

RE

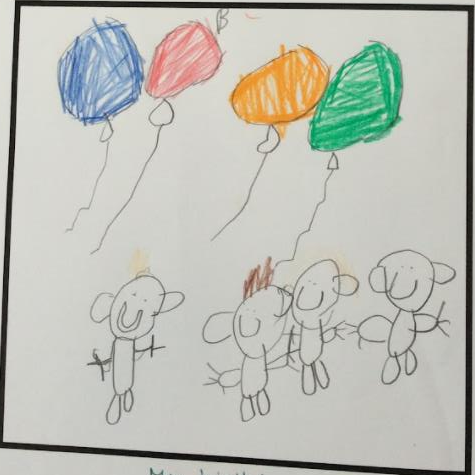
**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS**

YEAR 1- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Name: otto Date: 20.10.21

Communicate assessment

Can you draw a picture of when you were celebrating something?
Why is the celebration important to you?



My birthday

Halloween birthday Sister was born Christmas
what's day? What ~~things~~ do we celebrate? Ballet
Here are our ideas.
Fathers day Communicate when I was born
Wedding first rode my bike Mothers Day

Sunshine Class- children discussed things that they have celebrated

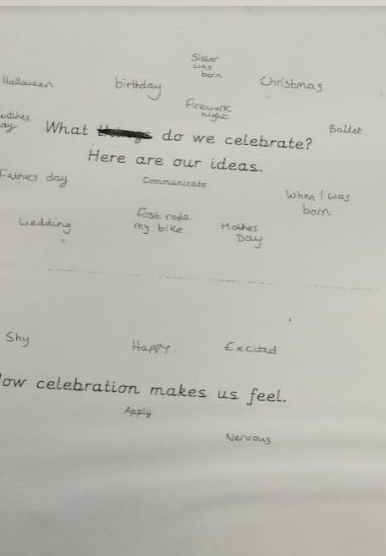
Celebrations

birthdays	new baby	presents	piñata
weddings	New Year	food cards	hats
welcome home		cake decorations	
Christmas		candles	drinks
Mothers or Fathers Day		balloons	games
Anniversary		music	crackers
Easter	Bonfire Night	dancing	
Halloween		bouncy castle	
		special clothe	

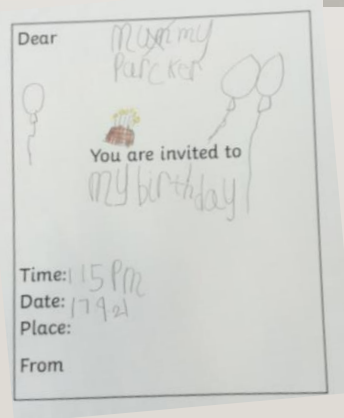
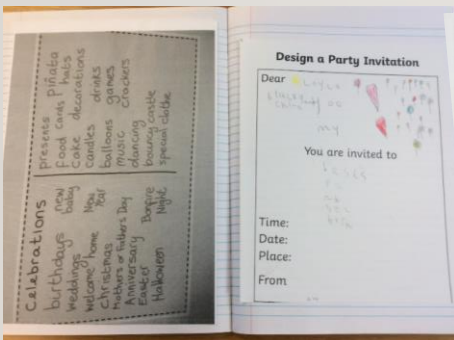
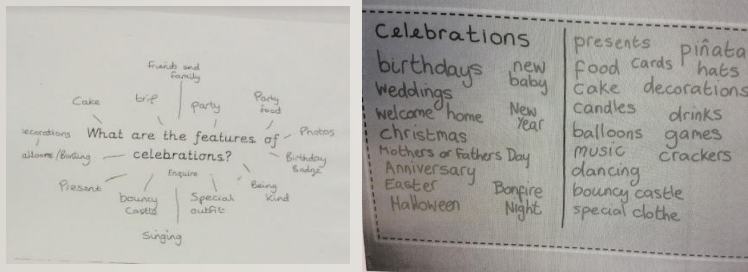
Cove Class- children discussed things that they celebrated and things they had at them.

YEAR 1 AUTUMN TERM 1 CYCLE OF ENQUIRY

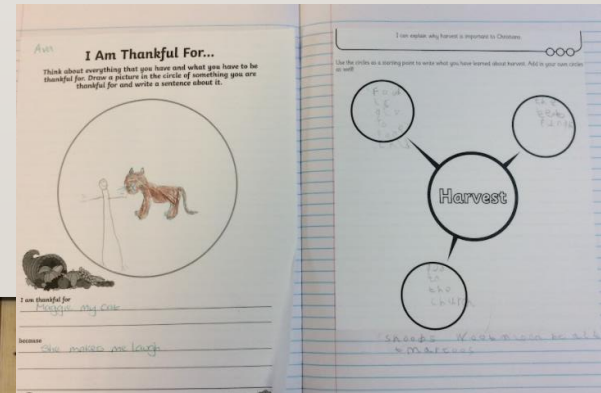
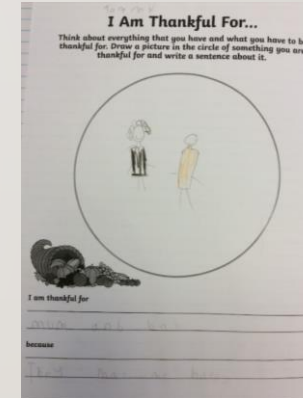
Step 2- Apply- How do celebrations affect us and others?



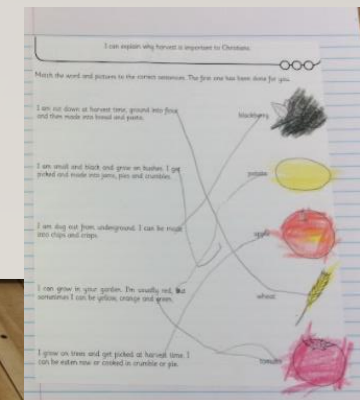
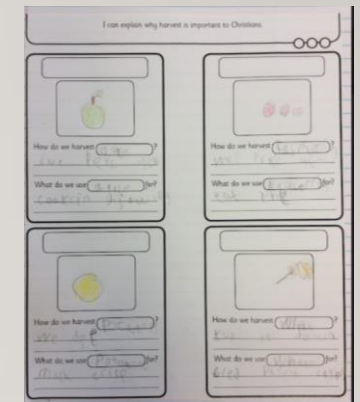
Step 3 Enquire- What are the features of celebrations?



Step 4 Contextualise- How and why do Christians celebrate Harvest?

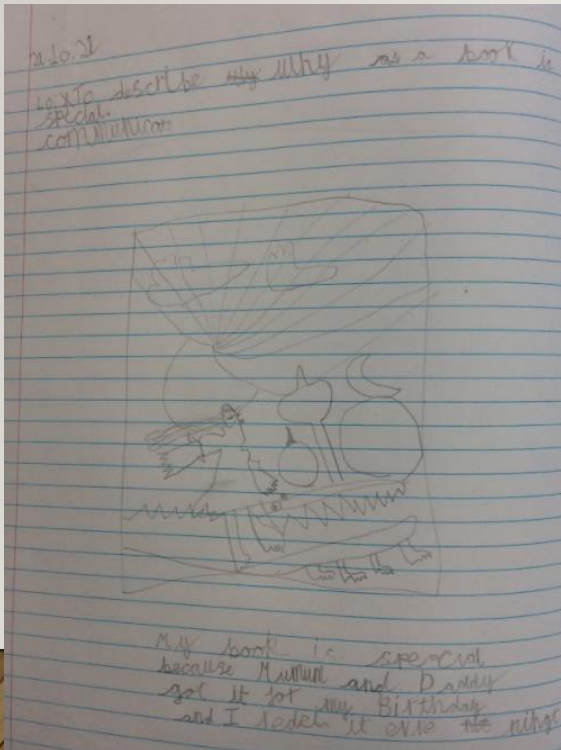


Step 5- Evaluate- What is the value of celebrating Harvest for Christians?



YEAR 2- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Sky Class- The children all brought in a book that was special to them.
They did a circle time and shared their book and told everyone why it was special



Beach Class- The children found out about Sukkot and why Jewish people celebrate it.
They made their own using different materials

YEAR 2 AUTUMN TERM 1 CYCLE OF ENQUIRY

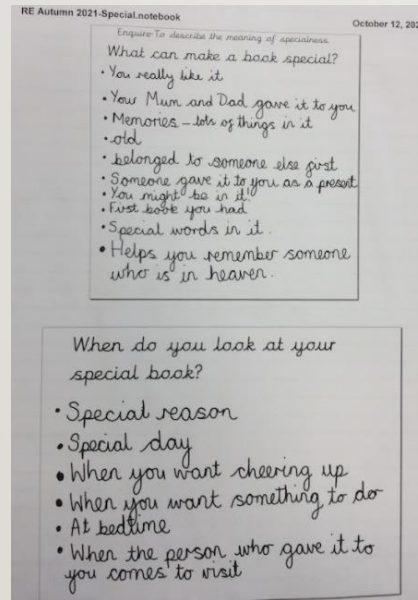


Step 2- Apply- How do we feel about our special books in different situations

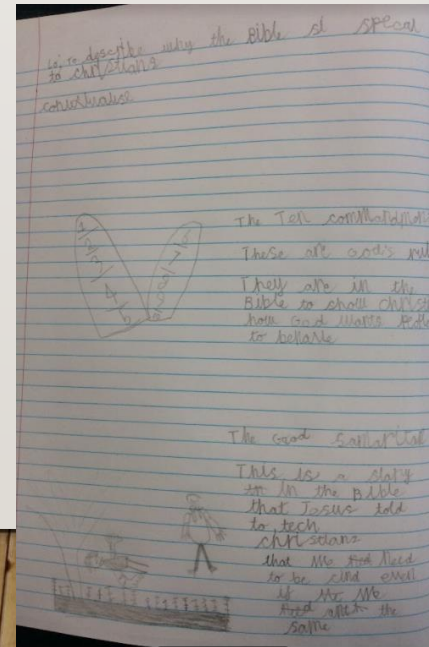
Class discussion answering these questions

- Will you always feel that your book is special? Why/why not?
- Will it still be special when you are grown up?
- Do you think you will get other books that will be more special?
- Are the same books special to everyone?
- What do you think about other people's special books?

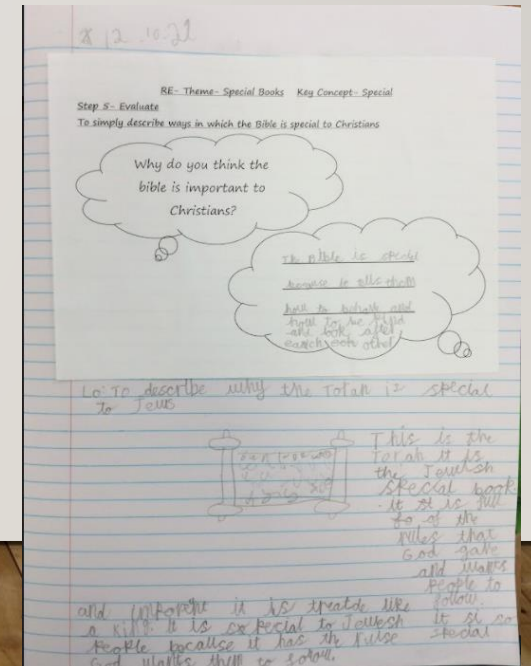
Step 3- Enquire- What can make a book special?



Step 4- Contextualise- What is the special book for Christians/Jews?



Step 5- Evaluate- What do we think about the specialness of the Bible/Torah?



YEAR 3- AUTUMN TERM I

ASSESSMENT FOCUS-COMMUNICATE

Step 4- Communicate- What does the concept mean to me?

step 4-communicate (Assessment)
 To describe a personal response to stories with message of their own

Look after you your friends and your family and the earth and animals in the world and do not kill nature and just have fun and also don't swim on bees or any other animals.

communication
 One time was on little way he lived in Forest. One day he was in his living room watching T.V. He was sitting on couch but his wife saw the window and saw people cutting down trees so the little boy was outside. He went to ask the people to stop he was a very kind boy he asked them politely to stop so the people went home. They all lived happily ever after.

Stories were a good way of getting a message across because it means it's easy to make people understand and more fun to learn.

Stories are a good way of getting a message across because instead of sending a letter to your friends and family you can tell it to every one by writing a book.

Stories are a good way of getting message across because it doesn't just stay in one family it goes to lots of family and it will be public.

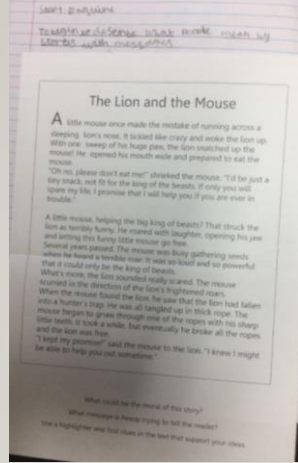
step 4-communicate (Assessment)
 To describe a personal response to stories with message of their own

Do not cut down trees do not kill plants grass and flowers and don't kill birds animals or humans because they are important to us and do not drop litter on the ground or in the sea etc.

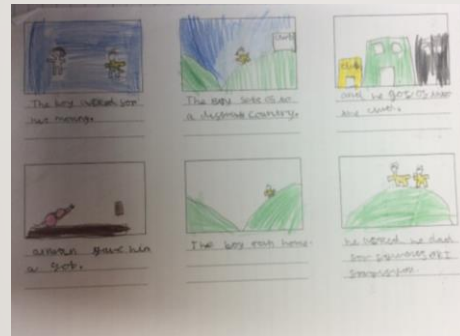
Stories are a good way of getting a message across because they are more interesting and they are easier to understand also it makes the whole story fun and exciting.

YEAR 3 AUTUMN TERM 1 CYCLE OF ENQUIRY

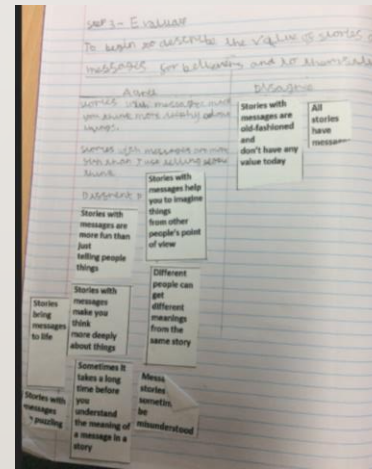
Step 1- Enquire- What does the concept mean?



