

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 2**  
**RE – Year 3/4**



<b>Subject:</b> RE			
<b>Key Concept/ Theme:</b> Unit L2.2 What is it like for someone to follow God?			
<p><b>Prior Learning links:</b> F1 Why is the word ‘God’ so important to Christians? (Reception)</p> <p>F2 Why is Christmas special for Christians? (Reception)</p> <p>F3 Why Is Easter special for Christians? (Reception)</p> <p>1.3 Why does Christmas matter to Christians? (Year 2, cycle 2)</p> <p>1.5 Why does Easter matter to Christians (Year 2, cycle 2)</p> <p>L2.3 What is the ‘Trinity’ and why is it important for Christians? (Year 3, cycle 2)</p> <p>L2.5 Why do Christians call the day Jesus died ‘Good Friday’? (Year 3, cycle 2)</p>			
<b>Vocabulary:</b> Old Testament, New Testament, Christians, covenant, symbols, wedding			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
<b>CP</b>	<b>EH</b>	<b>SMV</b>	<b>PM</b>
	<b>Overlap with Church teaching, collective worship and visits to church</b>	<b>Overlap with Church teachings, collective worship and visits to church</b>	
1.	<p><b>Deeper learning question:</b> What do Christians believe God is like?</p> <p><b>Prior learning reconnection:</b> What do we already know about what it is like for someone to follow God? Complete the front page with space to share prior learning. What do you know about Christianity? Add definition of ‘Christians’ to vocab sheet</p> <p><b>LO: Can I list the qualities Noah had that made God choose him, and what Noah does in obedience to God?</b></p> <ul style="list-style-type: none"> <li>• Introduce pupils to the Bible – Old Testament and New Testament, books, chapters and verses. Teach them how to find their way around using book-chapter-verse. Explain that the stories of the Old Testament happened many years before Jesus, and that they focus on the friendship between the main characters (such as Noah, Abraham, Joseph) and God. Add definition of Old Testament and New Testament to vocab sheet.</li> <li>• Read the story of Noah from Genesis 6:5–9:17 (use a child-friendly version such as the Lion Storyteller Bible; compare with a full online version such as International Children’s Bible on <a href="http://www.biblegateway.com">www.biblegateway.com</a>). Act it out in dramatic fashion!</li> </ul>		

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	<ul style="list-style-type: none"><li>Ask pupils to think about the story: puzzling questions, favourite/least favourite parts, turning points, surprises, how they felt about the characters and events.</li></ul> <p><b>Main activity:</b> List the qualities Noah had that made God choose him, and what Noah does in obedience to God.</p> <p><b>Future learning links:</b> Start to make links between the story of Noah and the idea of covenant.</p>
2	<p><b>Deeper learning question:</b> Can you remember parts of the bible? Focus on Old Testament and New Testament, books, chapters and verses. Where can the story of Noah be found in the bible?</p> <p><b>Reconnection:</b> recap previous learning by retelling the story of Noah.</p> <p><b>LO: Can I make links between the story of Noah and the idea of covenant?</b></p> <ul style="list-style-type: none"><li>Collect together the rules God gives Noah and his family after the flood (Genesis 9:1–7).</li><li>Compare this with the commands in Genesis 1:28 and 2:15–17 (link with Unit L2.1). Note that both stories show God giving humans some responsibilities – part of being the ‘People of God’ is trying to live by God’s commands.</li><li>Ask pupils to define a ‘pact’ and talk about if they have ever made one. Explain that when God gives rules in the Noah story, he makes a covenant — a pact (Genesis 9:8–17). God is not just giving humans rules to obey, but he also has a promise to keep. Collect the promises he makes in the story. Talk about how the rainbow is used as a sign of hope for the future for God’s people and all creation.</li></ul> <p><b>Main activity:</b> Add definition of ‘covenant’ to vocab sheet. Get pupils to answer the questions: what was God’s covenant with Noah and what was it like for them to follow God?</p> <p><b>Future learning links:</b> What was is like for Noah to Follow God?</p>
3	<p><b>Deeper learning question:</b> What is a covenant? What was God’s covenant with Noah?</p> <p><b>Reconnection:</b> recap previous learning: what was God’s covenant with Noah and what was it like for them to follow God?</p> <p><b>LO: Can I make links between the story of Noah and how we live in school and the wider world?</b></p> <ul style="list-style-type: none"><li>Think about the agreements/pacts/covenants people make (e.g. keeping to the rules in sport, shops giving customers goods they have paid for, friends playing when they have promised to do so).</li><li>Remind pupils that God in the Noah story was trying to do away with evil in the world and make it a better place.</li><li>In groups, list what they think we could do without from today’s world in order to make it a better place. Ask pupils to split their list into two categories: ‘Things we could stop’ and ‘Things we can’t stop’. Discuss how pupils in the class think they could help to stop items on the first list, and pick two or three that everyone in the class will work hard to stop.</li></ul>

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	<p><b>Main activity:</b> Come up with a list of people who make promises, and the promises they make (e.g. Brownies, police officers, parents at christenings). Look at photos or watch a video of a Christian wedding.</p> <p><b>Future learning:</b> Make connections with the promises in the story of Noah and a Christian wedding ceremony.</p>	
4	<p><b>Deeper learning question:</b> What is a symbol? What symbols do you notice when you are at home and school?</p> <p><b>Reconnection:</b> recap previous learning: What do you already know about weddings? Talk about it being the beginning of a pact between the couple and – for Christians-with God too.</p> <p><b>LO: Can I make links between promises in the story of Noah and promises that Christians make at a wedding ceremony?</b></p> <ul style="list-style-type: none"> <li>• Remind pupils how many Jews and Christians use the rainbow as a reminder of God’s promise, so they trust God to keep his promise; ask pupils to identify some symbols that show promises, commitment and hope at a wedding.</li> <li>• Talk about what people can do to keep to their promises –starting with weddings but looking at all kinds of pacts/covenants we make.</li> <li>• Talk what is good about being able to trust each other when we make promises.</li> </ul> <p><b>Main activity:</b> Building on learning from Unit 1.10, look at the promises people make to each other, and how this wedding is the beginning of a pact between the couple and – for Christians – with God too. Give pupils a list of promises, including ones that are not found in a wedding, and get them to work out which ones are real and which are not real.</p> <p><b>Future learning:</b> Recall the unit question: what is it like to follow God? Christians say it includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.</p>	
5	<p><b>Deeper learning question:</b> What is it like for someone to follow God?</p> <p><b>Reconnection:</b> recap previous learning by looking at what the children knew and the vocabulary on front cover.</p> <p><b>LO: What do I now know about what is it like for someone to follow God?</b></p> <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 coming back to the original question: What is it like for someone to follow God?</p>	

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**End Points:**

Make sense of belief:

- Make clear links between the story of Noah and the idea of covenant

Understand the impact:

- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

Make connections:

- Make links between the story of Noah and how we live in school and the wider world.

**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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