

# RECEPTION

## AUTUMN 1

A.T. 1 (iii)  
A.T. 2 (i)

## AUTUMN 2

A.T.1 (i) (iii)  
A.T.2 (i)

## SPRING 1

A.T. 1 (ii) (iii)  
A.T. 2 (i)

## SPRING 2

A.T. 1 (i)  
A.T. 2 (i)

## SUMMER 1

A.T. 1 (ii) (iii)  
A.T. 2 (ii)

## SUMMER 2

A.T. 1 (i) (iii)

W. T. A.T. 2 (ii) recognise questions  
(iii) be still and think quietly

Children will have opportunity to develop these strands each half term. Teachers may wish to take note of the different ways in which the children show their curiosity, ask and respond to questions in the different topics covered and how this relates to their “new” religious knowledge.



# RECEPTION

## AUTUMN 1

### W. T. LEVEL 1

#### A.T. 1 Learning about Religion: Knowledge and understanding of

##### (iii) Social and moral practices and way of life

Level 1 - recognise that people, because of their religion, act in a particular way

#### A.T. 2 Learning from Religion: Response, evaluation and application

##### (i) Engagement with own and others' beliefs and values

Level 1 - say what matters about their experiences and feelings

### Assessment Activities

#### W. T. Level 1 A.T. 1 (iii)

Write or tell a story, or draw a picture about people in God's family helping each other to be happy. (Assessment Activity 1 from REvision 2000).

The underlying concept which is beginning to be developed in this half-term is that we are all loved by God and in turn should love one another. This is expressed in terms of helping each other to be happy / caring for one another. The love the children experience helps shape their lives. Their happiness comes from experiencing love within the home / school. They are just beginning to understand 'belonging' to a family. They will grow in their understanding of what we mean by God's family (i.e. Everyone). Their experience of this will shape their lives.

#### W. T. Level 1 A.T. 2 (i)

Think of a time when you felt safe, and a time when you were frightened. Draw a picture of both of these times and tell your partner/ teacher about it.

**W. T. Level 1 A.T. 1 (iii)**

**Example 1: I can help someone to be happy**

The child shows an understanding of how a person sometimes expresses their happiness by smiling. She is linking her actions to the response of her Mum i.e. "I smile at my Mummy. She smiles". She is realising that her Mum's happiness is a direct result of her behaviour.

The child's appreciation of how she can influence the feelings of others is still rather basic.

It does not go beyond *Working Towards Level 1* because she could not suggest a more specific or purposeful action. e.g. an action which would be appreciated by another human as an act of love.

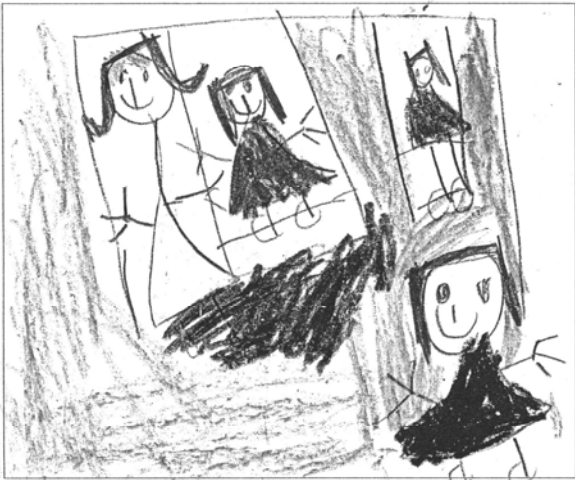
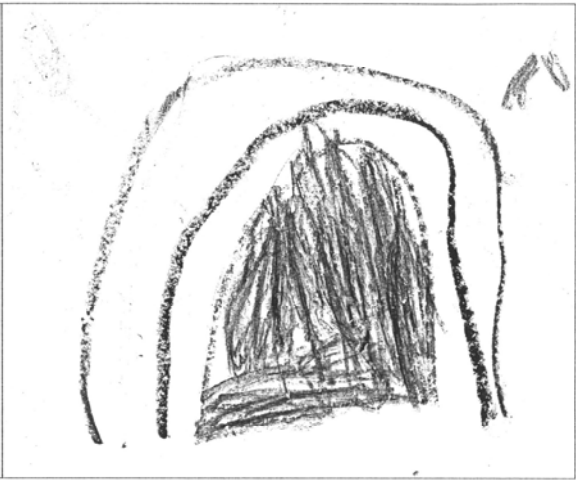


I smile at my  
I smile at my  
Mummy, she smiles.  
Mummy she smiles

## Example 2: I feel safe/ I feel frightened

The child is illustrating and explaining times when she felt safe and frightened. She is associating the feeling of being safe via contact with other human beings.

