

Term	Autumn 1 - Harvest
Year R	Harvest
Concept	Celebration
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with celebration. Children need to know what a celebration is. Children need to know the vocabulary connected with celebration. <p>Apply</p> <ul style="list-style-type: none"> Children need knowledge of how people feel when they celebrate. Children need to know what we celebrate and what we don't celebrate. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of the language related to celebration. Children need knowledge of how most people celebrate, e.g. with special food, inviting guests, sending cards, giving presents, singing songs, decorating homes, taking photos. Children need to know and understand the vocabulary connected with these ways of celebrating. <p>Contextualise</p> <ul style="list-style-type: none"> Children need to know what a Harvest Festival is. Children need to know how a Church is decorated during a Harvest Festival. Children need to know why and how Christians celebrate Harvest. Children need knowledge of the vocabulary connected with Harvest. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about the importance of Christians celebrating Harvest.
	Vocabulary
Year 1	Harvest and Sukkot
Concept	Thanking
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need to know the vocabulary connected with thanking and thankful. <p>Apply</p> <ul style="list-style-type: none"> Children need knowledge of how people feel when they are feeling thankful or have been thanked. <p>Inquire</p> <ul style="list-style-type: none"> Children need the language related to thanking, Harvest and Sukkot. Children need knowledge of how most people thank others, with words, gestures, gifts. <p>Contextualise</p> <ul style="list-style-type: none"> Children need to know what Harvest is. (revisiting from Year R) Children need to know why and how Christians celebrate Harvest. (revisiting from Year R) Children need knowledge of the vocabulary connected with Harvest. (revisiting from Year R) <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about the importance of Christians showing their thanks to God at Harvest. <p>Contextualise</p> <ul style="list-style-type: none"> Children need to know what Sukkot is. Children need to know what a Sukkah is and its importance during Sukkot. Children need to know why and how Jews celebrate Sukkot. Children need knowledge of the vocabulary connected with Sukkot. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about the importance of Jews building a sukkah to thank God at Sukkot.
	Vocabulary
Year 2	Bread at Harvest
Concept	Bread as a Symbol
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need to know the vocabulary connected with bread (types of bread, describing bread, different cultures of bread). Children need to know all the ways we use bread. Children need to know what a symbol is. <p>Apply</p> <ul style="list-style-type: none"> Children need knowledge of how people feel about eating bread. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of the language related to bread, symbol and Harvest. Children need knowledge of what a symbol is. Children need knowledge of how the Harvest loaf can be a symbol. Children need to know the process of growing wheat and making bread. <p>Contextualise</p> <ul style="list-style-type: none"> Children need to know what Harvest is. (revisiting from Year R and Year 1) Children need to know why and how Christians celebrate Harvest. (revisiting from Year R and Year 1) Children need knowledge of the vocabulary connected with Harvest. (revisiting from Year R and Year 1) Children need to know what a traditional Harvest spread with a Harvest loaf would look like. Children to know how a Christian would symbolise the Harvest loaf. Children to know the words to 'We plough the fields and scatter' and to know the meaning of the words for Christians. <p>Evaluate</p>
	Vocabulary

	<ul style="list-style-type: none"> Children need knowledge of how to respond to questions about the value of a Harvest loaf as a symbol for Christians.
Vocabulary	

