



An outline scheme of work for the Wolverhampton primary school:

Some of these units maybe taught over half a term and others over a term. This suggested teaching order is one way to sequence the learning to enable sound progression planning of RE.

Nursery							Reception					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rhyme and Colour	Let's Celebrate!	Growth and Change		People Who Help Us	Bears, Bears, Bears!	All about Me!	Tell me a Story	The Big Wide World		Crazy Construction	Water, Water, Everywhere!
<u>UTW</u>	*Use all their senses in hands on exploration of natural materials. *Explore collections of materials with similar and/or different properties.	*Begin to make sense of their own life-story and family's history. *Continue to develop positive attitudes about the differences between people.	*Plant seeds and care for growing plants. *Understand the key features of the life cycle of a plant and animal. *Begin to understand the need to respect and care for the natural environment. *Talk about the differences between materials and changes they notice.	*Show an interest in different occupations. *Explore how things work. *Explore and talk about different forces they feel.	*Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	*Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Understand the effect of changing seasons on the natural world around them. *Describe what they see, hear and feel whilst they are outside.	*Compare and contrast characters from stories, including figures from the past. *Recognise that people have different beliefs and celebrate special times in different ways. *Understand that some places are special to members of their community.	*Recognise some environments that are different to the one in which they live. *Explore the natural world around them. *Draw simple information from a map.	*Comment on images of familiar situations in the past.	<u>People, Culture and Communities</u> *Know some similarities and differences between different religious and cultural communities in this country, drawing in their experiences and what has been read with in class.		



Reception	Play based RE: a set of examples		Who celebrates what? How and Where? Celebrations that matter in Wolverhampton (Christian, Muslim, Hindu, Sikh)	
	First Unit	Second Unit	Third Unit	Fourth Unit
Year 1	How can we find out about Christianity today in Wolverhampton?	Beginning to learn about the Sikhs.	How and why are some books holy? Special stories of Christians, Sikhs and Muslims	What can we learn about prayer from stories of Jesus? Beginning Christianity
Year 2	What can we learn from stories from the Bible? (Four stories of Moses)	Beginning to learn from Islam	Questions that Puzzle Us	Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara (includes visiting places of worship Y2+4)
Year 3	What do people believe about God? (Christianity)	What is it like to be a Hindu?	Exploring Key Leaders: Sikhs and Hindus	What do we celebrate and why? (Christian, Muslim, Sikh, Hindu)
Year 4	What is it like to be Jewish?	Why do some people think Jesus is inspirational?	Why does the Prophet matter to Muslims?	An enquiry into visiting places of worship (includes visiting places of worship Y2+4)
Year 5	Keeping the 5 Pillars of Islam	When, how and why do Christians pray?	Hindu, Sikh, Jewish and Islamic Prayer: what difference does it make?	What can we learn from religion about temptation?
Year 6	What will make Wolverhampton a more respectful community? Sikh, Muslim, Christian, non-religious	Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world?	Values: What matters most? (Christians and Humanists)	Sikhs in Wolverhampton: what can we learn? Gurus, worship, service and the Wonderful Lord