

Year 4 - RE

Environment: Harvest	Landmarks in life	Commitment: Lent	Study of chosen religion	Thinking about God	Features and patterns of worship
<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to link stories, beliefs and practices and explain their impact on believers and communities</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify important features of religious ceremonies and explain why these might be seen as important aspects of a believer's life</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify important beliefs and values of faith communities and explain the impact of these on the behaviour of believers</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should Be able to identify some of the main features of a chosen religious lifestyle.</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify names and attributes used to describe God, link these with beliefs and explain how this might be different within and between faiths</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify the main features and patterns of an act of worship and suggest reasons for similarities and differences within and between faiths</p>
<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment/ natural world</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to link symbolic aspects of ceremonies to beliefs and teachings and explain why the ceremony might be important to those taking part</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to ask questions about the importance of beliefs and values for believers and make suggestions about the impact of commitment on their lives</p>	<p style="text-align: center;">ENGAGE</p> <p>Be able to explain the meaning of key actions and symbols to a follower in the chosen religious</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to make links between belief about God, the practices of believers and the choices they make in life</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to identify symbolic actions that are part of worship and show how these might strengthen the faith of a believer</p>
<p style="text-align: center;">REFLECT</p> <p>Learners should be able to link their own values and actions and consider the consequences of their actions for the environment/natural world</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to share ideas and experiences of ceremonies important to them and suggest what these might say about their personal beliefs and values</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to share ideas about right and wrong and talk about the challenge of their own commitments</p>	<p style="text-align: center;">REFLECT</p> <p>Be able to talk about things in their lifestyle which are important to them and which they would like to pass on as a tradition to others</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify the names and attributes they would want for themselves and to show how they might live up to this reputation</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to talk about their own experience of gatherings make the link between values, interests and commitments to groups</p>
		<p>What sort of times and events do people prepare for in special ways?</p> <p>What beliefs and values affect the way believers live?</p> <p>How does commitment affect the lives of believers?</p>			<p>What happens when people meet together with a common cause or interest?</p> <p>What happens when people meet together to worship?</p>