Term	Autumn 2 - Christmas
Year R	Jesus' Birthday
Concept	Birthdays
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with birthdays. Children need to know that the day on which you are born is your birthday. Children need knowledge of how most people celebrate birthdays e.g. card, presents, cake and parties. <p>Apply</p> <ul style="list-style-type: none"> Children need knowledge of how people feel when a new baby is born. Children need knowledge of how a new baby is celebrated in most homes e.g. cards, gifts, flowers, visitors. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of the language related to birthdays. Children need knowledge of what it is like to care for a new born baby – role play, visits and stories. <p>Contextualise</p> <ul style="list-style-type: none"> Children need to know the story of the Nativity. Children need to know the Nativity Story is a story told in Churches at Christmas by Christians. Children need to know why Jesus' birth is a special time and a time for celebration by Christians. Children need to know how Christians celebrate the birth of Jesus e.g. cards, presents, decorations, sharing food. Children need knowledge of the vocabulary of the Nativity story (e.g. angels, shepherds, wise men, donkeys, Mary, Joseph and Jesus), birthdays and feelings of celebration. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about the importance of celebrating birth e.g. 'Why do we celebrate birthdays?'
Vocabulary	
Year 1	The Nativity Journey
Concept	Journey's End
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need to know the vocabulary connected with a journey. Children to know what is meant by a journey's end. <p>Apply</p> <ul style="list-style-type: none"> Children need knowledge of a range of emotions connected with different journeys. <p>Inquire</p> <ul style="list-style-type: none"> Children need the language related to journeys and the Nativity. Children need knowledge of why journeys and the end of journeys are important. <p>Contextualise</p> <ul style="list-style-type: none"> Children need to know why the nativity journey's end is important to Christians. Children to know the stories of: <ul style="list-style-type: none"> Mary and Joseph to Bethlehem The Shepherds The Magi Children to know how Christians remember the journey's end. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about the importance to Christians of Jesus being the focus of the journey's end.
Vocabulary	
Year 2	Advent and Hannukah
Concept	Light as a Symbol
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need to know about the concept of birthdays - recap using candles on a birthday cake. (revisiting from Year R) Children need to know the vocabulary connected with candle and light. Children need to know what candles might remind us of. Children need to know why light might be used as a symbol. <p>Apply</p> <ul style="list-style-type: none"> Children need knowledge of how people feel when they see the symbol of light and what this reminds them of. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of the language related to candle, light, Advent and Hanukkah. Children need knowledge of what a Hanukiah is. <p>Contextualise</p> <ul style="list-style-type: none"> Children need to know what the festival of Hanukkah is. Children need to know why Hanukkah is celebrated. Children need to know that Jews celebrate Hanukkah. Children need to know the vocabulary associated with Hanukkah. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of what an Advent ring is and how it is used. <p>Contextualise</p>

	<ul style="list-style-type: none"> Children need to know why Christians use light at Christmas. Children need to know why Advent is celebrated by Christians. Children need to know the vocabulary associated with Advent. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about what do candles remind Jews and Christians of?
Vocabulary	

Term	Spring 1 - Stories
Year R	Jesus was a story teller
Concept	Storytelling
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with stories and storytelling. Children need to know what a story is. Children need to know a variety of stories and be able to share a favourite story. <p>Apply</p> <ul style="list-style-type: none"> Children need to be able to relate a time when they were in a similar position to the story. Children need to be able to say if they can learn from stories. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of the language related to learning. Children need knowledge of what learning is. <p>Contextualise</p> <ul style="list-style-type: none"> Children need knowledge that stories have been told for thousands of years. Children need to know that Jesus is famous for telling stories that help people to learn. Children to recap that the story of baby Jesus at Christmas is special for Christians. Children need to know some of Jesus' stories e.g. The Lost Coin, The Lost Sheep, The Good Samaritan, The wise man and foolish man. Children need to know what can be learned from each of Jesus' stories. Children need to learn how Christian children learn from these stories in Church. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about whether it was helpful for Jesus to tell stories to help people learn things.
Vocabulary	
Year 1	People Jesus Met
Concept	Change
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with change. Children need the knowledge of certain things that have changed. Children need to know things about themselves that have changed e.g. could not ride a bike before, can walk when they could not as a baby, can write their name now, used to be scared of dogs but aren't anymore etc. Children need to know that sometimes people can change their ideas. Children to have the knowledge of a story that illustrates change. Children need knowledge of how other people feel about change. <p>Apply</p> <ul style="list-style-type: none"> Children need knowledge of things that different people might like to change. Children need to know what changes can be good or bad. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of the language related to change. Children need knowledge of the meaning of change. Children need knowledge of the different types of change. <p>Contextualise</p> <ul style="list-style-type: none"> Children need to know a selection of stories that tell how Jesus changed people's lives e.g. Zacchaeus, Jairus' daughter and the blind man. Children need to know how the characters in the story felt before and after the change. Children need to know what made the characters change in the story. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about why stories are important to Christians.
Vocabulary	
Year 2	Passover and Moses
Concept	Remembering
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with remembering. Children need to know what things people remember e.g. people and things that have happened in the past. Children need to know the significance of remembering for different people. Children need to know times when people remember by celebrating with a special meal. <p>Apply</p> <ul style="list-style-type: none"> Children need to know how remembering makes people feel. Children need to know that sometimes people remember things at certain times or in certain circumstances. Children need the knowledge of things that are good to remember and those which people might not want to remember. <p>Inquire</p> <ul style="list-style-type: none"> Children need the language knowledge of remembering.

