

What does it mean to belong to a faith community?

End of Unit Goal – Children to understand what it means to belong to a faith community and describe some of the features of this.

Talk like a Theologian Sentence Stems – I like/dislike... I wonder...

Date	Objective (s)	Task/activity	Resources	Key Vocabulary
Lesson 1	I can identify different groups of people.	<u>Main Teaching</u> Write the question ‘what does it mean to belong to a faith community?’ on a mind map. Children to discuss in talk partners what the word faith and community mean. Share children’s answers and write them on the mind map (keep this until the end of the unit) Show the children a range of photographs that show different communities e.g. family, school, football club, church group etc Children to discuss in talk partners about any communities they are part of. How does being part of that community make them feel? <u>Differentiated Activities/Challenges</u> Children to draw a picture of one of the communities they are a part of. Encourage the children to draw detailed pictures and use appropriate colours. Challenge the children to label their picture. T to write a speech bubble with child’s voice – incorporate the child’s feelings. <u>Plenary</u> Ask the children who would like to come up to the front and share their work with the rest of the class, explaining the community they are part of and how it makes them feel.	Paper, photos of communities.	Faith, community, belief, belonging, friends, family, safe, happy, fun, group

Lesson 2	I can identify symbols of belonging in Christianity.	<u>Main Teaching</u> Ask the children to discuss in talk partners about what a 'Christian' is – it is someone who believes in Christianity and God. Refer back to the word community, ask the children to recap the meaning of this. Explain to the children that people who believe in god are part of the Christian community. Ask the children how do we know if someone is a Christian? Bring out a range of Christianity resources/photographs that symbolise Christianity. Talk through each object. Addult to name and explain each object and why it is special to Christians. Many people who belong to the Christian community have these symbols to express their belonging. <u>Differentiated Activities/Challenges</u> Children to draw two objects that show belonging to the Christian faith, can the children label them? T to write speech bubble about child's voice and explanation. Encourage the children to think carefully about the shapes and colours they can see. <u>Plenary</u> Gather a range of Christian and random objects. Show the children two Christian objects and one random object. Can the children find the odd one out? Can they explain how they know?	Cross, cross jewellery, fish/ichthus badge, rosary, bible, candles, christening clothes	Cross, cross jewellery, fish/ichthus badge, rosary, bible, candles, christening clothes, God, Jesus, faith, community, belonging, belief
Lesson 3	I can identify symbols of belonging in Judaism.	<u>Main Teaching</u> Recap the teaching of Christianity symbols from last lesson. Explain today that we are going to look at symbols of belonging in Judaism today. Bring out the Judaism bag (in hall cupboard) – share the objects with the children and explain the importance of each object. Explain to the children that today we are going to look at the Jewish celebration Shabbat. Explain to the children that they have this special meal and family time every weekend. Ask the children to think about what they do with their family – talk partners. Talk about Challah bread and its meaning of the 12 humps – linking to the 12 tribes of Israel – truth, peace, justice. Work together as a class to add the ingredients. T to use the ready-made dough to plait it and	A mezuzah, a menorah, a kiddush cup, challah bread, a kippah.	A mezuzah, a menorah, a kiddush cup, challah bread, a kippah, Judaism, Jewish, family, belief, community,

		explain the process. – Take photos of process and children enjoying the bread. Explain that today we are going to make Challah bread (google instructions and use nursery oven). <u>Differentiated Activities/Challenges</u> Take photographs of the children helping to make the challah bread. Reinforce use of instructions and vocabulary. <u>Plenary</u> Bring up the photographs on the IWB in a muddled order, can the children help to order the photographs to create instructions.		
Lesson 4	I can describe the key features of a Christian baptism.	<u>Main Teaching</u> Explain that we are going to look at other ways in which Christians belong to their faith. Show the children a video of a child getting baptised. Children to discuss in talk partners what they think is happening in the video? Teacher to explain that baptism is the process of admission into the Christian faith. Has anyone been christened? Have they been to a baptism? Talk through the KS1 Baptism powerpoint – identifying key features and elements of a Christian Baptism. <u>Differentiated Activities/Challenges</u> Children to look through the Twinkl Baptism photographs and discuss these in mixed ability groups. Children to label the Twinkl Baptism scene – differentiation by outcome e.g. initial sounds etc. LA/SEND children to role play a baptism with a doll. <u>Plenary</u> Teacher to hold up the Twinkl Baptism photographs, can the children say what each photograph is?	Twinkl KS1 Baptism PowerPoint, Twinkl KS1 Baptism photographs, Twinkl KS1 Baptism labelling activity, role play resources	Baby, baptismal font, baptism, christening, Christian, belief, faith, belonging, holy water, parents, godparents, baptism candle, christening cake, priest, vicar, church, family.

Lesson 5	I can compare a Christian baptism with a welcoming ceremony from another religion.	<u>Main Teaching</u> Children to discuss in talk partners about what they remember about how Christians celebrate the birth of a new baby. Explain today that we are going to talk about how other religions celebrate birth. Talk the children through the powerpoint 'EYFS Celebrating Birth in Different Religions'. Pause throughout the powerpoint asking the children to share their ideas and thoughts. <u>Differentiated Activities/Challenges</u> Children to work together in mixed ability groups to think about how they would celebrate the birth of a new baby. Children to role play their own celebration of the birth. T to support where needed. <u>Plenary</u> Children to share their celebrations with the class.	'EYFS Celebrating Birth in Different Religions' powerpoint, role play resources.	Baby, family, celebrate, baptism, naming ceremony, belief, Christianity, Judaism, Islam, Sikhism, Humanism.
Lesson 6	I can explain what it means to belong to a faith community.	<u>Main Teaching/ Differentiated Activities/Challenges</u> Children to work as a group to sort objects that show belonging in Christianity and Judaism. T to support children with understanding and explanations. <u>Plenary</u> Bring out the mind map from the beginning of the unit. Ask the children the question again 'what does it mean to belong to a faith community?' Children to discuss in talk partners – encourage children to look back through their books. Share ideas as a class and add to the mind map in a different	Mind map, Christianity objects, Judaism objects, hoops	Faith, community, belief, belonging, friends, family, safe, happy, fun, group, A mezuzah, a menorah, a kiddush cup, challah bread, a kippah, Judaism, Jewish, family, belief, community, Cross, cross jewellery, fish/ichthus badge, rosary, bible, candles, christening

		coloured pen.		clothes, God, Jesus.
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