		How do beliefs and values affect the way you live?			
<p>Being thankful for the fruits of the Earth</p> <p>How is the word Harvest used? What does 'harvesting' mean to a farmer and to ourselves? Create a class definition. What do human beings need to survive? Show pupils a bowl of fruit and vegetables, packets of cereal, bags of flour, cartons of juice and milk, bottle of water, eggs, bread, pictures of supermarkets. Invite pupils to use their knowledge of nutrition and choose three items that a human being needs to survive, and explain why they need them. Divide pupils into two groups: group one could make an inquiry about where food is sourced for a family in the UK e.g. shop, supermarket, allotment. Invite them to think about how many different food products they might use in a day, or a week. Group two could do a comparison with a community overseas e.g. Mozambique. Why do different religions and different countries celebrate harvest? What might inspire them to celebrate in the UK and overseas?</p> <p>Discuss the idea of celebrating harvest in times of plenty and in times when there is less than enough. In what situations might people have more than they need, or not enough? How might this affect their belief in God as provider?</p> <p>God as creator and provider:</p> <p>Christian beliefs in one God as creator of the world and provider for human needs originate in the Book of Genesis. Here God is</p>	<p>Label the road (write/draw/describe) with three high points they have experienced in life so far e.g. starting school, baptism. Label the road with two low points. Can pupils continue the road with what they hope to come? Resources: examples from appropriate celebrations e.g. invitations etc...</p> <p>Why is it important to believers to celebrate special times in life?</p> <p>In small groups or pairs pupils research & produce a presentation about the way joining a faith is celebrated by Christians (confirmation) and Hindus (Sacred Thread <i>upanayana</i> ceremony) Pupils will need to be organised and able to discuss: what they need to find out, how they gather information, share out tasks and what format to present in. This should take more than one lesson and time could then be spent sharing their work with others.</p> <p>Pupils could find out:</p> <ul style="list-style-type: none"> -What symbolism is -Why is symbolism important? -What actions are important -Are there any special vows or promises made? -Are special prayers or words spoken? -What people wear -What they eat -How the person might feel before and during this key point in their lives. <p>What does what you celebrate say about you?</p>	<p>Discuss times of preparation and the different ways in which people prepare. Think about sports, holidays, school, even a trip to the shops. Invite children to share their own experiences of this. If you know someone who has been on a retreat e.g. to think about the next steps in their life, you could invite them to talk/answer questions.</p> <p>Try giving the children extra preparation time for a particular task and allowing them to use it however they choose - explain that time used thinking is one of the possibilities. (This could be a homework task.) Discuss how the preparation affected their approach to the task.</p> <p>Explain that Jesus needed time to think about the special job that God had given him to do. Tell the story of his 40 days in the desert and explore how it made him feel strong enough to face the times ahead. (They may need reminding that these included times of hard work and great sadness as well as good times.) Talk about the word temptation. Jesus was tempted to use his special gifts from God in the wrong way. When do we feel tempted? How do we resist temptation? (Role play would be useful here.) Give pupils scenarios in which they might be tempted (e.g., stealing). In pairs, try to tempt each other into eating something you shouldn't, owning something you shouldn't, taking over in a game you didn't start. How did it feel to be tempted? Identify the effects of your actions on others.</p>	<p>Talk about the different lifestyles which people lead and why they might choose to select a particular way to live.</p> <p>This unit allows the opportunity to explore one religion in more detail. Choose from Christianity, Islam, Hinduism, Buddhism, Sikhism or Judaism to complement your programme of study. It would be useful to begin by using pictures to stimulate ideas about the different lifestyles which people have - e.g. give examples of different hobbies which people pursue, people who put work and money first, people who put family first. Think about the different ways and traditions you might have in your household, such as visiting grandparents every week, going swimming every Saturday. Why do people do these things? Make a list of the reasons people do things - such as habit, a hobby, because their parents tell them to, because it is part of their religion etc. Create a collage to show the diversity of the world we live in.</p> <p>Identify the main features in your chosen religion's lifestyle.</p> <p>For example: use the BBC Learning Zone film clips to show people in your chosen religion at home and at worship. Identify the important aspects of worship in the home. Set up an example of a shrine using appropriate artefacts if appropriate.</p>	<p>What's in a name? Introduce the idea of 'names'. Why do they have a name? Introduce the idea of a 'Title' e.g. Sir, Lady, Your Honour, Head teacher etc. Invite ideas as to what they mean and when and why are they used. What value does the title hold? Why is your Head teacher addressed as such?</p> <p>Use examples of well-known people e.g. Sir Chris Hoy and discuss their attributes and why they were given a title.</p> <p>How do people of faith describe God?</p> <p>Explore what Hindu's think about God through the use of an artefact or picture from the Hindu tradition – a statue or murti of a Hindu God/Goddess.</p> <p>Start by exploring the object, what clues are there about the story behind the God and about the character of the God. Ask pupils to create questions to ask the God prior to sharing the story behind the God (this could be read, watched or both) – are their questions now answered? Ask pupils to choose four key words from the story and make a picture or symbol to represent each word. Share their words and images with others.</p> <p>Give pupils a picture of the God being explored and ask them to label the image using their new knowledge.</p> <p>Discuss the feelings Hindu's might have when they worship this God. If possible, seek insights from local believers or show images from inside a</p>	<p>For example: Talk about the times when people meet together, for school, for work, for clubs, leisure and enjoyment. Talk about the similarities and differences, such as - people meet because they have something in common, they sometimes choose who they meet with, sometimes don't. Think about the common features and patterns which meetings have, such as time, place, interests, clothing, and activities. Talk about the reasons why people might meet together in this way and why common or shared practices might be important. Identify on cards the different reasons why people might meet together and create a display .Resources: stimulus pictures of people in groups e.g. Football grounds, cinema etc...</p> <p>Look at pictures/video of people worshipping. Share ideas of what it means to worship. Suggest a definition of worship Discuss how this fits with the pattern for meetings identified in the earlier lesson. What do these people have in common? Do they choose to be there? What are they doing? Identify general patterns and main features. Make a list of things which seem essential for an act of worship.</p> <p>To support deeper learning pupils could be given 2 quotations from each faith and show in their guidebook where the action demonstrates the quote e.g. Christians believe....</p>

