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

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|  | Year group: Nursery | Area/topic: What makes a sacred place? [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 church [YN/YR]   | Children will continue to explore different sacred places [Y1/Y2]  |

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| What pupils need to know or do to be secure |
| Key knowledge and skills | Possible evidence |
| To recognise and name religious objects.To know the story of St Withburga (Dereham Church).To explain what a pilgrimage is.To explore our local place of worship. | Can you explain why people go on a pilgrimage?What is important in a church for Christians?Why is a church a sacred place?Can you retell the story of St Withburga? *Evidence to be in class floor books and on Tapestry.* |
| Key vocabulary |
| Sacred / St Withburga / Christian / Christanity / pilgrimage / worship  |
| Common misconceptions | Books linking to this area |
| Children will not understand that different religions have different sacred places. Children will not understand that the story of St Withburga happened many years ago.  | When I go to Church – Elrena Evans A synagogue just like home [story time] When Willy went to the wedding – Judith Kerr  |
| Memorable first hand experiences | Opportunities for communication |
| Children to act out going on pilgrimage. Children to visit the local church and visit St Withburga’s well.  | Take a walk in the local community to see signs of religion, what can they spot and how this links to different religions. Children to verbally discuss what they can see. Visit our local church – explore the calm atmosphere, the candles, prayer spaces, flowers, stain glass windows etc. Children to discuss how it makes them feel. Explore the religious objects in our local church (e.g. the altar, the pews, the font). Discussion of what they are used for and why they are an important part of the scared place.  |

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Reasonable adjustments for pupils with SEND

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| Communication and InteractionGive 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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