

Year 4 : R.E Overview – Can stories change people?

Title	Core Skills	Challenge	Target Tracker Statements
<p>Why is the Bible special</p> <p>1. What do we know about the Bible and what makes it special?</p> <p>2. What is in the Bible?</p> <p>3. What can we learn from the story of Joseph?</p> <p>4. How do Christians use the Bible in church and in the home and elsewhere? (2 lessons)</p> <p>5. What inspires and guides me in my life?</p>	<p>Can They</p> <p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p>	<p>Find out facts concerning the bible and why it is considered holy to many people</p> <p>Find out about the story of May Jones and getting her bible, consider what is special to the pupils.</p> <p>An experiential lesson about the bible and what it contains. Need to organise a Christian visitor.</p> <p>Knowing the story of Joseph, thinking about the emotions involved and asking the pupils to consider how they deal with their emotions.</p> <p>Visiting a church to find out how the bible is used in the building and during the services.</p> <p>Interviewing a selection of Christian visitors about what the Bible means to them and how they use it in everyday life</p> <p>Considering special inspiring words for the pupils and comparing these to words from the Bible.</p>	<p>Emerging I can show awareness of the ways that Bible stories matter to Christians. I can identify a belief about the bible that Christians hold and suggest a meaning from a story we have found out about.</p> <p>Expected I can begin to identify the impact of the Bible on Christian people: what difference does it make to their life? I can describe some ways in which God is active in the Bible stories. I can make links between some of the themes of the stories (e.g. choice &, innocence, obedience & safety, jealousy & trust) and my experiences of life.</p> <p>Exceeding I can describe some different ideas about the meanings of Bible stories. I can show that I understand some reasons why the Bible is a best seller. I can apply ideas like guidance or inspiration to my own chosen 'favourite words'.</p>

<p>Hindu Worship</p> <ol style="list-style-type: none"> 1. What different ideas does our class have about God? 2. How do Hindus express their beliefs about God? 3. What is a shrine and why is it important in a Hindu home? 4. How do Hindus worship in the home? 5. What happens in a Mandir (temple) 	<p>Can they :</p> <p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p>	<p>Discussion about what the children think God like.</p> <p>Visit a Mandir or invite a Hindu visitor to share own ways of worshipping at home and in the Mandir.</p> <p>Looking at Hindu worship at home and in the Mandir, including opportunities for the children to compare with their own experiences.</p> <p>Investigate the symbolism behind some of the objects used in Hindu worship.</p>	<p>Emerging (step 2) I can identify some of the differences between my beliefs and Hinduism. I know the meaning of some important religious words connected to Hinduism e.g. Mandir and Prasad. I can describe some of the things that different religious people do and why they do them.</p> <p>Expected (step 3) I can explain how the beliefs and teachings of Hindus are similar and different to my own. I can use the right religious words to describe Hindu rituals, and to describe some of the different ways in which Hindus show their beliefs. I can compare some of the things that influence me with those that influence Hindu.</p> <p>Exceeding (step 4) I can use</p>

			the correct religious words to describe what Hindus do. I understand why Hindus use different ways of expressing what they believe (e.g. symbols, sounds and language). I can show that different choices are often based on different beliefs and values.
<p>What makes me the person I am ?</p> <p>1. Who influences our life?</p> <p>2. Who or what influenced the life of St Francis?</p> <p>3. Who are what influenced the life of Pandurang Shastri Athavale?</p> <p>4. What objects are</p>	<p>Can they :</p> <p>Suggest meaning to stories</p> <p>Connect ideas between religions</p> <p>Apply religious ideas thoughtfully</p>	<p>Think about pupil's character and influences. Find out about a religious story and how religions influence people.</p> <p>Finding out about St Francis and how becoming a Christian changed his life and his feelings towards the natural world.</p> <p>Finding out about Dadji and his work in India. Creating a pie chart.</p> <p>Investigating special object through a visitor or a visit out to a place of worship.</p> <p>Discovering what different religions</p>	<p>Emerging I can draw or write about an issue that matters to me</p> <p>Expected I can explain why the issue matters</p> <p>Exceeding I can explain why the issue matters and come up with a number of things that could be done to resolve it</p>

special to people in my community? (this		teach about social action and community. Assessment opportunity.	
Title	Core Skills	Challenge	Target Tracker Statements
<p>Easter</p> <p>1. What is Easter and why is it celebrated?</p> <p>2. What are the symbols associated with Easter and how do they suggest new life?</p> <p>3. What is Palm Sunday?</p>	<p>Can they:</p> <p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p>	<p>.</p> <p>P4C stimulus discussion lesson on the topic of Easter</p> <p>Investigating Easter symbols from around the world. Children decide which symbol they like best and why</p> <p>Finding out about the events on Palm</p>	<p>Emerging I can identify, discuss and write what some of the different symbols in Easter mean. I can retell the Palm Sunday and the Last Supper story and explain what you might learn from the story. I can talk or write why Easter is</p>

