



SUMMER



<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 Summer</p> <p>This unit is about: rules and how they influence actions (8 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6.</p>	<p>AT2 (Level 3) Values and commitments Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Vocabulary <i>In this unit pupils will have an opportunity to use words or</i></p>	<p>AT2 2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;</p>	<p>WHAT RULES DO MUSLIMS FOLLOW? (2.24)</p> <ul style="list-style-type: none"> Collectively review your class rules. Talk about which rules influence behaviour and actions? For example, we should treat books with respect, so we have a book monitor. <i>How do rules help us to live a good life?</i> Introduce the Five Pillars of Islam; explain each one linking the Muslim beliefs to pupil's own lives, eg. 'All the time I believe...', 'Every day, I intend to ...', 'If I chose to be generous, I would...', 'My ambition for the next year is...', 'In my lifetime, I hope to...' 	<p>Note: Restrict this part of the work. It is not the main purpose of the RE See HGfL Year 3 Additional Resources Ramadan PowerPoint This should be more than a description of what happens during Ramadan</p>

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<p>Y3 Summer</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><i>phrases such as:-</i> behaviour Sawm Ramadan Hajj Shahadah Salah Zakat Id-ul-Fitr Parable Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Qur'an rihal musulla tigyha</p>		<ul style="list-style-type: none"> • Focus in on Sawm (Fasting) and how Muslims fast during the month of Ramadan. Discuss how you would feel if you fasted all day Write a letter to a friend explaining what your family does during the month of Ramadan. • Explain about the traditions associated with Id (food, clothes, gifts, cards, family celebrations). Using calligraphy work (Autumn Term) to design an Id card. 	<p>Opening Up Islam. Joyce Mackley. ISBN: 9781905893331</p>

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<p>Y3 Summer</p>	<p>AT 2 (Level 3) Values and commitments Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>	<p>AT2 2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;</p>	<p>WHAT RULES DO CHRISTIANS FOLLOW? (2.24)</p> <ul style="list-style-type: none"> • Explain that Jesus gave his followers two important rules for living (love God and love your neighbour). • Tell the story of The Good Samaritan. Explain that many Christians consider this to be one of the most important parables Jesus told. • Discuss who might be a neighbour? <i>What can this story teach Christians about their own behaviour?</i> Discuss the idea that the 'hero' of the story is the despised and afflicted person. • Explore in further detail who is your neighbour? Discuss actions which affect other people (eg. dropping litter). <i>How can you treat your neighbour kindly? How can we treat people who live a long way away</i> 	<p>Luke (Ch 10 V 25 – 37). Often called the 'Golden Rule'</p> <p>Numeracy Link- Jesus Through Art –page 36-69 by Margaret Cooling ISBN 978- 1851751198</p> <p>'Picturing Jesus' by Latimer Blaylock ISBN 9781904024590</p> <p>An animated film of the Good</p>

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<p>Y3 Summer</p> <p>This unit is about: special places and sacred spaces including those for Christians and Muslims (5 Hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6.</p>	<p>AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences.</p> <p>AT2 (Level 3) Human identity, personality and experience Recognise what influences them in their lives. Identify</p>	<p>AT1 2:13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;</p>	<p>WHAT MEANING AND SIGNIFICANCE ARE ATTACHED TO SPECIAL PLACES AND SACRED SPACES? (2.13)</p> <p>The Mosque and the musulla</p> <ul style="list-style-type: none"> Remind pupils of Muhammad's special thinking place (Mount Hira). Ask pupils which places are special to them. Explain that the mosque is important to Muslims, with the first mosque being built in Medina. Explore the mosque, preferably through a visit. Label a drawing of the outside of a typical mosque, including dome and minaret (tower). Who goes there and why? How do Muslims behave in a mosque/ Show a musulla (prayer mat). Explore how it is used to make any place into a sacred space. Consider the way it is used to show 	<p>'Religious Buildings' - Wayland (0 7502 3225 0)</p> <p>http://www.hitchams.suffolk.sch.uk/mosque/default.htm</p> <p>See Faith Communities Directory HGFL RE General Documents</p> <p>Link to art and design</p> <p>Religious Artefacts</p>

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<p>Y3 Summer</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>the influence religion has on lives, cultures and communities including their own.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i></p> <p>Sacred Mosque musulla minaret dome Muezzin mihrab Church altar, font,</p>		<p>respect (facing Mecca, removing shoes, covering head)</p> <ul style="list-style-type: none"> Design their own musulla showing all the features. <p>The Church</p> <ul style="list-style-type: none"> Explore the church, preferably through a visit. Divide the class into groups to research different areas of the church for example, font, altar, pulpit. Find out about the function of each part of the church. Take pictures of each area and create a class book or Powerpoint presentation or Storyboard 3. Each group make a presentation to the rest of the class or the school based on the area they have researched. 	<p>by Pamela Draycott ISBN 9781851000944</p> <p>Link to ICT, use a digital camera</p>

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