

Religious Education Medium Term Plan Spring LKS2 Aycliffe Drive Primary School						
Religious and Theological History	Key enquiry questions	Which eight areas of learning have been covered?	Year 3 (Cycle B in line with school) <i>(Suggested Activities)</i>	Key enquiry questions	Which eight areas of learning have been covered?	Year 4 (Cycle A in line with school) <i>(Suggested Activities)</i>
<p>Eight Areas of Learning:</p> <p>Beliefs and Practises</p> <p>Sources of Wisdom</p> <p>Prayer, Worship and Reflection</p> <p>Identity and Belonging</p>	What does it mean to be you?	Sources of Wisdom	<p>Lesson 1</p> <p>LO: To learn to plot key events in Jesus' life.</p> <p>WHAT WAS JESUS' LIFE LIKE?</p> <ul style="list-style-type: none"> • Setting the scene. Place key events in Jesus' life on a timeline; include Muhammad as a reference point too. 	<p>What does it mean to be me?</p> <p>What does it mean to be human?</p>	<p>Identity and Belonging</p> <p>Symbols and Actions</p> <p>Human Responsibility and Values</p> <p>Ultimate Questions</p>	<p>Lesson 1</p> <p>LO: To learn where I belong.</p> <p>WHERE DO I BELONG?</p> <ul style="list-style-type: none"> • Use image which reflects belonging, ask pupils to generate their own questions about the image using philosophy for children techniques. • Look at a selection of photographs and pictures showing people

<p>Symbols and Actions</p> <p>Human Responsibility and Values</p> <p>Justice and Fairness</p> <p>Ultimate Questions</p>						<p>wearing clothes and/or symbols that identify them as members of particular communities. For example, police, cubs, brownies, footballers etc. Ask the pupils what communities they belong to?</p>
	<p>What does it mean to be you?</p>	<p>Beliefs and Practises</p>	<p>Lesson 2</p> <p>LO: To learn what we know about Jesus.</p> <p>Discuss What do you know about Jesus? Who was he? Who were his family and friends? What did he do? What was he</p>	<p>What does it mean to be you?</p>	<p>Identity and Belonging</p> <p>Symbols and Actions</p>	<p>Lesson 2</p> <p>LO: To learn how Sikhs show they belong.</p> <p>Introduce Sikhism to the pupils by showing an image of a Sikh man wearing a turban. Ask the pupils, what religion</p>

			<p>like? Discuss any common misconceptions that may arise. Create a passport for Jesus using some of the gathered information.</p>			<p>does this person belong to? Explain to the pupils that people also belong to religious communities.</p> <ul style="list-style-type: none">• How do we know this person is a Sikh? Tell the pupils that some Sikhs may be identified by clothes and symbols they wear.• Next show another image of a Sikh, but with cut hair. Is this person a Sikh? Why? Explain to the pupils that not all Sikhs choose to have uncut hair or to wear a turban, but that doesn't necessarily mean that they don't follow the religion. Can
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						pupils give other examples of looking different to what you might expect? for example, Plain clothed police, footballers on training days not in their official kit.
	What does it mean to be you?	Human Responsibility and Values Beliefs and Practises Sources of Wisdom	Lesson 3 LO: To learn about some of Jesus' key messages through stories from the bible. WHAT STORIES DID JESUS TELL?	What does it mean to be you?	Identity and Belonging Symbols and Actions Beliefs and Practises	Lesson 3 LO: To learn about the 5 Ks in Sikhism. Focus on the image of a Sikh with uncut hair wearing a turban, explain that this person

