

Year 3 : R.E Overview – Can stories change people?

Title	Core Skills	Challenge	Target Tracker Statements
<p>Religious Symbols</p> <p>. What symbols are important in our lives?</p> <p>2. Why do Sikh people wear symbols? (this lesson could last for 2 or 3 sessions)</p> <p>3. What is the most important symbol for Sikh people?</p> <p>4. What Sikh sayings are important about what God is like?</p> <p>5. What are my most important sayings in life?</p>	<p>Can They</p> <p>Collect use and respond to ideas in R.E.</p> <p>Consider, link and ask questions, ideas and points of view.</p> <p>Thoughtfully consider different ideas and practices within and between religions</p>	<p>Can we create a piece of Christian art</p> <p>Ask children to reflect on what is similar and different between how Christians and Muslim people make and use art in their places of worship as well as within their homes.</p>	<p>Question/task: How can Christian beliefs be shown through art?</p> <p>Emerging I can create a piece of art and explain the choices I made with creating it</p> <p>Expected:</p> <p>I can create a piece of Art and explain one thing about it, with reference to a specific religious symbols</p> <p>Exceeding</p> <p>I can create a piece of art and explain Christian symbols within the artwork as well as what I think about it. I can use and connect key RE vocabulary when explaining my work.</p>

<p>Why is light Special ? Notice and find out about religions and worldviews.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Investigate and explain why religions and worldviews matter.</p>	<p>CAN THEY:</p> <p>Discuss with the children a variety of festivals of light and talk about the stories that relate to these days. Explore the stories through acting out, freeze frames and art.</p> <p>Ask children to explain the meaning of light to them and compare it to the ideas of others.</p> <p>Look at a variety of religious artefacts related to light, discuss how they are used and why.</p>	<p>Include opportunities for pupils to present their own ideas and beliefs about light through art or creating (writing or acting out) a story.</p> <p>Children to use the gained knowledge and additional research to compare different festivals of light (similarities and differences). Children to present their findings (as a presentation or through art). Children may also compare the way one festival is celebrated in different regions/ countries.</p> <p>Pupils to research a variety resource about the festivals of lights. Children to review them and share their opinions about which they found the most effective in presenting the message of the festival and why.</p>	<p>Emerging (step 2) I can show the importance of light during the religious festival.</p> <p>Expected (step 3) I can explain the meaning of light to me and others through my presentation of the festival of light.</p> <p>Exceeding (Step 4)</p> <p>I can explain the meaning of light to me and others; make connections between what I and others believe and do and between different religious festivals of light.</p>
<p>Sikh Sayings</p> <p>1. What symbols are important in our lives?</p> <p>2. Why do Sikh people wear symbols? (this lesson could last for 2 or 3 sessions)</p>	<p>Can They : Connect ideas</p> <p>Express ideas thoughtfully</p> <p>Discuss questions, ideas and points of view</p>	<p>Investigate Sikh symbols and ask pupils to draw a symbol that is important to them and explain why.</p> <p>Learn about the 5K's through speculative activity. Listen to the story of the Khalsa and do an emotions graph</p>	<p>Emerging :I can explain the meaning of some teachings from the Guru Granth Sahib. I can suggest how these teachings make a difference to the life of a Sikh person</p> <p>Expected:I can use the guidance offered in the Guru Granth Sahib and apply it to situations today for</p>

3. What is the most important symbol for Sikh people?		Speak to a Sikh visitor about important symbols and teachings. Do the dart board activity.	Sikh people and my own life Exceeding: I can offer my own
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HOLI: Who do we think 'goodies' & 'baddies' are? 2. What happens at the Hindu festival at Holi? 3. What other story is told at Holi? 4. How does Holi show what Hindu people believe about	Can they: Connect ideas Express ideas thoughtfully Discuss questions, ideas and points of view	Investigate goodie and baddies, thinking about why we have these types of stories and why they are so popular. Discuss different points of view. Learn about the stories behind the Hindu festival of Holi, connecting ideas around possible meanings and their importance.	Emerging I can write a story about good and bad characters, where there is a moral lesson learnt by the one of the characters. Expected I can write a story about good and bad characters, where there is a moral lesson learnt by more than one character. I can explain what I can learn from the story. Exceeding I can write a story

