



Cherry Tree Academy Medium Term RE Cycle A

Autumn 2		
Why does Christmas matter to Christians?		
KS1	Year 1	Year 2
	L1: Who was Jesus? L2: What happened in the story of the birth of Jesus? L3: Was Jesus born where people would have expected? L4: Why is waiting and preparing for Christmas important to many Christians? L5: What do some people like to say thank you for at Christmas? L6: How do people use the story of the nativity to guide their beliefs at Christmas?	L1: Who was Jesus? L2: What happened in the story of the birth of Jesus? L3: Was Jesus born where people would have expected? L4: Why is waiting and preparing for Christmas important to many Christians? L5: What do some people like to say thank you for at Christmas? L6: How do people use the story of the nativity to guide their beliefs at Christmas?
Key Concepts to assess	L1: Children know what incarnation is. L2: Children can recall some of the events in the Christmas story. L3: Children can recall where Jesus was born. L4: Children know what advent is. L5: Children know what thankful means and can think about what they might be thankful for. L6: Children can say why Jesus is so special to many Christians.	L1: Children know what incarnation is and can relate this to Jesus and Christianity. L2: Children can recall and retell the Christmas story. L3: Children can recall where Jesus was born and talk about why this was an unusual place for him to be born. L4: Children know what advent is and what happens during this time. L5: Children know what thankful means and can think about what they and other people might be thankful for. L6: Children can say why Jesus is special to many Christmas and talk about the significance of Christmas.
Vocabulary	Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Secular, Religious, Birth, Celebration	Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Secular, Religious, Birth, Celebration, Angels, Bethlehem, meaning, special, festival, celebration
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Spring 1		
Who do Christians say made the world?		
KS1	Year 1	Year 2
	L1: What is a creator and what does it take to be a creator? L2: What happens in the Christian story of the creation of the world? L3: If God made the world how should people live? L4: How do Christians say thank you to God and what might they say thank you for? L5: How do windows in churches tell stories? L6: Who do Christians say made the world?	L1: What is a creator and what does it take to be a creator? L2: What happens in the Christian story of the creation of the world? L3: If God made the world how should people live? L4: How do Christians say thank you to God and what might they say thank you for? L5: How do windows in churches tell stories? L6: Who do Christians say made the world?
Key Concepts to assess	L1: Children can think of ways a Christian might describe the creator of the world. L2: Children can name some of the things that are in the Christian story of creation. With some support children can retell the Christian story of creation. With some support children can place the Christian story of creation on a timeline. L3: Children can say what Christians believe about looking after the world. L4: Children can name some things that Christians might want to say thank you for in the world. Children know that harvest festival is a time when Christians say thank you to God. L5: Children know why Churches have stained glass windows that show the creation story. L6: End point assessment of all of above.	L1: Children can think of ways a Christian might describe the creator of the world. Children can think of the skills a creator would need. L2: Children can name the things that are in the Christian story of creation. Children can retell the Christian story of creation. Children can place the Christian story of creation on a timeline. L3: Children can say what Christians believe about looking after the world. Children can say how they can look after the world. L4: Children can name some things that Christians might want to say thank you for in the world. Children know that harvest festival is a time when Christians say thank you to God. L5: Children know why Churches have stained glass windows that show the creation story. Children can say why they think this is. L6: End point assessment of all of above.
Vocabulary	Creation, World, Belief, Thank, Harvest, God, Believe, Bible, Genesis, Praise	Creation, World, Belief, Thank, Harvest, God, Believe, Bible, Genesis, Praise, Religion, Spiritual, Reflect
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Spring 2		
Who is a Muslim and how to they live? (Part 1)		
KS1	Year 1	Year 2
	L1: What do Muslims think about God? L2: What do Muslims think about God and what do some of the beautiful 99 names for God mean? L3: What are the five Pillars or Islam and what does the first pillar tell us about Muslim beliefs? L4: Why is the Prophet Muhammed so important to Muslims and what was he like? L5: Why is the Prophet Muhammed so important to Muslims? L6: How doe Muslims care for the Qu’ran and why?	L1: What do Muslims think about God? L2: What do Muslims think about God and what do some of the beautiful 99 names for God mean? L3: What are the five Pillars or Islam and what does the first pillar tell us about Muslim beliefs? L4: Why is the Prophet Muhammed so important to Muslims and what was he like? L5: Why is the Prophet Muhammed so important to Muslims? L6: How doe Muslims care for the Qu’ran and why?
Key Concepts to assess	L1: Children know that Allah is the Arabic word for God and that Muslims believe in Allah. Children know that there are 99 names for Allah. L2: Children know that there are 99 names for Allah and can name some. Children can recall some of the Muslim ideas about God. L3: Children know that there are five pillars of Islam. Children know the Arabic word for the first pillar of Islam. L4: Children can retell the story of Muhammed and the cats. L5: Children know why Mount Hira is so important to Muslim. Children know what happened to the Prophet Muhammed on Mount Hira. L6: Children know some ways that Muslims care for the Qu’ran.	L1: Children can say why the number 99 is important to Muslims and link this to Allah. Children know that Allah is the Arabic word for God and that Muslims believe in Allah. L2: Children know there are 99 names for Allah, can name some and talk about what they tell us about God. Children can recall some of the Muslim ideas about God. L3: Children know that there are five pillars of Islam. Children know the Arabic word for the first pillar of Islam and can talk about why this is important. L4: Children can retell the story of Muhammed and the cats and can say how the stories tells us about what the Prophet Muhammed was like. L5: Children know why Mount Hira is so important to Muslim. Children know what happened to the Prophet Muhammed on Mount Hira. Children know how the story of Mount Hira in linked to the Muslim holy book. L6: Children know some ways that Muslims care for the Qur’an and why.