This is still *Working Towards Level 1* because she shows no understanding of the concept of God being with her all the time and being there to keep her safe and secure.

<p>A time when I felt safe.</p>	<p>A time when I felt frightened.</p>
	
<p>Comment I felt safe when all my friends were looking after me. Mum and Dad took me to the park.</p>	<p>Comment: I was frightened because the rainbow was going and it moved a bit.</p>



# RECEPTION

## AUTUMN 2

### W. T. LEVEL 1

#### A.T. 1 Learning about Religion: Knowledge and understanding of

**(i) Beliefs, teachings and sources**

Level 1 - recognise some religious stories

**(iii) Social and moral practices and way of life**

Level 1 - recognise that people, because of their religion, act in a particular way

#### A.T. 2 Learning from Religion – Response, evaluation and application

**(i) Engagement with own and others' beliefs and values**

Level 1 - say what matters about their experiences and feelings.

### Assessment Activities

#### W. T. Level 1 A.T. 1 (iii) 2 (i)

Ask the children to think of a time when they felt happy. Ask them to draw a picture of this time, and then complete the sentence (either orally or in writing), 'Thank you God for . . . .'

#### W. T. Level 1 A.T. 1 (i)

Recount the story of the journey to Bethlehem. Ask groups of children to re-enact different parts of the journey and the Christmas story.

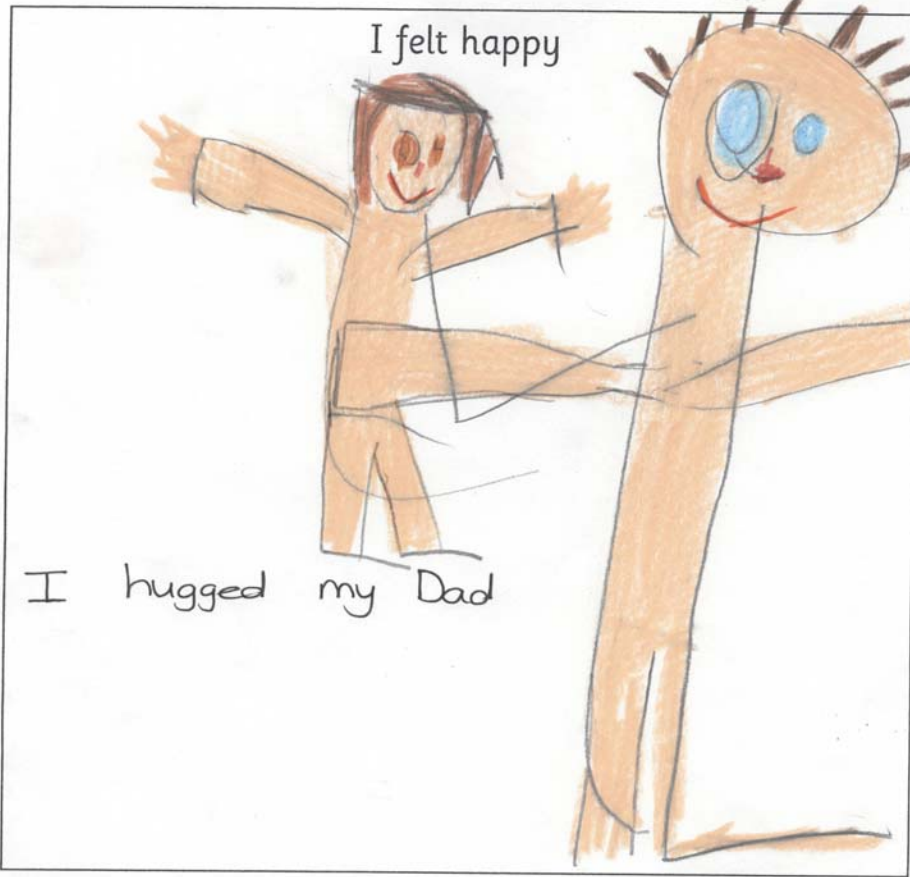
**Example 1: I felt happy**

The child is illustrating two different things that make her happy: seeing her Dad and hugging him and looking at some of the wonders of God's creation.