<p>described as creating man in his own image, and putting him in charge of animals and seed bearing plants for human beings to care for and use for food. See Bible Text: Genesis 1 v 27-31. What attitude to Creation and food does this text suggest to Christians and to Jews? What attitudes do we have towards animals and plants (looking after them, and relying on them for food and drink).</p> <p>Explore the Jewish festival of Sukkoth and task pupils with creating a model of a sukkah from recycled materials, imagine that they have stayed out overnight in the Sukkah, and write a diary entry from the viewpoint of a Jewish believer about how it helped them feel close to God as Creator and provider.</p> <p>Explore the Christian Harvest and a Lamas (loaf mass). Task pupils with making bread in small groups to reflect on what it might mean to a Christian believer to celebrate Loaf Mass at the beginning of Harvest in a rural area. In what ways might it be different for someone living in a city celebrating harvest? What might</p> <p>Harvest mean to someone living in a country where there are environmental problems, such as drought or flooding, e.g Mozambique? What might influence their attitude? In what ways could faith in God help in this?</p> <p>Harvest Festival To reflect their understanding of Christian Harvest pupils could engage in practical activities. Ideas include:</p>	<p>For example: Discuss their own experiences. Refer to their list of priorities identified in the first lesson. Take the first on the list and ask pupils individually or in small groups to create a ceremony to mark the occasion in an appropriate way. If possible, act out the best ideas as a class, keeping a photographic record of the occasion, and encouraging pupils to express how it felt to take part. What would help them to keep the promises they have just made? What symbol would they choose to remind them of their new promises?</p>	<p>Show pupils the painting Christ in the Wilderness by Ivan Kramskoy - talk about what Jesus might have been thinking and feeling. Pupils could anotate a copy of the painting with thoughts, ideas etc. How does that help us to be strong?</p> <p>Explain that Lent is a time of preparation for Easter, when Christians think especially about Jesus' death and how it brings them forgiveness for the wrong things they've done. Let them look at a calendar and work out how long Lent lasts. Why do they think it might be 40 days?</p> <p>Find out about some of the things Christians do during Lent. Some of this can be done as group work using books, pictures, church newsletters etc. Visitors could be invited to talk about local practices.</p> <p>Shrove Tuesday explore the traditions of eating pancakes. Explain links with Jesus' life and fasting during his time in the wilderness. Share pancakes in class.</p> <p>Fasting Discuss how this practice relates to the story of Jesus in the wilderness. Explain that it's still practised by some Christians, now often interpreted as going without things they like during Lent. Talk about how not concentrating on food can give time for other things such as prayer and reflection, how self-denial can help people and can be used to help others e.g. giving the money saved to a good cause.</p> <p>Ash Wednesday services where people have the sign of the cross made on their foreheads with ash as a sign of repentance and forgiveness. Talk about the words repentance and forgiveness and the sign of the cross and how these relate to Christian teaching. Tell and act</p>	<p>Find out the meaning of some of the important features of the religion to a believer.</p> <p>For example: Visit a faith building. Talk through some of the importance aspects of the building for a believer and the meaning of selected symbols. Discuss what these mean to a believer with a guide from the faith community. Select symbols from the visit and create a display with illustrations of the symbols and their meaning for the believer.</p> <p>What do pupils consider to be the three key aspects of the faith they have studied and why.</p> <p>Explore aspects of their own lives which they feel are distinctive and worth passing on.</p> <p>For example: Talk about what makes your life different and special. Which aspects of your life would you be very unhappy about giving up? Talk about why these things are important. Write a note to someone to explain why you like to do these things and encourage them to join you.</p>	<p>Hindu Temple. Explore how Hindu's worship. Can pupils answer the following question in relation to the God: why are some items worth more than money?</p> <p>Ask children to write down anything they might like to say to this God or to a Hindu based on their new learning.</p>	<p>They follow this belief when... 'I will sing to the Lord all my life; I will sing praise to my God as long as I live' Psalm 104:33 "Jesus said whenever you eat bread and drink wine, remember me.' 1 Corinthians 11:26 'There has come to you light and a clear book from Allah' 9Qur'an 5:15-16) 'Worship none but Allah' Qur'an 40:83</p> <p>Pupils could present their guidebooks/displays to others perhaps in the format of a 'market place' activity. Children from KS1 and/or parents could also be invited to attend.</p>
--	---	---	--	---	---