	<ul style="list-style-type: none"> Children need to know that there are special things that everyone can remember. Children need knowledge that there are things that help us remember.. Children need the knowledge of what a Sedar plate is, what it is used for, who uses it and where it is used. Children need the language associated with a Sedar plate. Children need the knowledge of the importance for Jews to remember the story of Moses through eating from the Sedar plate (Exodus 7:17:12). <p>Contextualise</p> <ul style="list-style-type: none"> Children need knowledge of what Passover is and when and how it is celebrated. Children need knowledge of why Passover is celebrated by Jewish people. Children need knowledge of what a Sedar plate is. Children need to know the vocabulary associated with the Seder meal and Passover. Children need to know what some of the Sedar plate foods taste like... <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about whether it is important for Jewish people to remember things that happened by celebrating Passover.
Vocabulary	

Term	Spring 2 - Easter
Year R	Eggs as a sign of New Life
Concept	Reminder/ symbol of New Life
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with eggs and new life. Children need to know what happens when eggs hatch. Children need to know what people think about when they see eggs. <p>Apply</p> <ul style="list-style-type: none"> Children need to know that not everybody thinks about eggs in the same way. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of the language related to eggs and new life. Children need knowledge of the story of Baby Goz. Children need to know what happens when eggs hatch. Children need the knowledge of the similarities and differences of a hen’s egg and a chocolate egg. EG hen’s eggs have new life, chocolate eggs are a reminder of new life. <p>Contextualise</p> <ul style="list-style-type: none"> Children need knowledge of how Christian families use eggs to help them remember that Jesus had a new life after he died. Children need to know a very simple story of Jesus being arrested and dying and the woman who found the empty tomb. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about whether eggs are a useful reminder / symbol of new life.
Vocabulary	
Year 1	Easter – Palm Sunday
Concept	Welcoming
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with welcoming. Children need to know the different ways people are welcomed with both words and gestures. Children need to know how people feel when people are welcomed or not welcomed. <p>Apply</p> <ul style="list-style-type: none"> Children need knowledge of how people would welcome someone coming into school e.g. what could be done, made or told. Children need to know what things made different people feel welcome or not. Children need to know that there are times when we do not want to welcome people. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of the language related to celebration. Children need to know the different ways people are welcomed with both words and gestures. Children need to know how people feel when people are welcomed or not welcomed. <p>Contextualise</p> <ul style="list-style-type: none"> Children need to know the story of Palm Sunday. Children need to know how Jesus felt when he was welcomed. Children need to know how Jesus was welcomed. Children need to know that not everyone felt the same about the welcome that Jesus was given. Children need knowledge of how Christians recreate the welcoming of Jesus on Palm Sunday. Children need knowledge of what a Palm cross is. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about the importance of welcoming Jesus on Palm Sunday.
Vocabulary	
Year 2	Easter
Concept	Belief
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with belief. Children need to know the different things people believe in. Children need to know if it matters what people believe.

