Dereham Church of England Infant and Nursery Academy- RE – YN – SP2

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|  | Year group: Nursery | Area/topic: What is Easter? [Theology] |
| (objectives from NC/ELG/Development matters)    MTP following the RE Norfolk Agreed Syllabus 2019 | |

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| Prior learning | Future learning |
| Children have explored the religion Christianity [YN] | Children to explore the question ‘Why do Christians to a cross in the Easter garden?’ [Y1].  Children to explore the question ‘Why is Easter important to Christians?’ [Y2] |

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| What pupils need to know or do to be secure | | |
| Key knowledge and skills | | Possible evidence |
| I know the Easter story and the key people.  I can share my own Easter traditions.  I know about Christian traditions at Easter.  I know that Christians celebrate Easter because of the death of Jesus. | | Role play / small world opportunities to act out the Easter story [Photos and quotes taken].  Easter craft and mark making.  Children to take part in the whole school Easter performance.  Verbal discussions about what happened to Jesus in the Easter story.  Children sharing their Easter traditions via Tapestry.  *Evidence to be in class floor books and on Tapestry.* |
| Key vocabulary | |
| Easter / Jesus / God / Tomb / Cross / Bible / Christian / Christianity | |
| Common misconceptions | Books linking to this area | |
| Children may still think Jesus is a baby.  Everyone celebrate Easter in the same way.  Children will not understand that Easter is celebrated on a Sunday but this is a different date each year. | My First Bible [in class] | |
| Memorable first hand experiences | Opportunities for communication | |
| Children to visit the Church at Easter time.  Children to take part in Easter traditions [Easter cards / hunts / performances / Easter bonnet parade].  Children to take part in the school Easter performance. | Children to learn and perform an Easter song.  Children to use small world / role play to tell the Easter story.  Children to have the opportunity to ask questions about their learning. | |

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Reasonable adjustments for pupils with SEND

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| 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]. |
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