

Cycle A

RE MEDIUM TERM PLAN – Y3&4

Theology	Philosophy	Social sciences
		

Overview

In Lower Key Stage 2 pupils explore **Christianity, Judaism and Hinduism** in some depth, plus one other non-religious worldview, **(Humanism)**.

Learning in **Cycle A Y3&4** builds from prior knowledge, skills and understanding developed in KS1, particularly Unit 1.3 'Worship.' Children will explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered. They will investigate the lives of key figures who may be described as founders of their faiths, such as Jesus, St Paul, Abraham. Children will consider some key beliefs and how faith members follow the teachings of those founders. They will make links with a local place of worship and contrast with a place of worship from a different faith. Through engaging in a range of experiences, such as workshops and visits, children will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.

Learning in **Cycle B Y3&4** provides an opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within and to study a religious community in depth. They will meet with different people and members of different faiths to investigate their beliefs and values and the impact on community life, and be encouraged to ask questions about living in a multicultural society. Children will begin to recognise how religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken. They will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths. Throughout each unit of learning, there will be multiple opportunities to adopt a cross-curricular approach to teaching and learning, particularly in terms of researching local history, geography and the concept of citizenship.

Cycle A Y3&4 MTP
Unit 3.2: Founders of Faith
Key Question: Who, what and when?



About this unit:

Considered through a **theological** lens, this unit investigates the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Children will consider some key beliefs and how faith members follow the teachings of those founders.

Prior learning:

Recollection of some facts about key figures from different faiths.

Key vocabulary:

founder, leader, teaching, values

End points:

How do the lives of faith founders influence believers?

- identify key events in the lives of faith founders and their impact on those around them
- explain the relevance of different faith founders for their followers today

What do key religious figures teach?

- explain the significance of the key teachings of faith founders for faith members
- describe the teachings of key religious figures, identifying some similarities and differences
- reflect on the teachings of key religious figures and how these teachings impact on society

These contribute to the following End of Key Stage statement:

- express understanding of the key concepts underpinning different faiths, linking sources of authority to belief

By the end of this unit, pupils know the key events in the lives of at least two key religious figures; they should be able to talk about some key teachings.


Also see the KS2 Easter1 unit which may follow.



Cycle A Y3&4 MTP
Spring
Unit 3.2: Founders of Faith




Key Question: Who, what and when?



First, children will discuss the characteristics of a good leader. We will then learn about some of the key religious figures.


Learning Objective	Key Knowledge	Recorded Learning	Useful links (If the link does not open, please find URL on final page.)
<p>Session 1</p> <p><i>What makes a good leader?</i></p> 	<p>Drawing on children’s prior knowledge, recollect some facts about key figures from different faiths. Share information about:</p> <p>Christianity- Jesus Buddhism- Buddha Judaism - Abraham Sikhism- Guru Nanak Islam- Mohammed (pbuh)</p> <p>What does it mean to be the ‘founder’ or leader of a group or team? Link to groups we know or attend for example, Brownies, Scouts, football...</p>	<p>What are the characteristics of a good or bad leader?</p> <p>Mind map the characteristics of a good leader on the board as a class and copy into books.</p> <p>Poster of a job advert for a good leader.</p> <p>Challenge - discuss</p> <p>How would it feel to be the leader/ founder of a faith? How does the word ‘responsibility’ link to being a faith founder? Which one word would you choose to describe a faith founder? Why?</p>	<p>BBC bitesize information about religions</p>
<p>Session 2</p>	<p>Explore the life of key religious figures for</p>	<p>Answer questions in books</p>	<p>The life of Jesus</p> <p>St Paul information</p>


