Dereham Church of England Infant and Nursery Academy- RE – YR – SP1

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|  | Year group: Nursery | Area/topic: What do Bible stories teach us? [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 Bible stories Noah’s Ark, the Easter story and the Nativity story [YN] | Children will continue to explore different Bible stories [Y1/Y2] |

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| What pupils need to know or do to be secure | | |
| Key knowledge and skills | | Possible evidence |
| To retell stories from the Bible.  To explain the meaning of Bible stories [Noah’s Ark / Jesus calms the storm].  To recognise the Bible is used by Christians. | | What do you think about the story?  What did these stories tell us about God?  What did God ask Noah to do?  Why did Noah build an ark?  What animals were on the ark?  How many of each animal were there?  Can you create your own Noah’s ark?  What does the word calm mean? Close your eyes and listen to calming music of the sea, how does this make you feel?  *Evidence to be in class floor books and on Tapestry.* |
| Key vocabulary | |
| Christians / Christianity / Bible / Jesus / Noah / moral / calm | |
| Common misconceptions | Books linking to this area | |
| Children will confuse the two Bible stories.  Children will mix up Noah and Jesus.  Children to not understand that the Christian stories come from the Bible. | Noah’s Ark – Lucy Cousins  My first Bible [In class]  Jesus calms the storm – John Ritchie | |
| Memorable first hand experiences | Opportunities for communication | |
| Children to take part in performing the Bible stories.  Possible Puppet theatre / Playhouse outing to watch a performance of the Bible story Noah’s Ark or performers to come into school. | Children to discuss the morals of the stories as a class.  Children to verbally retell the Bible stories.  Children to have opportunities to discuss the Bible stories and ask questions.  Children to sing songs relating to the Bible stories. | |

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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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