

Year: 1

Term: Autumn 1

Intended learning outcomes:

Children will be able to:

Step 1 Communicate:
express creatively
their response to a
celebration

Step 2 Apply:
recognise how
celebration relates to
their own and others'
lives

Step 3 Inquire:
recognise what a
celebration is and list
some features of
celebrations

Step 4 Contextualise:
Recognise ways in
which Christians
celebrate Harvest

Step 5 Evaluate:
Talk about the
importance for
Christians of
celebrating Harvest.

Unit to take 6 hours

Assessment opportunities:

Evidence can be gathered
when children:

1. **Communicate:** draw & annotate
their own response to a
celebration.

2. **Apply:** discuss feelings when
celebrating.

3. **Inquire:** contribute to discussion
and create own invitation.

4. **Contextualise:** Discuss why
you think Christians celebrate
Harvest?

5. **Evaluate:** Children talk about
the importance for Christians to
celebrate Harvest. Write or scribe
responses for evidence.

Theme/Unit: Harvest

Key concept: Celebration

Sequence of activities:

Step 1 – Communicate: *What is our experience of celebrations?*

Ask children to talk to a partner about a time when their family had a *celebration*. Make a class *Celebrations* book – each child contributes a picture, a piece of descriptive writing or a poem about a time when they were celebrating. With children working in groups, set a time limit of 5 minutes for them to think of as many things to celebrate as possible. Show a selection of celebratory greetings cards for various occasions.

Step 2 – Apply: *How do celebrations affect us and others?*

Class discussion. *How do you feel when you celebrate something? Do we celebrate everything? Why/why not? What sort of things do we celebrate? What sort of things wouldn't we want to celebrate? Why not? Are celebration always good? Why/why not?*

Step 3 – Inquire: *What are the features of celebrations?*

Children offer ideas e.g. special food, inviting guests, sending cards, giving presents, singing songs, decorating with banners and balloons, taking photos. Write each one on a piece of paper, place in a bag and ask volunteers to draw them out one by one; the volunteer mimes the feature while the others guess. (Keep the features for next step.) Children make their own invitation to a celebration for ... (they choose). This could be linked to a real-life situation or even to a story you are reading. Decorate the invitation with symbols of celebration.

Step 4 – Contextualise: *How and why do Christians celebrate Harvest?*

Have the children ever been to a Harvest festival celebration? *What did you see? What did the Church look like?* (Use books and the internet to show pictures.) Recap on features of celebration talked about in step 3 Inquire and decide how many are used at Harvest festival. *Why do pupils think Christians celebrate Harvest?* Pupils talk in pairs then share ideas.

Invite Rev.Amanda in to talk about how Christians celebrate Harvest at St. James Church and/or Hannah Lowry from Horndean Baptist Church- e.g. harvest supper or sharing food in some way, making special food (e.g. harvest loaf), singing special songs, giving food away, decorating the Church.

Take part in Harvest singing celebrations at school.

Step 5 – Evaluate: *What is the value of celebrating Harvest for Christians?*

Discuss in circle time. *Do pupils think it is important for Christians to celebrate Harvest? Why/why not?* Using either the PowerPoint on the CD-ROM (Celebration Evaluate) or the cards provided entitled *Why is it important to Christians to celebrate Harvest Festival?* Discuss each statement in turn, deciding on the best and worst reason from those supplied. (**need to source this!**)

Record as sentences or scribe to an adult so own response is recorded in some way.

Resources: Harvest RE teaching pack and Harvest topic box (from RE Centre)

Pictures, books, posters about celebration and Harvest

See also www.RE.quest.org.uk for IWB harvest resource. Celebratory greetings cards.

PowerPoint for step 5 on CD-ROM (**need to get?**)

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.

Moral: interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and knowledge building blocks

Children will learn that:

- There are many different ways to **celebrate**
- People who are **religious** will use different ways to celebrate too
- **Christians celebrate** the food they have at **Harvest** time in the Autumn
- At **Harvest**, many **Christians** go to church to celebrate in a special **Harvest service**
- They sing songs, **pray** and often give to **charity** to help others without food.