<ul style="list-style-type: none"> • Making a difference – e.g designing and implementing a charity campaign across the school, linked to the local church eg Foodbank – poster design to raise awareness, leading an assembly, organising collecting for a charity • Pupils could plan a harvest festival/collection for the class/school. This could involve publicising it, presenting their plan in a school assembly, choosing a suitable recipient for the goods collected, packing and distribution. • organising a fundraiser for a charity • Writing an explanation: 'Six reasons why our act of gratitude can make a difference to our local or overseas neighbour (less than 100 words). 		<p>out the story of the Lost Son / Loving Father (Luke 15 11-32). Explore what it teaches about forgiveness. Discuss times when we're really sorry, who forgives us and how it helps us</p> <p>Written task: Why do Christians like to remember the story of Jesus' temptations? Why do you think Christians say it is important to trust in God?, Why is it important for Christians to take part in Lent traditions? How might Christians choose to live their lives differently after Lent?</p> <p><i>Footnote:</i> the word Lent derives from the lengthening of days in spring.</p>			

Year 4 Topic Coverage

<u>Autumn</u>			<u>Spring</u>			<u>Summer</u>		
<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>
Ex1 Ex2	En1 En2	R1 R2	Ex3 Ex4	En3 En4	R3 R4	Ex5 Ex6	En5 En6	R5 R6
<u>Vocabulary – Subject Specific</u>								
Engage with, Talk about, Listen to, Find out about, Explore, Ask questions, Recognise, Listen and respond, Ask and respond imaginatively to questions, Discuss Consider, Talk, Share, Observe								
<u>Vocabulary - Topic Specific</u>								
<p style="text-align: center; color: green;">Faith Story Belief Attitudes Action Teachings Believers Natural World Influence Community Create Reflect Explore Care Identify Symbols Express</p> <p style="color: green;">Mandir Brahman Brahma Trimurti Vishnu Shiva Ganesh Hanuman Reincarnation Moksha Karma Dharma Atman Puja Murti Diwali</p>	<p style="text-align: center; color: green;">Jesus Church Bible Priest Vicar Pastor Cross Crucifix Disciples Communion Eucharist Hymn Easter Prayer Trinity Holy Spirit Heaven</p>	<p style="text-align: center; color: blue;">Actions Gestures Worship Rituals Belief Appreciate Worship Differences Similarities</p> <p style="color: blue;">Mandir Brahman Brahma Trimurti Vishnu Shiva Ganesh Hanuman Reincarnation Moksha Karma Dharma Atman Puja Murti Diwali</p>	<p style="text-align: center; color: blue;">Jesus Church Bible Priest Vicar Pastor Cross Crucifix Disciples Communion Eucharist Hymn Easter Prayer Trinity Holy Spirit Heaven</p>	<p style="text-align: center; color: blue;">Muslim Muhammad Mosque Qur'an Imam Allah Mecca Hajj Ramadan Eid al-Fitr Muezzin Adhan Minaret Prophet Five Pillars Salat Hijab Halal</p>	<p style="text-align: center; color: blue;">Faith Teach Important Believer Impact Respond Meaning</p> <p style="color: blue;">Mandir Brahman Brahma Trimurti Vishnu Shiva Ganesh Hanuman Reincarnation Moksha Karma Dharma Atman Puja Murti Diwali</p>	<p style="text-align: center; color: blue;">Jesus Church Bible Priest Vicar Pastor Cross Crucifix Disciples Communion Eucharist Hymn Easter Prayer Trinity Holy Spirit Heaven</p>	<p style="text-align: center; color: blue;">Muslim Muhammad Mosque Qur'an Imam Allah Mecca Hajj Ramadan Eid al-Fitr Muezzin Adhan Minaret Prophet Five Pillars Salat Hijab Halal</p>	

I will learn...

Why different religions and different countries celebrate harvest.
What might inspire different faiths to celebrate in the UK and overseas?
How the word Harvest is used.
What 'harvesting' mean to a farmer and to ourselves

Why it is important to believers to celebrate special times in life?

What symbolism is
-Why symbolism is important
-What actions are important
Whether there any special vows or promises made?
-If there are special prayers or words spoken?
-What people wear
-What they eat
-How the person might feel before and during this key point in their lives.

What sort of times and events people prepare for in special ways

What beliefs and values affect the way believers live

How commitment affects the lives of believers

How beliefs and values affect the way you live

About the words repentance and forgiveness and the sign of the cross and how these relate to Christian teaching.

Why Christians say it is important to trust in God?
Why is it important for Christians to take part in Lent traditions?
How Christians might choose to live their lives differently after Lent?

About the different lifestyles which people lead and why they might choose to select a particular way to live.

What makes your life different and special.
Which aspects of your life would make you unhappy about giving up?

How people of faith describe God?

How to ask questions about God

How Hindu's worship

What happens when people meet together with a common cause or interest

What happens when people meet together to worship