	<p>Apply</p> <ul style="list-style-type: none"> • Children need to know in what situations it is important to believe. • Children need to know that what we believe affects what we do. • Children need to know how people feel if they believe someone or something and then they find out it is not true. <p>Inquire</p> <ul style="list-style-type: none"> • Children need the language knowledge of the meaning and difference between no belief and a strong belief. • Children need to know the people’s belief can range from no belief to a strong belief. <p>Contextualise</p> <ul style="list-style-type: none"> • Children need knowledge of the story of Palm Sunday (revisiting from Year 1). • Children need to know the different beliefs about Jesus in the Palm Sunday story. • Children need knowledge of what Christians believe about the Easter story. <p>Evaluate</p> <ul style="list-style-type: none"> • Children need knowledge of how to respond to questions about whether it is important for Christians to believe and their thoughts about Christian beliefs.
Vocabulary	

Term	Summer 1 – Special and Belonging
Year R	Special Things
Concept	Specialness (Golden Thread – Special)
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> • Children need knowledge of the vocabulary connected with special things and specialness. • Children need to know what makes things special to different people e.g. had them a long time, make me think about or remember special times or people. <p>Apply</p> <ul style="list-style-type: none"> • Children need to know how we treat special things. • Children need to know that not everyone has the same special things. • Children need to know how people feel if their special thing was taken or damaged. • Children need to know how special things help different people. <p>Inquire</p> <ul style="list-style-type: none"> • Children need the language knowledge of the meaning and difference between ordinary and special. • Children need to know what makes things special. • Children need to know how special things are treated. <p>Contextualise</p> <ul style="list-style-type: none"> • Children need knowledge of what things are special in a church for Christians. • Children need to know why these things are special to Christians e.g. the cross. • Children need knowledge of what things are special in a synagogue for Jews. • Children need to know why these things are special to Jews e.g. the Torah scrolls and how this is treated. <p>Evaluate</p> <ul style="list-style-type: none"> • Children need knowledge of how to respond to questions about whether it is important for Christians and Jews to have special things.
Vocabulary	
Year 1	Belonging in Judaism
Concept	Belonging (Golden Thread - Belonging)
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> • Children need knowledge of the vocabulary connected with belonging. • Children need to know people’s experiences of being a member of a group. <p>Apply</p> <ul style="list-style-type: none"> • Children need to know how different people belong to different things. • Children need to know that not everyone wants to belong to things at certain times and why. • Children need to know how people feel when they belong to a group. <p>Inquire</p> <ul style="list-style-type: none"> • Children need the language knowledge of the meaning of belonging. • Children need to know a variety of places and groups that people could belong. • Children need the knowledge of the first few pages of the book ‘Belonging and the Jewish Faith’ and the different things and rules. <p>Contextualise</p> <ul style="list-style-type: none"> • Children need knowledge of belonging to a Jewish family and celebrating Shabbat every Friday (recap Summer 1) because they belong to the Jewish faith. • Children need knowledge of the inside of a synagogue and what happens in a synagogue. • Children need knowledge of when a Jewish child would feel they belonged to the synagogue. <p>Evaluate</p> <ul style="list-style-type: none"> • Children need knowledge of how to respond to questions about whether it is important for Jews to feel they belong.
Vocabulary	
Year 2	Special Books
Concept	Special in relation to Books (Golden Thread - Special)
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> • Children need knowledge of the vocabulary connected with special books.

	<ul style="list-style-type: none"> Children need to know what makes books special to different people. <p>Apply</p> <ul style="list-style-type: none"> Children need to know that the same books are not special to everyone. <p>Inquire</p> <ul style="list-style-type: none"> Children need the language knowledge of words connected with special e.g. happy, joy, memories (recap previous work on special). Children need to know what makes a book special for others. Children need to know how to treat a special book. <p>Contextualise</p> <ul style="list-style-type: none"> Children need knowledge that the special book for Christians is the Bible. Children need to know the vocabulary associated with the Bible. Children need to know some Bible stories e.g. The Ten Commandments, Good Samaritan (revisiting) Children need to know how parts of the Bible tell Christians about how to live. Children need knowledge that the special book for Jews is The Torah. Children need to know the vocabulary associated with the Torah (revisiting). Children need to know the story of Moses up Mount Sinai. Children need to know that all the laws God gave the Jews are in their special book – The Torah. Children need to know that the Torah scrolls are kept in an ornamental Torah Ark in a Jewish Synagogue. Children need knowledge of Hebrew script. Children need knowledge of what a Simchat Torah celebration is. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about what is the specialness of the Bible and Torah for Christians and Jews.
Vocabulary	

