

Pioneer Federation
Medium term plan
Cycle 2, Term 4
RE – Year 5/6



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| Subject: RE | | | |
| Key Concept/ Theme: U2.5 What do Christians believe Jesus did to ‘save’ people? | | | |
| Prior Learning links: F3 Why is Easter special for Christians? [Salvation] L1.5 Why does Easter matter to Christians? [Salvation] L2.5 Why do Christians call the day Jesus died ‘Good Friday’? [Salvation] | | | |
| Vocabulary: | | | |
| School specific areas to cover (Add in any local areas of study, trips and people) | | | |
| CP | EH Overlap with Church teaching, collective worship and visits to church | SMV Overlap with Church teaching, collective worship and visits to church | PM |
| 1. | <p>Deeper learning question (1 per lesson): Recall key concepts: What have you learnt previously about Salvation</p> <p>Prior learning reconnection (year group, cycle & term): What do we already know – complete the front page with space to share prior learning. Add definition of cover sheet to vocab sheet.</p> <p>LO: Let’s explain what sacrifice means</p> <p>Activity: Discuss key question.</p> <p>Explain what happened during Holy Week. All four Gospels describe the events but Mark 14-15 offers the most succinct account. Give pairs some short extracts (e.g. The Last Supper, Garden of Gethsemane, Judas’ betrayal and arrest, trail, Peter’s denial, Pilate, crucifixion , death, burial, resurrection). Portray these scenes in art or freeze frame. Why do artists present them in different ways. E.g. key moments, feelings, surprises,</p> | | |
| 2. | <p>Deeper learning question: What emotions did Jesus feel throughout Holy Week?</p> <p>Reconnection: What does sacrifice mean?</p> <p>LO: How does the gospel of Mark describe Holy Week?</p> | | |

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| | <p>Activity: Let's watch a video about one of the key moments in the lead up to Jesus' death. We are now going to read the actual bible passage of the Last Supper together and answer some questions on it. We are going to create a freeze frame of the Last Supper. We need a Jesus and Twelve Disciples. What surprised you about the story of the Last Supper and Jesus' reaction to Judas' betrayal?</p> |
| 3 | <p>Deeper learning question: What is the importance of the Stations of the Cross Reconnection: How was Holy week described by Mark? LO: Let's learn about the stations of the Cross Activity: The Stations of the Cross are how the events leading up to Jesus' death are described. Imagine a train visiting stations on its journey - each part of the story of Jesus' death is like one station. In your groups, you have a paragraph each that describes one of the Stations of the Cross (one part of the story of Jesus' death). Your task is to read the paragraph and be ready to explain it to the class in more simple words. Let's summarise...why are the Stations of the Cross so important to Christians and the Big Story of the Bible?</p> |
| 4 | <p>Deeper learning question: Reconnection: How many different Stations of the Cross can you remember? LO: Let's think about Who was to blame for Jesus' death?</p> <p>Activity: Let's watch a video to recap the story of Jesus' death. Let's discuss some of the key people in the story of Jesus' death and the role that they played. We are going to make a 'responsibility pie', which will show who we think is the most responsible for Jesus' death.</p> <p>Use something round to draw a circle in the middle of your page. Shade in your pie chart according to who you think was the most or least responsible for Jesus' death.</p> <p>Most responsible = biggest slice of pie Least responsible = smallest slice of pie</p> <p>Use a ruler and colouring pencils.</p> <p>Write a sentence about each person on your responsibility pie. Explain why you think that person is or isn't to blame.</p> <p>Use these key words to help you...</p> |

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Deeper learning question: What did Jesus do to save human beings?

Reconnection: Who was to blame for Jesus' death?

LO: Let's Why is Jesus' sacrifice important to Christians?

Activity: Christians believe that Jesus sacrificed himself to take their sins away. To follow Jesus, Christians try to take away other people's burdens by helping them out and supporting them. We are going to act out some scenarios to see how Christians could follow Jesus. Look at the scenarios. Choose one of the scenarios to stick in your book and write a paragraph underneath explaining how the people involved feel and how Joshua is following Jesus.

Answer key question: What did Jesus do to save human beings? Children to evaluate this at end of unit.

End Points:

Make sense of belief:

Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it

Explain what Christians mean when they say that Jesus' death was a sacrifice

Understand the impact:

Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper

Show how Christians put their beliefs into practice in different ways

Make connections:

Weigh up the value and impact of ideas of sacrifice in their own lives and the world today

Articulate their own responses to the idea of sacrifice, recognising different points of view.

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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