





Learning journey	RE	Symbol – Eucharist (Christianity)	Year 5 SPR2	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>In year 3 and 4 children have learnt about Easter linked the concepts of Ritual and Suffering.</p> <p>Before the start of the unit they will know that Jesus died and was then resurrected at Easter time.</p>	<p>Children will explore the concept of Symbol – what it means to them and others. They will learn that people have different symbols that mean different things.</p> <p>They will learn about the story of the Last Supper and how bread and wine symbolise this for Christians. Some Christians commemorate this with the Eucharist.</p>	<p>In SUM1, children will continue to learn about Christians and link to their view on God.</p> <p>In year 6, they will build on their knowledge of Easter with the concept Resurrection.</p>	<p>Jesus Christ – the man Christians believe is the son of God</p> <p>Jerusalem (Israel) – city where Jesus preached, died and was resurrected</p> <p>Chalice – large cup, used for wine to symbolise the Eucharist</p>	<p>Passover – Jews remember how Moses led their ancestors out of Egypt.</p> <p>Judas – one of Jesus’ disciples, he betrayed Jesus, which led to his crucifixion.</p> <p>Disciples – a follower of Jesus during his life</p>

NC coverage and HWJS skills development	Knowledge organisers	
<p><u>HWJS skills development (from Living Difference IV)</u></p> <p>Communicate - children can respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced</p> <p>Apply - children can explain some examples of how their responses relate to events in their own and other people’s lives</p> <p>Inquire - children can accurately explain meanings of concepts/words in the traditions encountered and studied</p> <p>Contextualise - children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions</p> <p>Evaluate - children can discern 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.</p> <p>Children can discern possible value in the concepts/words for their own lives and communities.</p>	<p><u>Knowledge – Beliefs, practices and rituals within Christianity</u></p> <p>During ‘The Last Supper’, Jesus told his disciples that someone would betray him that night (Judas). They ate bread and drank wine together. These things symbolise Jesus now – bread (body), red wine (blood). Jesus knew it would be their last meal together and wanted these to be symbols to remember him. Eucharist (also known as the Holy Communion and the Lord’s Supper) - Christians commemorate the last supper in church with wine and bread.</p>	   <p>Resources in school: plates, chalice, crosses External resources: n/a</p>

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u>	
<p>Links to Easter assemblies PSHE – meaning – being part of something bigger</p>	<p>UNCRC Article 12 –respect for the views of the child Article 14 – freedom of thought, belief and religion.</p>	<p>By the end of this unit, the children will be able to understand what the term ‘Symbol’ means and will be able to describe what has been taught linked to ‘Symbol’ and the Eucharist.</p>	
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>
<p>Key skills: Contextualise - children can accurately explain the way ‘Symbol’ is encountered in the traditions studied (Christianity) and how it impacts the lives of Christians with examples.</p>	<p>Children are beginning to explain the way ‘Symbol’ is encountered in the traditions studied (Christianity) and how it impacts the lives of Christians.</p>	<p>Children are beginning to accurately explain the way ‘Symbol’ is encountered in the traditions studied (Christianity) and how it impacts the lives of Christians with examples.</p>	<p>Children can accurately explain the way ‘Symbol’ is encountered in the traditions studied (Christianity) and how it impacts the lives of Christians with examples.</p>
<p>Key knowledge: Children understand the story of the ‘The Last Supper’ – where Jesus and his disciples met for the Passover meal. Here he told them someone would betray him – Judas.</p> <p>This is where Jesus broke bread and said this was his body. Shared wine and said this was his blood. This is why Christians use wine and bread as a symbol (Eucharist)</p>	<p>Children understand that Jesus and his disciples had shared a meal they call ‘The Last Supper’.</p> <p>Here they drank wine and ate bread, which is why Christians do this today as a symbol.</p>	<p>Children understand the story of the ‘The Last Supper’ – where Jesus and his disciples met for the Passover meal. Here he told them someone would betray him.</p> <p>This is where Jesus broke bread and said this was his body. Shared wine and said this was his blood. This is why Christians use wine and bread as a symbol.</p>	<p>Children understand the story of the ‘The Last Supper’ – where Jesus and his disciples met for the Passover meal. Here he told them someone would betray him – Judas.</p> <p>This is where Jesus broke bread and said this was his body. Shared wine and said this was his blood. This is why Christians use wine and bread as a symbol (Eucharist)</p>

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