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| **Year 3 – Pentecost term 2**  **Branch Six: Dialogue and encounter** | | | | | | |
| **Understand**  **U3.6.1. Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).**  **U3.6.2. Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE)**  **U3.6.3. Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE)**  **Discern**  **D3.6.1. Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.**  **D3.6.2. Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask ‘I wonder’ questions about what they have seen. (RVE)**  **D3.6.3. Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE)**  **By age 8, pupils will begin to develop critical and creative skills in religious education by thinking imaginatively about different possibilities when exploring issues of justice or equality that arise from the religious stories studied. They will express preference when asked to choose between different aspects of study, such as works of art or musical expression. They will ask ‘I wonder’ questions about religious stories, questions of belief, and religious experiences. Pupils will begin to use picture language to recognise imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings. They will consider their personal experiences drawing on learning about other cultures, communities and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.**  **Respond**  **R3.6.1. Reflecting on the meaning of what they have learned for their own lives. (RVE)**  **R3.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE)**  **By age 8, pupils will be invited to make connections between religious personal experiences and expressions of religious beliefs. They will have opportunities to reflect on personal learning, sharing thoughts and ideas and valuing the views and opinions of others. Pupils will spend reflective time wondering about what they have studied and thinking about positive changes they could make in their own lives, in the life of their local community, and the wider world. Pupils will be invited to respond through individual or collective prayer, singing, or music, making simple connections with Christian traditions locally and globally.**  **Dialogue**  **By the end of this unit of study, pupils will have encountered the following key text:**  **• Exodus 12:1-8,15-20, 13:3**  **• Lk 22:14-23**  **By the end of this unit of study, pupils will know that the Church teaches:**  **• For Christians, the Eucharist is linked with the Jewish celebration of Passover.**  **Encounter**  **By the end of this unit of study, pupils will have encountered the following:**  **• Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today.**  **By the end of this unit of study, pupils will have encountered the following:**  **• Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.).**  **• Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.**  Big Question - How do different people express their faith and religious beliefs? | | | | | | |
|  | Lesson 1  **UNDERSTAND / DISCERN** | Lesson 2  **UNDERSTAND** | Lesson 3  **UNDERSTAND** | Lesson 4  **UNDERSTAND / DISCERN** | Lesson 5  **UNDERSTAND / DISCERN** | Lesson 6  **DISCERN** |
| **Learning Focus** | **HEAR**  Retell the account of the Last Supper in Luke (22:14-23). Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover. | **HEAR**  Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23). | **HEAR / BELIEVE**  Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. | **HEAR**  Explore and describe some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). | **CELEBRATE**  Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). | **LIVE**  Describe some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask ‘I wonder’ questions about what they have seen |
| **Recall and Retrieval** | * Know about the Last Supper on the feast of the Passover. | * Recall the Exodus story and the account of the Last Supper | * Use developing religious vocabulary recall the Passover | * To know, and describe some aspects of Islamic religions | * To know, and describe some Islamic religious laws, beliefs, worship, and life | * Use developing religious vocabulary to name and describe some examples of Islamic art or religious music |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * The details of, and events within the story of the Last Supper | Key knowledge:  Pupils will know:   * About the words and actions of Jesus at the Last Supper * Simple links with Exodus (12:1-8,15-20, 13:3) | Key knowledge:  Pupils will know:   * How Jewish people celebrate the Passover in Britain today. * The Exodus account, and correctly using specialist vocabulary to describe symbols and actions in the Passover. | Key knowledge:  Pupils will know:   * Islam has a rich culture which incorporates art, religious music, poetry, and architecture as well as learning what Muslims believe. | Key knowledge:  Pupils will know:   * Islam has a rich culture which incorporates art, religious music, poetry, and architecture as well as learning what Muslims believe. * Some simple links and connections between some Islamic religious laws, beliefs, worship, and life | Key knowledge:  Pupils will know:   * Islam has a rich culture which incorporates art, religious music, poetry, and architecture as well as learning what Muslims believe. |
