
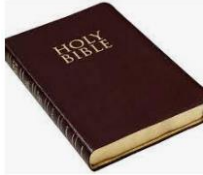



Learning journey	RE	Specialness – Special books (Mixed)	Year 3 SUM1	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>In key stage 1 and earlier in year 3, children learnt about Christianity and will therefore know about the bible.</p> <p>Earlier in year 3, children were introduced to the religion of Judaism.</p>	<p>Children will explore the concept of Specialness linked to their own special books. They will think about why they are special to them and how everyone’s views will be different.</p> <p>They will then link this to Christian’s special book – the Bible and will gain an understanding about the stories within the Bible. They will also learn that the Torah is the special book for Jewish people and be introduced to the 10 commandments.</p>	<p>In year 3 SUM2, children will learn about stories within Christianity, some of which will come from the bible.</p>	<p>Samaritan – a charitable or helpful person</p> <p>Bible – Christian holy book (split into 2 parts)</p> <p>Old Testament - completed before Jesus was born New Testament – New holds the story of Jesus’ life and his teachings.</p>	<p>Moses – an important prophet of Christianity (and Judaism)</p> <p>Torah – the Jewish holy book</p> <p>Ten Commandments – laws given to Moses by God.</p>

NC coverage and HWJS skills development	Knowledge organisers	
<p>HWJS skills development (from Living Difference IV)</p> <p>Communicate - children can express creatively as well as describe their response to their own experiences of the concepts/word introduced</p> <p>Apply - children can recognise and describe how their responses relate to events in their own and sometimes other people’s lives</p> <p>Inquire - children can accurately describe what has been taught about the meanings of concepts/words</p> <p>Contextualise - children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied</p> <p>Evaluate- children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise Children can discern possible value for their own lives and communities.</p>	<p><u>Knowledge – Beliefs, practices and rituals within Christianity and Judaism</u></p> <p>Christian’s holy book is called the Bible; it is made up of the Old and New Testament. The Jewish special book is called the Torah, which consists of five books.</p> <p>Both of these books hold stories, rules to live by and lessons for Christians/Jews.</p> <p>The ten commandments are important to both religions, God gave these set of rules to Moses at Mount Sinai.</p>	<div style="display: flex; justify-content: space-around;">   </div> <p>Resources in school: Bible, Torah, Qur’an External resources: n/a</p>

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u>	
PSHE – trying out – keep learning new things	UNCRC Article 12 –respect for the views of the child Article 14 – freedom of thought, belief and religion.	By the end of the unit, the children will be able to understand what the term ‘Specialness’ means and how it can be applied and their own lives and the lives of others	
Assessment recording for the unit - checking the level of pitch of the work			
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
Key skills: Evaluate- children can discern and describe the value of ‘Specialness’ in the lives of those living in the traditions encountered and studied (Christianity and Judaism) as well as recognising some of the issues this might raise	Children are beginning to be able to discern and describe the value of ‘Specialness’ in the lives of those living in the traditions encountered and studied (Christianity and Judaism)	Children are beginning to be able to discern and describe the value of ‘Specialness’ in the lives of those living in the traditions encountered and studied (Christianity and Judaism) as well as recognising some of the issues this might raise	Children can discern and describe the value of ‘Specialness’ in the lives of those living in the traditions encountered and studied (Christianity and Judaism) as well as recognising some of the issues this might raise
Key knowledge: Both Christians and Jewish people have holy books, Bible and Torah. Both of these books hold stories, rules to live by and lessons for Christians/Jews, which is why they are special.	Both Christians and Jewish people have holy books, Bible and Torah.	Both Christians and Jewish people have holy books, Bible and Torah. Both of these books hold stories, rules to live by and lessons for Christians/Jewish people.	Both Christians and Jewish people have holy books, Bible and Torah. Both of these books hold stories, rules to live by and lessons for Christians/Jews, which is why they are special.

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports