woolly jumper'. This doesn't have to be a written activity, could be a discussion using circle games. • Encourage pupils to say why they have used their chosen adjectives. (This enables pupils working at level 2 to show their understanding) e.g. "If God were an item of clothing, God would be a woolly jumper because God is all around you keeping you warm." 	
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Lesson 4	1 hour	What do Christians believe God is like?	<p>Explore these as separate themes relating to Christian beliefs about God.</p> <p>i) God as Love. Talk with the pupils about the people in their lives who love them. What evidence do they have that someone loves them? How does it make them feel? How do they act and what do they do? Can we see love? How do we know it is there? Read the book 'Guess how much I love you?' and discuss if love can be measured. Use the story of the lost sheep to look at how Jesus explained the love and care of God.</p> <p>Guess how much I love you by Sam McBratney. Grandma Annii's Storytime - YouTube</p>	Abbey the owl.
Lesson 5	1 hour	What do Christians believe God is like?	<p>.PPT Prodigal Son</p> <p>ii) God as Father. Show the pupils a bag with a collection of items a parent would use with a baby. Take the items out of the bag and discuss each in turn. How do parents care for their babies? Make a list of things that a baby needs. As well as the practical items move pupils on to talking about babies needing love and care. Talk about Christians believing that God looks after them like a loving father (or parent). Use the story of the prodigal son to illustrate that God never gives up on people. The story can be started by showing pupils the first part of Dinah Roe-Kendall's triptych of the prodigal son's return. Focus in on the mountains, sky, son and swine – what are they? What colours has the artist used? Is it a happy or sad image? Allow pupils to draw what they think will be in the rest of the picture, before revealing the middle and third parts of the triptych to them and sharing the story. The story can be sequenced, retold in drama, freeze framed or hot seated and pupils should be helped to understand its true meaning.</p>	Abbey the owl.
Lesson 6	1 hour	What do Christians believe God is like?	<p>. God's Creation Part 1 - YouTube</p>	Abbey the owl.

			<p>iii) God as creator. Read one of the many versions of the creation story now available for KSI. Pictures can be used from the Picturing Creation pack from RE Today. Reflect on the pictures – encourage pupils to ask questions about what they see – write questions on ‘sticky notes’ and attach them to the pictures. Explore the pupils’ questions. If possible explore some of the wonders of the world outside. Collect some items together and bring them into the classroom. Each pupils could produce a ‘Reflective Palette’ (A shape like an artists palette on a sheet of A3 and then pupils place the items they have brought from outside onto their palette). Play some music and reflect on their items. Pupils may want to talk about environmental concerns. Talk about Christian belief that God has given people the job a stewards (carers) of the earth.</p>	
Lesson 6		What do I think God looks like?	<p>Use Spirited art PPT and remind children of the images that children have seen.</p> <p>Children will draw /paint their own image of what they believe God looks like.</p>	