| **Key Skills/disciplinary knowledge** | U3.6.1. Retell the account of the Last Supper in Luke (22:14-23). Making links to the Passover | **U3.6.1. Make links** between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23). | U3.6.2. Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE) | **U3.6.3. Describe** some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE) | U3.6.3. Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE) | D3.6.2. Describe some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask ‘I wonder’ questions about what they have seen. (RVE) |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | 1. Scripture detective activity focusing on the account of the Last Supper in Luke (22:14-23). 2. Retell with increasing detail, (in any form) the story of the Last Supper, making some simple links to the Passover. | 1. Scripture detective activity focusing on Exodus (12:1-8,15-20, 13:3). 2. Retell the above, to make simple connections with the Last Supper. | 1.Explore and research the Passover; <https://jewishmuseum.org.uk/schools/asset/preparing-for-passover/>  2.Design an information guide about the Passover, giving some simple reasons for the signs, symbols and actions. | 1. Share and discuss the video which celebrates the breadth and diversity of Islamic culture across the world and through time; <https://youtu.be/BUgZSHwdMrM> 2. Create a collage / mind map of information based on what you have heard and seen. | 1.Through art, words and / or action, describe and make simple connections between some Islamic religious laws, beliefs, worship, and life, using the following;  <https://www.bbc.co.uk/bitesize/articles/zrxxgwx> | Islamic art is art made as part of the religion of Islam and forms part of religious life. It can also mean art that is created by Muslim artists or in lands that were ruled by Muslim leaders.  Explore further through; <https://www.bbc.co.uk/bitesize/articles/zb3wmbk#zpd9jfr>  Invite the pupils to;   1. Create some Islamic art inspired by nature 2. Design a rug pattern 3. Reproduce some gold calligraphy |
| **Scaffolding** | Key words and meaning | Key words and religious sources | Have word mats available on tables with key words | Have word mats available on tables with key words | Key vocabulary and definitions | Further explanation of artefacts |
| **Challenge** | Make religious links / connections. | Exploring further religious links | Range and depth of religious reasons given | Broaden the range of artefacts studied | Range and depth of connections made | Complexity of patterns and techniques used. |
| **Key vocabulary and definition** | Passover  Exodus  The Last Supper | The Last Supper  Symbolism and actions  Passover | Passover  unleavened  Exodus | Muslim  Islam  Ramadan Sawm adhan | Muslim  Islam  Ramadan Sawm adhan  Muhammed | Muslim  Islam  Islamic art  Ramadan Sawm adhan |
| **Resources** | Lesson PowerPoint  Children’s bibles  Christian Art website  <https://christian.art/> | Lesson PowerPoint  Children’s bibles  <https://christian.art/> | Lesson PowerPoint  <https://jewishmuseum.org.uk/schools/asset/preparing-for-passover/> | Lesson PowerPoint  <https://youtu.be/BUgZSHwdMrM> | Lesson PowerPoint  <https://www.bbc.co.uk/bitesize/articles/zrxxgwx> | Lesson PowerPoint  <https://www.bbc.co.uk/bitesize/articles/zb3wmbk#zpd9jf> |
| **Diversity Links** | Inclusion – all are welcome at ‚Jesus‘ table‘ | Inclusion of all | All are welcome | Diverse ethnic and denominational backgrounds | Diverse ethnic and denominational backgrounds | Diversity represented through art. |
| **Checking for understanding (summative assessment)** | 1. Retell the account of the Last Supper in Luke (22:14-23). 2. Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover | 1. Know the words and actions of Jesus at the Last Supper. 2. Make simple links with Exodus (12:1-8,15-20, 13:3) | 1. Simply describe how Jewish people celebrate the Passover in Britain 2. Make links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. | 1. Describe some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). | 1. Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God | 1. Describe some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan.  2. Ask ‘I wonder’ questions about what they have seen |

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|  | Lesson 7  **DISCERN** | Lesson 8  **DISCERN** | Lesson 9  **RESPOND** | Lesson 10  **RESPOND** |