<p>God?</p> <p>5. Can we write a story which teaches the value of not giving up and bring it to life?</p>		<p>Create art work that celebrates Holi and express ideas about springtime.</p> <p>Understanding Hindu beliefs about God, and the chance to meet with and talk to a Hindu visitor.</p> <p>Create a story with a meaning, which has goodies and baddies and a resolution.</p>	<p>about good and bad characters, where there is a moral lesson learnt by all the characters. I can explain what can be learnt from the story by different people as well as myself.</p>
<p>Jesus and Buddha What stories, sayings and events have really made us stop and think?</p> <p>2. What is the challenge in the story of the Pharisee and the tax collector?</p> <p>3. Why do some of Jesus' sayings still make people stop & think today?</p> <p>4. How does Jesus' story of the widow's mite make us think?</p>	<p>Can They : Outline religious ideas and practices</p> <p>Connecting ideas</p> <p>Express thoughtful ideas</p>	<p>Think about stories with meanings eg Aesop's fables</p> <p>Look at a range of stories and sayings that Jesus told to people and consider possible meanings for then and today.</p> <p>Investigate some of the sayings of Buddha and consider possible meanings for then and today</p> <p>Thoughtfully link ideas about sayings from religions.</p> <p>Make others think about their life and what is important</p>	<p>Emerging (step 2) I can use religious words and phrases, such as parable to identify aspects of Jesus and Buddha's teachings. I can show awareness of how different people describe Jesus and Buddha. I can retell a story from Jesus and Buddha, and suggest a meaning for the story.</p> <p>Expected (step 3) I can use a developing religious vocabulary to talk about the teachings of Jesus and the Buddha. I can retell a story from Jesus and Buddha in detail and suggest meanings. I can begin to identify the impact Jesus and Buddha have on a Christians and Buddhists life today..</p> <p>Exceeding (step 4) I can use a developing religious vocabulary to talk about what Jesus and Buddha mean to Christians and Buddhists today. I can</p>

<p>5. Who is the Buddha?</p> <p>6. What stories did the Buddha tell?</p> <p>7. What stories, sayings and events can we use to make other people think?</p>			<p>describe some interpretations of Jesus' and the Buddha's teachings, and show a range of views from within a religion. I can make links between Christian and Buddhist beliefs and stories Jesus and Buddha told</p>
<p>How Do Jews Celebrate?</p> <ol style="list-style-type: none"> 1. How and why do Jews celebrate Rosh Hashanah? 2. Why and how do Jews celebrate Sukkot? 3. What do many Jews do each day to express their beliefs? What special objects would you see at a Jewish home? 4. Why do Jews celebrate Shabbat and how? 5. What does the Torah mean for Jewish people? <p>How do Jews express</p>	<p>Can they :</p> <p>Notice and find out about religions and worldviews.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Evaluate questions and arguments personally and critically.</p>	<p>Discuss with the children a variety of Jewish festivals and special days (Rosh Hashanah, Sukkot, Shabbat) and talk about the stories that relate to these days. Compare these celebrations to children's special days.</p> <p>Look at a variety of Jewish artefacts, discuss how they are used and why. Look both at the objects used at home and at the Synagogue.</p> <p>Learn about the importance of the Synagogue and how Jewish people express their beliefs there.</p> <p>Create a guide book for children to use as they visit a synagogue.</p>	<p>. Emerging (step 2) I can explain two important symbols found at a synagogue and say why they are important</p> <p>Expected (step 3) I can explain some important symbols found at a synagogue and connect these symbols to Jewish beliefs</p> <p>Exceeding (step 4) I can explain important features found at two different types of synagogue, highlighting</p>

<p>beliefs in a Synagogue</p>			<p>how they are different and how these objects help Jewish people worship</p> <p>A glossary of religious, cultural, educational and other terms used in this planning grid</p>
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