<p>Who are the key religious figures for Christianity?</p> 	<p>Christianity, such as Jesus and St Paul.</p> <p>Look at images- discuss who they are and what we know about them.</p> <p>Read information about Jesus and St Paul. Learn about Jesus's incarnation and resurrection.</p>	<p>Why are Jesus and St Paul key figures of Christianity? Does every faith need a key figure? Why? How are Jesus and St Paul similar/ different?</p>	
<p>Session 3</p> <p>Who are the key religious figures for other faiths?</p> 	<p>Select and explore the life of key religious figures for other faiths, such as Abraham (Judaism) Mohammad (pbuh), the Buddha, ...</p> <p>In groups, read information about different faith founders mentioned above. Share information with the class to provide all children with knowledge of each faith founder.</p>	<p>List the key faith founders and events in their lives depending on ability.</p> <p>Challenge to discuss Which of the faith founders we have learnt about today do you most relate to and why?</p> <p>What do you think is the most important quality for a faith founder and why?</p>	

Next, children will understand what faith founders believe and do and their relevance for believers today.

Learning Objective	Key Knowledge	Learning Objective	Useful links (If the link does not open, please find URL on final page.)
<p>Session 4</p> <p><i>What did the key religious figures for Christianity believe and do?</i></p> 	<p>Select and explore the teachings of key religious figures for Christianity, such as Jesus, St Paul ...</p> <p>What did they believe? What did they do in their lives?</p> <p>Use the story of The Good Samaritan as the focus for the lesson. Read the story, order story events and discuss the feelings of characters at different points in the story. What impact did Jesus and his beliefs have in this story? Conscience alley for the characters in the story.</p>	<p>Dramatise a parable in a modern context; explain its moral and message.</p> <p><u>Challenge</u> Discuss the meaning of a parable Jesus taught. Why could it be challenging to 'love our neighbour as ourselves'?</p>	<p>The Good Samaritan story</p> <p>The Good Samaritan story board</p>
<p>Session 5</p> <p><i>What did the key religious figures for other faiths believe and do?</i></p>	<p>Select and explore the teachings of key religious figures for other faiths, such as Abraham (Judaism),</p> <p>What did they believe? What did they do in their lives?</p>	<p>Create a picture to reflect a teaching of a faith founder - Abraham (Judaism) and explain its meaning for a believer.</p>	

	<p>Faith founders to explore linked to our religions in school- Brahma/Vishnu What did he believe and do?</p>		
<p>Session 6</p> <p><i>How did people respond to their deeds and words?</i></p> 	<p>Which religions other than Christianity recognise Jesus as an important teacher?</p> <p>Look at the links between Jesus and other religions, ask What do Jewish, Hindu, Muslim etc people believe about Jesus?</p>	<p>Children read information and record on large sheet of paper (as a table). Then share their findings with the class. When each group has shared, they should have a deeper understanding of what other religions believe about Jesus.</p>	<p>Information about other religions views on Jesus.</p>

<p>Finally, children will learn about holy books and how they are important for faith members. Children will consider the impact of a person's faith and faith founders' teachings on wider society.</p>			
Learning Objective	Key Knowledge	Recorded Learning	Useful links (If the link does not open, please find URL on final page.)
<p>Session 7</p> <p><i>Where do we find these teachings?</i></p> 	<p>Have ready a selection of holy books, such as The Bible, The Torah, Vedas ...</p> <p>Read a story from one or two holy books.</p> <p>Share thoughts and feelings when hearing the teaching in a story from a holy book.</p>	<p>Choose one holy book and write down key facts about it.</p> <p>Then write a question you may have about that holy book. Share your question with a partner- can they answer it?</p> <p><u>Challenge</u></p>	<p>The Bible video</p> <p>My Life, My Religion: Christianity</p> <p>My Life, My Religion BBC clips</p> <p>The Torah video</p>

