

Date: 14.03.24	Year group/class: Year 1	No. of students: 28	Duration: 35 minutes	Time: 2:25- 3:00	Topic: Religion
Home Learning / Face-to-Face Learning Face-to-Face Learning		Whole-Class / Group Study / One-to-One Whole-Class/ Group Study		Learning partners / TA support	
<p align="center">Which of your SMART targets are you addressing with this lesson?</p> <p>Pacing of the lesson to enable students to have enough time to understand the concepts and complete task given.</p>				<p align="center">Prior knowledge/misconceptions</p> <p>Prior Knowledge</p> <ul style="list-style-type: none"> ● Christianity ● Who Jesus is ● what a freeze frame is <p>Misconceptions:</p> <ul style="list-style-type: none"> ● the story does not connect to everyday life and they need money to be forgiven ● people have a party when someone is forgiven. ● 	
<p align="center">Key terms and vocabulary</p> <ul style="list-style-type: none"> - 1. What do Christians believe about God and Jesus? - 2. How do Christians follow the example of Jesus in their lives? - 3. What can we learn from the story of 'The Lost Son' about forgiving others and seeking forgiveness? - - Christians, God, Jesus, beliefs, example, follow, story, retell 				<p align="center">Curriculum Links (NC/ Assessment)</p> <ul style="list-style-type: none"> ● Be able to learn about a religion and how it can connect to the world and each individuals life. 	
<p align="center">Learning objectives</p> <p align="center"><i>What is the intended learning?</i></p> <p>☐ Retell a story that show what Christians might think about God, In words drama and pictures, talk about some simple ideas about Christian beliefs about God and Jesus, Talk</p>		<p align="center">Success criteria</p> <p align="center"><i>How will pupils/students know if they have met the learning objective? Or what do the pupils/students have to do to achieve success.</i></p>		<p align="center">Assessment strategies</p> <p align="center"><i>Observation</i></p> <p align="center"><i>Written Feedback on what they produce</i></p> <p align="center"><i>Verbal Feedback on their strategies</i></p>	

<p>about christians believe in God and follow the example of jesus</p>	<ul style="list-style-type: none"> • They complete the freeze frame and it connects to the story we have read. 	
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Timings (Intended)	Learning activities (Linking back to the LO, Success Criteria, What the Teacher input is, what is the learner doing? Signposting Independent Activities)	Adaptive Teaching (Holistic approach- how will you ensure ALL students are able to access learning?)	Resources (Physical or online)
<p>5 mins</p>	<p>Transition from break and have students ready to learn on the carpet.</p> <p>Have students that may require extra support to transition to do a preferred task as we transition.</p>	<ul style="list-style-type: none"> A. Chunking the work/ less on a page B. Providing visual representations/ visual cues C. Rewording and rephrasing (simplifying) and giving short, simple instructions/ language D. Giving extra time E. Allowing for oral discussion before/during F. Highlighting important parts/ key words G. Use of sentence starters H. Fill in the blanks I. Checklists J. Verbatim reading K. Peer support L. Quiet space M. Fewer questions N. Small group work O. One-on-one conferencing with teacher P. Vocabulary book Q. Using manipulatives 	<ul style="list-style-type: none"> ● - Animation of 'The Lost Son' (e.g. Lego animation) ● - Pictures or visual aids of key characters in the story ● - Paper and colouring materials for students to create their own pictures ● - Props for freeze frame activity (optional) ● - Partnering cards for students to work with a partner safely

5	Engage students with a short discussion about forgiveness and kindness. Show pictures of Jesus and ask who he is. Ask students if they know any stories about Jesus or God		
20 mins	<ol style="list-style-type: none"> 1. Play the animation of 'The Lost Son'. 2. Discuss the story as a class, focusing on key elements such as forgiveness, repentance, and redemption. 3. Explain the Christian beliefs related to the story, emphasizing forgiveness and love. 4. Divide students into pairs and have them create a freeze frame of a part of the story to share with the class. 	<p>Students with neurodivergence provide additional support during the partner activities, such as visual cues and clear instructions. Offer sensory tools for students who may need them.</p> <p>For higher achieving children, challenge them to reenact the story in their own words or to write a short paragraph explaining how they can apply the lesson of forgiveness in their own lives.</p>	
10 mins			
5 mins			

Evaluation of pupils'/students' learning.	
<p>What progress did pupils make against <i>Learning Objectives and Success criteria</i>? Include any relevant aspects of literacy, numeracy, digital and thinking skills. Refer to groups of pupils/students and/or individuals (by initials)</p>	
Where next?	
Targets for pupils'/students' learning	What key actions will you take?

Evaluation of your own Teaching	
What went well?	Why?

Even better if...	Why?