

SPRING

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y3 Spring A</p> <p>This unit is about: events in the life of Jesus (total 13 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6.</p>	<p>AT1 (Level 2) Expressing Meaning Begin to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways.</p> <p>AT2 (Level 2) Values and Commitments Recognise and</p>	<p>AT1 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today; AT2 2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p>	<p>WHAT WAS JESUS' LIFE LIKE? (2.3)</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. Discuss <i>What do you know about Jesus? Who was he? Who were his family and friends? What did he do? What was he like?</i> Discuss any common misconceptions that may arise. Create a passport for Jesus using some of the gathered information. <p>WHAT STORIES DID JESUS TELL? (2.25)</p> <ul style="list-style-type: none"> Retell <u>one</u> or more of the following stories to demonstrate the teachings of Jesus; The Lost Coin (Luke ch15 v8-10); The Houses 	<p>http://www.world-faiths.com/Year%2009%20Projects/jesus_timeline.htm</p> <p>'Christianity' by Sue Penney ISBN 100435304666</p> <p>Establish that Jesus was Jewish.</p> <p>Choose from the stories - presentations,</p>

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<p>Y3 Spring A</p> <p>Minimum time requirements include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time/celebration assemblies</p>	<p>describe some religious values in relation to matters of right and wrong. Make links between these and their own values.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Jesus Christian God sin forgiveness parable</p>	<p>AT1 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</p>	<p>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).</p> <ul style="list-style-type: none"> 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 people by telling these stories and why they are important to Christians today. <p>WHAT DID JESUS DO? (2.3, 2.25)</p> <ul style="list-style-type: none"> Tell the story of Zaccheus the tax collector and discuss why Zaccheus didn't have friends at the start of the story. In pairs think of words to describe Zaccheus' personality and feelings at the start of the story or in small groups 'hot 	<p>drama etc. should focus on the message of the stories and what they mean to Christians today, not simply retelling them.</p> <p>Margaret Cooling 'Jesus Through Art' pages 25-26 ISBN 978-1851751198 'Two tax gatherers.'</p>

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<p>Y3 Spring A</p>	<p>Zaccheus disciples miracle</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Bibles</p>	<p>AT2 2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p>	<p>seat' characters from the story. Why did Jesus choose Zaccheus to be his friend?</p> <ul style="list-style-type: none"> • 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? • Retell the story of the paralysed man being let through the roof to Jesus by his friends. • 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 – <i>Why are you angry with Jesus?</i> Paralysed man – <i>Who do you think this man Jesus is?</i> Draw out the Christian belief that Jesus speaks with authority and forgives sins. • OR Write a report from the viewpoint of one of Jesus' friends. • <i>How might this parable influence their</i> 	<p>PSHE link Ensure that the story is related to the key Christian belief (Zaccheus was damaged by his own greed but changed when he met Jesus)</p> <p>Luke (ch19 v 1 – 9)</p> <p>Luke (ch5 v 18 – 20)</p>

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<p>Y3 Spring B</p> <p>This unit is about: events in the life of Jesus (total 13 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6.</p>	<p>Beliefs and teachings AT1 (Level 2) Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary</p> <p>Values and commitments AT2 (Level 2 also see Level 3) Recognise and describe some religious values in</p>	<p>AT1 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</p> <p>AT2 2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p>	<p><i>behaviour towards others at school?</i> HOW DID JESUS OVERCOME TEMPTATION? (2.3, 2.25)</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. • Either: Retell the story of Jesus being tempted by the devil in the wilderness. • 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>Matthew (ch4 v 1 – 11)</p> <p>http://www.watford.schoolstrust.org/</p> <p>'Easter' Pub, Wayland ISBN 0 7502 2832 6</p> <p>Jesus Christ in the Wilderness by Kramskoy can be downloaded from: http://www.cgfaonli.neartmuseum.com/k/p-kramskoy3.htm</p>

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<p>Y3 Spring B</p>	<p>Human identity and experience AT2 (Level 2 also see Level 3) Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:– Shrove Tuesday</i></p>		<p>Easter Celebrations. Create a class book.</p>	<p>see HGFL Year 3 Additional Resources Use pupils' own experiences</p>

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<p>Y3 Spring B</p>	<p>temptation wilderness Lent fast Palm Sunday Good Friday Easter Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Palm leaves (blessed) Holy oil Cross Crucifix necklace</p>			