She associates being happy when with a close family member.

She thanks God for the hot and bright sunshine which makes her feel happy.

She has achieved the learning objectives as set out in the activity. She is still working towards Level 1.



I felt happy

I hugged my Dad

Thank you God for the sunshine-

I like it - hot + happy

Learning objectives-  
To draw a picture of a time when they felt happy.  
To thank God for something

# RECEPTION

## SPRING 1

### W. T. LEVEL 1

#### A.T. 1 Learning about Religion: Knowledge and understanding of

**(ii) Celebration and ritual**

Level 1 – recognise some religious signs and symbols and use some religious words and phrases

**(iii) Social and moral practices and way of life**

Level 1 – recognise that people, because of their religion, act in a particular way

#### A.T. 2 Learning from Religion – Response, evaluation and application

**(i) Engagement with own and others' beliefs and values**

Level 1 - say what matters about their experiences and feelings

### Assessment Activity

#### W. T. Level 1 A.T. 1 (ii) A.T. 1 (iii) A.T. 2 (i)

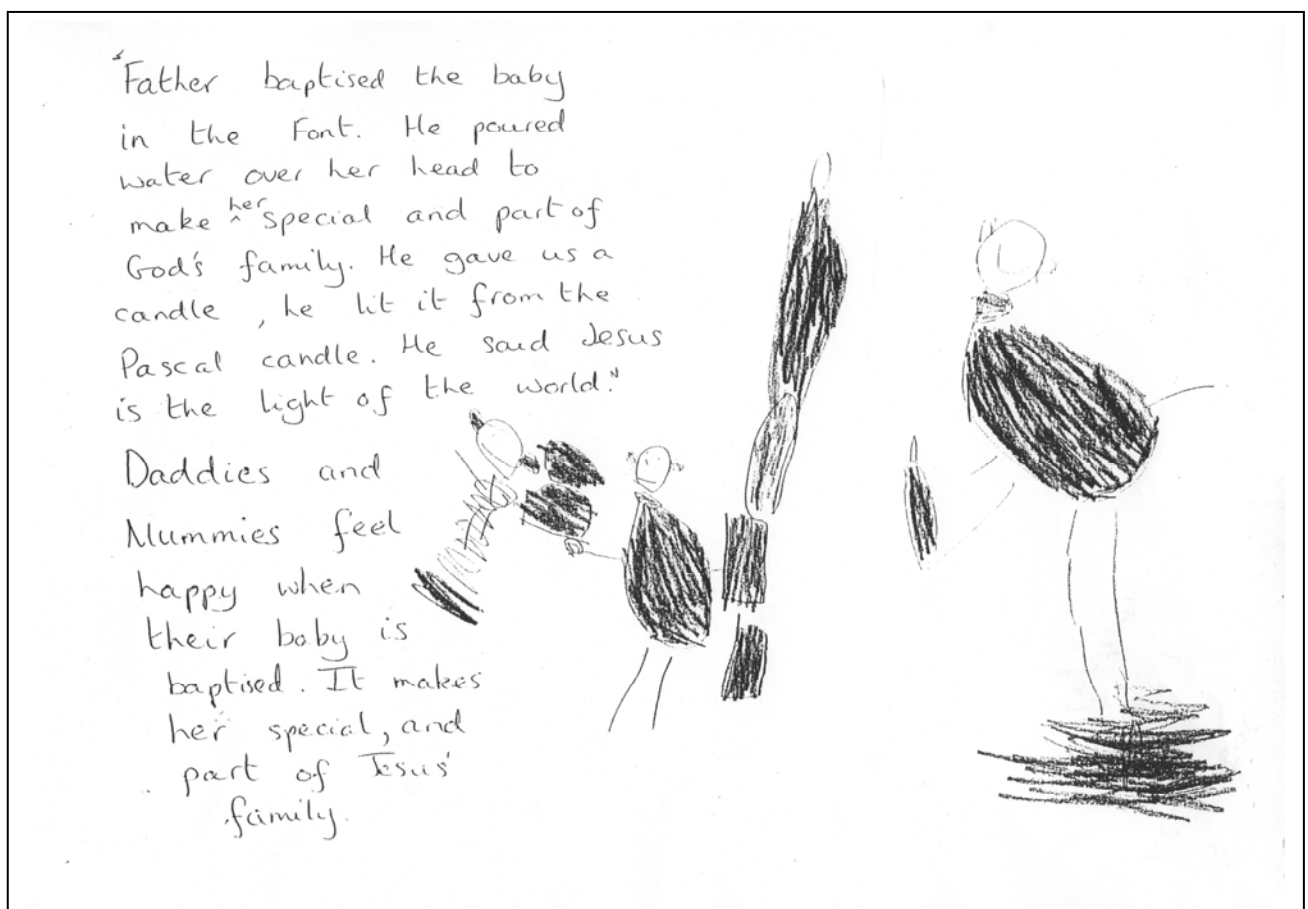
Direct the children to pictures from books and family photographs of a baptism. Ask them to talk about the picture, and label/ name the special objects and people in it. (Encourage the children to express why this is a special occasion and answer questions about the experiences and feelings of the family as they bring their child for baptism.)