| **Learning Focus** | **BELIEVE / CELEBRATE / LIVE**   * Listening to the stories and experiences of those from the Jewish communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life | **HEAR / CELEBRATE / LIVE**   * Listening to the stories and experiences of those from the Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. | **BELIEVE**   * Talking, asking, and answering questions with others about their knowledge of the Jewish, and Islamic faiths, recognising the ways in which this could influence the way they and others live. | **Refer to RESPOND**  **Celebration of the word**  **Assessment – Knowledge capture** |
| **Recall and Retrieval** | * To know about some aspects of the Jewish faith | * To know about some aspects of the Islamic faith communities | * Know about, and explore some knowledge of the Jewish, and Islamic faiths |  |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * Some stories and experiences of those from the Jewish communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life | Key knowledge:  Pupils will know:   * Some stories and experiences of those from the Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life | Key knowledge:  Pupils will know:   * About, and explore some knowledge of the Jewish, and Islamic faiths |  |
| **Key Skills/disciplinary knowledge** | **D3.6.3. Listening to** the stories and experiences of those from the Jewish communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE) | D3.6.3. Listening to the stories and experiences of those from the Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE) | R3.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE) | R3.6.1. Reflecting on the meaning of what they have learned for their own lives. (RVE)  R3.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE) |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | 1. Create a summary using words and pictures, which describes experiences of those from the Jewish communities, using the following;   <https://www.bbc.co.uk/teach/class-clips-video/articles/zj78bdm> | 1. Research stories and experiences of those from the Islamic communities;   <https://www.bbc.co.uk/teach/class-clips-video/articles/znmx47h>  Devise a fact sheet for this, providing some meaning and explanation. | 1.Have a silent debate for pupils to move around the room sharing their views about their experience and knowledge of the Jewish, and Islamic faiths.  Reflect upon the ways in which this could influence the way they and others live. |  |
| **Scaffolding** | Have word mats available on tables with key words – key information regarding the above, Visuals. | Have word mats available on tables with key words – key information regarding the above.  Visuals. | Key words and definitions |  |
| **Challenge** | Depth and breadth of research | Depth and breadth of research | Further reflect on what their learning means for their life. Scenarios to explore. |  |
| **Key vocabulary and definition** | Shekinah: The place where God's presence rests and can be felt.  Messiah: The anointed one who Jews believe will bring in a new era or age for humankind.  Mitzvot: The term has a mix of meanings.  Covenant: A promise or agreement between two parties.  Synagogue  Kosher  Torah | Islam: The name of the religion.  Muslim: A person who follows the religion of Islam.  Allah: The Arabic name for God.  Qur'an: The holy book of Islam.  Prophet Muhammad: The final prophet of Islam.  Mosque: A place of worship for Muslims.  Five Pillars of Islam: The main duties of a Muslim.  Hajj: A pilgrimage to Mecca.  Mecca: The holiest city in Islam.  Ramadan: A month of fasting for Muslims.  Eid: A Muslim festival. | Prophet Muhammad: The final prophet of Islam.  Mosque: A place of worship for Muslims.  Five Pillars of Islam: The main duties of a Muslim.  Hajj: A pilgrimage to Mecca.  Messiah: The anointed one who Jews believe will bring in a new era or age for humankind.  Mitzvot: The term has a mix of meanings.  Covenant: A promise or agreement between two parties.  Synagogue |  |
| **Resources** | Lesson PowerPoint  <https://www.bbc.co.uk/teach/class-clips-video/articles/zj78bdm> | Lesson PowerPoint  <https://www.bbc.co.uk/teach/class-clips-video/articles/znmx47h> | Key vocabualary cards, and a range of sentence starters. |  |
| **Diversity Links** | Diversity of artefacts and resources used | Diversity of artefacts and resources used | Diversity of artefacts and resources used |  |
| **Checking for understanding (summative assessment)** | 1. Listening to the stories and experiences of those from the Jewish communities in the class or the wider community 2. Ask questions about their laws, beliefs, worship, or life. | 1. Listening to the stories and experiences of those from the Islamic communities in the class or the wider community 2. Ask questions about their laws, beliefs, worship, or life. | 1. Talking, asking, and answering questions with others about their knowledge of the Jewish, and Islamic faiths. 2. Recognising the ways in which this could influence the way they and others live. |  |