<p>4. What are the events of the Last Supper and how are the symbolisms used today?</p> <p>5. What were the events in the Garden of Gethsemane?</p> <p>6. How do Christians remember and celebrate Easter today?</p> <p>7. Why is Easter so important to Christians?</p>		<p>Sunday, making palm crosses and thinking about why Christians remember this particular Sunday</p> <p>Visiting a church or learning more about the cross and its importance to Christians as they find out about the last supper</p> <p>Thinking about disappointment through the story of Jesus in the garden of Gethsemane. How can we handle disappointment well in our lives?</p> <p>Visit a church and find out about how Christians today remember and celebrate Jesus' death and resurrection</p> <p>Film a report on Easter or create a piece of drama</p>	<p>important to Christians.</p> <p>Expected I can discuss the importance of Easter and why the symbols associated with Easter are important to Christians. I can talk about a special meal I have shared with others and what it meant to me. I can discuss the meaning behind a story; what a person might learn from a story. I can talk about my feelings; a time when I have felt disappointed. I can make write how Easter is celebrated around the world</p> <p>Exceeding I can talk about how Easter is celebrated and why it is celebrated using RE vocabulary. I understand and know how Easter symbols are used. I can discuss and compare how the Last Supper is celebrated in England. I can make comparisons how Easter is celebrated around the world</p>
--	--	--	---

<p>Religions in my neighbourhood</p> <p>What are the functions of religions buildings and places?</p> <p>2. What evidence can I find of religions in the neighbourhood? (with a visit to a local neighbourhood this lesson will take 2 lessons)</p> <p>3. What evidence can I find of religions in the neighbourhood helping others? (with a visit to a local neighbourhood this lesson will take 2 lessons)</p> <p>4. How are religions similar and different in my neighbourhood? (this lesson will run over two lessons)</p>	<p>Can They :</p> <p>Ask questions and be able to discuss beliefs and ideas</p> <p>Connecting ideas between religions seeing similarities and differences</p> <p>Linking different points of views about religions and the role they take within the community</p>	<p>Identify religious buildings in the pupil's local area. Rank reasons why people go to places of worship.</p> <p>Pupils learn about what happens at a range of religious buildings, and then have the opportunity to visit their local area.</p> <p>Pupils investigate local places of worship or community based charities in the local area. Pupils get to talk with a range of religious believers, and go onto to consider similarities and differences between them.</p> <p>Pupil analyse religious statistics from Newham with other locations. Pupils then a choice of assessment creative tasks from this unit to complete.</p>	<p>Emerging I can draw/paint/write/film/create work that shows some of the things that that are the same for different religious people</p> <p>Expected I can describe some of the things that connect religious people in Newham</p> <p>Exceeding I can express through art/drama/film or design what is important in religious practices in Newham</p>
---	--	---	--

<p>Marriage</p> <p>1. What is a wedding celebration? Why do people choose to get married?</p> <p>2. What are marriage vows? What do they mean?</p> <p>3. What important actions take place in a Hindu wedding ceremony?</p> <p>4. What is the symbolism behind the seven steps?</p>	<p>Can they : Evaluate questions and arguments personally and critically.</p> <p>Enquire into and interpret ideas, sources and arguments</p> <p>Apply ideas about religions and worldviews thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view</p> <p>Notice and find out about religions and world views</p>	<p>Discussion around why people get married</p> <p>Diamond rank vows and think about why all wedding service have vows</p> <p>Investigate what happens at a Hindu wedding</p> <p>Listen to a Hindu visitor about their marriage, and discover more about the symbolic importance of the 7 steps in the wedding service</p> <p>Discover more about a Muslim wedding ceremony. Discuss the advantages and disadvantages of arranged marriage with the children</p> <p>Create a marriage contract inspired from a Muslim contract</p> <p>Finally children design their own</p>	<p>Emerging (step 2) I can tell what a marriage is and explain why people get married. I can talk about the promises made in a marriage. I can talk about what is important to me</p> <p>Expected (step 3) I can explain why people get married and make comparisons between the two weddings. I can write my own marriage contract and say why it is important to me.</p> <p>Exceeding (step 4) I can explain what vows mean to me and others. I can make comparisons</p>

<p>5. What do Muslims believe about marriage?</p> <p>6. What happens in a Muslim wedding?</p> <p>7. What kind of wedding would I like?</p>		ceremony	and explain why Hindu's and Muslims have certain rituals. I can produce my own wedding day rituals and give a detailed explanation. I can express my view, opinions on marriages and explain what is important to me and why.
--	--	----------	---

