



RE MTP Overview - Christianity

Year 4, Summer 2

Jigsaw Unit Overview

Theme	<i>Prayer and Worship</i>		
Concept	<i>Prayer & Worship</i>		
Religion	<i>Christianity</i>		
Enquiry Question	<i>Do people need to go to church to show they are Christians?</i>		
Learning Intention	<i>We are learning to understand how important going to church is to show someone is a Christian.</i>		
Resources	<i>Discovery RE</i>		
Assessment	<p><u>Engagement</u> WTS: <i>I can discuss my special place, tell you why it is special and how I feel when I am there.</i></p> <p>EXS: <i>I can explain some of the feelings my special place gives me and suggest why that is.</i></p> <p>GDS: <i>I can reflect on a range of special places and identify why they have the impact on me that they do.</i></p>	<p><u>Knowledge & Understanding</u> WTS: <i>I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.</i></p> <p>EXS: <i>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</i></p> <p>GDS: <i>I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep</i></p>	<p><u>Evaluation/Critical Thinking</u> WTS: <i>I can respectfully question whether Christians need churches.</i></p> <p>EXS: <i>I can start to understand the impact a Christian's special place has on him/her.</i></p> <p>GDS: <i>I can say why I think the church may or may not be important to Christians.</i></p>

this more private so some may need churches more than others.

Enrichment

Visit (either real or virtual) to local or famous churches.



RE MTP
Year 4 , Summer 2 Week 1

Step 1: Engagement	Lesson 1
Focus Skill	Explaining: Comment on connections between questions, beliefs, values and practices.
Learning Intention	LI: to explain how at I feel when I am in my special place and give reasons why To explore what makes a place 'special'.
SOLO SC: Uni- Structural <i>Bronze</i>	I can define 'special place' I can define what a special place is.
SOLO SC: Multi- Structural <i>Silver</i>	I can list different special places I have in my life I can list different special places I have in my life.
SOLO SC: Relational <i>Gold</i>	I can explain how at I feel when I am in my special place and give reasons why I can describe a place that is special to me and explain why it is so special.
SOLO SC: Extended Abstract <i>Platinum</i>	I can evaluate the reasons why people have different special places in their lives and evaluate similarities and differences I can reflect on why some places are special for lots of people and some are only special to some people.

Key Vocabulary for the lesson/unit	Synagogue Gurdwara Mosque Church Subjective / objective		
Starter	Google Quiz Jamboard AFL- What does the word special mean?		
Teacher Input / Activity	Present a special place to the class - discuss why this place is special to you and why. 1) Discuss the phrase 'special place' - show a variety of scenes and places. 2) Show slides of special places and with class infer who and why someone might find this place special e.g Liverpool F.C grounds. 3) Create a special place poster for display (two circles, one within the other - inside special places - outside feelings) 4) Ask questions about a variety of faiths and their special places. Pupil task: Create a slide to show 3 places that are special to them (use slide so chn can insert pictures). Chn write the special emotions they feel when they are there. Platinum challenge- list places that are special for lots of people and explain why. 5) Pupils create a mood board of different places they hold special and the emotions they feel when they are there.		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	<ul style="list-style-type: none"> - That the teacher is looking for a specific answer to the question. - Special place means a holy place. - That special places can be both common and unique. 		
Resources	Paper / colours	Pillar Links	Heart - Reflecting on emotions Hands - Sharing mood board
Working Wall <i>(What will go on the WW from this lesson?)</i>	Example of mood board		

(insert lesson to teach the seven sacraments?)