### Example 1: Baptism

The child clearly knows why a baby is baptised. She needs no prompting when answering questions about the ceremony of Baptism.

She remembers that the priest had said, "Jesus is the light of the world" which is why the candle is significant. She is also able to describe how the family feels at a Baptism. She is confident in using the appropriate vocabulary associated with a Baptism.

There is sufficient evidence of the child working within Level 1 in A.T. 1 (ii).



## Example 2: Baptism

The child is able to respond freely without prompting. He can identify the main people, objects and symbols associated with Baptism. E.g. he can identify that Holy Water is a sign of new life and that Holy Oil is a sign of strength and healing.


He shows an understanding of the importance of the people present e.g. that the Godparents help the baby to grow more like Jesus.

He identifies the special objects used in the ceremony of Baptism and understands that the family are happy on this joyful occasion.

This is a secure Level 1 piece of work with evidence of working within level 2 in A.T. 1 (ii).

Name \_\_\_\_\_


R.E. Assessment Spring 1  
Talk about the pictures and label/name special objects in it. Explain why baptism is a special occasion.  
How do the family feel?



The Godparents help the baby to grow to be more like Jesus. When the baby is baptised he becomes a member of God's family - a follower of Jesus.

They are baptising the baby. They are happy. Father pours Holy Water over the baby's head. He says I baptise you in the name of the Father and Son and of the Holy spirit. Amen

font



a candle - Jesus is the light of the world

The priest puts Holy Oil on the baby.

Holy Oil is a sign of strength and healing.

The holy water is a sign of new life.



# RECEPTION

## SPRING 2

### W. T. Level 1

#### A.T. 1 Learning about Religion: Knowledge and understanding of

##### (i) Beliefs, teachings and sources

Level 1 - recognise some religious stories.

#### A.T. 2 Learning from Religion: Response, evaluation and application

##### (i) Engagement with own and others' beliefs and values

Level 1 – say what matters about their experiences and feelings

### Assessment Activity

#### W. T. Level 1 A.T. 1 (i) A.T. 2 (i)

Ask the children to retell (either orally, pictorially or written) the Easter Story, thinking especially about how Jesus and his disciples were feeling. (Happy, sad, frightened etc).

Children should be encouraged to use the vocabulary highlighted in REvision 2000, in preparation for a fuller understanding in K.S.1.

