









	Autumn Term-The Great Yorkshire Show		Spring Term-A Wonderful World		Summer Term-Back to the Future	
Topic and Link to York RE Syllabus	What do different people believe about God? (Hinduism and Christianity)		Why do people pray? (Islam and Christianity)		What does it mean to be a Christian in Britain today? (Christianity)	
Sticky Knowledge	<p>Hindus believe in the trimurti: Vishnu, Brahman and Shiva</p> <p>Christians describe God as the trinity: the father, the son and the holy spirit</p> <p>Christians believe in one God who created everything.</p>		<p>Muslims pray daily using the Holy Qur'an</p> <p>Muslims use objects like prayer beads and prayer mats when they pray</p> <p>Christians learn the Lord's Prayer</p> <p>Christians may light votive candles during prayer</p>		<p>Some Christians believe that the Holy Communion is a re-enactment or commemoration of the Last Supper.</p> <p>The bread and wine are seen as symbolic of Jesus' death.</p> <p>The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on the good ways to live.</p>	
Vocabulary	<p>God</p> <p>Father, Son and Holy spirit</p> <p>Pray</p> <p>Artefact</p> <p>Bible</p> <p>Hindu</p> <p>Trimurti</p> <p>Murti</p> <p>Brahma the creator</p> <p>Vishnu the preserver</p> <p>Shiva the destroyer</p> <p>Durga</p> <p>Goddess</p>	<p>Describe</p> <p>Respond</p> <p>Consider</p> <p>Discuss</p>	<p>Pray</p> <p>Meditate</p> <p>Symbols</p> <p>Pillars of Islam</p> <p>Qur'an</p> <p>Bible</p> <p>Reflection</p> <p>Miracles</p> <p>Celebrations</p>	<p>Describe</p> <p>Respond</p> <p>Consider</p> <p>Discuss</p>	<p>Christian</p> <p>Bible</p> <p>Cross</p> <p>Crucifix</p> <p>Church</p> <p>Stained glass window</p> <p>Hymn</p> <p>Britain</p>	<p>Describe</p> <p>Respond</p> <p>Consider</p> <p>Discuss</p>
Suggested Tasks	<p>Play a game of 'I-spy' in the imagination, in which pupils close their eyes and try to 'see' what they think is being described by the teacher. This helps to get across the ideas that sometimes we can 'see' things in our heads which we can't always see with our eyes, and that sometimes, drawing on the same information, 'see' different things.</p> <p>Give groups of four pupils a large sheet of paper divided into quarters, with a picture of a Hindu god or goddess in the middle. Children should come up with what, how, when and why questions about that God or Goddess.</p> <p>Pupils in groups of 4 are challenged to use a set of websites to discover as</p>		<p>Discuss what are the reasons why people pray? Who are Christians praying to? Why? How do the pupils think a Christian prays? Is that any different to how people from other religions pray? Ask pupils to devise and carry out a school and beyond questionnaire which focuses on prayer and what people believe on prayer.</p> <p>Make flower shapes (water lilies) for the pupils: draw a circle with a diameter of 8cm, then on the outside edge of the circle draw triangular shaped petals of 4cm. Photocopy and give each pupil 4 flowers to decorate. Give pupils these 6 sentence starters and ask them to</p>		<p>Play Kim's game with the items. Cover them up and remove an item. Can pupils work out which item has been removed? Can pupils see any links between the items? E.g. 2 music cds or bible and bible and bible fridge magnets. Ask pupils to act as detectives. What do they think the family is like? What are they committed to? Which items do they think would be most important to this family? Why? Discuss the use and importance of each of the items. Sort them into more important and less important.</p>	



	<p>many facts they can about one of the gods of the Trimurti.</p>	<p>choose 4: I am thankful for... I want... I'd like people to be protected from... I would like help with... I'm sorry about... My hope for the future is...</p> <p>Go to the darkest place in the school with the class, and sit quietly to experience the dark for a few seconds. Light a match, then a candle, and then use torches or bigger lights to illuminate everything. Consider together the value of light in our lives. Give each pupil an outline of a candle, with a large flame shape above it. Ask them to choose words, or write a poem to go in the flame shape, expressing the value or meaning of light.</p>	<p>Give pupils an outline of three church windows. Ask them to draw what they think they would see if they peeped through the window on Sunday morning, on a weekday and finally on an evening in the week.</p> <p>Why do pupils think a church might want to get involved in the local community in this way? If possible invite someone in from a local church or Christian charity to talk about why they support the community in that way.</p>
<p>Skills linked to outcomes</p>	<p>Describe religions and worldviews, connecting ideas.</p> <p>Give thoughtful responses, thinking about different ways people within that religion express themselves</p> <p>Consider and discuss questions, ideas and points of view.</p>	<p>Describe religions and worldviews, connecting ideas.</p> <p>Give thoughtful responses, thinking about different ways people within that religion express themselves</p> <p>Consider and discuss questions, ideas and points of view.</p>	<p>Describe religions and worldviews, connecting ideas.</p> <p>Give thoughtful responses, thinking about different ways people within that religion express themselves</p> <p>Consider and discuss questions, ideas and points of view.</p>
<p>Assessment Opportunities</p>	<p>Create a piece of artwork and write some sentences to go with it to describe an aspect of Hindu or Christian beliefs about God</p>	<p>Discussion on different religions views on why they pray and consider different opinions. Labelling activity on which how different religions engage in prayer.</p>	<p>Class to debate different Christian points of view on living in Britain today- teacher to give an aspect of life in Britain to debate/ discuss.</p>
<p>Previous and Past learning experiences</p>	<p>Why this topic now? This topic follows on from work in KS1 about what different religions believe. Comparisons between different religions can now be made</p> <p style="text-align: center;"></p> <p>Next Steps Learning: Linked question threads: Who Is a Christian and what do they believe? (Yr1) Who is a Muslim and what do they believe? (Yr2)</p> <p style="text-align: center;"></p>	<p>Why this topic now? This topic builds upon the learning in Y1 about sacred places. They would recall why people use scared places to pray.</p> <p style="text-align: center;"></p> <p>Next Steps Learning: Linked question threads: What makes some places sacred? (Yr1) If God is everywhere, why go to a place of worship? (Yr5)</p> <p style="text-align: center;"></p>	<p>Why this topic now? This topic builds upon the children's knowledge around what a faith community is and what support people find in such a community</p> <p style="text-align: center;"></p> <p>Next Steps Learning: Linked question threads: What does it mean to belong to a faith community? (Yr1) What does it mean to be a Muslim in Britain today? (Yr5)</p> <p style="text-align: center;"></p>