	<p>Watch video clips to see real life examples of children/ families using holy books in their everyday lives. How do they use them? Why do they use them? What can we learn from the videos?</p>	<p>If you are not religious, what books could you read to help you find your way in life? What is similar or different about the way people from different religions use their holy book?</p>	
<p>Session 8</p> <p><i>How does a person's faith influence the way they live?</i></p> 	<p>Watch videos to understand a day in the life of a Christian/ or other religion.</p> <p>How does being a Christian influence the way Nathan in the video clip lives?</p> <p>What impact does being a Christian have on his life?</p> <p>Would his life be the same if he was not a Christian?</p>	<p>Read a selection of scenarios/ problems for example, somebody tells you they are unhappy at school. How would you deal with this as a faith member?</p> <p><u>Challenge to discuss</u></p> <p>What is the relevance of Jesus for people today? What aspects of living a faith might be the hardest and why?</p>	<p>BBC video clip- Life as a Christian child</p>
<p>Session 9</p> <p><i>How do the teachings of a faith founder impact on wider society?</i></p>	<p>Express thoughts about whether the teachings of faith founders can change lives for the better and guide followers.</p> <p>Watch clips to see how Christian's or people of other religions live their</p>	<p>Answer questions in books.</p> <p>If you are not a Christian, how could Jesus have an impact on your life? How could Jesus guide a Christian in their daily life? How are the ten commandments useful in our lives?</p>	<p>The ten commandments</p>



lives. Talk to somebody who is a Christian or another religion about how their religion impacts the community they live in. Look at key images which may help Christian's remember the teachings of Jesus, for example church, bible, cross, candle... Discuss their significance.

If you are not a member of a faith, how could a faith founder impact on your life? Discuss.

Find out the ten commandments and discuss Jesus's greatest commandment.

Write the greatest commandment which could be relevant to all religions we have learnt about.

Challenge to discuss

How can society benefit from people following their faith leaders' beliefs?

Website links

Session 1	KS2 – Religious Education: https://www.bbc.co.uk/bitesize/subjects/z7hs34j
Session 2	Life of Jesus: https://www.tes.com/teaching-resource/life-of-jesus-6122490 Paul: https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml
Session 3	

Session 4	The Good Samaritan: https://www.bbc.co.uk/teach/school-radio/audio-stories-the-good-samaritan/zf8w92p The Good Samaritan Storyboard: https://www.tes.com/teaching-resource/the-good-samaritan-storyboard-6077731
Session 5	Stories by Category – Guru Nanak: https://www.sikhnet.com/stories/12311
Session 6	What other world religions think about Jesus: https://www.relevantmagazine.com/faith/what-other-world-religions-think-about-jesus/
Session 7	The Holy Bible: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyri6 My life, My Religion: https://www.bbc.co.uk/programmes/b05pc1c9/clips My Life, My Religion – The Qur’an: https://www.bbc.co.uk/programmes/p02mwjsw My Life, My Religion – The Torah: https://www.bbc.co.uk/programmes/p02mxbli
Session 8	My Life, My Religion – Nathan: https://www.bbc.co.uk/programmes/p02mwvjy
Session 9	The Ten commandments: https://www.bbc.co.uk/bitesize/clips/z687tfr



Cycle A: Lower Key Stage 2 Easter Overview



Key Question: What is the significance of the cross for Christians at Easter?

About this unit

Considered through a **theological** and a **social sciences** lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across lower Key Stage 2. It gives opportunity to explore and develop the concepts of Salvation and Gospel. The focus for **Cycle A Y3&4** is on how Christians remember the events of Holy Week, and in **Cycle B Y3&4** the different ways in which the cross conveys the importance and message of Easter.

It may be useful to consider Spring festivals from other faiths alongside Easter.

Prior learning

This unit builds on learning about Spring festivals in KS1.

Key vocabulary:

Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion

End points:

What is the significance of religious festivals and rituals?

- identify the stories celebrated at festivals from different faiths
- explain the meaning behind the celebration of festivals and rituals from different faiths

These contribute to the following End of Key Stage statement:

- make connections between the beliefs that underpin different celebrations,

How do people express their beliefs?

- identify symbols and artefacts which are important for at least two different faiths
- explain how artefacts and symbols express the beliefs of faith members
- recognise different forms of religious and spiritual expression

forms of worship, pilgrimages and rituals

- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today

By the end of the unit, children will be able to talk about significant events in Holy Week. They will be able to explain how and why the cross conveys the message of Easter and consider how the crucifixion might offer salvation to Christians.