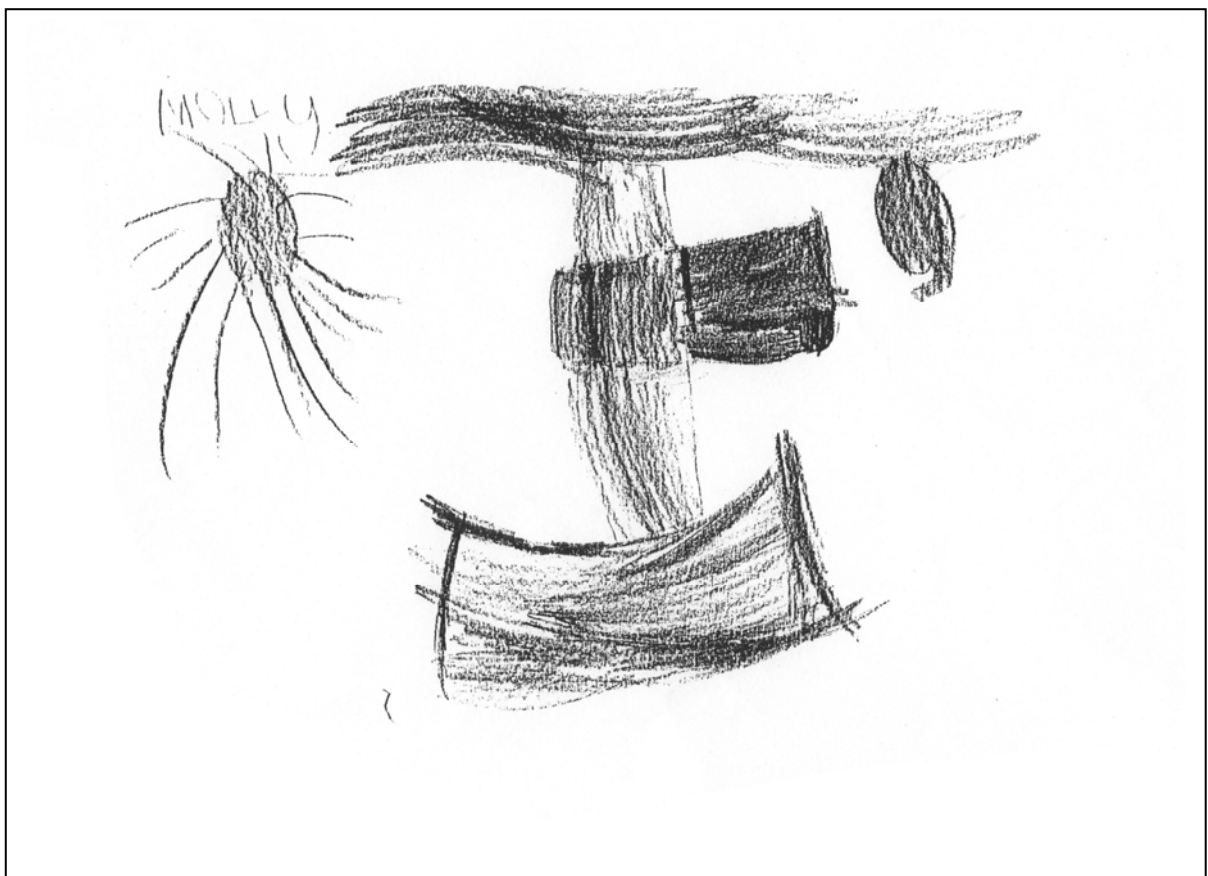
### **Example 1: The Easter Story**

The child was very confident talking about the Easter Story and the feelings of both Jesus and his friends. However, this piece does not contain details prior to Jesus dying on the cross or the events following His death.

#### **Child's Text**

*Jesus died on a cross because soldiers put nails in Him. They thought He had been bad, but He hadn't. Judas told the soldiers where He was.*

*Jesus felt sad. On the cross he was really, really sad.*



#### **Further guidance**

Whilst the child's script gives insufficient evidence of the Easter Story, the teacher comments show that in A.T. 1 (i) the child is working within Level 1 but there is no evidence of A.T. 2 (i).