Vocabulary	Shahadah, Muslims, Haij, Islam, Sawm, Salah, Ramadan, Prophet	Shahadah, Zakat, Muslims, Haij, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet, Religion, World
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Summer 1		
KS1	Who is a Muslim and how do they live? (Part 2)	
	Year 1	Year 2
	<p>L1: Why is the Prophet Muhammed so important to Muslims?</p> <p>L2: How are the five Pillars of Islam linked to worship?</p> <p>L3: What can we find out about prayer in Islam?</p> <p>L4: How do teachings from the Qur'an help Muslims to lead their lives in worship to Allah?</p> <p>L5: How do fasting and giving help Muslims to worship Allah?</p> <p>L6: Who is a Muslim and how do many Muslims live?</p>	<p>L1: Why is the Prophet Muhammed so important to Muslims?</p> <p>L2: How are the five Pillars of Islam linked to worship?</p> <p>L3: What can we find out about prayer in Islam?</p> <p>L4: How do teachings from the Qur'an help Muslims to lead their lives in worship to Allah?</p> <p>L5: How do fasting and giving help Muslims to worship Allah?</p> <p>L6: Who is a Muslim and how do many Muslims live?</p>
Key Concepts to assess	<p>L1: Children know that Muslims believe that the Prophet Muhammed was the final prophet and how his experiences on Mount Hira are linked to the Qur'an.</p> <p>L2: Children know that Muslims follow the five Pillars of Islam to worship Allah. Children can name about each Pillar.</p> <p>L3: Children know that Muslim people aim to pray to Allah five times each day. Children can talk about some of the things Muslim do before and during prayer.</p> <p>L4: Children can say ways to care of the Qur'an and can name some facts about it. Children know that the Qur'an contains many teachings.</p> <p>L5: Children know what happens on Ramadan and why it is special.</p> <p>L6: End point assessment of all of the above.</p>	<p>L1: Children know that Muslims believe that the Prophet Muhammed was the final prophet and how his experiences on Mount Hira are linked to the Qur'an. Children know how Muslims care of the world and why.</p> <p>L2: Children know that Muslims follow the five Pillars of Islam to worship Allah. Children can talk about each Pillar and think of ways Muslims worship throughout their lives.</p> <p>L3: Children know that Muslim people aim to pray to Allah five times each day. Children can talk about some of the things Muslim do before and during prayer and why.</p> <p>L4: Children can say ways to care of the Qur'an and can name some facts about it. Children know that the Qur'an contains many teachings that many Muslims learn to help them live their lives as Allah wanted them to.</p> <p>L5: Children know what happens on Ramadan and why it is special.</p> <p>L6: End point assessment of all of the above.</p>
Vocabulary	Muslim, Shahadah, Zakat, Islam, Prophet, Salah, Sawm, Ramadan, Allah	Muslim, Shahadah, Zakat, Islam, Prophet, Salah, Sawm, Ramadan, Allah, Mosque, Qur'an, holy
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Summer 2		
KS1	What does it mean to belong to a faith community?	
	Year 1	Year 2
	L1: What does it mean to belong to a faith community? Do we all belong to something? L2: How do Christians and Muslims show that they belong? L3: How do Christian, Muslim and Jewish people show that they belong? L4: What do different worldviews say about how valuable people are? L5: How do Muslims and Christians welcome a new baby? L6: How do people show that they belong to one another?	L1: What does it mean to belong to a faith community? Do we all belong to something? L2: How do Christians and Muslims show that they belong? L3: How do Christian, Muslim and Jewish people show that they belong? L4: What do different worldviews say about how valuable people are? L5: How do Muslims and Christians welcome a new baby? L6: How do people show that they belong to one another?
Key Concepts to assess	L1: Children know what it means to belong. Children can name things that they belong to. L2: Children know some items that show belonging in Christianity. Children know some items that show belonging in Islam. L3: Children know that Shabbat is a special time for Jewish people and can talk about some of the things that happen during Shabbat. L4: Children can tell the story of the lost coin. Children can talk about what the story of the lost coin teaches Christians today. L5: Children can talk about how Christian and Muslim communities welcome a new baby. L6: Children can talk about how some people show they belong to one another. Children can explain some things that happen at a Christian wedding. Children can explain some things that happen at a Hindu wedding.	L1: Children know what it means to belong. Children can name things that they belong to. Children can talk about how things show you belong. L2: Children know some items that show belonging in Christianity and can talk about why they are special. Children know some items that show belonging in Islam and can talk about why they are special. L3: Children know that Shabbat is a special time for Jewish people and can talk about how Jewish people show they belong at Shabbat. L4: Children can tell the story of the lost coin. Children can talk about what the story of the lost coin teaches Christians today. Children can make links between different faiths. L5: Children can talk about how Christian and Muslim communities welcome a new baby. Children can compare the two and make links. L6: Children can talk about how some people show they belong to one another. Children can explain some things that happen at a Christian wedding. Children can explain some things that happen at a Hindu wedding. Children can make links between the two faiths.
Vocabulary	Community, Muhammad, Shabbat, Allah, Ichthus, Faith, Baptism, Agigah, Parable, wedding	Community, Muhammad, Shabbat, Allah, Ichthus, Faith, Baptism, Agigah, Parable, wedding, commit, belong, worldview
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	