

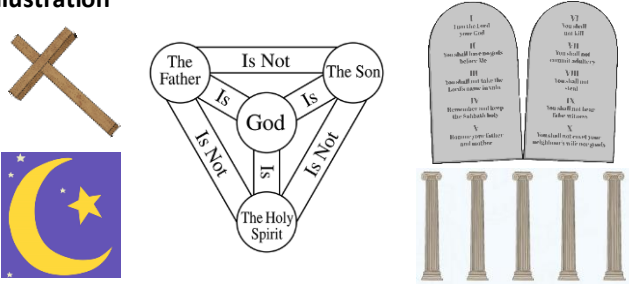


ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: RE – Key events, rules and actions

YEAR GROUP: 3

TERM: Summer

<p>Vocabulary:</p> <p><u>Ongoing:</u> Christianity, Islam, Christian, Muslim, Place of worship, Church, Mosque, God, Allah,</p> <p><u>Term specific:</u> Easter, Ramadan, Eid, Holy Trinity, Rules, Ten comandments, Five Pillars of Islam, Influence, Samaritan, Hero, Fairness</p>	<p>Skills</p> <p>Beliefs and Practices, Sources of Wisdom:</p> <p>-Describe features of the different religions studied and begin to make connections including rituals, the way festivals are celebrated. Be able to explain the reasons behind some of these features</p> <p>Human Responsibility/Values:</p> <p>- Discuss situations where people show and care for others, including in and across religious communities. Discuss the reasons why people do this.</p> <p>Justice and Fairness</p> <p>Consider and discuss questions on rules (in their lives and religious rules) including choices about what is right and wrong, just and fair</p> <p>Ultimate Questions:</p> <p>- Respond to a range of ‘how’ and ‘why’ questions, and ask ‘if’ questions, about making sense of the world, expressing personal reflections</p>	<p>What we already know</p> <ul style="list-style-type: none"> - Children will have some understanding of Christianity and Islam from ks1 and previous terms - Knowledge of Christian and Islamic celebrations through personal life and assemblies - Some children may have their own knowledge of their religion - Some children may have seen or been to a place of worship; knowledge from previous terms - Children will know about rules from our School and Classroom environments. - The concept of fairness may have been discussed as part of PSHE and daily classroom life.
<p>Illustration</p> 	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> - Comparing and contrasting significant Christian and Islamic events - Explaining why significant people are special to themselves or others - Discussing scenarios and responding to them through written and pictorial work (rules and fairness) stories - Art and crafts work (designing a trinity symbol, festival decorations) -Impact of religious charities on fairness – board games and posters 	<p>Concepts</p> <ul style="list-style-type: none"> - Religious festivals and events - Tolerance/ acceptance and respect - Rules and how they influence actions - Fairness
<p>Other/Cross Curricular Links with English/Maths/Adaptation for SEND</p> <p>PSHE: relationships with others, accepting other people, differences between us</p> <p>SEND Adaptations – word-banks, image-mats, pastoral support, mixed ability pairings, varying outcomes</p>		