

## Living Difference IV syllabus-

Prior Learning-

Year R- Birthdays- Celebrations

Year R- Christmas- Nativity

Year R- Harvest

Year R- Mother's and Father's Day

Year R- Easter

Year 1- Harvest

Year 1- Journeys

Year 1- Change

Children are required to engage with and study aspects of what it means to live life in the Christian traditions, along with a depth study of a second tradition. If the depth study in addition to Christianity is selected from another Abrahamic tradition, an overview study should be designed to include a Dharmic tradition ([see Notes](#)). If there are children from other traditions in the class, the teacher can also include these in an overview study at KS1 as well as study of non-religious perspectives.

## Vocabulary:

Light, dark, feel, prefer, candle, feelings, watching, Paschal candle, Easter story.

## Snapshot overview

To say how dark and light makes you feel.

Communicate and Apply

To be able to say why the Paschal candle is important.

Inquire, Contextualise and Evaluate

Reflection on the Easter story.

Apply, Enquire

R.E. Medium Term Planning

Year Group: Year 1

Term: Spring 2

Topic: R.E. – Paschal's Candle

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can identify how I feel about light and dark.	<p><b>Circle of enquiry- Communicate and Apply</b></p> <p>Introduce topic of light and dark. Discuss when the children have been somewhere light and somewhere dark. How did they feel in the dark? Light? Sit the children in the dark and ask them to think about how it makes them feel. How do you feel when it is light again? Which did you prefer?</p> <p>Tell children how people describe some life experiences as 'dark times' and some called light. Explore this with some fun and more serious examples e.g. wet, rainy holiday, being ill, passing an exam!</p> <p>Think about dark times e.g. when you are sad. Light times- when you are happy. Reflect on Mary's journey to Bethlehem- which parts are dark and light e.g. dark when travelling on the donkey, light when arriving in Bethlehem.</p> <p>Light a candle and ask the children to sit quietly around the candle and watch what happens to it. How does the candle make you feel?</p>	<p>Children to draw a picture of themselves sitting around a candle and how it made them feel.</p> <p>Ensure adaptations are made for children with less capacity for writing e.g. adult to make annotations under their pictures</p>	<p>To be able to say how dark and light makes me feel.</p> <p>To be able to say how a lit candle makes me feel.</p>

		Think about other times when we light candles (e.g. birthdays, baptisms, to remember people)		
Session 2	I can identify how the concept of light and dark is expressed by using the Paschal Candle.	<p><b>Circle of enquiry- Inquire, Contextualise and Evaluate</b></p> <p>Look at the Paschal Candle PowerPoint.          Discuss what the Paschal Candle is and what it is used for. Discuss what lighting the candle might represent. Discuss the priest's special prayer. Discuss what the candle looks like and what the five studs represent.</p>	<p>Children to draw a picture of the candle in books and write sentences/have scribed underneath to explain what it is and when it is used.</p> <p>Ensure adaptations are made for children with less capacity for writing e.g. adult to make annotations under their pictures</p>	To be able to say why the Paschal candle is important.
Session 3	I can reflect on the Easter Story.	<p><b>Circle of enquiry- Apply, Inquire</b></p> <p><a href="https://www.youtube.com/watch?v=Y3UKd6LQKng">https://www.youtube.com/watch?v=Y3UKd6LQKng</a>          Watch video of Easter Story.          What happens in the Easter story?          What happens to Jesus?          How does the story end?          Discuss how light and dark relate to this story- dark time when Jesus was crucified however light when he rose again.</p>	<p>Children to draw a picture for beginning, middle and end of the Easter Story and write captions underneath.</p> <p>Ensure adaptations are made for children with less capacity for writing e.g. adult to make annotations under their pictures</p>	To be able to say what part of the Easter story is dark and what part is light.

Impact:

To be able to say how they feel about being in the dark and light.

To be able to say how they feel when they see a lit candle.

To be able to say why the Paschal candle is important.

To be able to say what part of the Easter story is dark and what part is light.