		<p>Prayer, Worship and Reflection</p>	<ul style="list-style-type: none"> • Retell one or more of the following stories to demonstrate the teachings of Jesus; The Lost Coin (Luke ch15 v8-10); The Houses Built on Rock and Sand (Matthew ch7 v 24- 27); The Mustard Seed (Matthew ch13 v 31- 32);The Sower (Mark ch4 v 1 - 9, 14 - 20) The Widow’ s Mite (Luke ch21 v 1-4). • Split the class into groups and give each group a story. Make presentations using, for example, music and movement, mime, drama, film etc. Focus on what Jesus was trying to teach 			<p>is known as a ‘Khalsa’ Sikh. A Sikh who wears all 5Ks.</p> <ul style="list-style-type: none"> • Show pupils a programme about the 5K’ s. In 6 groups of 5’ s examine one of the 5K artefacts and if possible, a miniature Khanda, Kanga and Kirpan, generate three questions that they would like to ask to find out more about their given artefact. Give information for pupils to research their own answers. Jigsaw activity, number the pupils in each research groups (eg.1-5) then regroup all
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			<p>people by telling these stories and why they are important to Christians today.</p>			<p>1' s, 2' s etc. to tell each other about their artefact 1 minute each to speak.</p> <ul style="list-style-type: none"> • Give the pupils definitions with symbolic meaning of each artefact on a piece of card, pupils then have to match them to the correct symbol. OR • Using a poster of the 5Ks, pupils work in teams to complete a "maps from memory" exercise. • Plenary idea:- pupils play an articulate game to describe one of the 5K' s for their partner to guess. Ask questions
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						<p>which prompt learning from the 5K' s for example, Kirpan – Is it right to fight for your beliefs? Kara – Have pupils ever worn something around their wrists – what does it tell you? What does it say to other people about you?</p>
	<p>What does it mean to be you?</p> <p>What does it mean to be human?</p>	<p>Human Responsibility and Values</p> <p>Beliefs and Practises</p> <p>Sources of Wisdom</p>	<p>Lesson 4</p> <p>LO: To learn about the story of Zaccheus.</p> <p>WHAT DID JESUS DO?</p> <ul style="list-style-type: none"> • Tell the story of Zaccheus the tax collector and discuss why Zaccheus 	<p>What does it mean to be you?</p>	<p>Sources of Wisdom</p> <p>Symbols and Actions</p>	<p>Lesson 4</p> <p>LO: To learn the story of Baisaikhi and the origin of the 5 Ks.</p> <p>Introduce Guru Gobind Singh, exploring the story of Baisaikhi and the founding of the</p>

		<p>Ultimate Questions</p>	<p>didn't have friends at the start of the story.</p> <ul style="list-style-type: none"> • In pairs think of words to describe Zaccheus' personality and feelings at the start of the story or in small groups 'hot seat' characters from the story. Why did Jesus choose Zaccheus to be his friend? • Class make list of ways Zaccheus changed by listening to Jesus, (before and after). • How does this story help us to understand why Jesus is important to Christians? 			<p>Khalsa, and discovering the origin of the five Ks. Ask pupils to imagine they were part of the crowd in the story. Hot seat how they might feel at different points in the story. Repeat with other characters. Have pupils ever had feelings like this? Two volunteers become a sculpture. Standing still and pliable, others sculpt them, listening to the story and sculpting the pupils in character to show their reactions at key points.</p>
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	<p>What does it mean to be you?</p>	<p>Ultimate Questions</p> <p>Beliefs and Practises</p> <p>Sources of Wisdom</p>	<p>Lesson 5</p> <p>LO: To learn the story of the paralysed man.</p> <p>Retell the story of the paralysed man being let through the roof to Jesus by his friends.</p> <ul style="list-style-type: none"> • Either: In groups invite the pupils to act out the story. Freeze frame the action and invite the pupils in role to describe their thoughts and feelings, e.g. lawyers – Why are you angry with Jesus? Paralysed man – Who do you think this man Jesus is? Draw out the Christian belief that 	<p>What does it mean to be you?</p> <p>What does it mean to be human?</p>	<p>Sources of Wisdom</p>	<p>Lesson 5</p> <p>LO: To learn what it means to be ‘pure of heart’ and why this is important to the Sikh religion.</p> <p>Discuss what it means to be “pure of heart” . Who was pure of heart in the story? Why? Discuss with pupils that the Khalsa is important to Sikhs today – “any Sikh may join the Khalsa but they must show this by wearing the 5Ks and agreeing to live as good Sikhs” . This is why they are called Khalsa Sikhs.</p>
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			<p>Jesus speaks with authority and forgives sins.</p> <ul style="list-style-type: none"> • OR Write a report from the viewpoint of one of Jesus' friends. • How might this parable influence their behaviour towards others at school? 			<p>This takes place during a special ceremony. Relate to the festival of Baisakhi where this story is remembered.</p>
	<p>What does it mean to be me?</p> <p>What does it mean to be human?</p>	<p>Ultimate Questions</p> <p>Symbols and Actions</p> <p>Justice and Fairness</p>	<p>Lesson 6</p> <p>LO: To learn about temptation, how temptation makes us feel and how our actions affect others.</p> <p>HOW DID JESUS OVERCOME TEMPTATION?</p>	<p>What does it mean to be you?</p> <p>What does it mean to be me?</p>	<p>Symbols and Actions</p> <p>Prayer, Worship and Reflection</p>	<p>Lesson 6</p> <p>LO: To reflect on the 5 Ks and relate this to what is significant to me.</p> <p>Pupils identify or make a symbol that has a meaning or significance to them. Display on a string across the classroom. Relate to the</p>