## Example 2: The Easter Story

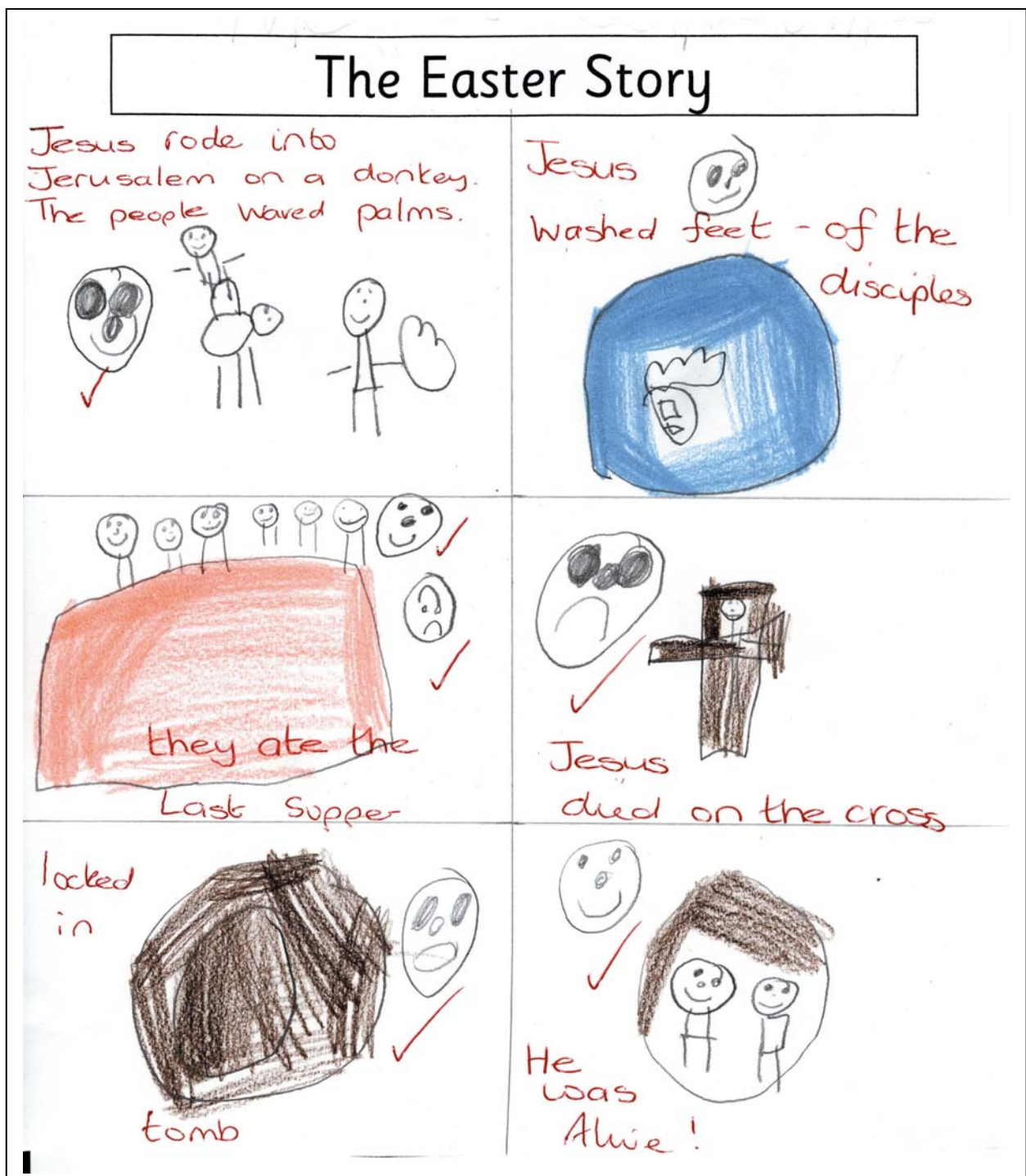
The child can confidently retell the main parts of the Easter Story in the correct order.

She can say why the people waved the palms because they were happy to see Jesus.

She can identify the different feelings of the disciples through the events of the story by using appropriate expressions in her illustrations.

The feelings of Jesus are again shown via the illustrations.

This is a Level 1 piece of work.





# RECEPTION

## SUMMER 1

### **A.T. 1 Learning about Religion: Knowledge and understanding of**

#### **(ii) Celebration and ritual**

Level 1 - recognise some religious signs and symbols and use some religious words and phrases

#### **(iii) Social and moral practices and way of life**

Level 1 - recognise that people, because of their religion, act in a particular way

### **A.T. 2 Learning from Religion: Response, evaluation and application**

#### **(ii) Engagement with questions of meaning and purpose**

Level 1 – recognise questions

### **Assessment Activities**

#### **W. T. Level 1 A.T. 1 (ii) (iii)**

Ask the children why we make the Sign of the Cross. Observe the children making the Sign of the Cross and affirm the correct use of words and actions.

Those children who can carry out this activity unaided will have achieved level 1.

#### **W. T. Level 1 A.T. 2 (ii)**

Let the children choose pictures of people and talk about their similarities and differences. This is an opportunity for children to demonstrate curiosity, as to why God has made us all so different, yet similar. Ask the children to write a caption to illustrate their thoughts.

