

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: RE

YEAR: A

TERM: Sp1

YEAR GROUPS: YR

KEY QUESTION: F6 Which stories are special and why?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Know that Christians believe in God
- To be able to identify what special means to them, in regard to their own favourite book.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Share their favourite story within a small group. **KQ1**
- Listen to the story about Jesus calming the storm. **KQ2**
- To participate in the parable of the two brothers. **KQ3**
- To listen to the story about Mohammad receiving the Qur'an. **KQ4**
- Participate in activities linked to the story, Muhammad and the ants. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Talk about my favourite story and why I like it. **KQ1**
- Name the Bible and understand that is a holy book for Christian's. **KQ2**
- Retell the story, Jesus calms the Storm. **KQ2**
- Talk about what Jesus teaches us about promises. **KQ3**
- To talk about the story of the revelation of the Qur'an. **KQ4**
- Retell the story, Muhammad and the ants. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Understand that there are different types of stories and that different people may prefer different stories. **KQ1**
- Be able to recall some stories from the Bible. **KQ2**
- Discuss which promises are good to follow. **KQ3**
- To recognise and use some religious words, e.g. messenger, Muhammad, Angel. **KQ4**
- Compare similarities and difference between different people's special stories. **KQ4 and KQ5**
- To identify some of their own feelings in response to events in the story. **KQ5**
- Ask questions about religious artefacts.

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Participate in activities related the stories and begin to retell some stories.
- Offer responses in the class RE floorbook.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Messy play activities linked to the religious stories and parables.
- Create art work relating to the religious stories and parables.
- To create a worship area to celebrate our learning.

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- EAD (Art) – create art work linked to learnt stories and .
- Literacy – drama session to re-enact different stories and parables.
- PSED – discussing feelings and emotions in relation to stories from the Bible and Qur'an.
- PSED – exploring similarities and differences in the importance of their holy book.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things Be willing to share their ideas and thoughts in a small, familiar groups.

Works hard Be involved in all the activities.

Concentrates Listen carefully to Bible stories, retelling through art, drama or speech.

Self-motivates Select their own resources, with increasing independence.

Imagines Retell stories and parables using drama and art.

Improves Further their knowledge of how different religions have their own holy books.

Understands others Understand that we are all unique and may have different ideas and beliefs.

Doesn't give up Investigate activities, even when they are unfamiliar.