

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: R.E.

YEAR: A

TERM: Summer 2

YEAR GROUPS: 3/4

KEY QUESTION: What is the Trinity and why is it important for Christians?

PREVIOUS KNOWLEDGE We would expect most children to already know that:

- Christians believe Jesus is the Son of God (and his coming and birth is celebrated through Advent and Christmas)
- Christians talk about God being the Father, Son and Holy Spirit
- Christians believe God is a Creator and has other characteristics – powerful, caring, saving

End of Unit Objectives

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

- explain what the voice, water and dove mean in the story of Jesus' baptism. **KQ1**
- write three lines of a prayer to show what baptism means. **KQ2**
- put together kennings to help explain God the Father, Son and Holy Spirit. **KQ3**
- label features of different symbols shown in art for the Trinity – identify how 'three' is shown. **KQ4**
- create their own 3D metaphor of the Trinity using some key words from their learning. **KQ5**

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

- identify features of the baptism of Jesus which explain what God is like/can do (voice, water, dove) and spot these in artwork. **KQ1**
- show their understanding of Christian baptism (for children/adults) in a prayer said over water. **KQ2**
- match kennings to who would best reflect the action e.g. heart warmer = Holy Spirit and write their own based on their learning. **KQ3**
- identify similarities and differences in the way artists have tried to show the Trinity, explaining what they show. **KQ4**
- create their own 3D metaphor of the Trinity, explaining what it shows using what they have learnt in this topic. **KQ5**

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

- already identify aspects of the Trinity in different pictures and begin to explain this in their discussions. **KQ1**
- write a coherent prayer which may use words like saving, cleansing, wash away sins with less support. **KQ2**
- write a set of kennings to help Christians focus on what God the Father, Son and Holy Spirit can do for Christians. **KQ3**
- understand why symbols help Christians and others to understand what the Trinity is and the role of God the Father, Son and Holy Spirit. **KQ4**
- skilfully create a 3D metaphor of the Trinity, explaining confidently how it shows the three separate but connected aspects of God. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- spotting the Trinity at St Mary's Church – and explaining its effect
- creating a 3D symbol/metaphor of the Trinity and giving it an explanation label

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- time to speak to Rev Anna about what the Trinity means
- making the Trinity as a friendship bracelet

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:

- using kennings in writing
- developing sentence structures which demonstrate explanation

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	use with growing confidence, new vocabulary with understanding.
Works hard	work independently or in groups.
Concentrates	focus on identifying Trinity symbols used in art without support.
Self-motivates	be ready to ask questions to further their understanding.
Imagines	put themselves in John the Baptist's place as he baptizes Jesus.
Improves	identify aspects of their work which they could improve on.
Understands others	help others develop their explanations.
Doesn't give up	be resilient when faced with new words, meanings and concepts.