

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: B

TERM: Spring 2

YEAR GROUPS: 3/4

KEY QUESTION: Why do Christians call the day Jesus died 'Good Friday'? (Salvation)

PREVIOUS KNOWLEDGE We would expect most children to already know:

- the basic story of Easter.
- that Jesus' resurrection is significant for Christians and is linked to new life.
- some of the symbols linked to Easter (and how they are different from those which are not faith-based).

End of Unit Objectives

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

- put the events of the Easter story, including Palm Sunday, Good Friday and Easter Day in chronological order adding suitable emoticons. **KQ1**
- use previous knowledge to write a diary entry, with supporting vocabulary, to help readers understand Mary's emotions. **KQ2**
- with support, find evidence to show how Christians celebrate Easter in churches. **KQ3**
- make choices, linked to the Easter story emotions, to help show their own interpretation of joy, sadness/despair and hope. **KQ4**

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

- use the Gospel texts to match with pictures and emoticons to help explore Mary's view of the events of the Easter story. **KQ1**
- explain through diary entries how Mary must have felt and suggest what Christians might learn from her presence through the Easter story. **KQ2**
- link ideas from the Gospel texts and video evidence to demonstrate how Christians mark Easter in churches and show their beliefs. **KQ3**
- show, through art and symbolism, how their own lives have been affected with joy, sadness/despair and hope, linking these emotions with the Easter story and salvation. **KQ4**

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

- explore with deeper understanding how Mary must have felt at different stages of the Easter story, using Gospel texts to help. **KQ1**
- confidently write from Mary's point of view, showing how Christians today might be supported by what she did in the Easter story. **KQ2**
- express clearly how Christians celebrate Easter in churches (looking for similarities across the world) to demonstrate their beliefs. **KQ3**
- explain with confidence, what images and symbolism of salvation are shown in their triptych artwork. **KQ4**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Using appropriate language with understanding, making links in their writing to show this.
- Asking questions which help to further their understanding.
- Demonstrating accurate chronology of the Easter story and the deeper meanings behind Palm Sunday, Good Friday and Easter Sunday.
- Designing artwork which portrays the emotions and meaning of salvation.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- Research opportunities using internet sites
- Relevant examples from modern and world-wide artists to help explore salvation.
- Easter Enrichment at St Mary's

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:

- understanding chronology
- using knowledge of art styles and techniques to help them show salvation symbols through their art

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	use with growing confidence, new vocabulary such as salvation with understanding.
Works hard	work independently or in groups.
Concentrates	listen carefully to remember key facts from short films.
Self-motivates	be ready to ask questions to further their understanding.
Imagines	How you might show salvation and emotions through art.
Improves	identify aspects of their work which they could improve on.
Understands others	show respect for those who choose to celebrate Easter in different ways.
Doesn't give up	be resilient when faced with new words, meanings and concepts.