			<ul style="list-style-type: none"> • Give pupils scenarios in which they might be tempted (eg, stealing). In pairs, try to tempt each other into eating something you shouldn't, owning something you shouldn't, taking over in a game you didn't start. How did it feel to be tempted? Identify the effects of your actions on others. 			Kanga Kirpan and Kesh worn as miniature symbols on a necklace.
	What does it mean to be you?	Justice and Fairness Symbols and Actions	Lesson 7 LO: To learn how and why Jesus faced temptation. Either: Retell the story of Jesus being tempted by	What does it mean to be you?	Beliefs and Practises Symbols and Actions	Lesson 7 LO: To learn how members of the Christian and Sikh community welcome new babies.

		<p>Human Responsibility and Values</p>	<p>the devil in the wilderness.</p> <ul style="list-style-type: none"> • Or: show PowerPoint animation to tell the story of Jesus being tempted in the wilderness. • Show pupils the painting Christ in the Wilderness by Ivan Kramskoy - talk about what Jesus might have been thinking and feeling at this time. 			<p>HOW DO CHRISTIAN AND SIKH COMMUNITIES WELCOME NEW BABIES?</p> <ul style="list-style-type: none"> • Show pupils an image of a baby. Why do we celebrate the birth of a baby? Refer to pupils celebrating their own birthdays. Discuss life stages and celebrations of belonging, both religious and non-religious. • Show pictures/ DVD clips illustrating Christian and Sikh initiation ceremonies for babies. Discuss with the
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						pupils how babies are welcomed into some religious families (also include some non-religious civil naming ceremonies). Note similarities/ differences.
	What does it mean to be you?	Beliefs and Practises	<p>Lesson 8</p> <p>LO: To learn about Shrove Tuesday</p> <p>HOW DO CHRISTIANS CELEBRATE LENT AND EASTER?</p> <ul style="list-style-type: none"> • Explore Shrove Tuesday and the traditions of eating pancakes. Explain links with Jesus’ life and fasting during his time in 	<p>What does it mean to be you?</p> <p>What does it mean to be me?</p>	<p>Human Responsibility and Values</p> <p>Symbols and Actions</p> <p>Identity and Belonging</p>	<p>Lesson 8</p> <p>LO: To learn to reflect on why welcoming new babies is important in Christianity and Sikhism and link it to their own experiences.</p> <p>Using information create a living picture of a welcoming ceremony from a family album, unfreeze individuals to</p>

			the wilderness. Share pancakes in class.			explain their role. Describe initiation ceremonies for Christian and Sikh babies, noting similarities and differences. <ul style="list-style-type: none">• Pupils share their own experiences and any birth ceremony certificates or photographs.• If pupils were creating an imaginary belonging service, what do they consider would be appropriate to ask parents to promise when they have a new baby?
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	<p>What does it mean to be you?</p>	<p>Beliefs and Practises</p>	<p>Lesson 9</p> <p>LO: To learn to plot key dates from Shrove Tuesday to Easter Day on a timeline.</p> <p>Create a timeline of important events in the Christian calendar between Shrove Tuesday and Easter Day. Discuss the importance of these events.</p>	<p>What does it mean to be you?</p>	<p>Prayer, Worship and Reflection</p> <p>Beliefs and Practises</p>	<p>Lesson 9</p> <p>LO: To learn how food is shared as part of Sikh worship and why this is important.</p> <p>WHY IS IT IMPORTANT TO SHARE FOOD?</p> <ul style="list-style-type: none"> • Use image of a shared meal to discuss times when pupils have shared a special meal and to generate questions. Write a letter to a friend describing the occasion, What happened and why? What did it mean to you and to others who were present? Bring
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						<p>out the importance of sharing.</p> <p>HOW IS FOOD SHARED AS PART OF SIKH WORSHIP?</p> <ul style="list-style-type: none">• Discuss the importance of food as part of worship. Tell the pupils that many religions share food within acts of worship. Explain the importance of the Sikh Langar, after a religious service in the Gurdwara and that anyone can come and eat.
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	<p>What does it mean to be me?</p> <p>What does it mean to be human?</p>	<p>Beliefs and Practises</p> <p>Ultimate Questions</p>	<p>Lesson 10</p> <p>LO: To learn about Lent and relate it to my own life.</p> <p>discuss the sorts of things which Christians give up for Lent. Children reflect on their own thoughts and feelings on this and design a poster on something they would give up and why.</p>	<p>What does it mean to be you?</p>	<p>Beliefs and Practises</p> <p>Symbols and Actions</p> <p>Human Responsibility and Values</p>	<p>Lesson 10</p> <p>LO: To learn about a Langar and the role it plays in a Gurdwara.</p> <p>Explore the Langar in more detail for example: What is it and why it is important to Sikhs? Focus on Sewa (service with humility), equality, sharing with others, non discrimination and community.</p> <ul style="list-style-type: none"> • Look at a visual stimulus or ideally take the pupils on a visit to a Gurdwara to see the langar hall.
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						<ul style="list-style-type: none"> • Recreate a langar in the classroom for example pupils and teachers can bring in food to share with one another. The pupils can be invited to sit on the floor and experience shoes off and heads covered as Sikhs would in a Gurdwara. • Make Karah Parshad which is served in the Gurdwara after a service and/or taste some typical Indian food
	<p>What does it mean to be you?</p>	<p>Identity and Belonging</p> <p>Symbols and Actions</p>	<p>Lesson 11</p> <p>LO: To learn about Easter and its traditions.</p>	<p>What does it mean to be you?</p>	<p>Justice and Fairness</p> <p>Human Responsibility and Values</p>	<p>Lesson 11</p> <p>LO: To learn how food is shared as part of</p>