RE MTP

Year 4 , Summer 2 Week 1

Step 1: Engagement	Lesson 2
Focus Skill	Explaining: Comment on connections between questions, beliefs, values and practices.
Learning Intention	To explore the Seven Sacraments and their importance for Christians
SOLO SC: Uni- Structural <i>Bronze</i>	I can list the Seven Sacraments.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe what each of the Seven Sacraments mean to Christians.
SOLO SC: Relational <i>Gold</i>	I can explain how the Seven Sacraments help Christians to feel closer to God.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on other ways that people can show commitment to something that they love.
Key Vocabulary for the lesson/unit	
Starter	Google Quiz Jamboard AFL- What does the word commitment mean to you?
Teacher Input / Activity	<p>Explain that The Seven Sacraments are rituals that people choose to participate in to express and strengthen their faith, whilst deepening their relationship with God. The Seven Sacraments of the Catholic Church are channels through which God can bestow his grace on an individual. Receiving God's grace is how individuals receive His love, as well as the strength required to navigate life's difficulties and challenges. They are physical signs of God's love.</p> <p>Go through each of the seven sacraments. Ask, why would a christian choose to engage in this? How does it make them feel closer to God? How does it strengthen their religion?</p>

Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	-		
Resources		Pillar Links	Heart - Reflecting on emotions Hands - Sharing mood board
Working Wall <i>(What will go on the WW from this lesson?)</i>			



RE MTP
Year 4 , Summer 2, Week 2

Step 2: Investigation	Lesson 3
Focus Skill	Reflection on religious beliefs: Describe the impact of beliefs (including festivals) and practices on individuals, groups and communities.
Learning Intention	To explain how Baptism demonstrates a Christian’s commitment to God To explore the seven sacraments .
SOLO SC: Uni- Structural <i>Bronze</i>	I can list the seven sacraments of Christianity I can describe what happens during baptism .
SOLO SC: Multi-Structural <i>Silver</i>	I can define the seven sacraments of Christianity I can describe how baptism shows commitment to God .
SOLO SC: Relational <i>Gold</i>	I can explain how Baptism demonstrates a Christian’s commitment to God I can explain the importance of baptism as one of the seven sacraments .

SOLO SC: Extended Abstract <i>Platinum</i>	I can formulate and justify my opinions on Baptism with respect and consideration. I can reflect on my own opinion on baptism.		
Key Vocabulary for the lesson/unit	Baptism Communion Confirmation Seven Sacraments		
Starter	Who would worship in a place like this? (multi-faith)		
Teacher Input / Activity	<ol style="list-style-type: none"> 1) What do we know about Christianity and worship? 2) Introduce Seven sacraments and create a timeline and plot Baptism, communion, confirmation as key markers in the worship of Christianity. 3) Explain we will be looking at Baptism in more detail in this lesson. 4) Look and discuss the figure of John the Baptist and his role in the bible. 5) Watch videos on Baptism and what it represents and means to Christians. 6) Generate a debate with pupils sharing responses and recording their POV in books. 7) Key questions: What are your views on adults being baptised? What about children who are too young to make their own decisions about their religion? Who made the choice for the child? Why did the parents make the choice for their child? Look at the different types of baptism and ask if Jesus was happy to be baptised in the river, why is it important for Christians to be baptised in a church? Does this show they are Christians? 8) CT models how to record a POV as well as defining Baptism and its meaning. 9) Pupils record the significance of Baptism as well as their thoughts and feelings. <p>Pupil task: complete the jamboard reflecting own opinions.</p>		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	All Christians are Baptised in the same way. The idea of original sin (babies are born with sin)		
Resources	Baptism: www.bbc.co.uk/education/topics/ztkxpv4/resource/s/1	Pillar Links	Head - Knowledge on baptism Heart - respecting others views Hands - engaging in debate

Working Wall
 (What will go on the WW
 from this lesson?)

Baptism poster / KO



RE MTP
Year 4, Summer 2, Week 3

Step 2: Investigation	Lesson 4
Focus Skill	Explaining: Comment on connections between questions, beliefs, values and practices.
Learning Intention	To explain how Holy communion demonstrates a Christian's commitment to God (investigation) To explore how Holy communion demonstrates a Christian's commitment to God
SOLO SC: Uni- Structural <i>Bronze</i>	I can list the seven sacraments of Christianity I know why holy communion is important to christians
SOLO SC: Multi-Structural <i>Silver</i>	I can define the seven sacraments of Christianity I can describe what happens during a Holy Communion.
SOLO SC: Relational <i>Gold</i>	To explain how Holy communion demonstrates a Christian's commitment to God I can explain how Holy communion demonstrates a Christian's commitment to God.

SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on what holy communion means to Christians and the origins of its significance I can reflect on how a Christian person might feel once they have completed their Holy communion.		
Key Vocabulary for the lesson/unit	Sacrament Transubstantiation (body and blood of Christ)		
Starter	Picture inference- Last supper. The meaning behind the art.		
Teaching Input / Activity	<ol style="list-style-type: none"> 1) Refer to the timeline of Christian sacraments - today's focus will be Holy communion 2) Refer to the last supper and Jesus's words during the ceremony - Miracle of the Eucharist 3) Watch video on Holy communion - pupils make notes 4) Discuss the Miracle of Transubstantiation - literal not figurative. 5) Ask pupils to take a stance on "True or False: Christians must go to church so they can have holy communion?" 6) Explain once the priest has blessed the wafer that consumption can happen at home, with family or loved ones. 7) What are the advantages and disadvantages of doing this? 8) Pupils record their understanding of Holy communion and if this means Christians must go to church. CT to model/ support and provide keywords vocab. <p style="background-color: #00FF00; display: inline-block; padding: 2px;">Pupil task: complete t chart to show what they have learned?</p>		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	The miracle of the Eucharist is symbolic. You have to go to church to receive communion.		
Resources	Eucharist/Holy Communion www.bbc.co.uk/education/clips/zwcd2hv https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-holy-communion/z7xhy9q	Pillar Links	Head - Knowledge of communion Heart - respectful of others views Hands - to form an opinion and share it with others
Working Wall <i>(What will go on the WW from this lesson?)</i>			



RE MTP

Year 4, Summer 2, Week 4

Step 3: Evaluation	Lesson 5
Focus Skill	Application and making links/synthesis: Describe similarities and differences within and between religions and beliefs.
Learning Intention	To explain why a Christian might choose to go to church and how this might make them feel.
SOLO SC: Uni- Structural <i>Bronze</i>	I can list the seven sacraments of Christianity
SOLO SC: Multi- Structural <i>Silver</i>	I can define the seven sacraments of Christianity
SOLO SC: Relational <i>Gold</i>	To explain why a Christian may choose to go to church and how this might make them feel.
SOLO SC: Extended Abstract <i>Platinum</i>	I can justify why Christians might choose to worship at church giving practical examples in my answer.
Key Vocabulary for the lesson/unit	Seventh-Day Adventist Evangelical Quakers
Starter	Show pictures of the interior of a wide range of churches - what is similar, what is different?
Teacher Input / Activity	1) Discuss how vastly different churches can be depending on denomination and beliefs/interpretations 2) What do ALL churches have in common despite apparent differences? Worship, prayer, communion, reflection.

	<p>3) Watch the video on what the inside of the church looks like including features.</p> <p>4) Why might someone go to church? Why might someone stay at home to worship? Discuss and list ideas and viewpoints.</p> <p>5) Mark vs Matthew - what do these statements from the bible suggest?</p> <p>6) Clear links to community, connecting with other believers, looking for meaning, sense of history, learning from the priest VS private worship, connection to god anywhere, daily practice, close and private.</p> <p>Pupil task:</p> <p>7) Pupils create a chart with 'Church' and 'Home' worship listing reasons and advantages of both.</p>		
<p>Possible Misconceptions (What are the children likely to find challenging?)</p>	<p>That there can be differences within the same religion. That debate always has a clear resolution.</p>		
<p>Resources</p>	<p>Mark 4:21-25 - Jesus said to let your light shine, don't hide it.</p> <p style="text-align: center;">VS</p> <p>Matthew Ch 6: 5-7 "When you pray, don't be like the hypocrites who love to pray publicly on street corners and in the synagogues where everyone can see them. I tell you the truth, that is all the reward they will ever get. But when you pray, go away by yourself, shut the door behind you, and pray to your Father in private."</p>	<p>Pillar Links</p>	<p>Heart - Listening with respect to other religious practices.</p> <p>Head - reflection on own practice of commitment</p>
<p>Working Wall (What will go on the WW from this lesson?)</p>			



