

| TERM: Autumn 2 | | YEAR GROUP: Year 1 | | SUBJECT: RE – What do some people believe God looks like? | |
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| WEEK 1 DATE: 04.11.24 | WEEK 2 DATE: 11.11.24 | WEEK 3 DATE: 18.11.24 | WEEK 4 DATE: 21.11.24 | WEEK 5 DATE: 2.12.24 | WEEK 6 DATE: 9.12.24 |
| <p>LO: To express ideas about God.</p> <p>Success Criteria: I can create a piece of art that expresses how some people might view God. I can discuss my artwork. I can listen to and respect the ideas of others. I can recognise that people have different beliefs.</p> <p>Main Event: Explain that an idea is a thought or plan about something. Ask children ‘Do you have any ideas about what God looks like?’ ‘What are your ideas based on?’. Place a wide range of materials on tables for the children to use these materials to create a picture or symbol that represents their thoughts about God. Display slides 1-5 and share ideas about what the children could create. Continue to ask questions while the children work.</p> <p>Support: Could look at the previous unit’s Knowledge organiser before the Recap and recall; should use the <i>Resource: Symbols</i> as a visual prompt.</p> <p>Challenge: Should explain and justify their artwork ideas; could discuss why the artwork created by the class will be varied; could compare their</p> | <p>LO: To explain how some Muslim people express their ideas about God.</p> <p>Success Criteria: I can explain why some people do not represent God as a person. I can talk about how and why some Muslims use the 99 names of Allah. I can explain how some Muslim people use art to demonstrate their beliefs about God.</p> <p>Main Event: Explain the Muslim worldwide view about Allah and the Qu’ran. Display all the names of Allah and their different characteristics. Explain this does not describe how God looks but instead describes his qualities. Listen to three of the names and describe what they mean. Explain Islamic Art and how they create patterns and design not pictures of God. Provide each child with a paper tile and ask the children to colour the tiles neatly choosing their own colours .</p> <p>Support: Should select appropriate colours for their tile that represent things associated with beliefs about God, for example, green for the plants or blue for the oceans and seas that some people believe God created.</p> | <p>LO: To recognise some of the different forms of God in the Hindu worldview.</p> <p>Success Criteria: I can describe the meaning of different Hindu deities. I can give an example of one form that God might take in Hindu beliefs. I can explain why some Hindu people believe God has many forms</p> <p>Main Event: Explain that different characteristics of Brahman are shown in gods and goddesses called deities. Display slides 1 to 6 on the <i>Presentation: Hindu deities</i> and introduce the names of each deity. Pass around objects such as statues and explain that these are called murti and explain these are symbols to represent the gods. In preparation to play bingo, arrange the children in pairs and give each pair six counters. Continue with the game of Bingo with the Hindu deity descriptions and pre-cut bingo cards.</p> <p>Support: Could be shown the <i>Presentation: Draw it!</i> in advance; should use the <i>Activity: Bingo: support version</i> with two Hindu deities.</p> | <p>LO: To recognise that many Christian people believe Jesus is the son of God and God on Earth.</p> <p>Success Criteria: I can recognise that many Christians believe Jesus is the son of God and God of Earth. I can explain the significance of the Christmas story for many Christians. I can identify symbols in the Christmas story that show Christian beliefs</p> <p>Main Event: Provide children with Christmas story images. Children will work in pairs to circle symbols in the image that show that some people believe Jesus is the son of God. Display slide 8 and zoom in on each image asking the children ‘What symbols did you circle which show that some Christian people believe that Jesus is the son of God?’ Provide the children with A4 card folded in half to make a card (one each) and a selection of colouring pencils or felt tips. Ask them to design a Christmas card showing that some Christian people believe that Jesus is the son of God and is God on Earth so he is very special.</p> <p>Support: Should use the <i>Activity: Christmas</i></p> | <p>LO: To identify how some religious worldviews refer to and represent God.</p> <p>Success Criteria: I can recall and explain how some Christian, Muslim and Hindu people refer to God. I can identify and describe how God is represented in different religions. I can respect how different religious worldviews represent God.</p> <p>Main Event: Arrange children in pairs and provide each child with images of representations of God across different worldviews. Explain how to play the ‘Pairs Game’ game.</p> <p>Support: Could look at the <i>Knowledge organiser: Religion and worldviews: What do some people believe God looks like?</i> at the start of the lesson; could have a particular pair of cards to look for, for example, those images showing Islamic art.</p> <p>Challenge: Should explain what the paired cards represent in terms of incarnation within the religion they belong to with each successful pairing; should make connections between cards, such as Brahma being a creator of nature and nature in Islamic art.</p> | <p>LO: To identify and explain some of the different names people use for God.</p> <p>Success Criteria: I can recognise that God can be called by different names by different people. I can list different names for God. I can explain why people might use different names for God. I can respect the fact that people have different names for God.</p> <p>Main Event: Explain that ‘God’ is an English word. There are many different languages around the world, so there are many other names for God. Display the <i>Presentation: Brahman</i> and recap. Ask the children to think about their name and then think about all the different words they would use to describe themselves. Recap that this is similar to how some Hindu people believe that when God creates, like in the creation story, he is called Brahma. Remind the children that some Muslim people use the Arabic word Allah for God but they also have 99 other names for God. Provide the children with the <i>Activity: Statements</i>. Read each statement to the children then give them time to draw something to show what they have learnt in each box.</p> |

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| artwork to another piece which shows a different idea about God. | Challenge: Should choose colours which they think represent God (may suggest red for love or green for creation); could use patterns and symmetry inspired by Islamic art. | Challenge: Should describe some similarities and differences between the Hindu deities; could explain what the deities tell us about some Hindu beliefs about God. | <i>card</i> (support) with an outline of the nativity scene; could look at Slide 4 of the <i>Presentation: Christmas story</i> when illustrating their card. Challenge: Should use different scenes from the Christmas story in their Christmas card designs to symbolise the importance of Jesus to some Christian people; could explain the significance of the different symbols in the Christmas story. | | Support: Should use a copy of the Knowledge organiser as a prompt. Challenge: Should use the Activity: Statements (extension) and add one more idea about something they have learnt; should explain the reasons why there are different names for God. |
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