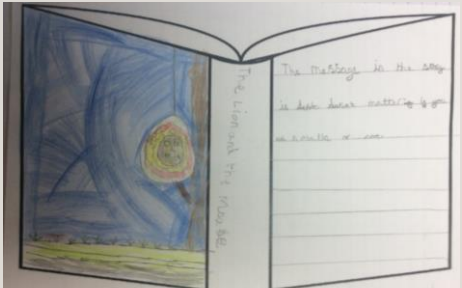
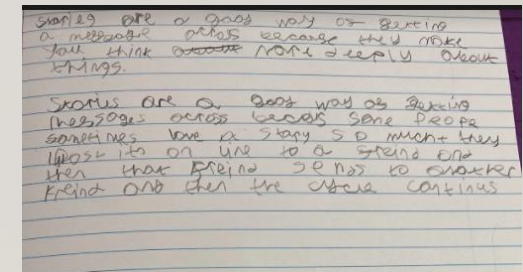
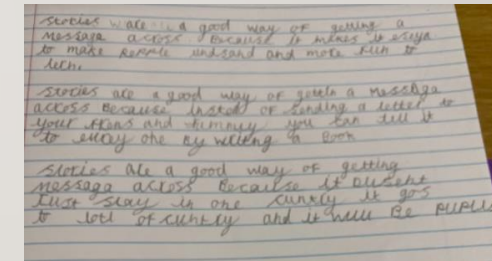
Step 2- Contextualise- What place do messages have in religious stories?



Step 3- Evaluate- How important are stories with messages to believers and me?



Step 5- Apply- on what occasions and in what situations is the concept significant?

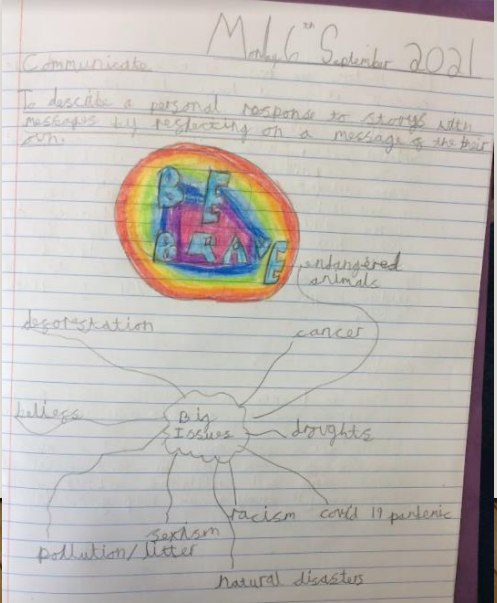
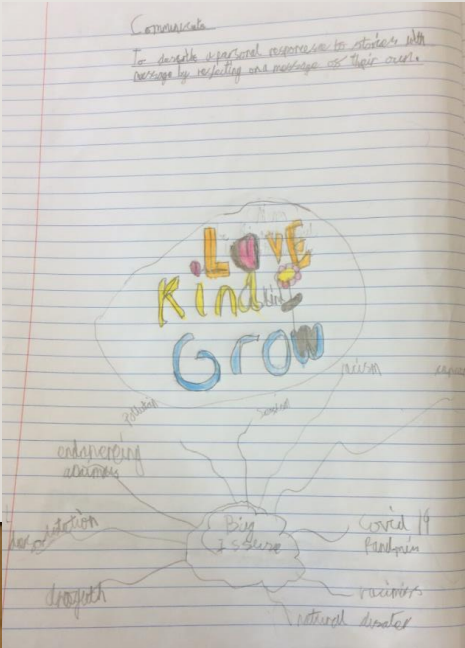


Additional photos of River Class's RE day

YEAR 4- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet- still awaiting evidence

Yarmouth



YEAR 4 AUTUMN TERM I

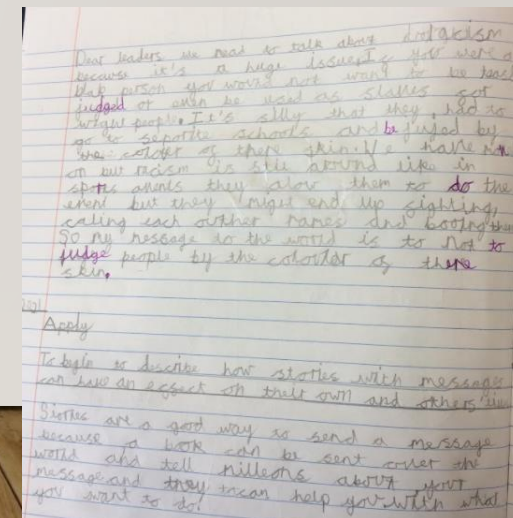
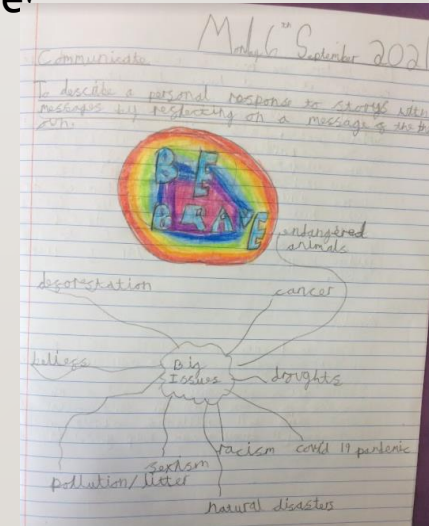
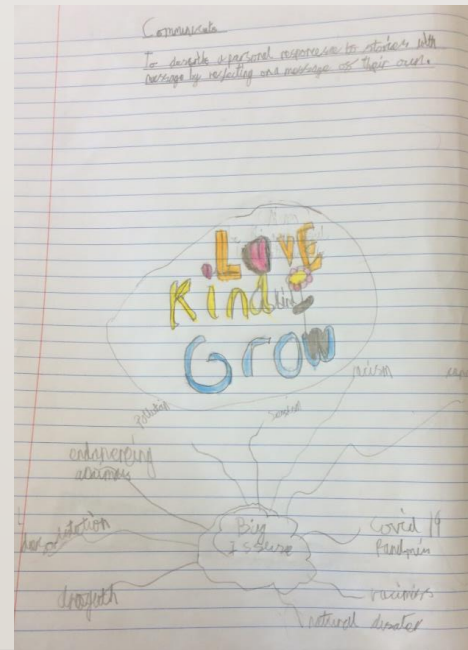
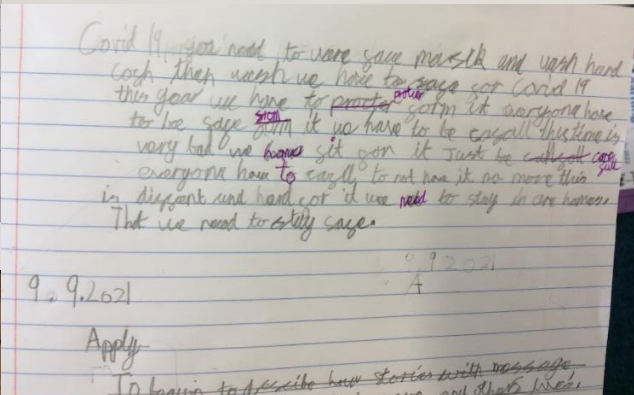
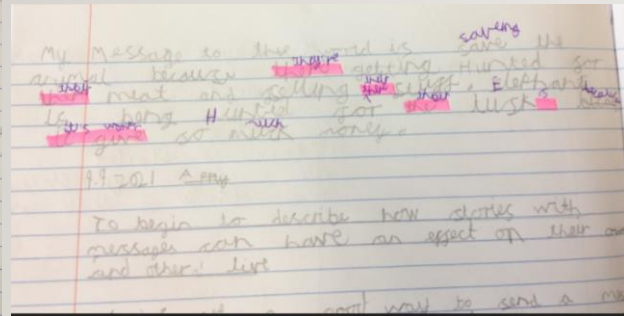
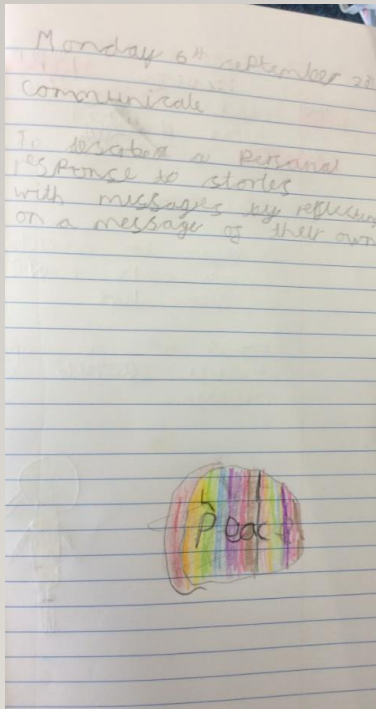
CYCLE OF ENQUIRY- YARMOUTH COAST CLASS

Step 1- Enquire- What does the concept mean?

Step 2- Contextualise- What place do messages have in religious stories?

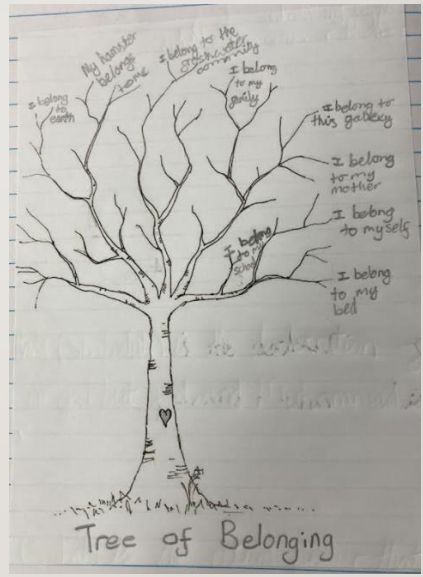
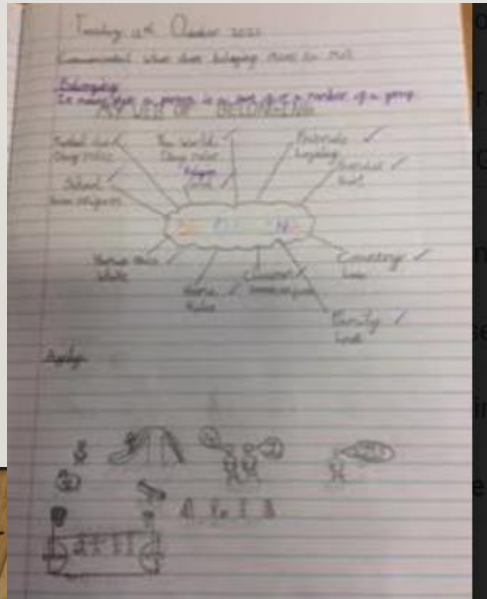
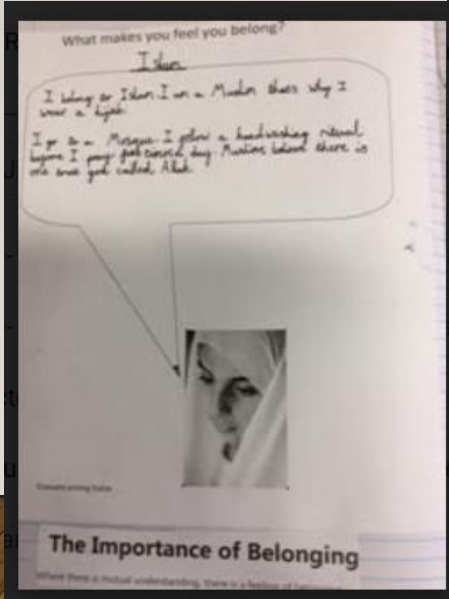
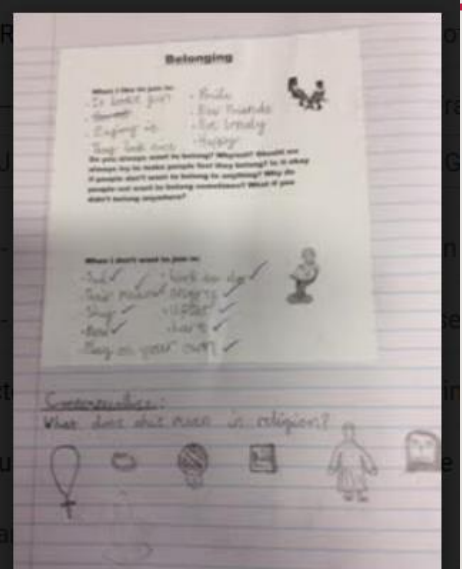
Step 3- Evaluate- How important are stories with messages to believers and me?

Step 5- Apply- on what occasions and in what situations is the concept significant?

