

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**RE – Year 3/4**



<b>Subject:</b> RE			
<b>Key Concept/ Theme:</b> L2.4 What kind of world did Jesus want? <i>Understanding Christianity - GOSPEL</i>			
<b>Prior Learning links:</b> Reception: F1 Why is the word ‘God’ so important to Christians? Year 1 and 2 cycle 1: 1.2 Who do Christians say made the world? Year 1 and 2 cycle 2: 1.9 How should we care for the world and for others, and why does it matter? (C, J, NR) Year 3 and 4 cycle 1: L2.1 What do Christians learn from the Creation story?			
<b>Vocabulary:</b> Christian, gospel, neighbour, good news, disciple, church leader, fisher of people			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
<b>CP</b>	<b>EH</b> <b>Overlap with Church teaching, collective worship and visits to church</b>	<b>SMV</b> <b>Overlap with Church teachings, collective worship and visits to church</b>	<b>PM</b>
1.	<p><b>Prior learning reconnection:</b> Children have learnt about the Christian creation story in Reception, Year 1, 2, 3 and 4</p> <p><b>LO: Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’</b></p> <p><b>Main activity:</b> Start by filling in ‘what I already know’ on cover page. Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend. Read the account of Jesus calling his first disciples (Matthew 4:18–22). Note what Jesus asks these people to do. What would they have to give up? How much would pupils be prepared to give up of their weekend routines? Why did these men leave everything to follow Jesus? Role-play this, getting pupils to suggest what the disciples thought and why. What might a ‘fisher of people’ be expected to do? Note that the word ‘Gospel’ means ‘good news’ – Jesus must have seemed like good news to them. This unit explores some examples of why people thought he and his message was ‘good news’</p> <p><b>Deeper learning question:</b> Why did Jesus seem like good new to the disciples? Why do you think his message spread good news?</p>		

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	<p><b>Future learning links:</b> What kind of world did Jesus want? How did he want his followers to behave?</p>
2	<p><b>Reconnection:</b> Can you recount the story of Jesus calling his first disciples?</p> <p><b>LO: Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</b></p> <p><b>Main activity:</b> Tell pupils that the story from previous lesson is part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. It’s a kind of biography, and the writers made choices about what to include — they don’t tell everything he ever said and did (and not all Christians agree about whether they include the actual words of Jesus). Ask pupils why they think Matthew included this story in his Gospel. Why didn’t Matthew just give a list of qualities Jesus was looking for in a disciple — like a set of entry qualifications? Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper (Mark 1:40–44; note how lepers were viewed at the time – as unclean and rejected; explore why Jesus touched and healed this person; note Jesus’ practice of showing love to those most vulnerable and often rejected by society); the Good Samaritan (Luke 10:25–37).</p> <p><b>Deeper learning question:</b> What kind of world did Jesus want? How did he want his followers to behave?</p> <p><b>Future learning links:</b> Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</p>
3	<p><b>Reconnection:</b> What stories (gospels) have we heard so far which shows us what kind of world Jesus wanted?</p> <p><b>LO: Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways</b></p> <p><b>Main activity:</b> Look for evidence that churches are making the world like the one Jesus wanted: look at local church noticeboards or websites to see what they spend their time doing; get pupils to reflect on the impact of these actions by weighing up which is more important to Christians: toddler groups or food banks; worship services or caring for the elderly; celebrating a baptism, a wedding or a funeral; reading the Bible or giving to charity, etc. These are all important to Christians, so pupils need to give good reasons, connecting with Jesus’ teaching and example of love for others. Imagine a day/week in the life of a church leader – what do pupils think will be involved? How much time is spent ‘fishing for people’? Then invite a church leader in to talk about their week. Think about questions you may want to ask.</p> <p><b>Deeper learning question:</b> How do Christians and church leaders show love for God and for their neighbour?</p> <p><b>Future learning links:</b> Start to make links between the importance of love in the Bible stories studied and life in the world today</p>
4	<p><b>Reconnection:</b> Can you remember some ways Christians and church leaders show love for God and for their neighbour?</p> <p><b>LO: Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways</b></p> <p><b>Main activity:</b> Find some examples of Christian leaders going beyond the everyday routines to show love for others (e.g. Keith Hebden fasting for 40 days; local examples) or alternatively church leader visit in school or in church.</p>

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	<p><b>Deeper learning question:</b> How do the church leaders you have found out about show love for God and for their neighbour?</p> <p><b>Future learning links:</b> Make links between the importance of love in the Bible stories studied and life in the world today</p>
5	<p><b>Reconnection:</b> What bible stories can you remember which teaches us about love and life in the world today?</p> <p><b>LO: What is the most important thing all people can do to make a better world?</b></p> <p><b>Main activity:</b> Of course, it is not only Christians who want a better world – so do people from other faiths and those with no religious faith. First, ask pupils to describe what kind of world they would like to see and why, and what they would do to bring it about. Second, ask pupils to describe what kind of world they think Jesus wanted (e.g. showing love for all, even the outcasts). Compare these two worlds – similarities and differences. Talk about what pupils think are the most important things all people can do to make a better world.</p> <p><b>Deeper learning question:</b> What is good and what is challenging about Jesus’ teaching of love?</p> <p><b>Future learning links:</b> What kind of world did Jesus want?</p>
6	<p><b>Activity:</b> Complete end of unit quiz. Look through class big book reflecting on what children have learnt and reflect on gaps from the unit.</p> <p><b>Deeper learning question:</b> Going back to the original question: What kind of world did Jesus want?</p>
<p><b>End Points:</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’</li> <li>• Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</li> </ul>	
<p><b>Evaluation:</b> 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. <b>Plan in time to revisit gaps within units, determined by the quizzes.</b></p>	

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