



WB 23.10.2023

Good morning Dosbarth Kites, I hope you had a great weekend?

This week we will be taking part in our RVE week which take a deep dive into the world of Religion, Values and Ethics.

As always, if you are working from home, try to follow the plan as best as you can and remember to upload photographs of your work to Seesaw so that it can be marked and we can feedback. Any extra sheets or information you may need will be included in a link in [blue](#).

Any problems, feel free to comment on Seesaw or email me on DisleyA4@sch.caerphilly.gov.uk

Monday

WALT:
Identify prior knowledge

Activity: To start with we will discuss what the term RVE means to us (Religion, Values and Ethics). What do we know about this, can we discuss this in our pairs or on our tables. Share ideas and inform children that they will be using this to create a cover page for this week of learning. Remember their previous topic page and think of what could have been done to improve it. Children can have time to research the general terms to support their ideas. Steps for success should include a large title, carefully considered design and colourful pictures.

ACL.2
ACL.4
ACL.5

ECC.6

EIC.2
EIC.5

Following the creation of the topic page, inform children that each year group will be taking part in the RVE week and will all have a different focus. Our focus will be "How does what people eat affect religious identity?"

Looking at the TASC wheel on the board, can children recall if they have seen this before. How do we use it?

Today we will begin looking at our RVE focus for the term.

- Segment 1: In our books we will write the title Gather and Organise. Below this we will begin to create a concept map on Religion/Identity. Start with basic details of key words or knowledge and build out from these. Once complete, discuss our concept maps with our partners and with the class.
- Following the initial activities, we will look at developing an understanding of our own identity. In pairs we will use the iPad to take a selfie of ourselves. Displaying this on the screen, we will take our time to recreate this in our books using pencil. (an alternative approach can be to represent yourself in a stylised version of yourself) This page will need the title "My identity".
- Following the self-portrait, children will identify the things that define their identity through a class discussion. These elements will be listed on the board and



	will then be used to add detail around our self-portraits. (eg nationality, religion, hobbies, age, gender etc.)	
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Tuesday		
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<p>WALT: Develop our understanding of religious identity</p>	<p>Activity: Yesterday we looked at our understanding of religion and identity, as well as presenting an example of our own identity. Today we will be discussing what we understand about religion and its links with food (IDENTIFY)</p> <ul style="list-style-type: none"> - Start by GENERATING ideas and discussing the different celebrations we have throughout the year, Christmas, Easter etc and what foods do we eat at this time? What religion are these celebrations linked to? Do we understand the meaning of these foods? Research if necessary and share your findings with the class. - We will represent the information we have discussed in our books. The steps for success are to include a large title for Christianity, you will need to include the different festivals as well as the different foods eaten at these times, this can be represented with text and drawings. <p>The next part of this task is to look into other religions and see how this affects the types of foods that are eaten, or if there are any celebrations throughout the year that affect our food choices. Children should consider Islam, Hinduism, Sikhism, Judaism, Buddhism. What do we already know?</p> <ul style="list-style-type: none"> - The information that we discover will be discussed as a class and explored further where necessary. Look through the powerpoint and discuss the information within. - We will now choose a further two religions to represent in the same way. <p>As a final part of this task is to discuss as a class what we would like to explore next. Are there any particular foods we would like to try? Is there anything else that needs to be explored further?</p>	<p>ACL.2 ACL.4 ACL.5 ACL.9</p> <p>HCI.1 HCI.9</p> <p>ECC.1 ECC.6</p> <p>EIC.1 EIC.2 EIC.5 EIC.6</p>
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Wednesday		
See Mrs Williams Art Plan		
Mr Ellis Sports Afternoon		

Thursday		
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<p>WALT: Further explore identity and belonging</p>	<p>Activity: We will start by making/tasting a range of foods linked to different religions. Discuss these and reflect upon the different flavours.</p> <p>Recall the activities so far. What have we learnt? What do we understand by the term identity? And religious identity? How does the food we eat affect this?</p>	<p>ACL.2 ACL.4 ACL.6 ACL.7 ACL.9</p> <p>HCI.7</p>
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	<p>We will move onto belonging. What does this mean to us? Why is it important? How can we belong and where can we belong?</p> <ul style="list-style-type: none"> - Discuss the different ways in which we can belong and list these on the board. - Represent these ideas using a mindmap in our books. For each idea it should state in what situation we can belong and how we belong. What is the importance of this? What does this mean to us or to others? <p>Discuss our class and our identity. What are our similarities and differences?</p> <p>Look at the National Statistics for Wales and discuss the most recent statistics regarding Ethnic Group, National Identity, Language and Religion. Is any of this a surprise? Why/Why not? As a class we will create 4 tally charts with the same titles. We will collect data on all members of the class and complete our tally charts. As with our Jigsaw charter, children should be given the opportunity to not answer or not specify if they feel uncomfortable.</p> <ul style="list-style-type: none"> - This information will used to create a bar graph to represent the data. - How does our data compare to the national data? - Can we add our ideas to our work. <p>Reflecting on the national data, discuss how this has changed over time. What do you think the reason for this is? Can you identify how this may affect a community? How this could affect them personally and collectively.</p> <p>Revise the features of an explanation text. What do we need to remember? How will we use what we have learnt this week to summarise "How what people eat affects religious identity".</p>	<p>ECC.1</p> <p>EIC.5</p> <p>EIC.6</p>
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Friday		
<p>WALT: Write an explanation text</p>	<p>Activity: Recall all the information we have discussed this week. Look back through our books to remind ourselves. Remind ourselves of the features of an explanation text.</p> <ul style="list-style-type: none"> - Today we will be writing an explanation text on How what people eat affects religious identity. - This will be a warm write so as part of this, we haven't given a build up nor have we provided a marking grid. Children will be expected to recall or look back at the features and use this to support their writing. - Children should represent this using a two-page spread. 	<p>ECC.1</p>
<p>Halloween Disco</p>		

Additional Tasks



Registration: 9.00
Collective worship: 9.30
Reading Groups: 10.45
Daily Mile: 2.20