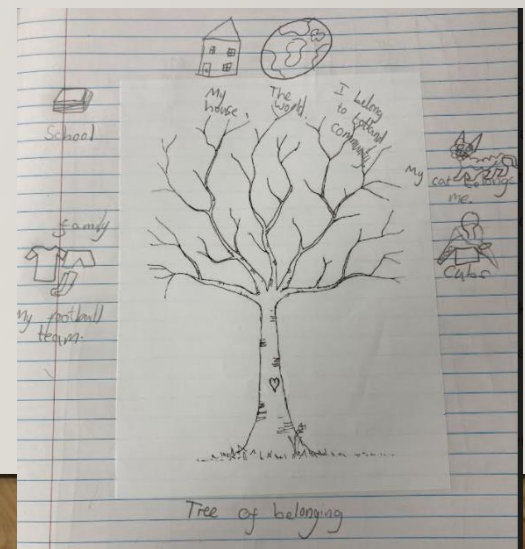


YEAR 5- AUTUMN TERM I ASSESSMENT FOCUS-COMMUNICATE

Shalfleet



Yarmouth



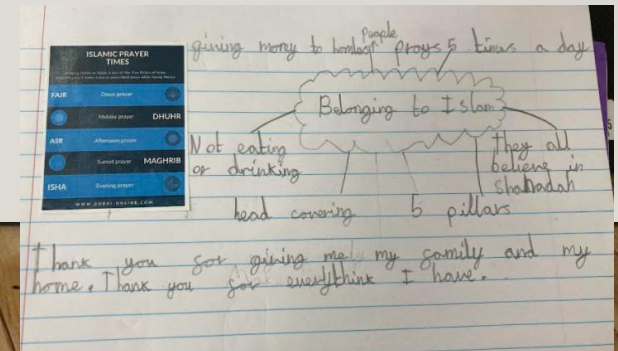
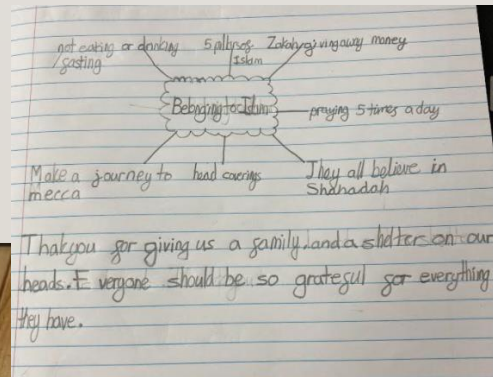
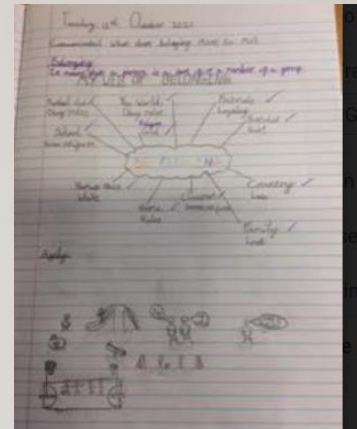
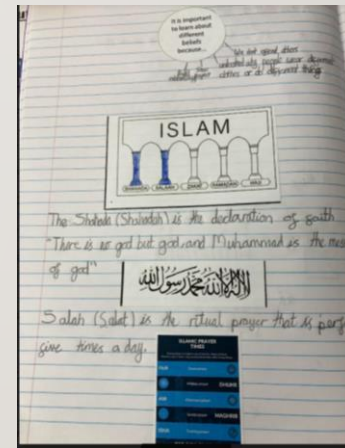
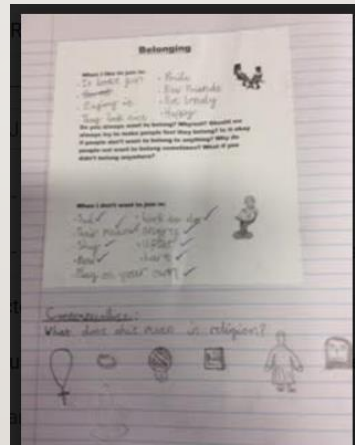
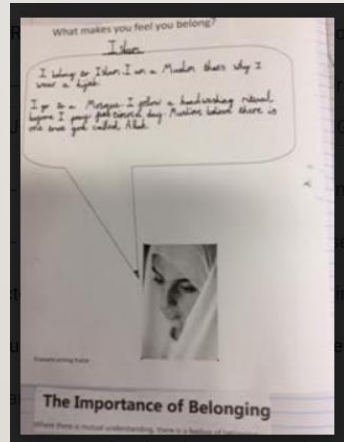
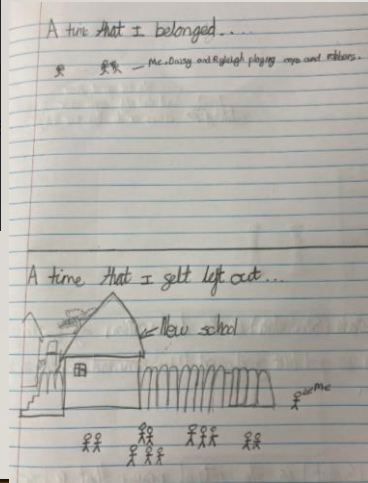
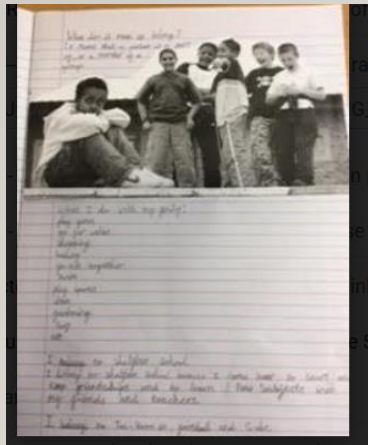
YEAR 5 AUTUMN TERM 1 CYCLE OF ENQUIRY

Step 2- Apply- on what occasions and in which situations is belonging significant?

Step 3- Enquire- What does belonging mean?

Step 4- Contextualise- What does this concept mean in religions?

Step 5- Apply- What is the importance of belonging to Muslims and to me?



YEAR 6- AUTUMN TERM I ASSESSMENT FOCUS-COMMUNICATE

Shalfleet

My school charter

1. Bully problems will be treated severely.
2. Eating chocolate and sweets whenever is encouraged.
3. Students get payed \$1 a day for coming to school.
4. Lunch play is for an hour long.
5. Break time is half an hour long.
6. Money night every night with free chocolate and sweets.
7. We can go to the library whenever we want.
8. We can spray paint the walls in bright colours every day.
9. Bring your animals to school.
10. Play on computers whenever we want.



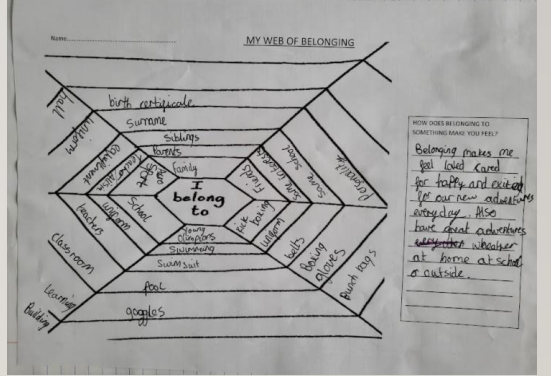
School Charter

1. Only vital lessons will be taught.
2. Pure chocolate will be able at the end of a term.
3. There will be one long lesson a day so children fully understand a subject properly.
4. Any sign of bullying will be reported to the head.
5. The naughty of the class, the more the teacher will be payed.
6. School uniform is not compulsory.
7. A room for calmness and mental health will be built.
8. If a student doesn't understand a subject, extra lessons will be available.
9. A range of clubs will be available.
10. For all this to happen, there must be best behavior from students (and staff!).

Yarmouth

Wednesday 13th October 2014
To be able to look at belonging in our lives.

MY LICENCE OF BELONGING		NAME - Lilly-mai Reuben
DAUGHTER TO: Adam and Lisa	MEMBER OF CLUB: Young swimmers, Acrobatics	
LIVES IN THE TOWN OF: George and Lucas	LIVES IN THE TOWN OF: Frimwater	
PLAYS FOR: Yarmouth C of E primary	I AM A FAN OF: F1 and F1000s	
FRIND TO: Egy, Molly, Jeanie, Aime and Nest	I AM A BELONGING GROUP: C of E primary	



Sophia Brown

MY WEB OF BELONGING

HOW DOES BELONGING TO SOMETHING MAKE YOU FEEL?
Belonging makes me feel happy because I know people want to be friends with me and they like me.

MY LICENCE OF BELONGING

MY LICENCE OF BELONGING		NAME - Sophia Brown
DAUGHTER TO: Clare Brown, Adam Brown	MEMBER OF CLUB: Acrobatics for Judge	
LIVES IN THE TOWN OF: Felix and Brown	LIVES IN THE TOWN OF: Frimwater	
PLAYS FOR: Yarmouth C of E primary school	I AM A FAN OF: Soccer	
FRIND TO: Sophie, Chloe, Jess, Lily, Mylene, Kieran	I AM A BELONGING GROUP: I am a student at Yarmouth C of E primary school	

To be able to look at belonging in our lives.

YEAR 6 AUTUMN TERM 1 CYCLE OF ENQUIRY

- Shalfleet- Step 1 Enquire, Step 2 –Communicate Step 3- Apply Step 4- Contextualise Step 5- Evaluate
- [Link to photos from Year 6 at Shalfleet](#)

Yarmouth Cycle of Enquiry steps:

Step 2- Apply- on what occasions and in which situations is belonging significant?

Step 3- Enquire- What does belonging mean?

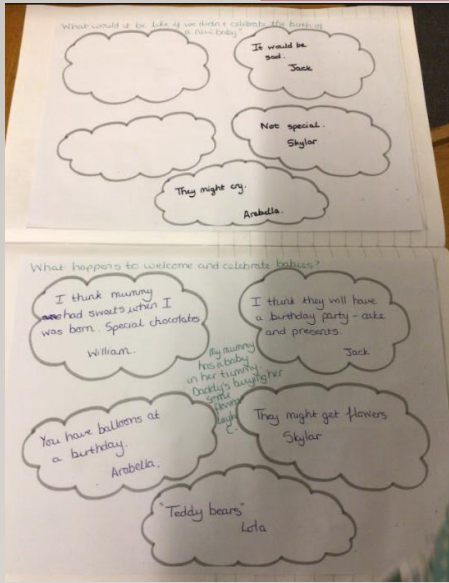
Step 4- Contextualise- What does this concept mean in religions?

Step 5- Apply- What is the importance of belonging to Muslims and to me?



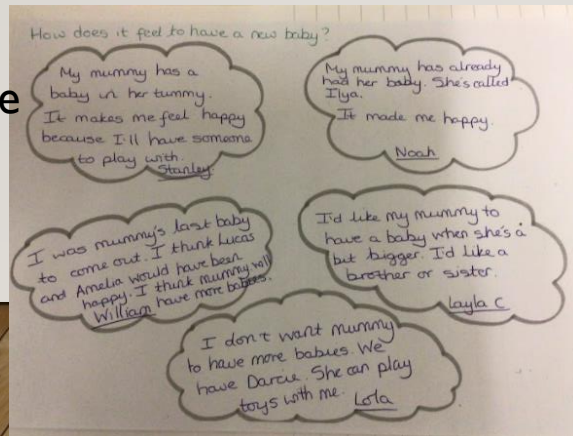
EYFS AUTUMN TERM 2

ASSESSMENT FOCUS- COMMUNICATE AND APPLY



Step 2- Apply

Step 1- Communicate



EYFS AUTUMN 2 CYCLE OF ENQUIRY STEPS

Step 3- Enquire



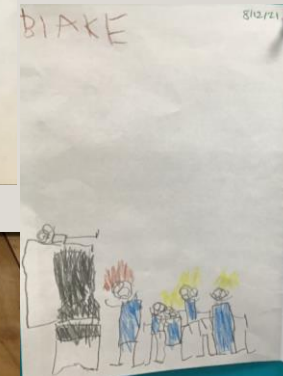
Step 4- Contextualise



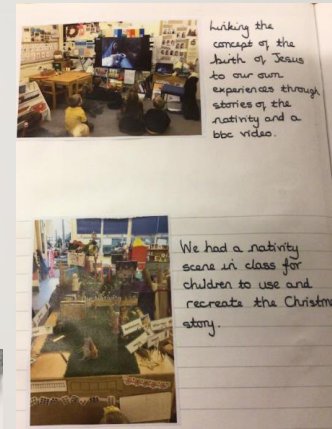
Rainbow Class- Step 4 Contextualise Using Nativity pebbles to tell the story



Mary is going to have a baby.
Joseph is leaving the sheep to go with the other sheep.
The Angel is flapping her wings.



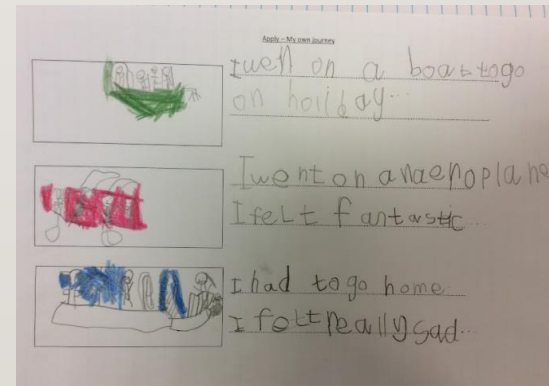
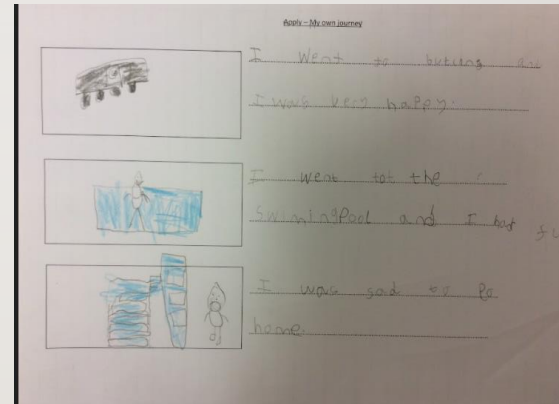
Step 5- Evaluate



Link to additional photos of the children in Beach Class during their RE learning.

YEAR 1- AUTUMN TERM 2 ASSESSMENT FOCUS-APPLY

Sunshine Class- awaiting
evidence-email sent



RE Assessment Overview sheet

Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Cove	AUT 2	Theme: Nativity Concept: Journeys End
Assessment focus: Apply		
Children working towards ARE		
Tom Ryan Sean	Bruce Josh	
Children working at ARE		
Arya Abel	Leo Ava	Kai Ronan
Children exceeding ARE		
Tommy Amelia	Darcie	
Teacher comments		

Cove Class- thinking about when
they went on journeys.

YEAR 1 AUTUMN TERM 2 CYCLE OF ENQUIRY

Step 1- Communicate
Discussion and role play
about journeys

Step 3 Enquire-
Why are journeys important-
story of Baboushka

Step 4 Contextualise-
listening to the three journey
parts of the Nativity story-
Mary and Joseph's, the
shepherds and the magi's-
Role Play and discussion

Step 5- Evaluate- Class
discussion and role play
about going on the Nativity
journey and finding no Baby
Jesus. How would they feel?

Enquire

she was happy to be going with them.

she was lonely.

She was scared and determined.

Enquire

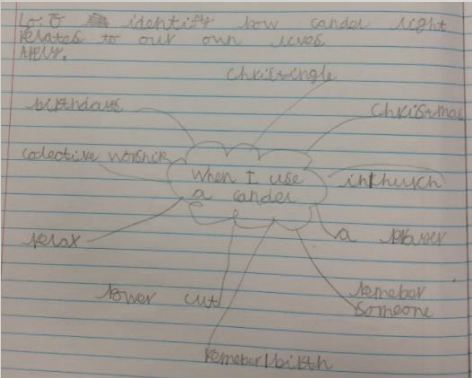
she was happy

she was sad

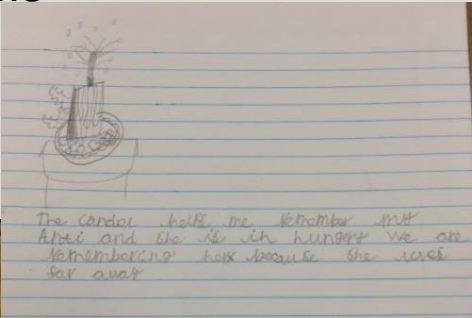
she was determined but scared.

YEAR 2- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

Sky Class- Discussion why candles are important and why we use them.