RE MTP
Year 4, Summer 2, Week 5

<p>Step 4: Expression</p>	<p>Lesson 5</p>
<p>Focus Skill</p>	<p>Reflection of religious beliefs: Describe the impact of beliefs (including festivals) and practices on individuals, groups and communities</p>

Learning Intention	To explain the importance of church to Christian worship and belief.
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify reasons why a church might be considered important to Christian worship
SOLO SC: Multi- Structural <i>Silver</i>	I can list reasons why Christians might want to attend church
SOLO SC: Relational <i>Gold</i>	To explain the importance of church to Christian worship and belief.
SOLO SC: Extended Abstract <i>Platinum</i>	I can justify my PoV with reasons, examples and evidence.
Key Vocabulary for the lesson/unit	PoV Rationale Point Evidence Explain
Starter	Show images of church and worship - ask pupils to recall sacraments and what they have learnt about worship in a church.
Teacher Input / Activity	<ol style="list-style-type: none"> 1) Show an image of a local church if possible - explain that due to building works the church will close down temporarily. 2) We will be planning a letter to ask for the church to remain open and stating the reasons why. 3) Mind map with pupils why some Christian might feel it necessary to attend church. 4) Through discussion and modelling show how to expand a point using evidence and explanation 5) Pupils choose several reasons and try to expand them to be more persuasive. (CT to support) 6) Pupils pen a letter asking for the church to remain open listing several valid reasons.
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	That you can present arguments in logical fashion - without it necessarily being your own PoV.

Resources	Activity 1: Church temporary closure	Pillar Links	Head - reflect and justify own choices and practice Heart - share and listen to each other ideas and thoughts Health - kindness to all helps us and each other
Working Wall <i>(What will go on the WW from this lesson?)</i>			



RE MTP
Year 4, Summer 2, Week 6

Step 4: Expression	Lesson 6
Focus Skill	Reflection of religious beliefs: Describe the impact of beliefs (including festivals) and practices on individuals, groups and communities
Learning Intention	To explain how Christian practice and worship can continue without attending church
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify reasons why a church might not be essential to Christian worship
SOLO SC: Multi- Structural <i>Silver</i>	I can list reasons why Christians might not attend church
SOLO SC: Relational <i>Gold</i>	I can explain how Christian practice and worship can continue without attending church
SOLO SC: Extended Abstract <i>Platinum</i>	I can justify my PoV with reasons, examples and evidence.

Key Vocabulary for the lesson/unit	PoV Rationale Point Evidence Explain omnipresent		
Starter	Show the quote from Matthew Ch 6: 5-7 - if possible link to images of personal practice - ask what this might suggest to some Christians?		
Teacher Input / Activity	<ol style="list-style-type: none"> 1) Reference the Church from Lesson 5 - explain the situation, that despite our compelling letter, due to safety concerns the church must still close down. 2) We will be creating a community letter to explain how Christians can still practice their beliefs in the absence of a local church. 3) With support and pupils' responses create a list of different ways Christians can show their belief without attending church. 4) Discuss concepts like God is omnipresent and individual worship and practice. 5) Once a definitive list with reasons is created pupils create a community letter to support Christians during the Church closure. 6) It is important pupils link ideas to the importance of daily practice and worship through actions. 		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	That you can present arguments in logical fashion - without it necessarily being your own PoV. That not going to Church means you are not a Christian.		
Resources	Matthew Ch 6: 5-7 "When you pray, don't be like the hypocrites who love to pray publicly on street corners and in the synagogues where everyone can see them. I tell you the truth, that is all the reward they will ever get. But when you pray, go away by yourself, shut the door behind you, and pray to your Father in private."	Pillar Links	Hands - Creating valid points Heart - understanding a concept from different perspectives
Working Wall <i>(What will go on the WW from this lesson?)</i>			