



**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 <b>differentiate</b> and pages 43-45 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><b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b></p>	<p><b>POINTS TO NOTE AND RESOURCES</b></p>
<p><b>Y5 Spring A</b></p> <p>This unit is about: Celebrations related to key figures, including Easter (total 13 Hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</p>	<p><b>AT1 (Level 3) Beliefs and teachings</b> Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p><b>Religious practices and lifestyles</b> Know the function</p>	<p><b>AT1</b> <b>2:3</b> 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><b>2:12</b> how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</p> <p><b>2.14</b> about religious</p>	<p><b>WHO ARE KEY FIGURES IN THE JEWISH RELIGION? (2.3 2.12, 2.14, 2.15) Esther – Purim</b></p> <ul style="list-style-type: none"> <li>• Purim – listen to the story of Esther. Identify the key characters, for example, Esther, Mordechai, Haman, the King. <i>What themes are in this story?</i> Bravery, hatred, fear, courage, selflessness.</li> <li>• Discuss the theme of true identity – <i>when do you think you have put your community/ others needs before yourself?</i></li> <li>• In pairs discuss words to describe Esther’s personality and then share as a class.</li> <li>• Read extract of story. Role-play the way some Jews celebrate Purim by listening to the story whilst making noises when Haman’s name is</li> </ul>	<p>BBC Active – Celebration and Special times – The story of Esther, Celebrating Purim Personality Sketch p.70 ‘Writing and Poetry Toolkit’ by Margaret Cooling ISBN 0-564-08835-8 Literacy Link ‘Esther’s Story’ by Diane Wolkstein, ISBN-0688 15844 7 BBC Active Celebrations and</p>

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Y5 Spring A	<b>Vocabulary</b> <i>In this unit, pupils will have an opportunity to use words and phrases such as:-</i> Judaism: Esther Purim Greggors Haman Moses Passover Pesach Seder Hagaddah Matzah Christianity: Lent Ash Wednesday		<ul style="list-style-type: none"> <li>• Explain that during the Passover (Pesach) many Jews remember the story of the Exodus and participate in the Seder meal.</li> <li>• Introduce the Seder. Group the class into teams of 6. Lay out a Seder plate or use picture of Seder plate and cover with a cloth. Ask each child to come to the Seder plate, remove the cloth for a limited time then pupil returns to their team and draws what they have seen on to the team sheet/whiteboard. Repeat until all pupils have visited the Seder plate. <i>Which team completed the best? Did any team notice there were 6 items and work collaboratively?</i></li> <li>• Describe or research what each food on the plate symbolises and link to own feelings, for example, bitter herbs – ‘I feel bitter when...’</li> <li>• Enact the Seder meal to reinforce the story through the symbolic foods and to see how some of the emotions are remembered each</li> </ul>	<p>Reonline  <a href="http://www.reonline.org.uk/ks2/topiclist.php42">http://www.reonline.org.uk/ks2/topiclist.php42</a> (for Pesach)</p> <p><a href="http://www.reonline.org.uk/ks2/topiclist.php35">http://www.reonline.org.uk/ks2/topiclist.php35</a> (for Lent &amp; Easter).</p> <p>See HGfL Year 4 Additional Resources ‘Maps from memory notes’</p> <p>Seder Powerpoint            HGfL Yr 5 Additional resources</p>

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<p><b>Y5 Spring A</b></p>	<p>Maundy Thursday Palm Sunday Good Friday Easter Sunday Last Supper Crucify</p> <p><b>Artefacts:</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Judaism: Seder plate Hagaddah Matzah Christianity: Crosses of various sizes Palm leaves</p>		<p>year. Ask pupils which food symbolises them and why?</p> <ul style="list-style-type: none"> <li>• <b>Plenary</b> - Think about all that you can do because you are free. Discuss people who are not free.</li> </ul>	<p>Organise a Passover or Easter workshop to incorporate arts, crafts and drama activities</p>

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<p><b>Y5 Spring B</b></p> <p>This unit is about: Celebrations related to key figures, including Easter (total 13 Hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</p>	<p><b>AT1 (Level 3 also see Level 4)</b> <b>Religious practices and lifestyles</b> Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences</p>	<p><b>AT1</b> <b>2:7</b> to use and interpret information about religions from a range of sources;</p>	<p><b>WHAT HAPPENED TO JESUS OVER THE COURSE OF HOLY WEEK?(2.7)</b> <b>Jesus - Easter. The events of Holy Week</b></p> <ul style="list-style-type: none"> <li>Recap knowledge of key events in the life of Jesus.</li> </ul> <p><b>Either</b></p> <ul style="list-style-type: none"> <li>Place these events in correct order on a timeline, for example, birth, lost in temple (during Passover), baptism, temptation in the wilderness, Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. Read about the events of Holy Week. In groups, using Bibles, research the key events of different days in Holy Week, present the information as a class blog.</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>Produce a zig zag book to retell the story, use attached Holy week timeline as an aide memoir.</li> </ul> <p><b>Or</b></p>	<p>'Jesus Through Art' by Margaret Cooling ISBN 1-85175-119 (paintings on Easter)</p> <p>Re:Quest Easter 'Easter' - Wayland ISBN-0 7502 2832 6</p> <p>'Risen' CD-Rom from Lion Publishing Holy week timeline <a href="http://www.watfordschools.trust.org/html/year_5.htm">www.watfordschools.trust.org/html/year_5.htm</a></p>