Draw a candle to help them remember someone or something important



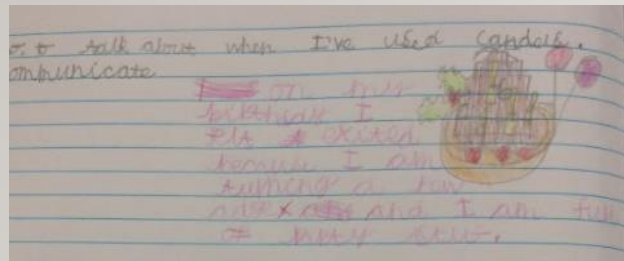
RE Assessment sheet
Please complete and upload to the Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Sky	Autumn 2	Light Candles as a symbol
Assessment focus: Apply		
Children working towards ARE IG, FP, KL, LB		
Children working at ARE Rest of class		
Children exceeding ARE CG, EO, MD, EH-B, FD		
Teacher comments Children were able to apply their knowledge of when candles were used in their own lives and why they were important at that event or occasion. GD children were able to think about other events and times why other people might light candles		

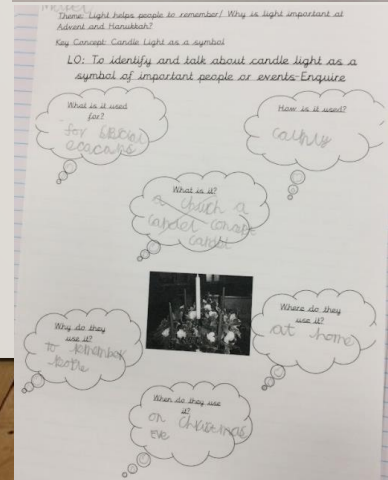
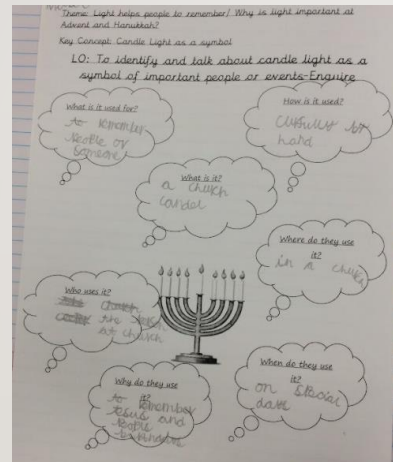
Bay Class- awaiting evidence-email sent

YEAR 2 AUTUMN TERM 2 CYCLE OF ENQUIRY

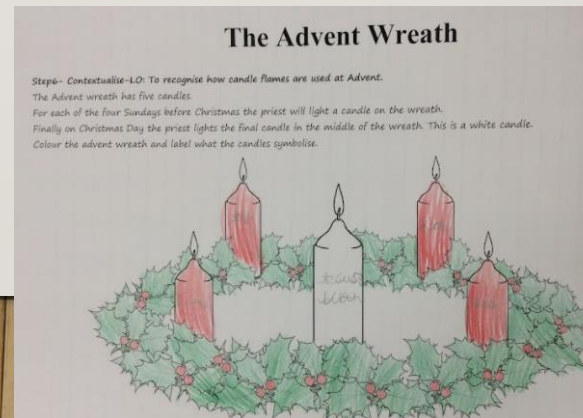
Step 1-Communicate



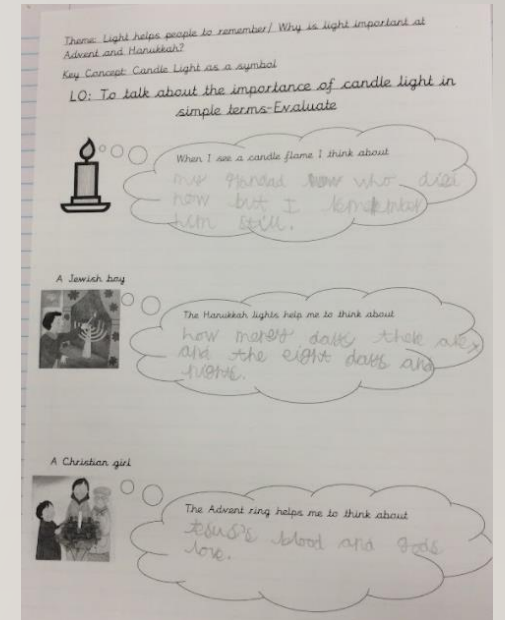
Step 3- Enquire



Step 4- Contextualise



Step 5- Evaluate



YEAR 3- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

Shalfleet

Step 2- Apply- thinking about stereotypes and how images can affect us

Yarmouth

Step 2
To begin to describe examples of how their responses to injury can be used applied to their and others' lives.

Assessment

Young	Strong	Slow
bloner	in shape	wife
intelligent	flexible	happy
fit	helpful	Old
fast	strong	confused
healthy	kind	good
Small	confident	less fond
happy	powerful	smiley
handsome		fragile
good		wrinkly
		unhealthy
		weak
		shaky
		kind

RE Assessment Overview sheet

Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Year 3-Star	Autumn 2	Theme: Angles Concept: Imagery
Assessment focus: Apply		
Children working towards ARE		
Max, Borys, Jonah, Daisy, Piper		
Children working at ARE		
Innes, Lola, Bella, Georgia, Ruby, Penny, Edith, Joshua, Annabel, Logan, Rocco, James, Liam, Henry, Phoebe		
Children exceeding ARE		
Fred, Emilia, Lucy		
Teacher comments		
Solid knowledge of Angels within the Christmas story. Difficulty in initially understanding what a stereotype is.		

Joshua

I believe that angels are real.

I think angels look like...

Joshua is thinking about what the people say. He's not sure if they will power him with it. It's not because he believes in them.

Joshua is not sure because he never saw an angel. He just heard about them.

Apply How does what we think about angels affect our own and others' lives?

Jessica

I don't believe that angels are real.

Jessica felt scared because when she saw the angel looking towards her, she felt away in one of those old angels pictures. It was the way it was on a sign that told her to go right because he was not supposed to happen.

Jessica felt scared because when she saw the angel looking towards her, she felt away in one of those old angels pictures. It was the way it was on a sign that told her to go right because he was not supposed to happen.

Joshua

I believe that angels are real.

I think angels look like...

Joshua felt scared because when he saw the angel looking towards him, he felt away in one of those old angels pictures. It was the way it was on a sign that told her to go right because he was not supposed to happen.

Joshua felt scared because when he saw the angel looking towards him, he felt away in one of those old angels pictures. It was the way it was on a sign that told her to go right because he was not supposed to happen.

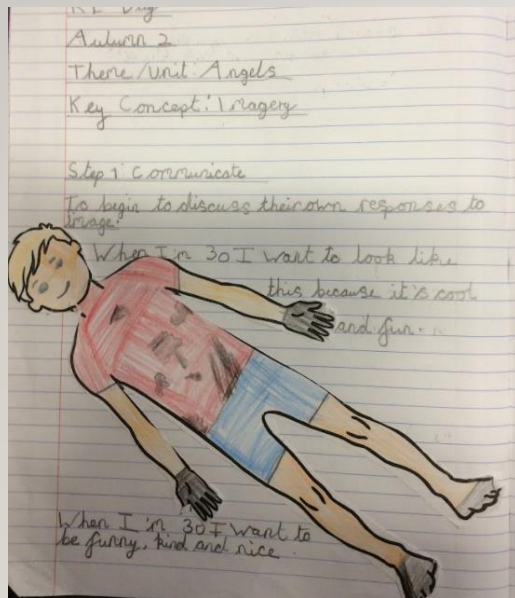
RE Assessment Overview sheet

Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

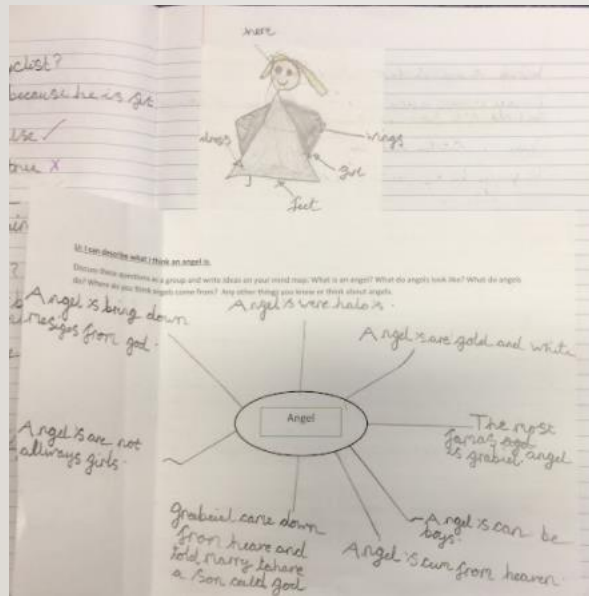
Class	Half term	Theme and concept
Rever	Autumn 2	Theme: Angels Concept: Angels
Assessment focus: Apply How does what we think about angels affect our own and others' lives?		
Children working towards ARE		
EC - nearly struggled with whole concept		
Children working at ARE		
CB - found difficulty expressing ideas. EB - struggled as wasn't well.		
Children exceeding ARE		
EMW, IH, JT - supported discussion well. EA - JP, JC, MJ.		
Teacher comments - Good discussion of imaginary. written work doesn't represent the depth of some of the discussions - perhaps record next time. Drifted into talking about feelings not explaining why.		

YEAR 3 AUTUMN TERM 2 CYCLE OF ENQUIRY

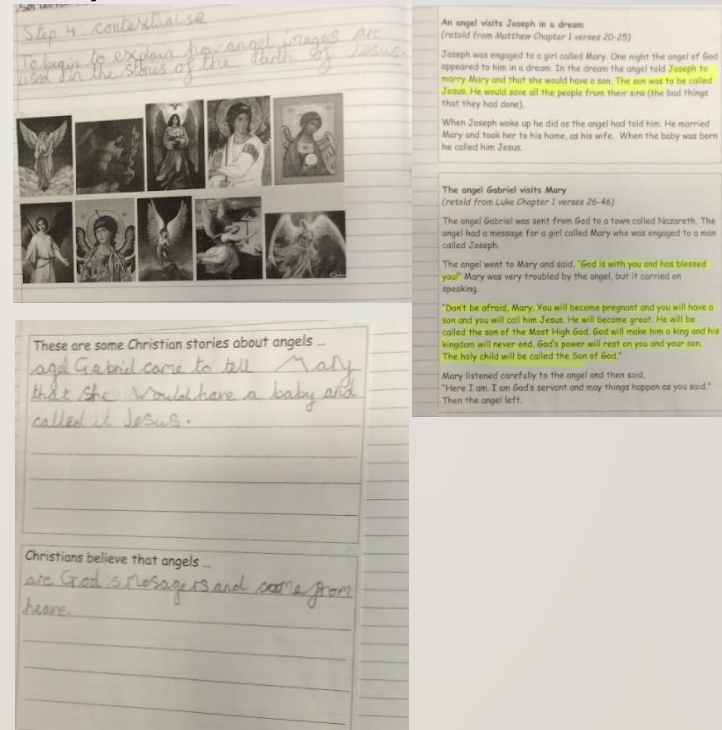
Step 1-Communicate



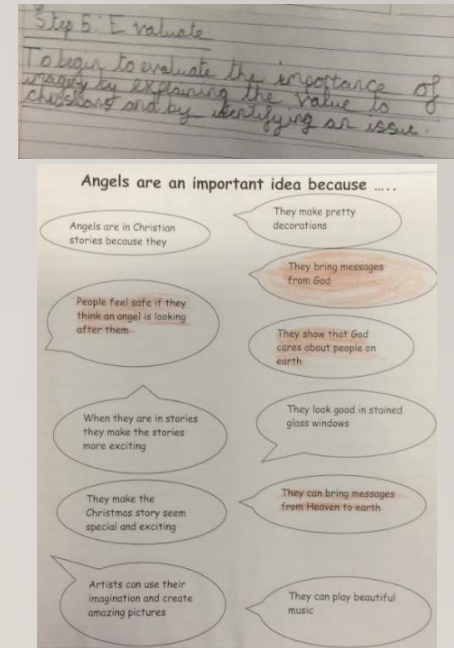
Step 3- Enquire



Step 4 -Contextualise



Step 5- Evaluate



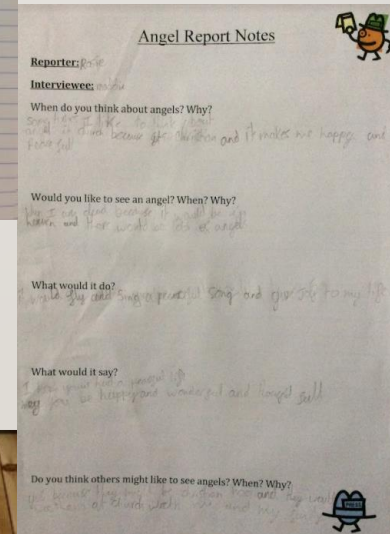
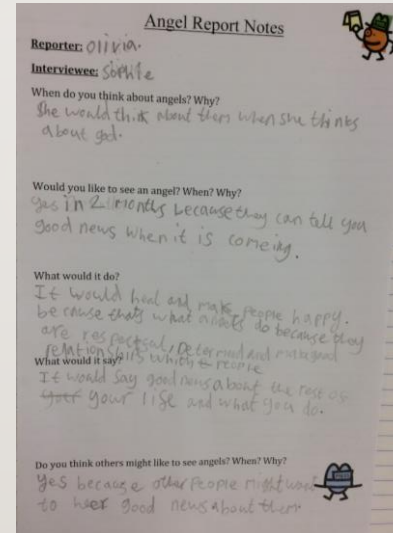
Photos of River Class's RE learning

YEAR 4- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

Shalfleet



Yarmouth



Step 2
Apply: describe examples of how your responses to *angels* are or can be applied to their own and others' lives

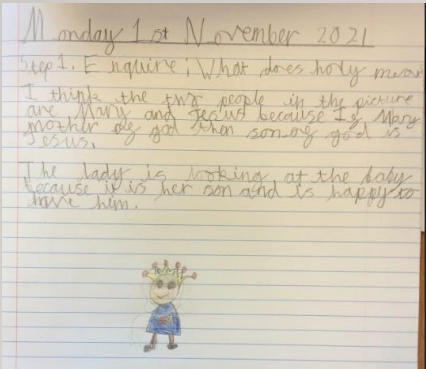
RE Assessment Overview sheet		
Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.		
Class Coast Year 4 (covering Year 3 Topics)	Half term Aut 2	Theme and concept Theme: Angels Concept: Imagery
Assessment focus: Apply – describe examples of how your response to angels are or can be applied to their or each other's lives.		
Children working towards ARE Rileigh, Dylan, Harry, Harrison		
Children working at ARE Joey, Faye, Sophie, Olivia, Serene, Macie, Rosie, Maddie, Scarlet, Roman, Isla, Evangeline,		
Children exceeding ARE		
Teacher comments Children were asked to interview each other in pairs about their personal responses to Angels. Some children wrote quite superficial answers and therefore I have put them as LA – D and H. M and S thought more deeply about the questions and wrote more detailed answers but were still not using much of the knowledge we had discussed earlier to help them.		
Therefore, they have been put as MA. Although no one was really exceeding ARE I have put O and S as HA as they really used their knowledge of RE and previous RE Days to help their answers and they thought about the questions the most deeply out of everyone.		

