Dereham Church of England Infant and Nursery Academy- RE – YN – S1

|  |  |  |
| --- | --- | --- |
|  | Year group: Nursery | Area/topic: The creation story …What can you create? [Theology] |
| (objectives from NC/ELG/Development matters)    MTP following the RE Norfolk Agreed Syllabus 2019 | |

|  |  |
| --- | --- |
| Prior learning | Future learning |
| Children have explore different aspects of the Christian faith [YN] | Children to explore the creation story in [YR / Y1 / Y2] |

|  |  |  |
| --- | --- | --- |
| What pupils need to know or do to be secure | | |
| Key knowledge and skills | | Possible evidence |
| I know the Christian creation story.  I know that Christian’s believe God created the world in seven days.  I know that God rested on the seventh day. | | What did God create in the creation story?  What is special to you in this world?  How can we care for God’s world?  *Evidence to be in class floor books and on Tapestry.* |
| Key vocabulary | |
| Creation / God / Bible / Christian / Christianity / Rest | |
| Common misconceptions | Books linking to this area | |
| Children may confuse God and Jesus [from previous learning].  Children may think that everybody believes that the world was created in this way. | My First Bible [in class]  The Creation story [Many different versions] | |
| Memorable first hand experiences | Opportunities for communication | |
| Children to act out each day of the creation story using different props. | Children to learn the creation story song. <https://www.youtube.com/watch?v=aoehyq6X650>  Children to use small world / role play to retell the creation story.  Children to use playdough to create different days from the creation story and discuss what they have made and links to the creation story.  Children to have the opportunity to ask questions about their learning. | |

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

|  |  |
| --- | --- |
| Communication and Interaction  Give the children examples of appropriate responses to questions.  Provide the children with visual aids.  Provide the children with simple instructions.  Pre-teach the children vocabulary prior to the lesson.  Discussions with 1:1. | Cognition and Learning  Allow the children lots of thinking time.  Provide the children with word banks  Provide the children with writing frames when needed.  Adults to scribe verbal quotes from children alongside taking photographs.  Videos and visits to support new learning.  Opportunities for children to recap previous learning [e.g looking through floor books]. |
| Communication and Interaction  Give the children examples of appropriate responses to questions.  Provide the children with visual aids.  Provide the children with simple instructions.  Pre-teach the children vocabulary prior to the lesson.  Discussions with 1:1. | Cognition and Learning  Allow the children lots of thinking time.  Provide the children with word banks  Provide the children with writing frames when needed.  Adults to scribe verbal quotes from children alongside taking photographs.  Videos and visits to support new learning.  Opportunities for children to recap previous learning [e.g looking through floor books]. |