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<p><b>Y5 Spring B</b></p> <p>Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but <u>does not</u> include: collective worship time school productions/ rehearsal time celebration assemblies</p>	<p><b>AT1 (Level 4) Religious practices and lifestyles</b> Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>	<p><b>AT1 2:12</b> how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</p>	<ul style="list-style-type: none"> <li>Remind the class that the last supper is thought to have been a Passover meal.</li> <li>Encourage pupils to connect the egg of the Seder and the Easter egg meaning new life.</li> </ul> <p><b>WHAT HAPPENED TO JESUS DURING THE LAST HOURS OF HIS LIFE? (2.12)</b></p> <ul style="list-style-type: none"> <li>Explore images of the Stations of the Cross as a way of telling this part of the story. Explain that Roman Catholics visit each of them in church during a Good Friday service. Like the food in the Seder, each station reminds them of aspects of the story which are painful. In groups, recreate images of an individual station through drama, creating tableaux or by building up in relief a picture using layers of card, finally, cover card tightly in foil to make them look like real wall plaques.</li> <li>Plenary – place finished plaques around the</li> </ul>	<p>See Yr4 Spring Term (Holy Communion) Luke 19:28-44 Look at website <a href="http://www.whyeastern.com/story/palms.shtml">http://www.whyeastern.com/story/palms.shtml</a></p> <p>Stations of the cross can include art/drama/d/t/literacy/music Faith Communities Directory HGfL RE General Guidance Documents</p> <p>Jigsaw activities P 40 'A-Z Practical</p>

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<p><b>Y5 Spring B</b></p>	<p><b>AT1 (Level 3 also see Level 4) Ways of expressing meaning</b> Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.</p>		<p>classroom and visit each station whilst listening to appropriate music. Pupils could write word which best sums up their own feelings for the Stations of the Cross on a post-it note and place it on Station which best fits their word.</p> <p><b>Either</b></p> <ul style="list-style-type: none"> <li>• Introduce “The Road to Emmaus” through a jigsaw activity – a piece of text is cut into pieces muddled up and given to a group to decide how it fits together. Useful for co- operative learning and engaging the pupils with the text so they have to discern meaning.</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Describe how Jesus' friends were so happy to know that he was alive again on Easter Day. Tell the story of The Road to Emmaus, at which Jesus repeats the actions of the Last Supper. Use mime/role-play to portray how</li> </ul>	<p><a href="#">Learning Strategies'</a> <a href="#">by Joyce Mackley</a> <a href="#">and Pamela Draycott</a> <a href="#">ISBN 1-904024-55-6</a></p> <p><a href="#">Watch last section of</a> <a href="#">Miracle Maker DVD</a></p>

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<p><b>Y5 Spring B</b></p>	<p><b>AT1 (Level 4) Ways of expressing meaning</b> Describe the meaning of</p>	<p><b>AT1 2:14</b> about religious festivals which share common themes, but which have meaning unique to each faith;</p>	<p>the friends must have felt when they realised it was Jesus all along.</p> <ul style="list-style-type: none"> <li>• Mood chart of the events of Easter week from point of view of any of the disciples or of Jesus, or Mary his mother.</li> <li>• Watch events of Easter week or retell story and then complete the story from perspective of one of the disciples.</li> <li>• Recap on the events of Holy week and the Stations of the Cross. <i>What has been learnt about Jesus and the events of his life?</i> Talk about the significance these events have on Christians today.</li> </ul> <p><b>WHAT THEMES DO PASSOVER AND EASTER HAVE IN COMMON? (2.14)</b></p> <ul style="list-style-type: none"> <li>• Give the following examples of themes common to Passover and Easter. For example suffering, Rejection, Sacrifice, God's Love, Endings and New Beginnings,</li> </ul>	<p>Table to support comparison</p>

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<p><b>Y5 Spring B</b></p>	<p>religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions.</p>		<p>Freedom; ask pupils to write what happened in Passover and what happened at Easter linked to a given theme for example, 'suffering' – The Jews suffered when they were slaves in Egypt and Jesus suffered when he was whipped and crucified.</p>	