



RE Medium Term Planning Sheet 2020/2021

Year 5	Term 4	Unit title – Salvation – What did Jesus do to save human beings?	
<p>Key Vocabulary: Salvation, Eastertide, Jesus, Easter, Holy Week, cross, heaven, Palm Sunday, communion, forgive, sin, Good Friday, resurrection, Maundy Thursday, Last Supper, victory, sin death, devil , sacrifice ,</p>			
Week No.	Key Learning Objectives Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Cross curricular links
1	L.I - To retell the events of Holy Week Success criteria: ALL MUST know the significance of Holy Week MOST SHOULD be able to explain how Jesus would have felt at different points in the Easter Story SOME COULD explain how Christians see incarnation and Salvation fitting into the Easter story	Revision of the timeline of the 'Big Story' Pupils to have some key concepts and key events to put them into order. Use art frieze to support the work. Give pupils some artworks depicting the last days of Jesus' life starting from the Last Super (see Resources), aspects of the stations of the cross. Use Resource Sheets 1 and 1A to match the events with texts and putting them into the correct order. Mark's Gospel has the most succinct account (Chapters 14-15) Plenary- who was responsible for Jesus' death- Pilate, Judas, The Romans, The Sanhedrin, the crowd, the soldier with the Hammer, God, Jesus himself. Home Learning – complete Resource Sheet 2	English Artwork of the Holy Week Stations of the Cross
2	L.I - To retell the events of Holy Week Success criteria: ALL MUST know the significance of Holy Week	Opportunity to share their answers from last week's Home Learning Display question for today: Why did Jesus die? Collect answers and see if they can be linked back to the 'Big Story'	English Resource sheet 3



RE Medium Term Planning Sheet 2020/2021

	<p>MOST SHOULD be able to explain how Jesus would have felt at different points in the Easter Story</p> <p>SOME COULD explain how Christians see incarnation and Salvation fitting into the Easter story</p>	<p>One significant reason Christians give is that Jesus died to save people- to rescue them from their sins and to bring them back to God.</p> <p>Jesus' death is a sacrifice, giving his life for others, taking the punishment for sin</p> <p>Resource sheet 3- share the four scenarios with the pupils, large pieces of paper and children to put responses on.</p> <p>Four groups and each group to report back to the class the answers</p> <p>How did Joshua sacrifice himself?</p> <p>How did he save people in the scenarios?</p>	
3	<p>L.I - To explore the importance of Communion for Christians</p> <p>ALL MUST be able to explain what Communion is</p> <p>MOST SHOULD be able to explain the significance of the bread and wine for Christians</p> <p>SOME COULD explain the similarities and differences of Communion for different branches of Christianity</p>	<p>Christians remember Jesus' death and resurrection throughout the year particularly the celebration of communion. Watch two or three short videos talking about some different ways of celebrating this symbolic meal.</p> <p>Children to produce a guide on ways Christian celebrate Communion, what the bread and wine represents, and what this ceremony means for Christians today.</p> <p>What similarities and differences are there between different branches of Christians</p>	<p>Speaking and listening</p> <p>Communion clips</p> <p>Information on communion</p>
4	<p>L.I - To explore the importance of Communion for Christians</p> <p>ALL MUST be able to explain the significance of the bread and wine for Christians</p> <p>MOST SHOULD be able to devise a new way to remember the Salvation brought by Jesus</p>	<p>Explore further the symbolism of the bread and wine.</p> <p>These were part of the Passover meal but for Christians they have additional symbolism as Jesus' body and blood. Ask what this might mean. Look at examples of different Eucharistic prayers.</p> <p>Watch the clip of Roman Catholic mass in Liverpool</p> <p>www.bbc.co.uk/education/clips/zwcs2hr</p>	<p>Speaking and listening</p> <p>Clips of communion</p> <p>Images of different services</p>



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	<p>SOME COULD explain the links to Salvation</p>	<p>The first part of the service is very happy then mood changes when the congregation takes the Eucharist (communion). Why is it a happy ad serious moment?</p> <p>Pupils to devise a brand-new way for Christians to remember the Salvation brought by Jesus. It could be a religious ceremony. Pupils should explain the actions, words, music, activities sand symbolisms they have chosen to include.</p>	
<p>5 and 6</p>	<p>L.I – To explore sacrifice Success criteria: ALL must be able to explain what sacrifice means MOST should be able to explain Christians have sacrificed their lives SOME could explain why Christians are prepare to sacrifice their lives for Jesus</p>	<p>Brainstorm the word sacrifice for them what does it mean? What would they sacrifice? Would they die for something that really mattered to them?</p> <p>Christians have continued to die for their beliefs through the ages starting with the disciples.</p> <p>Martin Luther King said: “If a man has not discovered something that he will die for, he isn’t fit to live”</p> <p>https://www.westminster-abbey.org/about-the-abbey/history/modern-martyrs 10 modern day martyrs who died for their beliefs Children to research one of the martyrs and produce a fact file on their life and death</p> <p>The command to ‘Love your neighbour as you love yourself ‘will involve sacrifice.</p> <p>Finish the unit with the children drafting a short charter for the school to explain how far the idea of sacrifice is good and necessary for making the world a better place.</p> <p>They should make links with Christian ideas and Jesus’ teachings.</p>	<p>Speaking and Listening</p>