YEAR 4 AUTUMN TERM 2 CYCLE OF ENQUIRY

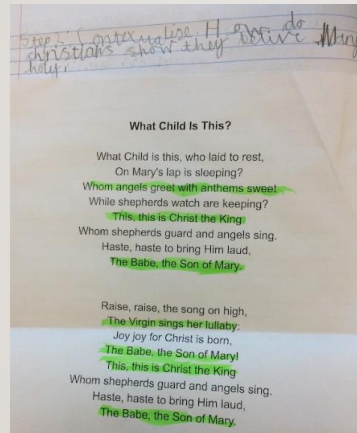
YARMOUTH

SHALFLEET

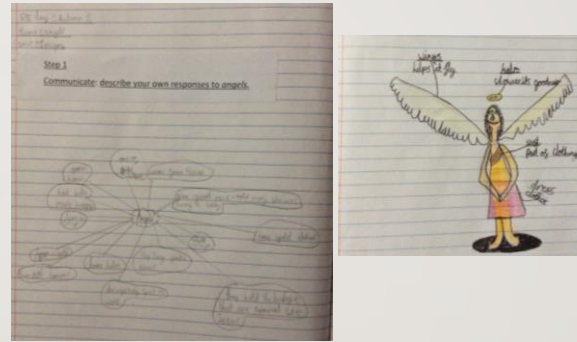
Step 1- Enquire



Step 2- Contextualise



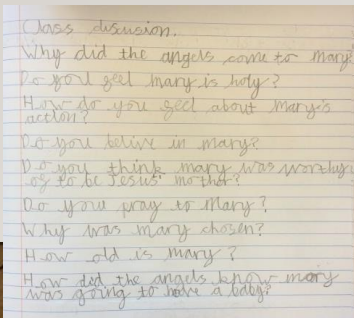
Step 1- Communicate



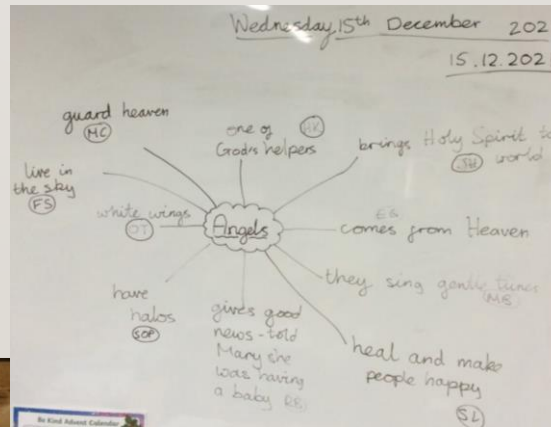
Step 2- Enquire



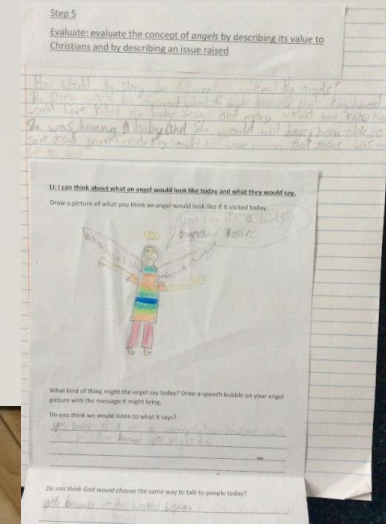
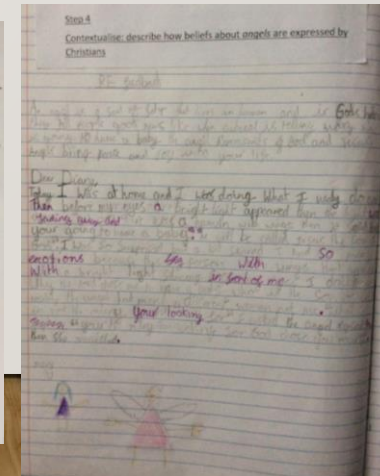
Step 4- Communicate



Step 4- Contextualise

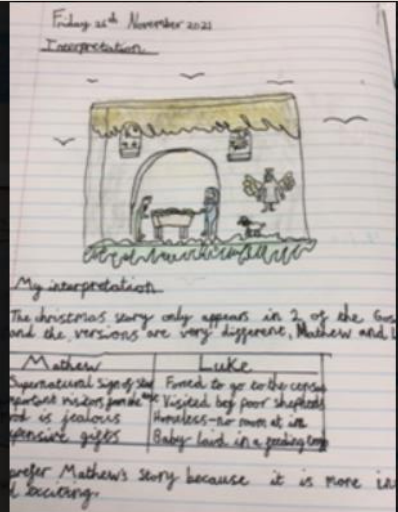


Step 5- Evaluate



YEAR 5- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

Shalfleet



RF Assessment Overview sheet

Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Year 5-Eclipse	Autumn 2	Theme: The Christmas Story Concept: Interpretation
Assessment focus: Apply		
Children working towards ARE Maddie Stone Jack Jefferson Molly Hayles Dodie Mai Phipps (absent) Jack Cool (absent but would be ARE)		
Children working at ARE Gabby Lobato, Agnes White, Taliah Meers, Ellie Frost Austin Taylor, Kai Maybo, Lily Stronger, Faye Steel, Nave Rickard, Dylan Mac Donald, Puka Harkin Oska Armiger, Lexi Weaver, Poppy Goodcock, Jake Jackson, Tilly Cowley, Flo Cowley, Rosie MT, Wesley Brett Hill, Ella White		
Children exceeding ARE: No Children at this stage		
Teacher comments		

Yarmouth



YEAR 5 AUTUMN TERM 2 CYCLE OF ENQUIRY

Step 1- Enquire

Step 2- Contextualise

Step 3- Evaluate

Step 5- Communicate

LO: Pupils can explain what interpretation is.

2. They can explain how interpretation is relevant to the 2 gospel accounts of Jesus' birth
3. They can evaluate, by explaining, the importance and relevance of interpretation in the birth narratives to Christians
4. They can explain how the concept can be applied in their own and others' lives.
5. They can express a personal response to the concept of interpretation.

Who does interpretation mean?
Does everyone always see things the same way?
No they don't because everyone interprets things in a different way.

Matthew
Visitors from the East
2 Jesus was born in Bethlehem in Judah, during the reign of King Herod.
3 That time some wise men from eastern lands arrived in Jerusalem, asking, "Where is the newborn king of the Jews?"
4 Herod and all the rulers of Judah were alarmed when they heard of this.
5 Herod called a meeting of the leading priests and teachers of the law and asked, "Where is the Messiah supposed to be born?"
6 "In Bethlehem in Judah," they said, "for this is what the prophet wrote:
"And you, O Bethlehem in the land of Judah, are not least among the ruling cities of Judah, for a ruler will come from you who will be the shepherd for my people Israel."
7 Then Herod called for a private meeting with the wise men and he said to them, "Go and search carefully for the child. When you find him, tell me so that I can go and worship him."
8 After you have searched for the child, go to Bethlehem. There you will find the child with his mother, Mary. Then bow down and worship him.

Luke
2 Jesus was born in Bethlehem in Judah, during the reign of King Herod.
3 That time some wise men from eastern lands arrived in Jerusalem, asking, "Where is the newborn king of the Jews?"
4 Herod and all the rulers of Judah were alarmed when they heard of this.
5 Herod called a meeting of the leading priests and teachers of the law and asked, "Where is the Messiah supposed to be born?"
6 "In Bethlehem in Judah," they said, "for this is what the prophet wrote:
"And you, O Bethlehem in the land of Judah, are not least among the ruling cities of Judah, for a ruler will come from you who will be the shepherd for my people Israel."
7 Then Herod called for a private meeting with the wise men and he said to them, "Go and search carefully for the child. When you find him, tell me so that I can go and worship him."
8 After you have searched for the child, go to Bethlehem. There you will find the child with his mother, Mary. Then bow down and worship him.

YEAR 6- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

Shalfleet

Apply:
Would it be good to always be able to predict what happens?

✗ It would be sometimes as you could predict as you could know when an accident is about to happen and you could prevent the accident from ever happening. You could also see if someone is going to bully you and stop it before it happens.

If it could also be bad as it could ruin surprises such as presents you'll get for Christmas and surprise trips you're going on

Apply: Would it be good to always be able to predict what happens.

Pros: A good thing would be that if something bad was happening around you then you could predict what was the result would be and stop it.

Cons: If you predicted what present you what were going to get for your birthday and you got it, you would be a little upset.

RE Assessment sheet		
Please complete and return to Jennie with your RE work samples at the end of each half term.		
Class Horizon	Half term Autumn 2	Theme and concept Prophecy The Magi
Assessment focus: Apply		
Children working towards ARE CC, IG, LMR, KH, SRB, WCA, BJ, FP, SH JD,		
Children working at ARE FS, WC, DN, MS, ZW, SG, JC, BH, AW, MC, FB, ZR, AS AP		
Children exceeding ARE		
Teacher comments EC, LW, HW and TBJ were absent from school during the last week of term.		

1. How do you think the story will end?
2. How does the teacher feel?
3. How do you think the teacher will feel?

1. How do you think the teacher will feel?
2. How do you think the teacher will feel?
3. How do you think the teacher will feel?

Yarmouth

1. How do you think the teacher will feel?
2. How do you think the teacher will feel?
3. How do you think the teacher will feel?

<u>RE Assessment Overview sheet</u>		
Please complete and upload to Google Drive with your RE work samples at the end of each half term.		
Class Ocean (Yr 6)	Half term Aut 2	Theme and concept Theme: Interpretation Concept: Christmas – The Two Birth Narratives
Assessment focus: Apply – On what occasions and in what situations is interpretation significant?		
Children working towards ARE Brooke (partial), Zach (did not do), Tilly, Connor, Zachary, Tommy, Seth, Molly, Louis		
Children working at ARE Willow, Brendan, Izy, Henry, Lilly, Toby, Evie		
Children exceeding ARE Jeanie, Sophia, Ollie		
Teacher comments I read to the children and acted out a scenario that involved a dispute at playtime. We looked into how the interpretation of the system can be dependent on the viewpoint and how there are a wide variety of factors that can affect how someone interprets a certain situation.		

YEAR 6 AUTUMN TERM 2 CYCLE OF ENQUIRY

- Shalfleet- Step 1 Enquire, Step 2 –Contextualise Step 3- Evaluate Step 4- Communicate
- Link to photos from Year 6 at Shalfleet for the RE cycle of Enquiry for this half term

Yarmouth Cycle of Enquiry steps:

Step 1- Enquire

Step 2- Contextualise

Step 3- Evaluate

Step 5- Communicate

1.0 To identify the key events in the two Christmas narratives
Monday 17th December 2023

WHAT DO WE THINK ARE THE KEY FEATURES OF THE CHRISTMAS STORY?

Feature	Matthew's Version	Luke's Version
Jesus is born	✓	✓
There were three visitors	✓	✗
In Bethlehem	✓	✓
Gold, Frankincense, Myrrh	✓	✗
Angel Gabriel	✗	✓
Mary	✓	✗
Stables	✗	✗
Shepherds	✗	✗
Mary and Joseph	✓	✓
Announcement from Mary	✗	✓
Shepherds in the field	✗	✓
Angels in front of the shepherds	✗	✓
Announcement to shepherds	✗	✗
Jesus	✓	✗
Jesus is given his name	✓	✓
Travel to Egypt	✓	✗

1.0 To identify the key events in the two Christmas narratives
Monday 17th December 2023

INTERPRETING STORIES

What similarities and differences are there in the two versions of the 3 Little Pigs?

TRADITIONAL VERSION	MODERN VERSION	SIMILARITIES
<ul style="list-style-type: none"> 3 pigs 1 pig gets straw from a man 2nd pig gets sticks 3rd pig gets bricks Build houses Straw house blow down Stick house blow down 1st, 2nd pig eat 	<ul style="list-style-type: none"> Wally has cold He needs sugar Goes to pigs straw house, knees and legs hurt down and eats dead pig 2nd house is made of wood 1st house get blown down 1st pig build house for sugar 2nd house and pig not safe Police come and noty arrested 	<ul style="list-style-type: none"> 3 pigs and wolf Wolf eats 2 pigs House of sticks House of bricks 2 houses get blown down Wolf comes off noise

Which interpretation of the events is most important and why?

Both interpretations are as important as each other because the pigs interpreted the wolf as a big scary beast and both have died. He house and eat the pig voluntarily.


Can you write a definition for interpretation?

To be able to explain and understand what something means and someone's views.

1.0 To identify the key events in the two Christmas narratives
Monday 17th December 2023

WHAT ARE THE KEY FEATURES OF THE ACTUAL CHRISTMAS STORIES?

Question	Matthew's Version	Luke's Version
Where did Mary and Joseph live at the beginning of the story?	Bethlehem.	Nazareth.
How did Mary become pregnant?	By the power of the holy spirit.	The holy spirit.
Where was Jesus born?	Bethlehem.	Bethlehem.
Who visited the baby Jesus?	3 wise men.	Shepherds.
What happened after the visitors left?	Escaped to Egypt.	He was named Jesus.
Where did Joseph and Mary live at the end of the story?	Israel.	Nazareth.



1. Explain your answer to this question:

Does it matter that there are different interpretations of this story?

I think it does matter that there are 2 interpretations of the story because no matter what there will be main differences between each version of the Christmas story, and although both stories share the stories of how Jesus was born, there are key events that happen in each story that are important to these stories.

1.0 To identify the key events in the two Christmas narratives
Monday 17th December 2023

NEW FACT Which story does it refer to?

Jesus was born in a stable, not Bethlehem after all	Luke's and Matthew's	Would this be important to Christians?
Joseph was a wealthy merchant, not a carpenter	Luke's and Matthew's	I won't accept Christians as they have all ways they think to be right. Luke's and Matthew's suggest there as it says he was brought from a stable.
Jesus wasn't born in a stable, he was born in an ordinary house	Luke's and Matthew's	It would suggest Jesus as they have all ways they think to be right. Luke's and Matthew's suggest there as it says he was brought from a stable.
The Magi did not visit Jesus	Matthew's	It would suggest Jesus as they have all ways they think to be right. Luke's and Matthew's suggest there as it says he was brought from a stable.
It wasn't shepherds who visited Jesus, but rich merchants	Luke's	It would suggest Jesus as they have all ways they think to be right. Luke's and Matthew's suggest there as it says he was brought from a stable.
The 'star' was actually a comet, not an extraordinary event	Matthew's	It would suggest Jesus as they have all ways they think to be right. Luke's and Matthew's suggest there as it says he was brought from a stable.
Joseph was the father, not God	Luke's and Matthew's	It would suggest Jesus as they have all ways they think to be right. Luke's and Matthew's suggest there as it says he was brought from a stable.

1.0 To identify different forms of interpretation
Monday 17th December 2023

INTERPRETATION

What is the dictionary definition of interpretation?

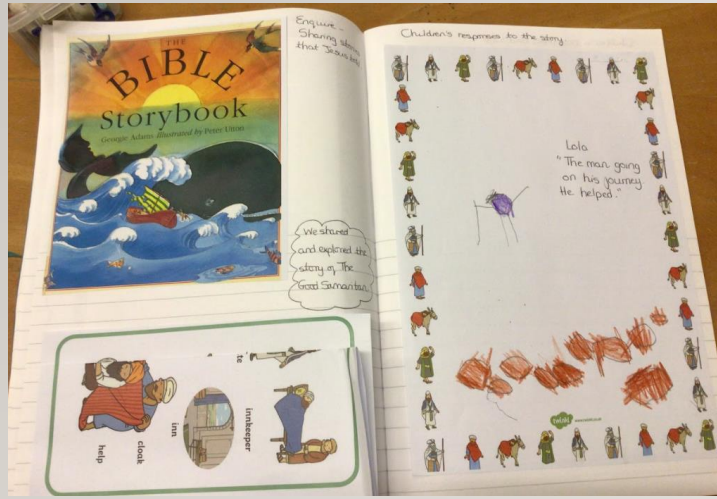
To explain what something means.