# SUMMER 1

## W. T. Level 1 A.T. 2 (ii)



### Example 1: Similarities and differences between people

The child spent a long time looking carefully at the pictures and thinking. She is stating the differences between the people based on physical characteristics and talents.


She is identifying similarities based on physical characteristics.

She found it difficult to explain why God has made us all so different, yet similar.

R.E. Assessment Summer 1  
Learning Objective—To discuss similarities and differences between people.



They have  
blue eyes. They  
have  
and  
they  
are good  
at  
swimming.



She is good at swinging  
by herself.  
She has brown hair and  
brown eyes.

Similarities—  
They all have 2 eyes, 2 arms,  
2 legs and 2 lips

talents and physical characteristics

## SUMMER 1

### **Example 2: Similarities and differences between people**

The child is able to *discuss* both similarities and differences. She states, "God made us different so Mums and Dads would know who we are" thus showing some awareness of why God made us all so different.

The child's illustration shows different physical characteristics such as the colour of hair and of eyes.

To achieve Level 1 the children need to be involved in discussions when many questions can be asked and they can perhaps be encouraged to ask questions of God as to why they were all made different.



## **SUMMER 1**

### **W. T. Level 1 A.T. 1 (ii) (iii)**

#### ***Example: Sign of the Cross***

Observe children making the Sign of the Cross using the correct hand, words and actions.

Those children who achieve all of this correctly have achieved *Level 1*.

# RECEPTION

## SUMMER 2

### A.T. 1 Learning about Religion: Knowledge and understanding of

#### (i) Beliefs, teachings and sources

Level 1 Recognise some religious stories

#### (iii) Social and moral practices and way of life

Level 1 – recognise that people, because of their religion act in a particular way

### Assessment Activities

#### W. T. Level 1 A.T. 1 (i)

Ask the children to draw a picture of a story where Jesus helps someone. Ask them to add and complete the sentence 'Jesus shows his love by . . . . .'

#### W. T. A.T. 1 (iii)

After talking to the priest, ask the children to draw a picture showing how the priest cares for and helps people. Ask them to add and complete the sentence 'Father \_\_\_\_\_ cares for us by . . . . .'

Some children may have difficulty recording their responses in writing. Judgements on their understanding can be made on their oral contribution. If any of the pictures are to be included in a portfolio these oral responses should be scribed.

The above activities provide experiences for the children W.T. Level 1 – to attain level 1 the children need to have shared / experienced other stories about Jesus and say what these stories tell us about Jesus.

# SUMMER 2

## W. T. Level 1 A.T. 1 (i)

*Example 1:* Jesus helps someone.

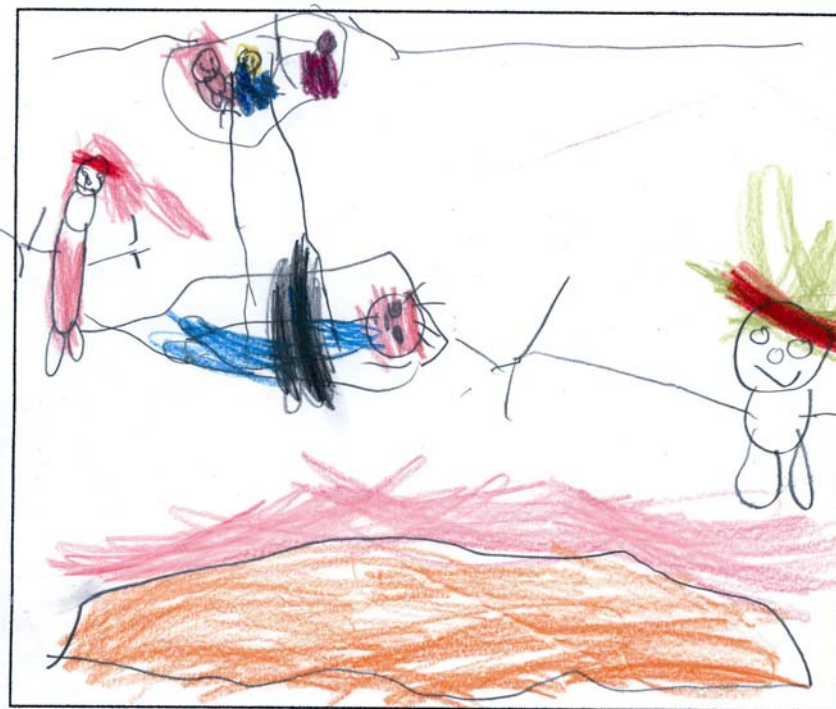
The child has briefly identified a time when Jesus helped someone. She has stated that the man was sick and Jesus made him better.