Term	Summer 2 - Sikhi Tradition (Dharmic Overview Study)
Year R	Special Clothes in Religion
Concept	Special Clothes (Golden Thread - Special)
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with special clothes. Children need to know what are special clothes e.g. uniform, party clothes, and when these are worn. <p>Apply</p> <ul style="list-style-type: none"> Children need the language to be able to describe the feelings when wearing special clothes. Children need to know when different people like to wear their special clothes and when they don't. Children need to know what are special clothes and what is not special clothes. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of language connected to the word special. Children need knowledge of what special is. Children need knowledge of what makes clothes special. <p>Contextualise</p> <ul style="list-style-type: none"> Children need knowledge of what are special clothes for a vicar/ priest and when they are worn. Children need knowledge of what a Christening is and what special clothes babies wear for this ceremony. Children need knowledge of what special clothes Sikh's wear and what these look like. <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about whether it would matter if a Christian or Sikh did not wear their special clothes.
Vocabulary	
Year 1	Service/ Sewa
Concept	Community (Golden Thread - Community)
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> Children need knowledge of the vocabulary connected with helping and community. Children need to know what their community consists of and that we all belong to different communities. Children need to know that people in the community help others. <p>Apply</p> <ul style="list-style-type: none"> Children need to know of different events that happen within the community Children need to know there are always people who may need help in any community Children need to know who in our community might need help and how they themselves have helped others. <p>Inquire</p> <ul style="list-style-type: none"> Children need knowledge of local heroes who help and why they help. <p>Contextualise</p> <ul style="list-style-type: none"> Children need knowledge of the idea of Sewa – that service to others is one of the most important values in Sikhi communities Children need knowledge of what different ways Sikhs can help others, including working hard in the Gurdwara to produce free food for everyone. Children need to know that many Sikhs listen to the words of Guru Nanak to think of ways they can be of service to others. Children need knowledge of the vocabulary connected with Sewa <p>Evaluate</p> <ul style="list-style-type: none"> Children need knowledge of how to respond to questions about why do people who are part of the Sikhi community value Sewa so highly.
Vocabulary	Community, help – time, money, equipment, important Scouts, Rainbows, Community Centre, School, Football, Family, Local heroes, Sewa, values, Sikhi, service, Gurdwara, generosity, Guru Nanak

Year 2	God Talk
Concept	God (Golden Thread - Love)
Knowledge	<p>Communicate</p> <ul style="list-style-type: none"> • Children need knowledge of the vocabulary connected with God and love • Children need to know what people think God is like and their thoughts about God. <p>Apply</p> <ul style="list-style-type: none"> • Children need to know times and places when people might think about God. • Children need to know the different situations people might think about God and the vocabulary associated with this e.g. scared, happy, sad, lonely, beautiful place, place of worship. • Children need to know the difference God makes to people. <p>Inquire</p> <ul style="list-style-type: none"> • Children need the knowledge of who or what is God. <p>Contextualise</p> <ul style="list-style-type: none"> • Children need knowledge that Sikhs believe that <ul style="list-style-type: none"> ○ there is only one God ○ God is referred to as Waheguru ○ God cannot be described as male or female ○ God created the world for people to enjoy ○ God created people to know the difference between right and wrong ○ images of God are forbidden, as is worshipping them ○ all people are equal and that God can be in anyone's life. • Children need to know that Guru Nanak started the Sikhi tradition so Sikhs celebrate his birthday every year. • Children need to know that The Sikh holy book, the Guru Granth Sahib, is carried through the streets in celebration because Guru Nanak's teachings are inside this special book. • Children need knowledge of a variety of Christian hymns/ songs and Bible passages which describe God. • Children need to know Christian descriptions of God e.g. the king of love, almighty, victorious, Heavenly Father. <p>Evaluate</p> <ul style="list-style-type: none"> • Children need knowledge of how to respond to questions about whether Sikh and Christian ideas about God are important.
Vocabulary	<p>God, love, devotion, Church, religion, tradition, belief, scared, happy, sad, lonely, place of worship, difference, hymn, song, Bible passage, almighty, Heavenly Father, King of Love, Waheguru, forbidden, Guru Nanak, Guru Granth Sahib, special book, holy book</p>