Can you go to each station and interpret each text/picture?

Number	Answer to the interpretation question
1	The man looks homeless and the girl looks like his daughter.
2	Mr Cook and Mrs Moon are debating whether to go out.
3	2 people are in love but the police said there as there might be crime. They are having a fight because of her.
4	Another person he was with paid as a treat for him.
5	He coughed on his cereal.
6	We think she said the school is permanently closing.
7	We think the artist is showing a rabbit and a duck.
8	They are seeing which train it is and figuring out if it's the one they need to get on.
9	She didn't like her house so she is happy it went down.

Be ready to explain your ideas in more detail to the class

EYFS SPRING TERM 1 ASSESSMENT FOCUS- ENQUIRE



Beach Class

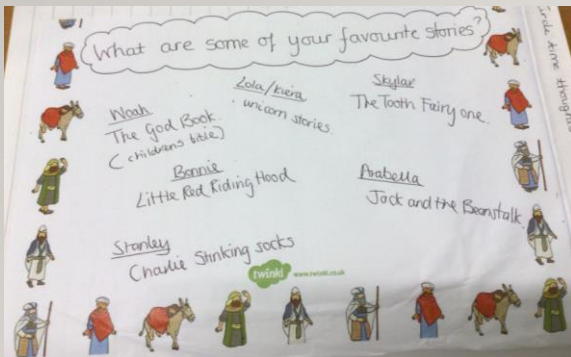
After listening to stories from the bible, the children drew and painted pictures about friendships and the relationships in the stories they had heard



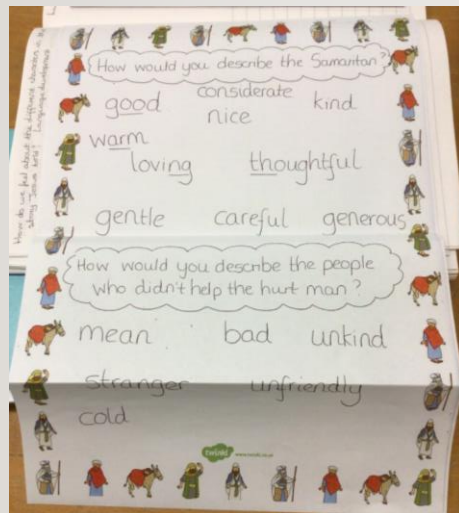
Rainbow Class

EYFS SPRING 1 CYCLE OF ENQUIRY STEPS

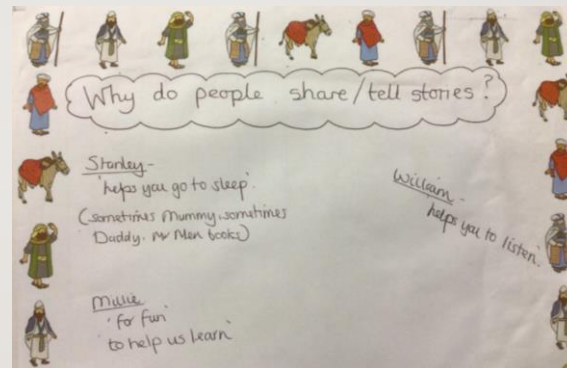
Communicate



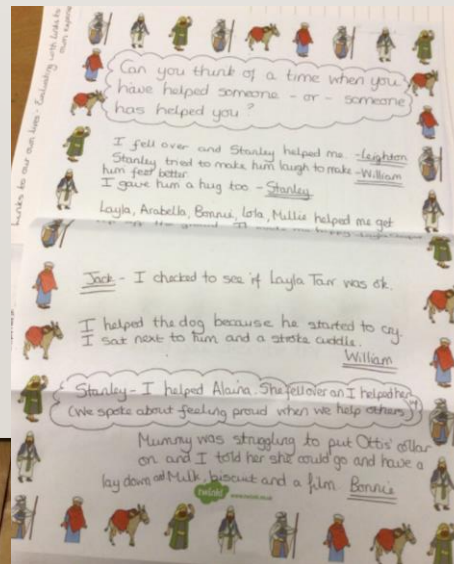
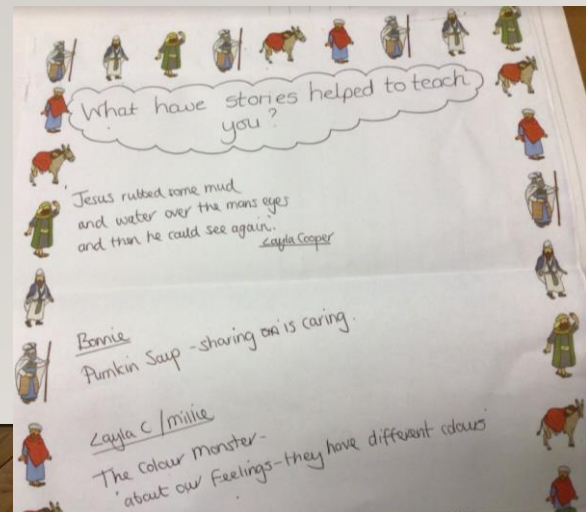
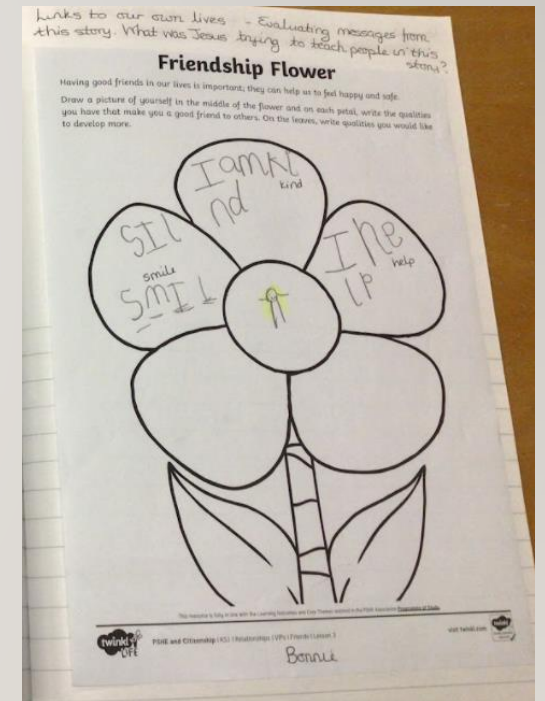
Apply



Contextualise



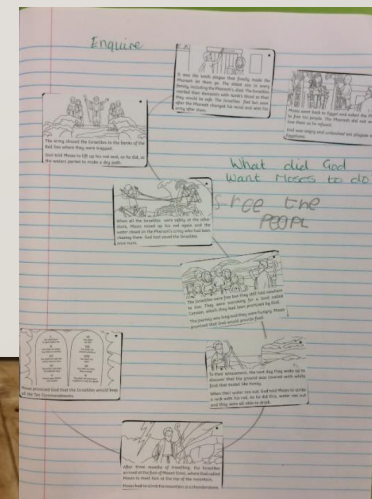
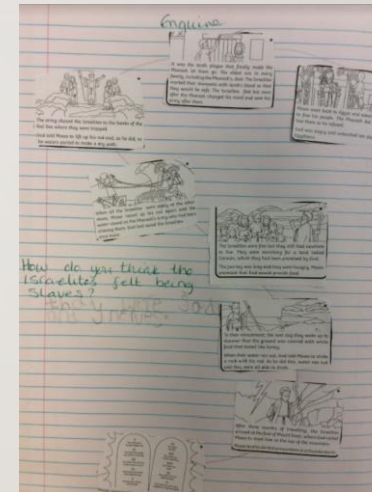
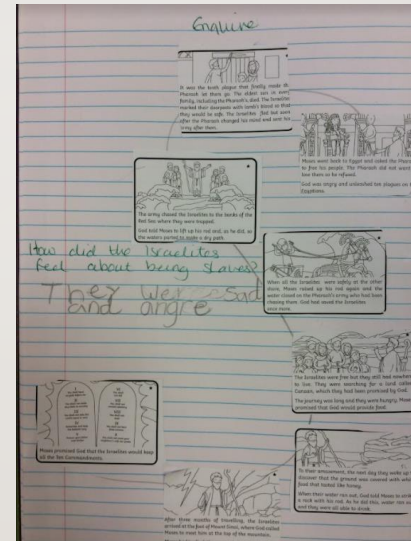
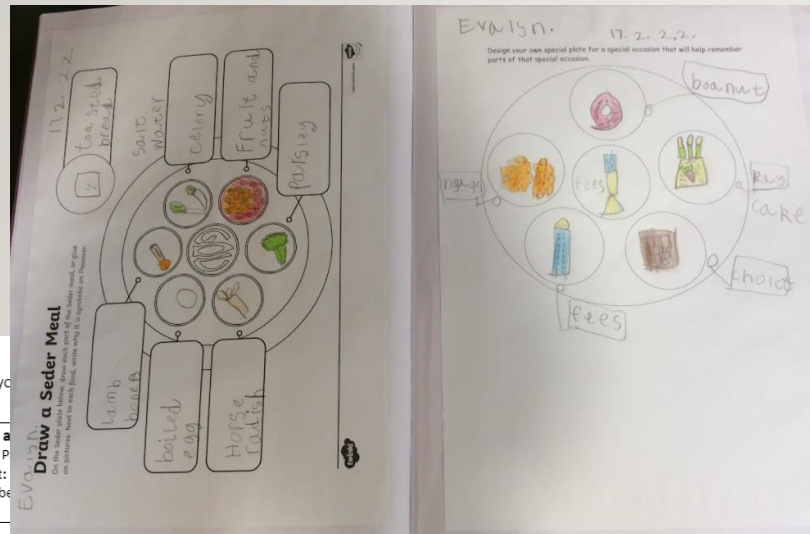
Evaluate



YEAR 1- SPRING TERM 1 ASSESSMENT FOCUS- ENQUIRE

Cove Class

Sunshine Class



RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Cove	Spring 1	Theme: Passover Concept: Remembering

Assessment focus:

Children working towards ARE		
Bruce	Abel	
Joshua	Sean	
Ryan		

Children working at ARE		
Ava	Lyla	Ronan
Arya	Leif	
Leo	Kaiden	

Children exceeding ARE		
Tommy		
Amelia		
Darcie		

Teacher comments
All could recall something important they remember

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Sunshine	Spring 1	Theme: Passover Concept: Remembering

Assessment focus: Enquire

Children working towards ARE	
Bobby	Ollie
Eli	Ryan
Sienna	

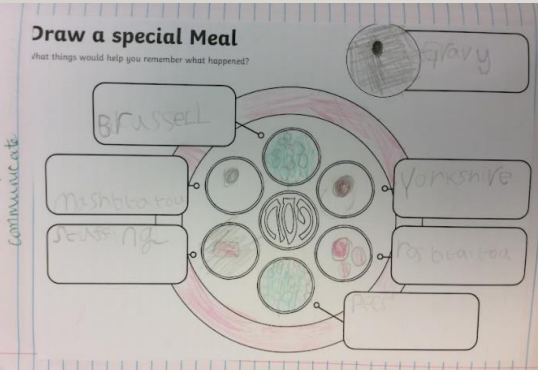
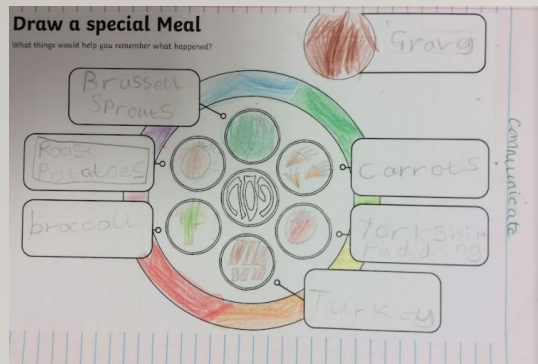
Children working at ARE	
Anna	Bethan
Charlie	Edward
Gwyn	Harrison
Igor	Layla
Lenny	Lilly-Mae
Lowen	Malachi
Oliver E	Oliver P
Oscar	Otto
Parker	Rafe

Children exceeding ARE	
Doris	Hollie
Evalyn	Lily
Noah	Reggie

Teacher comments
All could recall something important they remember

YEAR 1 SPRING TERM 1 CYCLE OF ENQUIRY

Communicate



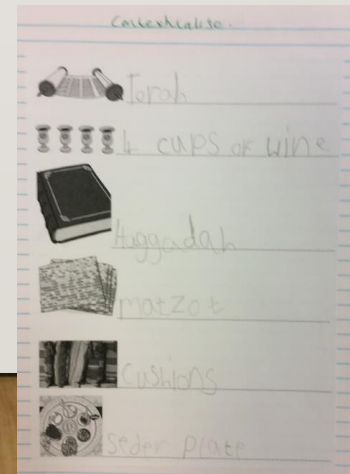
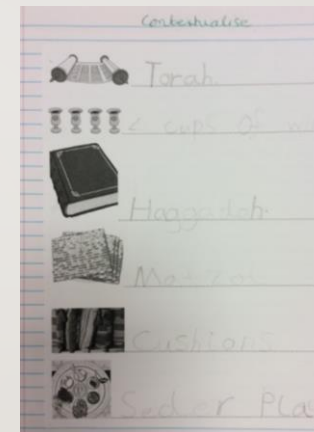
Apply

Class discussion on things they like to remember and why.

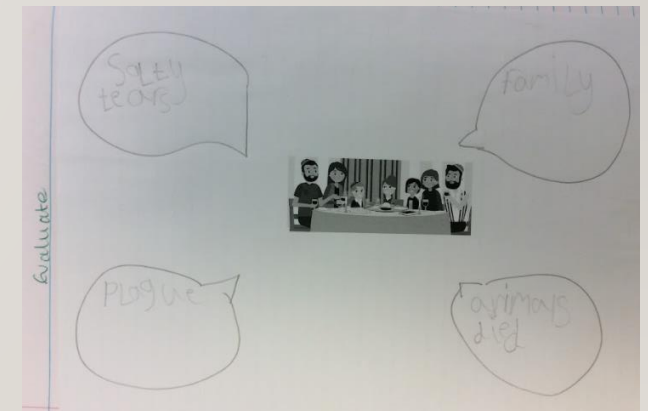
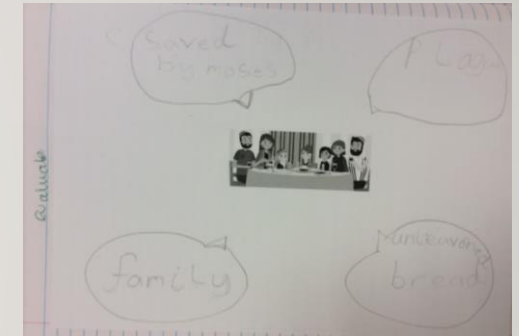
Also discussed these questions

How does remembering make us feel? Is it always good to remember things? Why/why not? Are there some things that you do not want to remember?