To achieve a Level 1 the child would need to show that this is a very special story showing Jesus' love and care for people.

Name \_\_\_\_\_

### R.E. Assessment Summer 2 2003

Learning Objective Draw a picture of a story where Jesus helps someone.



Jesus shows his love by helping a man in the house  
when the man was sick and he  
helping a man in the house.  
He was sick. Jesus made him  
better.

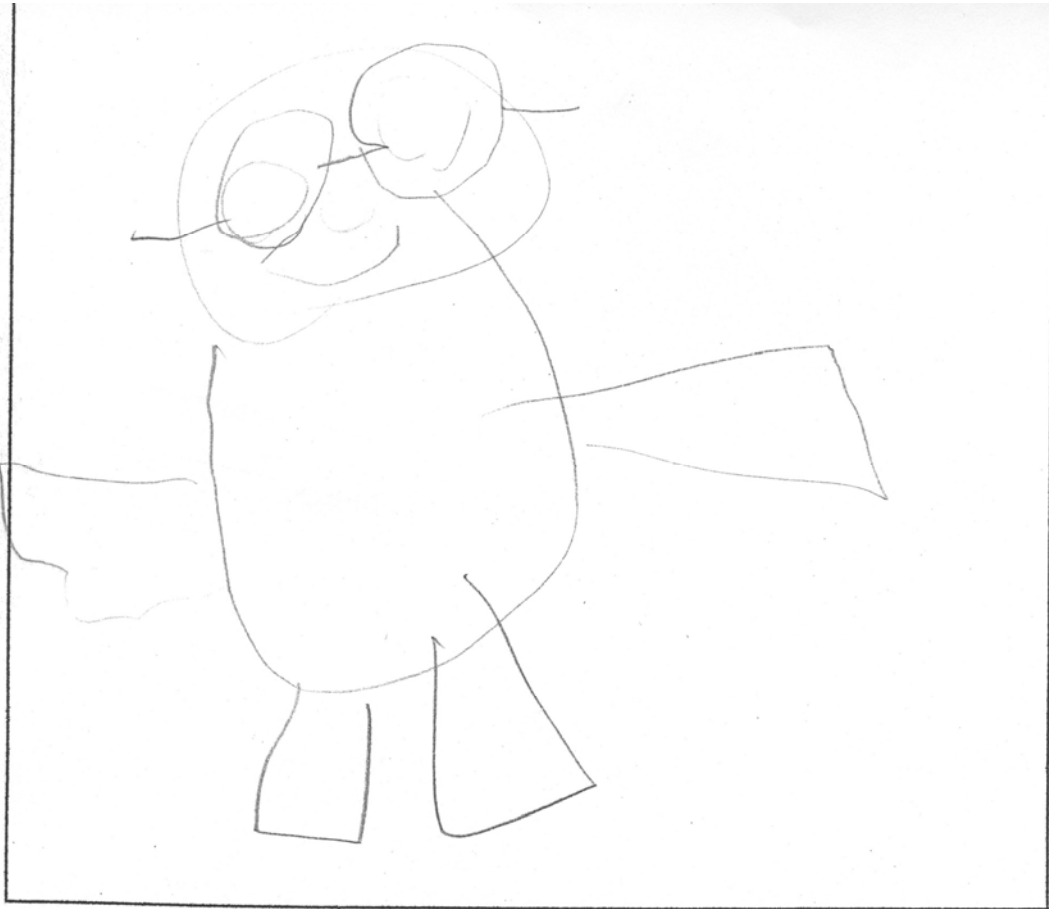
## SUMMER 2

### W. T. A.T. 1 (iii)

#### **Example 2: The priest**

The child has identified one way of how a priest cares for people. "Looking after people who are sick".

To achieve Level 1 the child would need to give an indication of why the priest carries out this work.



Father McLaughlin cares for us by lookin  
aft piypulhuwor  
sick

