

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



Subject: RE			
Key Concept/ Theme: Why does Easter matter to Christians?			
Prior Learning links: F3 Why is Easter special for Christians? [Salvation]			
Vocabulary: Jesus, Holy Week, Easter, Good Friday, Forgive, Sin, Saviour, Salvation, bible			
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 Easter?</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 salvation is.</p> <p>Activity: Go on a nature walk. Looking for signs new life in spring. The story for Christians leads to the idea of new life. Introduce the story of Holy week. This story takes place 33 years after the events of the Nativity.</p>		
2.	<p>Deeper learning question: What are the emotions of Jesus throughout the story</p> <p>Reconnection: Remind children about new life connected with new beginnings.</p> <p>LO: Let's learn about the Easter story</p>		

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	<p>Activity:</p> <p>Set up an Easter labyrinth or outdoor trail for pupils, including 1) The entry into Jerusalem e.g. John 12:12–15; 2) Jesus' betrayal and arrest at the Mount of Olives e.g. Luke 22:47–53; 3) Jesus dies on the cross e.g. Luke 23:26–56; 4) The empty tomb e.g. Luke 24:1–12; 5) Jesus' appearance to Mary Magdalene and the disciples: John 20:11–23. At each stop on the labyrinth, pupils should hear part of the story and have a chance to discuss and reflect on it, expressing their thoughts, feelings and questions. Make the labyrinth as sensory as possible: for example, have palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell for the crucifixion. Use a variety of active strategies to get pupils to become familiar with the story (e.g. simple role play, freeze-framing, simple diary entries for different characters, story-boarding, putting images in chronological order, retelling events to each other).</p>
3	<p>Deeper learning question: What does crucifixion mean?</p> <p>Reconnection: What happened during Holy week?</p> <p>LO: Let's learn about Jesus' crucifixion.</p> <p>Activity: Read the story of the crucifixion. Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad.</p>
4	<p>Deeper learning question: Retell the story from the point of view of a different person e.g. Peter, Judas, Mary</p> <p>Reconnection: When something good happens after something sad.</p> <p>LO: Let's learn about the emotions that are shown through the Easter story</p> <p>Activity: Retell the Easter story talk about the emotions of Jesus' followers during the week. Match the emotions of different characters at different times (e.g. being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad, to Sunday (puzzled and overjoyed)</p>
5	<p>Deeper learning question: What are the ways Christians show beliefs?</p> <p>Reconnection: What emotions did Jesus go through?</p> <p>LO: How do Christians show their beliefs about the Easter story?</p> <p>Activity: Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven.</p>

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6	<p>Deeper learning question: How do Church's symbolise that it is Holy week? Reconnection: How do Christians show their beliefs? LO: Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Answer key question: Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating crosses in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations.</p>
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	<p><u>End Points:</u></p> <p>Make sense of belief: Recognise that incarnation and salvation are part of a 'big story' of the bible Tell stories of Holy week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Understand the impact: Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in Church worship at Easter</p> <p>Make connections: Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>
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	<p><u>Evaluation:</u> 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.</p> <ul style="list-style-type: none">•
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