		<p>Prayer, Worship and Reflection</p>	<p>Discuss Easter and the 20th Century traditions (eggs/new life). Link aspects of the Easter story with present day Easter traditions in different families, (for example, Easter vigil, attending Church, sunrise services, Easter cards, egg rolling/painting/hunting).</p>		<p>Prayer, Worship and Reflection</p> <p>Symbols and Actions</p>	<p>Christian worship and why this is important.</p> <p>HOW IS FOOD SHARED AS PART OF CHRISTIAN WORSHIP?</p> <ul style="list-style-type: none"> • Examine the use of bread and wine as part of Christian worship. Draw outlines of the bread and wine cup; fill them with the words said by Jesus at the last supper or create shape poems with words which symbolise what worshippers are sharing when they take part in such a service. For example 'This is a cup of my memories of you,
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						<p>it is filled with... understanding, pain, etc.’ ‘this is the bread we break together, it helps us to share, etc.’ (collect examples of appropriate abstract nouns before composing final drafts). Display ideas.</p>
	<p>What does it mean to be me?</p> <p>What does it mean to be human?</p>	<p>Identity and Belonging</p> <p>Symbols and Actions</p> <p>Human Responsibility and Values</p> <p>Ultimate Questions</p>	<p>Lesson 12</p> <p>LO: To learn to reflect on special times in my life.</p> <p>What special times do the pupils have in their families? Explore different aspects of Easter Celebrations. Create a</p>	<p>What does it mean to be human?</p> <p>What does it mean to be you?</p>	<p>Sources of Wisdom</p> <p>Identity and Belonging</p> <p>Ultimate Questions</p>	<p>Lesson 12</p> <p>HOW DID JESUS SHARE HIS LAST SUPPER?</p> <ul style="list-style-type: none"> • Revise existing knowledge of Jesus. Use the Bible to explore how he chose his special friends. Repeat ‘Belonging Circles’,

			class book of their own celebrations.			plotting the information in a series of concentric circles, Jesus at the centre followed by family, disciples, friends and church. Tell the story of the Last Supper. Highlight again, the significance of the bread and wine. Examine paintings depicting the scene, eg. The Last Supper by Leonardo Da Vinci. Insert thought bubbles above each person and ask pupils to imagine the thoughts of those in the scene. Pupils to create their own black and white image of the event.
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						<p>Place themselves at a table with 11 people of their choice, explain their choices, including where they are seated. A keyhole snapshot – cut the shape of the keyhole from dark paper, place on the picture to look at a small part of the drawing from an outsider’ s point of view. Write observations, questions and comments based on this detail. Draw out the questions and allow for a range of possible answers. Finally, colour the part of the scene</p>
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LKS2 weekly planning Spring Term (Cycle A & Cycle B)

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Kirsty Young

RE Subject Leader