Contextualise



Evaluate



YEAR 2- SPRING TERM 1 ASSESSMENT FOCUS- ENQUIRE

Yarmouth

Step 3 – Enquire
LO: To identify and talk about the meaning of change and different types of change.

change

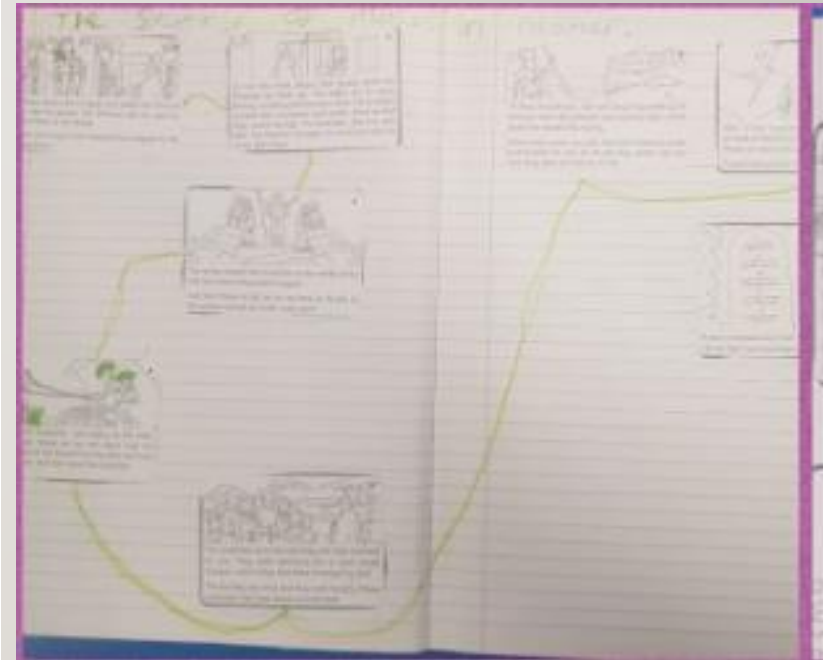
- in people
- how we act
- COMPUTERS
- medicine
- In our emotions
- In health

We think change means when something different happens for a reason. It can be good or bad.

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Sky		Theme: Change Concept: People Jesus Met
Assessment focus: Enquire		
Children working towards ARE FP, IG, KL, LB		
Children working at ARE Rest of class		
Children exceeding ARE FD,CG,EO, EH-B		
Teacher comments Children found it difficult to put into words what change is although they could provide plenty of examples. LA group were able to give examples of change and things that changed		




YEAR 2 SPRING TERM 1 CYCLE OF ENQUIRY

Communicate

Wednesday 16th February 2022

Theme: People Jesus Met
Key concept: Change
Step 1 – Communicate
LO: To identify and talk about different types of change in our experiences.




My change was getting my dog and I felt happy and I helped and worried but I liked her

Contextualise

RE Day Spring 1 2022
Theme: People Jesus Met
Key Concept: Change
Contextualise- LO: To recognise that Christians believe that Jesus changes some people's lives.
Draw a picture from the story of The Blind Man then answer the questions.

What change happened in this story?
There might be more than one thing!
The blind man was blind because he was blind and he was blind.




What do you think the blind man thought and felt before he had met Jesus?
I think he was sad and he was blind and he was blind.

What do you think the blind man thought and felt after he had met Jesus?
I think he was happy and he was blind and he was blind.

Apply

Step 2 – Apply
LO: To identify how our responses to change affect our lives.



My Christian Change was I had done that half because when I was little I'd wished it was like a person and I was do and I was a person and then I cut my hair off and gave it to charity.

Evaluate

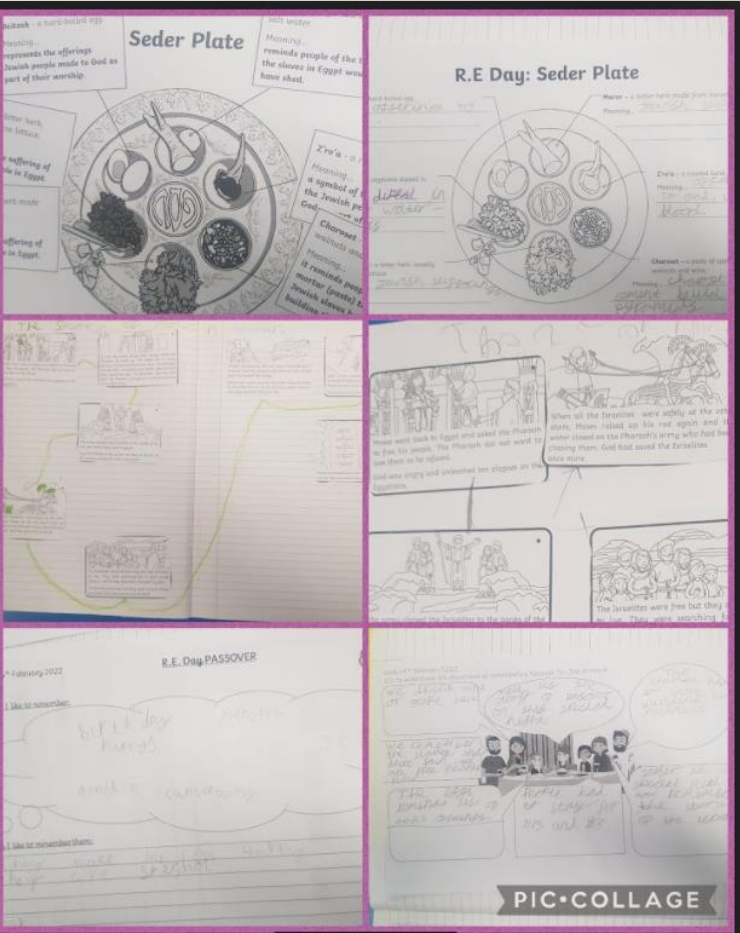
RE Day Spring 2022
Theme: People Jesus Met
Key Concept: Change
Evaluate- LO: To think why the idea of Jesus changing people is so important to Christians

There are many other stories in the bible about how Jesus changed people's lives. All the pictures around the outside of the paper are stories about how Jesus changed their lives in some way.
Christians think about the way Jesus changed people's lives.
Why do you think it is important to Christians?

The idea of Jesus changing people is important to Christians because...

It's important & it helps Christians learn how to be better people. It helps them to help others. It helps them learn how they can change.

R.E Day: Seder Plate



Seder Plate
represents the offerings Jewish people made to God as part of their worship.
reminds people of the slaves in Egypt who have shed.
Z'ro'a - a roasted lamb shank
Maror - a bitter herb
Charoset - a paste of figs, pomegranates and nuts
Karpas - a green herb
Beitzah - a hard-boiled egg
Afikomen - a piece of matzah hidden during the Seder

R.E Day: Seder Plate
The story of the Exodus - how God saved the Israelites from slavery in Egypt.
The Israelites were free for the first time.

R.E Day: PASSOVER
The Passover story - how God saved the Israelites from slavery in Egypt.
The Israelites were free for the first time.

PIC-COLLAG

YEAR 3- SPRING TERM I ASSESSMENT FOCUS- ENQUIRE

Yarmouth

Shalfleet

Step 1: Enquire (Assessment)
to begin to describe the concepts of
Good and Evil:

Good	Evil
Kind ✓	crude ✓
helpful ✓	integrate
Good	spits out ✓
respectful	Evil
inciriging	mean
incirig	someone who bullies
grateful	dark dark messy
good at heart ✓	unkind
soir	unrelibel
loving	disrespectful
attained	Sinister
has a good heart	Bad
unselfish	Bad attained
meanless	

Good Ted	Evil
loving ✓	demons! ✓
Kind ✓	Miller's!
helpful	nasty!
Angel ✓	rotten!
Angel ✓	evil! ragic!
good ragic	horrid!
perfect	
orist ✓	

Enquire

Evil
bad not nice mean bully against disrespectfull

good
nice lovely helpful by my side respectfull with no
someone you love



good	Evil
not mean giving	not rise.
tackling turns	bad
friendship	not good
Sharing is caring	at
Doing what's best for everyone.	mean
Helping other people.	Snatching
	not good
	realistic
	Ships
	bad ship
	punishing
	kicking

YEAR 3 SPRING TERM 1 CYCLE OF ENQUIRY

Communicate

Apply

Contextualise

Evaluate

Communicate Apply

good is an very good way to behave and but it is noty and a bad way for her.

my brother ishe mostly is noty probably been before I came I was always wrong but when I came I was wrong and he was trying to prove me wrong but he doesn't want so I have to not fight. If he gives up always then I might be want fight.

Communicate Apply

I think to help Krishna we tried try and find out what pitta he up to and try to get more candles to help Krishna to stop Krishna and split some people a home during and we could get some kirita's army into mscow and in that area

Contextualise

How did Krishna celebrate Holi?

The king was sold. Pralhad and his father were the king. He worshipped Vishnu. Pralhad was a good boy.

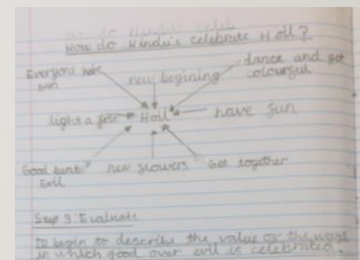
When the king had some Pralhad not listening him he decided punish him and his son. He decided to kill Pralhad. Pralhad was a good boy. He was a good boy. He was a good boy. He was a good boy.

Contextualise

How did Krishna celebrate Holi?

Pralhad was a good boy. He was a good boy. He was a good boy. He was a good boy.

Pralhad was a good boy. He was a good boy. He was a good boy. He was a good boy.



Evaluate

7. Peter escapation prison. because he was sold by the night because he was not a good person.

8. Krishna and the cowherd. because he was a good boy and he was a good boy.

9. Rama in the forest. because he was a good boy and he was a good boy.

Step 4 Communicate

To begin to describe that resonates to the concepts of good and evil.

<p>Good</p>	<p>Evil</p>
--------------------	--------------------

I have drawn my ^{good} character in this way because she is calm and she has not lost any teeth.

I have drawn my evil character because he has stolen money's.

Step 5 Apply

To begin to describe in their own and others lives where good comes out of evil.

1. Evil king wants everyone to pray for him but his son disobeys.

2. Pralhad refuses to worship the king.

3. The king tries to kill him with snakes.

4. Now the king tries to kill him with elephants.

5. Then the king tries to kill him by sitting with Holika.

6. Finally he thanks Lord Vishnu and puts a shawl his body.

- Mini Important
- because we want to celebrate that good is better than evil
 - because we can remember that the God Vishnu has the power to do good
 - because we want to show Lord Vishnu that we love him
 - because we like the story of Pralhad
 - because we like having bonfires
 - because we like having sweets

Evaluate

10. Krishna and the cowherd. because he was a good boy and he was a good boy.

11. Rama in the forest. because he was a good boy and he was a good boy.

12. Krishna and the cowherd. because he was a good boy and he was a good boy.

YEAR 4- SPRING TERM I ASSESSMENT FOCUS- ENQUIRE

Yarmouth

Shalfleet

Step 5 of O.R.E. Enquire
What is a symbol?

A symbol is a drawing, shape or object that represents an idea, object or amount of something. The most common symbols are letters, which are symbols of words and sounds. A symbol can be an actual object such as the cross, a symbol of Christianity or a septic. A symbol can be a colour or pattern. Symbols are used in which poetry and other types of literature. Sometimes metaphors or similes. A national emblem is a symbol for a certain country.

Judaism
Buddhism
Islam
Christianity
Hinduism

Wednesday 16 February 2023
REDay = Spring 1
Theme = Holi
Unit = Good and Evil

Step 1: Enquire
To be able to describe the concepts of good and evil

Good

friendly, respects, being kind, heroic, doves, sacred, helping people, helpful, sharing, peace, mercy

Evil

swearing, not sharing, murder, disobeying, betrayal, teasing/taking, pushing/shoving, starting wars, bullying, bad, wars

Good: cloud, dove, angel, space, life, happy, good, music, pets, family, chicken, heart, music, rubber, devil, wars, crown, giraffe, darkness, bridge.

Evil: bad, wars, bullying, starting wars, pushing/shoving, teasing/taking, betrayal, disobeying, murder, not sharing, swearing.

RE Assessment Overview sheet

Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Coast Year 4 (covering Year 3 Topics)	Spr 1	Theme: Good and Evil Concept: Holi

Assessment focus: Enquire: To be able to describe the concepts of good and evil

Children working towards ARE
Rileigh, Dylan, Harry, Harrison

Children working at ARE
Joey, Faye, Sophie, Olivia, Serene, Macie, Rosie, Maddie, Scarlet, Roman, Isla, Evangeline, Annalease, Serene, Pehr, Jacob,

Children exceeding ARE
Summer

Teacher comments

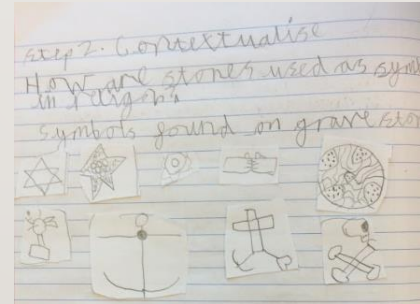
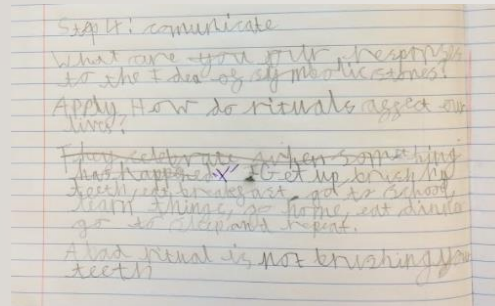
Children were asked to brainstorm ideas/ concepts/ objects that linked with good and evil. They then created mood boards for each using colours that also associated with the concepts. As an extension/ feedback question, children had to define the difference between the two. I have placed children based on the answer they gave to this question as well as their ideas from the main activity. I have put HT as an example of a LA

child because of the simple answer he gave. It essentially just contained a list of ideas taken from his brainstorms. RD is my example for MA as she had a good range of ideas in the brainstorm and could give simple examples to back up her definition. SP is my example of a HA child as her definition was slightly more developed. Her discussion work and questioning over the whole day was also to a high standard.

