

**Area of Learning: RE**

**Sequence of Teaching and Learning**

*Overarching Question*

***What makes some places sacred?***

Session 1	Expected outcomes	Session Content	Key Vocabulary
	<p>I can think about places that make me feel safe.</p> <p>I can give reasons for why these places make me feel safe.</p>	<p>SHORTER SESSION – MONDAY</p> <p>RE quiz completed to assess prior learning of Jewish people and their traditions.</p> <p><i>Where do I feel safe? Where is a sacred place for believers to go?</i></p> <ol style="list-style-type: none"> <li>1. Talk to the children about where they feel safe. What makes these places safe places? <ul style="list-style-type: none"> <li>- children to share their ideas with a partner and see if they share the same safe place. Why might one person's safe place be different to someone else?</li> <li>- Record ideas to create a class mindmap. Do the children like any of the other safe places? Why would they feel safe there?</li> <li>- Children to record their safe place and write an explanation/speech bubble</li> </ul> </li> <li>2. Explain to the children that because these places are safe they are also special. Can the children think of any spaces that are special to other people?</li> </ol>	<p>Safe, safer, safest, happy, relaxed, content</p>
Session 2	<p>I can find out more about places of worship.</p> <p>I can think about questions such as:</p> <p>Where is a sacred place for believers?</p>	<p>Recap – safe and special places.</p> <ol style="list-style-type: none"> <li>1. Talk to the children about places in Duncroft, Hatfield, Doncaster (make links to Geography learning) which might be special to other people and show them photographs (school, library, swimming pool, gym, doctor's surgery, and hospital). <ul style="list-style-type: none"> <li>- Have the children ever been to any of these places? What was good about them?</li> </ul> </li> <li>1. Special places for believers' church, mosque and synagogue.</li> </ol>	<p>Safe, safer, safest, happy, relaxed, content, special, church, mosque, synagogue, artefacts</p>

		<p>Children to split into groups. Do the children know what these building and why they might be special? What do they notice about each building</p> <ul style="list-style-type: none"> <li>- Children to record ideas on post-its before moving on to the new group</li> <li>- Share ideas on the carpet – look for similarities and differences between their ideas.</li> </ul> <p>2. Put three large hoops out in the middle of the carpet and label with one of the building.</p> <ul style="list-style-type: none"> <li>- Back at the tables – look photos that might be found in each of these places of worship.</li> <li>- As a class discuss what each photo is and place it into the correct hoop. Photographs SEE SAW</li> </ul> <p>3. Why are these places sacred or holy for believers?’</p> <ul style="list-style-type: none"> <li>- Share ideas together. Children to make a mind map of their ideas.</li> </ul>	
Session 3	<p>I can describe places of worship and think about why they are important to believers.</p> <p>I can find out more about why the church is important to Christians.</p>	<p>Recap last learning – odd one out. Which artefact is placed in the wrong group?  <i>Which place of worship is sacred for Christians?</i>  <b>VISIT TO THE CHURCH??</b>  Q: Do all churches look the same? If not why not? iPad  Children to discuss at their table groups then report back.</p> <p>Visit the church or watch a video clip if not possible.</p> <ol style="list-style-type: none"> <li>1. Create jigsaw pieces of the main artefacts of the church.  Jigsaw hunt - Working in pairs/groups can the children find the rest of the pieces to one of the artefacts? What do they know about that item- share with another group?</li> <li>2. Complete follow up work-</li> </ol>	<p>Altar, cross or crucifix, Lord’s Table, bread, wine, bible, font, lectern, candles, symbol of light.</p>
	<p>I can describe key areas of the synagogue and talk about why they are important to believers</p> <p>I can find out more about the synagogue and why it is important to Jews.</p>	<p>Recap last learning – can the children match the description with the artefact  <i>Which place of worship is sacred for Jewish people?</i></p> <ol style="list-style-type: none"> <li>1. Look at a range of photos from a synagogue. Children to use the magnifying glasses to place the centre over something that they would like to find out about in the picture. Use photos of the Ner tamid, ark,</li> </ol>	<p>Ner tamid, ark, Torah scroll, Bimah, tallit (prayer shawl), tefillin, Kippah (skullcap) and hannukiah.</p>

		<p>Torah scroll, Bimah, tallit (prayer shawl), tefillin, Kippah (skullcap) and hannukiah plus the Jewish artefacts we have in school. (Make comparisons to previous learning about the Shabbat and Hanukah)</p> <ul style="list-style-type: none"> <li>- Children to learn about each of the items. Choose one of the items to draw and record their findings as a group/poster/book</li> <li>- Children to present their findings to a 'researcher'</li> </ul> <p>Photo/video the children's short presentations on SEE SAW.</p>	
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<p style="text-align: center;"><b><u>Curriculum Coverage</u></b> (Previous, expected and what follows on)</p>		
Prior Agreed Syllabus coverage	Agreed Syllabus coverage	Subsequent Agreed Syllabus coverage
EYFS :Which stories are special and why? Which people special and why?	Y1: What makes some places sacred?	Y2: How and why do we celebrate special and sacred times

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