

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: RE

YEAR: A

TERM: A1

YEAR GROUPS: YR

KEY QUESTION: F4 Being Special – Where do we belong?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Talk about myself and what I like.
- Know that I am special.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Say how they feel when someone tells them how they are special. **KQ1**
- Listen to the story about Jesus blessing the children and join in with the activities. **KQ2**
- Look at different symbols and begin to sort them into groups. **KQ3**
- Join in with a role play baptism. **KQ4**
- Participate in activities linked to welcoming a baby into the Muslim tradition. **KQ5**
- To talk about my feelings during celebrations. **KQ6**

*Most children will show that they have reached the **expected** level because they can:*

- Talk about my ideas about how I am special. **KQ1**
- Retell the story of Jesus blessing the children. **KQ2**
- Recognise symbols or badges which showing belonging, including religious ones. **KQ3**
- Talk about what happens at an infant baptism. **KQ4**
- Talk about how babies are welcomed in the Muslim tradition. **KQ5**
- Talk about what happens at Raksha Bandhan. **KQ6**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Share ideas of times they felt special and how it felt – exploring emotions. **KQ1**
- Talk about how the key characters would have felt in the Bible story. **KQ2**
- Use words to describe religious symbols and groups. **KQ3**
- Show respect for the different ways that families welcome babies. **KQ4**
- Compare similarities and difference in how infants are welcomed into the world. **KQ4 and KQ5**
- Choose words to welcome a new baby, sharing them within the group. **KQ5**
- Explore why some people celebrate Raksha Bandhan. **KQ6**
- Ask questions about religious artefacts.

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Participate in a role play baptism at St. Marys Church.
- Offer responses in the class RE floorbook.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Visit St. Mary's church.
- Join in with role play experiences of different festivals.
- To create a worship area to celebrate our learning.

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- EAD (Art) – designing a class badge/welcome card.
- Literacy – composing a welcome for a new baby.
- PSED – discussing feelings and emotions in relation to the Bible Stories, being special and celebrations.
- PSED – exploring similarities and differences in how people welcome infants into the world – respecting others ideas and beliefs.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Talk about themselves and their family in a small, familiar group.
Works hard	Be involved in all the activities.
Concentrates	Listen carefully to Bible stories, retelling through art, drama or speech.
Self-motivates	Select their own resources, with increasing independence.
Imagines	Imagine that they are part of a baptism, as we welcome a new (toy) baby into our class.
Improves	Further their knowledge of how different religions welcome children into the world.
Understands others	Understand that we are all unique and may have different ideas and beliefs.
Doesn't give up	Investigate activities, even when they are unfamiliar.