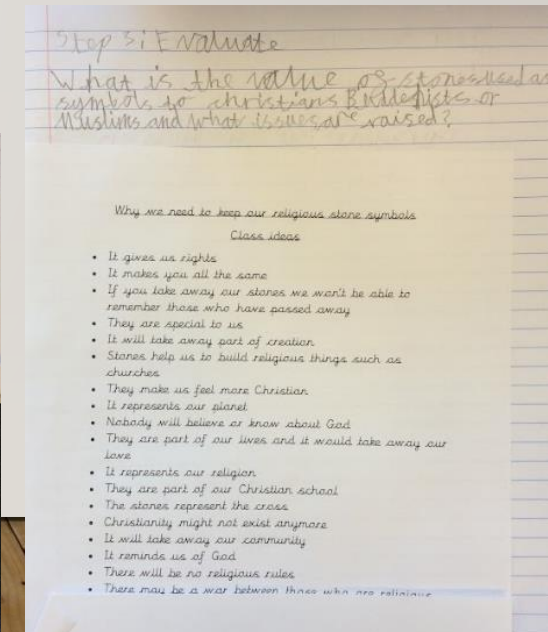
YEAR 4 SPRING TERM I CYCLE OF ENQUIRY

Link to Year 4 Coast Class evidence for a HA, MA and LA for all the steps in the cycle of enquiry

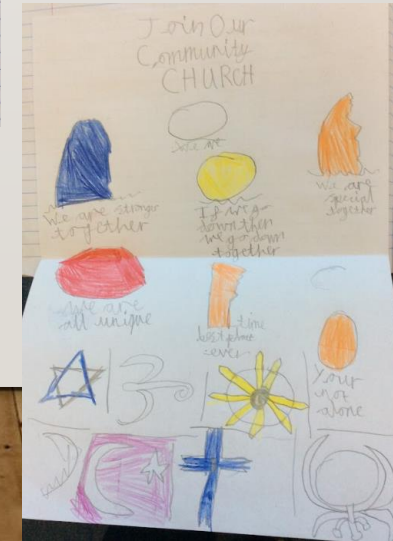
Communicate



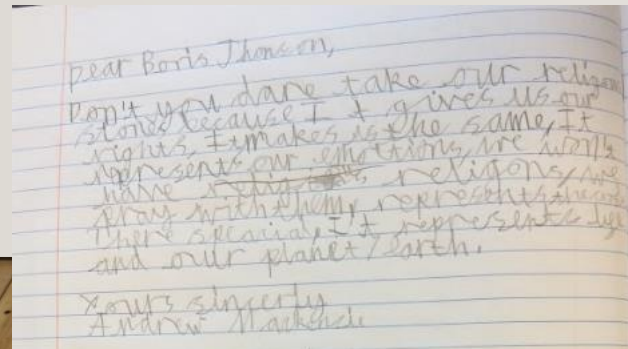
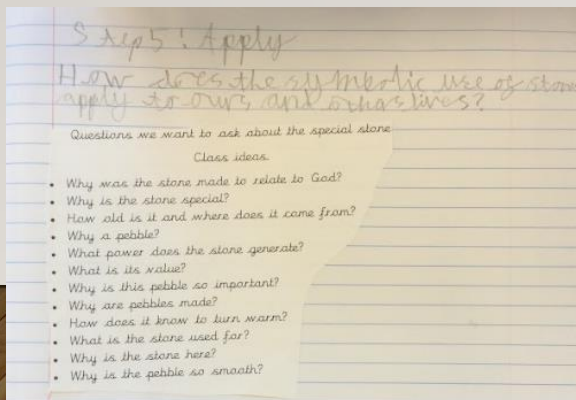
Evaluate



Contextualise

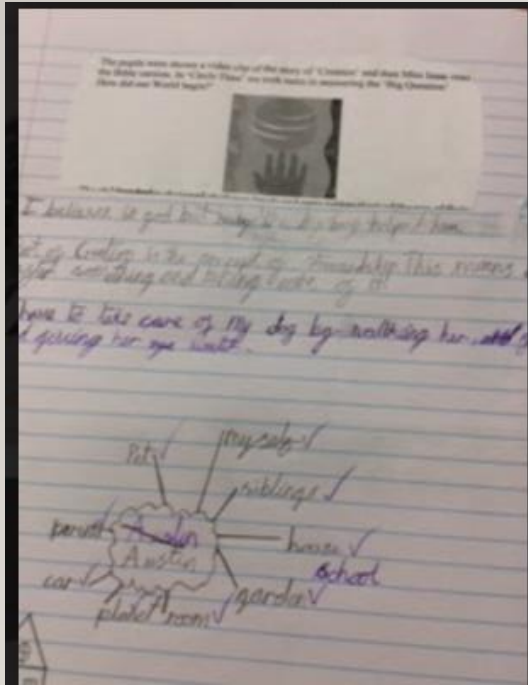


Apply



YEAR 5- SPRING TERM 1 ASSESSMENT FOCUS- ENQUIRE

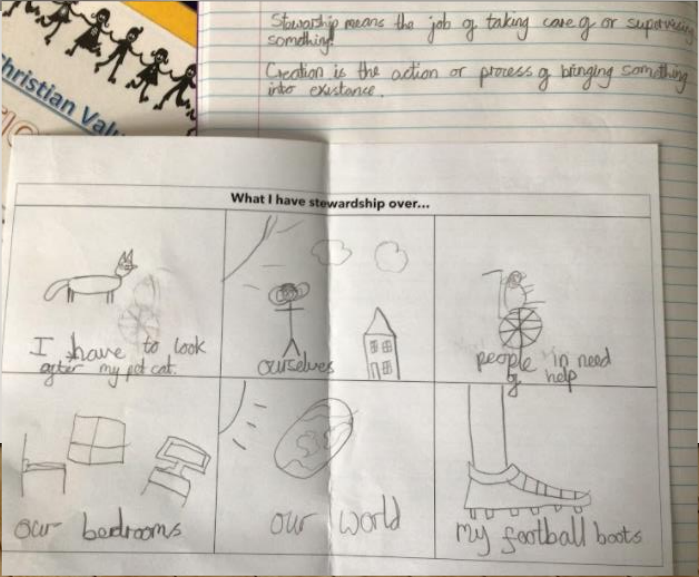
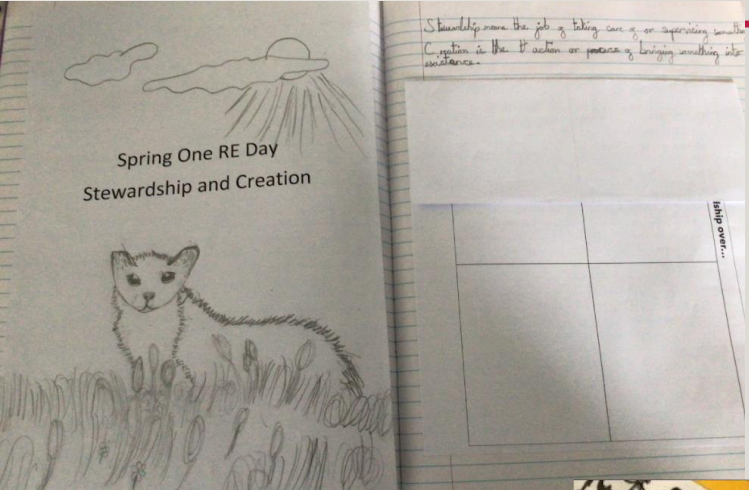
Shalfleet



RE Assessment Overview sheet
Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class Year 5 Eclipse	Half term Spring 1	Theme and concept Theme: Stewardship Concept:
Assessment focus: Enquire		
Children working towards ARE Maddie Stone could not grasp the concept but she was able to retell the story of creation and draw a poster protecting our planet.		
Children working at ARE Whole class		
Children exceeding ARE Poppy Craddock-exceptional back-ground knowledge and able to apply this to R.E lessons.		
Teacher comments		

Yarmouth



YEAR 5 SPRING TERM I CYCLE OF ENQUIRY

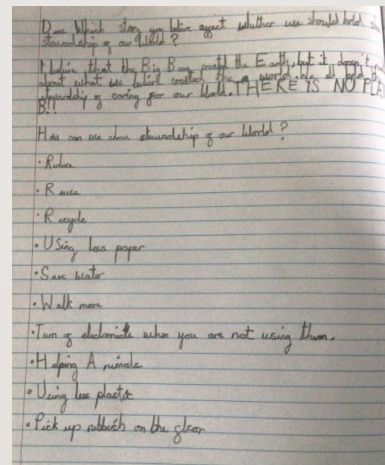
Communicate



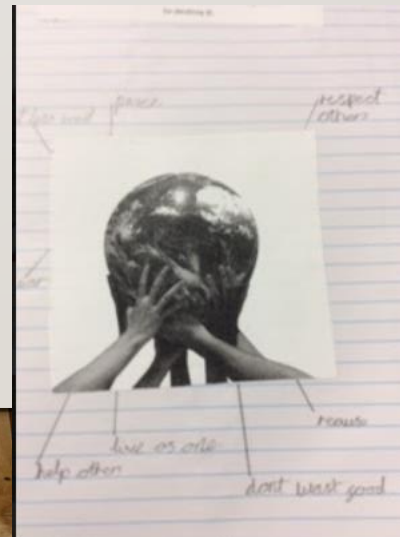
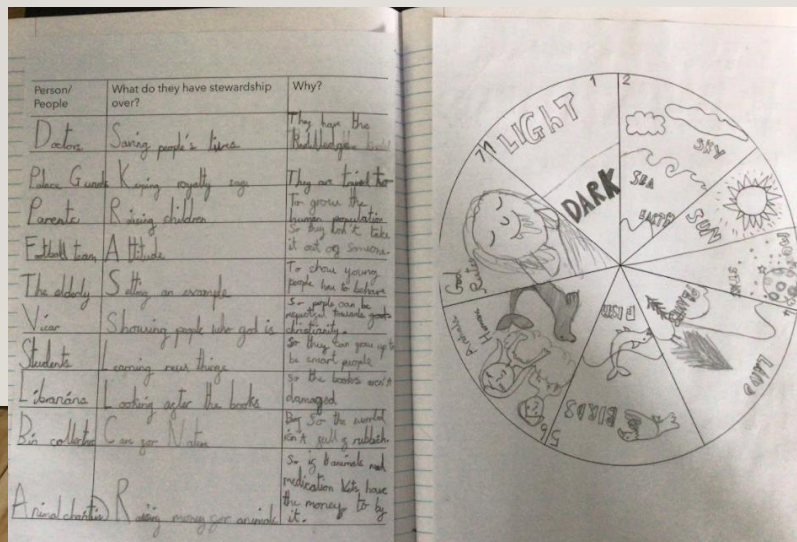
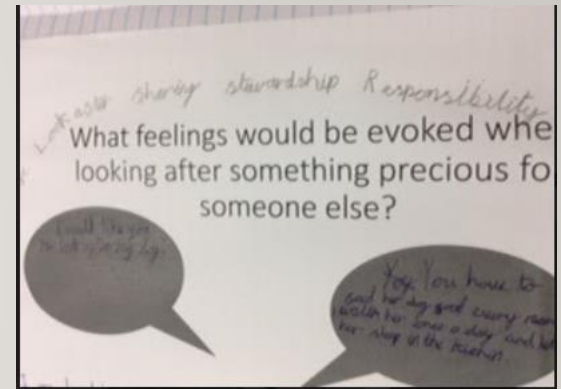
Contextualise



Apply

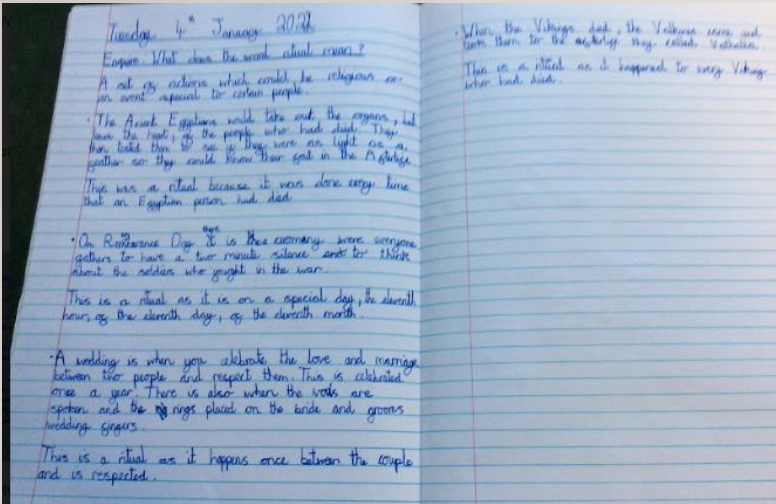


Evaluate



YEAR 6- SPRING TERM 1 ASSESSMENT FOCUS- ENQUIRE

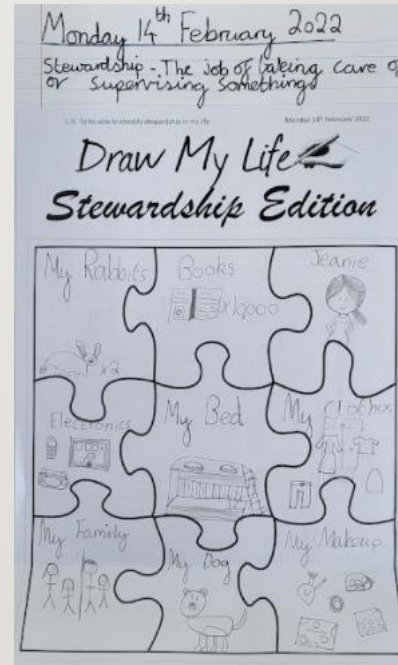
Shalfleet



RE Assessment sheet

Please complete and return to Jennie with your RE work samples at the end of each half term.

Class Horizon	Half term Spring 1	Theme and concept Ritual Wudu and Eid-ul-Fitr
Assessment focus: Enquire		
Children working towards ARE IG, KH, SRB, WCA, BJ, SH, JD, ET, EC		
Children working at ARE FS, WC, DN, MS, ZW, BH, AW, MC, FB, ZR, AS, AP, CC, TBJ FP,		
Children exceeding ARE		
Teacher comments JC, SG, HW and LMR were absent from school during the first week of term.		



Yarmouth

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class Ocean (Yr 6)	Half term Spr 1	Theme and concept Theme: Stewardship Concept: Creation
Assessment focus: Enquire – What does stewardship mean to others?		
Children working towards ARE Brendan, Seth (absent), Henry (absent), Tilly (absent), Toby (absent), Brooke (did not do), Zach (did not do), Lilly (absent)		
Children working at ARE Sophia, Evie, Zachary, Louis, Ollie, Tommy, Toby, Connor, Molly		
Children exceeding ARE Izy, Willow, Jeanie		
Teacher comments The children were given pictures of different people from around the world with hints within each picture of what they had stewardship over. The children worked in pairs in order to decide who the people were, what they had stewardship over and why it was important for them to <u>have the stewardship</u> in the first place.		

Link to Google drive for more evidence for Shalfleet

Link to Google Drive for more evidence for Yarmouth