


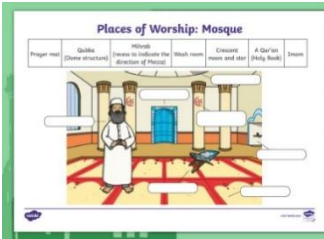


## ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Sacred spaces and special places (RE)

YEAR GROUP: 3

TERM Spring 1

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| <p><b>Vocabulary</b></p> <p>Christianity, Islam, Christian, Muslim, Church, Mosque, prayer, worship, special, sacred, belonging, difference, similarities, compare, acceptance</p>  | <p><b>Skills</b></p> <p><b><u>Prayer, worship and reflection</u></b></p> <ul style="list-style-type: none"> <li>Describe features of the different religions studied and begin to make connections including rituals, the way festivals are celebrated.</li> <li>Be able to explain the reasons behind some of these features</li> </ul> <p><b><u>Sources of wisdom</u></b></p> <ul style="list-style-type: none"> <li>Describe and interpret a range of stories and artefacts. Be able to ask questions about them and why they might impact on individual believers</li> </ul> | <p><b>What we already know</b></p> <ul style="list-style-type: none"> <li>-Some knowledge of Christianity and Islam from previous term including religious symbols</li> <li>-Knowledge of places of worship</li> <li>-Some children will have personal experience with a place of worship</li> </ul> |
| <p><b>Illustration</b></p> <p>The features of a Church</p>   | <p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>-Consider our own special places and what they mean to us</li> <li>-Why a Church is special to Christians and how to behave in a church</li> <li>-Look at the features of a church and their purpose</li> <li>-Why a Mosque is special to Muslims and how we should treat special places</li> <li>-Look at the features of a Mosque and their purpose</li> <li>-Answer the question: How are churches and mosques similar and different?</li> </ul>   | <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>-Places of worship</li> <li>-Sacred</li> <li>-Prayer</li> <li>-Symbolism</li> </ul>  |
| <p><b>Other/Cross Curricular Links with English/Maths/Adaptation for SEND</b></p> <p>SEND adaptations: mixing ability learning partners, discussion, visual stimuli, teacher modelling, scaffolding</p>                           |  |  |