



Subject/Area: RE

Year Group: 1

Prior Learning	Year 1 Learning	Future Learning	Subject Specific Vocabulary	Linked Vocabulary
<p>Ask questions to find out more and to check they understand what has been said to them. (CL)</p> <p>Articulate their ideas and thoughts in well-formed sentences. (CL)</p> <p>Connect one idea or action to another using a range of connectives. (CL)</p> <p>Describe events in some detail. (CL)</p> <p>Use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen. (CL)</p> <p>Engage in story times. (CL)</p> <p>Listen to and talk about stories to build familiarity and understanding. (CL)</p> <p>Use new vocabulary in different contexts. (CL)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class. (CL)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (CL)</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. (CL)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CL)</p> <p>Offer explanations for why things might happen. (CL)</p> <p>Express their ideas and feelings about their experiences using full sentences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (CL)</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Express their feelings and consider the feelings of others. (PSED)</p> <p>Show resilience and perseverance in the face of challenge. (PSED)</p> <p>Identify and moderate their own feelings socially and emotionally. (PSED)</p> <p>Think about the perspectives of others. (PSED)</p> <p>Talk about members of their immediate family and community. (UTW)</p> <p>Name and describe [people who are familiar to them. (UTW)</p> <p>Comment on images of familiar situations in the past. (UTW)</p> <p>Compare and contrast characters from stories including figures from the past. (UTW)</p> <p>Understand that some places are special to members of their community. (UTW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (UTW)</p> <p>Recognise some similarities and differences between life in the country and life in other countries. (UTW)</p> <p>Talk about the lives of the people around them and their roles in society. (YTW)</p> <p>Know some similarities and differences between things in the past and now, drawing in their experiences and what</p>	<p><u>Thinking About Religion and Belief</u></p> <p>Recall features of religious, spiritual and moral stories and other forms of religious expression.</p> <p>Recognise and name features of religions and beliefs.</p>	<p><u>Thinking About Religion and Belief</u></p> <p>Retell religious, spiritual and moral stories</p> <p>Identify how religion and belief is expressed in different ways.</p> <p>Identify similarities and differences in features of religions and beliefs.</p>	<p>Bible</p> <p>Christianity</p> <p>Jesus</p> <p>God</p> <p>Testament</p> <p>Miracle</p> <p>Jewish</p> <p>Mezuzah</p> <p>Shabbat</p> <p>Chanukah</p> <p>Sedar</p> <p>Challah</p> <p>Kosher</p> <p>Shalom</p> <p>Torah</p> <p>Synagogue</p> <p>Precious</p> <p>Holy</p> <p>Prophet</p> <p>Id-Ul-Fitr</p> <p>Pesach</p> <p>Passover</p> <p>Crucifix</p> <p>Ka'aba</p> <p>Baptism</p> <p>Calligraphy</p> <p>Chuppah</p> <p>Tzedekah</p> <p>Sukkot</p> <p>Genesis</p> <p>Sukkah</p>	<p>Sacred</p> <p>Holy</p> <p>Place of worship</p> <p>Religion</p> <p>Beliefs</p> <p>Faith</p>
	<p><u>Enquiring, Investigation and Interpreting</u></p> <p>Identify what they find interesting and puzzling in life.</p> <p>Recognise symbols and other forms of religious expression.</p>	<p><u>Enquiring, Investigation and Interpreting</u></p> <p>Recognise that some questions about life are difficult to answer.</p> <p>Ask questions about their own and others' feelings and experiences.</p> <p>Identify possible meanings for symbols and other forms of religious expression.</p>		
	<p><u>Beliefs and Teachings</u></p> <p>Recount outlines of some religious stories.</p>	<p><u>Beliefs and Teachings</u></p> <p>Retell religious stories and identify some religious beliefs and teachings.</p>		
	<p><u>Practices and Lifestyle</u></p> <p>Recognise features of religious life and practice.</p>	<p><u>Practices and Lifestyle</u></p> <p>Identify some religious practices, and know that some are characteristic of more than one religion.</p>		
	<p><u>Expression and Language</u></p> <p>Recognise some religious symbols and words.</p>	<p><u>Expression and Language</u></p> <p>Suggest meanings in religious symbols, language and stories.</p>		
	<p><u>Identity and Experiences</u></p> <p>Identify aspects of own experience and feelings, in religious material studied.</p>	<p><u>Identity and Experiences</u></p> <p>Respond sensitively to the experiences and feelings of others, including those with a faith.</p>		
	<p><u>Meaning and Purpose</u></p> <p>Identify things they find interesting or puzzling, in religious materials studied.</p>	<p><u>Meaning and Purpose</u></p> <p>Realise that some questions that cause people to wonder are difficult to answer.</p>		

<p>has been read in class. (UTW)</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling. (UTW)</p> <p>Know some similarities and differences between different religious and cultural communities in this county, drawing on their experiences and what has been read in class. (UTW)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (UTW)</p>	<p style="text-align: center;"><u>Values and Commitments</u></p> <p style="text-align: center;">Identify what is of value and concern to themselves, in religious material studied.</p>	<p style="text-align: center;"><u>Values and Commitments</u></p> <p style="text-align: center;">Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>		
Common Misconceptions		Key People Studied		
<ul style="list-style-type: none"> • What does each religion believe? • What is the holy book of each religion? • Where is the place of worship for each religion? • What are some sacred stories from each religion? 		<p>Jesus</p> <p>God</p> <p>Prophet Mohammad</p> <p>Jonah</p>		
Assessment Opportunities/Final Assessment				
<ul style="list-style-type: none"> • Work in books. • Opportunities for children to demonstrate how they have learnt from religion as well as about religion • Assessment documents in the Wakefield Agreed Syllabus 				
Other				