Cycle A Y3&4 MTP
Easter
MTP





Key Question: What is the significance of the cross for Christians at Easter?

In Y3, children will consider why Holy Week is such an important part of the Easter story and explore the significance of events which took place on Palm Sunday, at the Last Supper and in the Garden of Gethsemane.

Learning Objective	Key Knowledge	Recorded Learning	Useful links (If the link does not open, please find URL on final page.)
<p>Session 1</p> <p>Why is the festival of Easter an important celebration for Christians?</p> 	<p>Ask children if they can remember a time when they felt joy, sadness and hope. Watch clips from the movie 'Inside Out' for starting points: click here</p> <p>Start by asking: what is Easter and what do Christians do to celebrate Easter?</p> <p>Watch the video: What is Easter?</p> <p>Why is the festival of Easter an important celebration for Christians?</p>	<p>List key events in Holy Week or Create storyboard accounts of the events of Holy Week, using the different gospels depending on ability.</p>	<p>What is Easter?</p>

	<p>Explain that for Christians, Palm Sunday, Good Friday and Easter Sunday are times to remember the joy, sadness and despair, and hope felt by the followers of Jesus, and by Jesus himself.</p> <p>Watch a video which explores the events in Holy Week:</p> <p>Palm Sunday - joy Good Friday – sadness and despair Easter Sunday – hope</p>		
<p>Session 2</p> <p><i>Why is Palm Sunday significant for Christians?</i></p> 	<p>Drawing on prior knowledge, ask:</p> <p>What is Palm Sunday? What happened on Palm Sunday? Why is Palm Sunday an important event for Christians?</p> <p>Recap understanding by watching this video: The riddle of Palm Sunday</p>	<p>Answer the question in books. Why is Palm Sunday significant for Christians?</p> <p>Make a palm leaf cross – please click here</p>	<p>The riddle of Palm Sunday</p> <p>Make a palm leaf cross</p>
<p>Session 3</p> <p><i>Why do Christians call</i></p>	<p>Watch the video: Good Friday and Easter eggs</p>	<p>Answer the question in books. What is ‘good’ about ‘Good Friday’?</p>	<p>Good Friday and Easer eggs</p>

<p><i>the day Jesus died Good Friday?</i></p> 	<p>Talk about the events of Good Friday.</p> <p>Contrast the sadness of Good Friday with the joy of Palm Sunday.</p>	<p>Show pupils a selection of crosses from around the world and what they mean. Ask them to choose a cross that would be good to display in a church on Good Friday. Ask them to write an explanation of their choice.</p> <p><u>Challenge to discuss</u> How do Christians see Jesus as a saviour to the world?</p>	
<p>Session 4</p> <p><i>What do Christians believe happened on Easter Sunday?</i></p> 	<p>Watch one of the following videos: The Christian Story of Easter – click here He is Risen – click here List key events and ideas from the video as a class.</p> <p>Why is Easter Sunday a significant event in the Christian calendar?</p>	<p>Give each pupil a paper leaf and ask them to write a key word or phrase about the events of Easter Sunday. Create a class resurrection tree and display.</p>	<p>The Christian Story of Easter</p> <p>He is Risen</p>

Website links

YEAR 3&4

Session 1	What is Easter? https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6ri6
Session 2	The riddle of Palm Sunday: https://www.bbc.co.uk/bitesize/clips/zy2hyrd Make a palm leaf cross: https://www.youtube.com/watch?v=znDyR8 POCU
Session 3	Good Friday and Easter eggs: https://www.bbc.co.uk/bitesize/clips/zigkq6f
Session 4	The Christian Story of Easter: https://www.youtube.com/watch?v=Wnbo2AmS3OI He is Risen: https://www.youtube.com/watch?v=CmFXxEQYUTg

List those children working below the expected outcomes: