



# All Saints CE Primary School and Nursery Medium Term Planning



Class teacher: Faye Cooke Year group: 3 Term: Spring 2 Subject: RE

## Understanding Christianity - Salvation - Why do Christians call the Friday Jesus was killed 'Good Friday'?

### British Values

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary & examples
1	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.	<p>Prepare pupils to see the context by looking at the 'big story'. Write concepts (Gospel, Incarnation, Creation and Fall) from the 'big story' on cards. Ask pupils to draw a quick symbol/picture for each of the concepts as you call them out. Find the concepts on the frieze. Agree on four good symbols for the concepts. Use pupils to order them into a timeline and match them to the frieze.</p> <p>Introduce the concept for this work — Salvation — together with a picture of a cross. What does this concept mean? (Remind pupils of the work in Year 2 on Holy Week.) Where does it fit into the 'big story' timeline?</p> <p>Remind pupils of the work they did on Holy Week in Year 2 (see Unit 1.5). Can they remember any of the events? Show pupils three crosses: a palm cross, a crucifix and a plain cross (see Resource Sheet 1). Ask pupils which cross links to which aspect of Holy Week. Tell the pupils that one way of categorising these is palm crosses, Friday crosses and Sunday crosses. Show pupils a selection of crosses to sort. Can they explain why the crosses are sometimes given these names?</p>	<p>Creation, Fall, Incarnation, Gospel, Salvation</p> <p>Concepts</p> <p>Crucifix, plain cross, palm cross</p> <p>Holy Week</p>
2	Suggest what the different texts about Jesus during Holy Week might mean.	<p>Retell the story of Holy Week, using extracts from the Gospels below (remind pupils that the Gospels tell the life and teachings of Jesus: see Essential Information). Use drama or pictures as appropriate.</p> <ul style="list-style-type: none"> <li>• Matthew 21:7-11</li> <li>• Luke 23:13-25, 32-48</li> <li>• Luke 24:1-12</li> </ul>	<p>Holy Week</p> <p>Gospels</p>

		<p>After each retelling of the story, stop and discuss what Mary might think about this. How does she feel and how did the disciples feel? What do people think about her son at this part of the story? What was surprising about the events, to her and to the disciples? Which cross matches to this part of the story? Why does it match? Come up with some questions to ask Mary. After each story either you or another member of staff could 'arrive' in role as Mary to respond to the questions of the pupils.</p> <p>As a class (or in small groups) create an emotion graph for Mary (see Resource Sheet 2). Record her emotions at each of the three parts of the story.</p> <p>Ask the pupils to write a simple diary piece for Mary for the entry into Jerusalem, Good Friday and Easter Sunday. Each piece must include a picture of the appropriate cross. In her diary Mary needs to explain why she has included that cross, what has happened on that day, how she feels, and what she thinks the day might mean. Give pupils appropriate sentence starters to support this work, depending on their ability.</p>	
3	<p>Give examples of what the texts studied mean to some Christians.</p> <p>Respect, Tolerance</p>	<p>Ask pupils whether or not Mary would call the day Jesus died Good Friday? Why? Why not? Return to the questions they asked at the start. How many have been explored so far? Do they have any answers?</p> <p>Talk about pupils' responses and reactions to the story: how did it make them feel? Consider whether there is a difference between how Christians and people with other religious or non-religious worldviews respond to this story.</p>	
4	<p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p>	<p>Introduce the pupils to two Christian children, Nathan and Lara, from the film clip below. Show the film from 'My Life, My Religion' (see Resources), which shows some of the things they do to mark Good Friday and Easter Sunday. Watch the film through once and then show it again. This time split the pupils into groups and give each group a specific focus to make written notes: what do the children do, what do the clergy do, what do people remember, what do people feel, what do people make, or what do people say?</p> <p><a href="http://www.bbc.co.uk/programmes/p02mww94">www.bbc.co.uk/programmes/p02mww94</a></p> <p>Ask pupils to show what Christians are celebrating/ remembering on Palm Sunday, Good Friday and Easter Sunday. Create freeze-frames to show how Nathan or Lara might be feeling on each of these days. Photograph the freeze-frames and ask pupils to add speech to show why he or she feels this way: for example, Nathan/Lara feels... on Palm Sunday because...</p>	<p>Good Friday Easter Sunday</p>

5	<p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Respect, Tolerance</p>	<p>Find out what churches do to celebrate Palm Sunday, Good Friday and Easter Sunday by researching on the internet, collecting photographs and information from local churches, looking in books. Prompt pupils to look for:</p> <ul style="list-style-type: none"><li>• decoration/lack of decoration of the church</li><li>• colours of robes (where worn)</li><li>• music</li><li>• actions and rituals during services</li><li>• use of candles.</li></ul>	
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<p>6</p>	<p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>Ask pupils to think of a time in their life when they felt joy, another time when they felt sadness and another when they were full of hope. Share these. What made them feel like this? How long did these times last? Did they do anything because of these feelings?</p> <p>For Christians, Palm Sunday, Good Friday and Easter Sunday are times to remember the joy, sadness and despair, and hope felt by the followers of Jesus, and by Jesus himself. Ask pupils to create an emotion graph for Christians showing how they might feel at a service on Palm Sunday, Good Friday and Easter Sunday. Annotate the graph to show why they might feel like that (adapt Resource Sheet 2 for this). If Jesus understood his death as a choice and part of God's big plan of salvation (remember the 'big story'), consider how his emotions might differ from the disciples'. For Christians these three parts of the story are about joy, sadness or despair, and hope. Ask pupils to explain what Christians believe about these three days. Talk about how Christians should live their lives in the light of these beliefs. What can they be hopeful about?</p> <p><u>Do one of the following:</u></p> <p>Ask pupils to create a triptych with the central frame showing hope, the left frame showing sadness and the right frame showing joy. Produce 'salvation artwork' for each frame showing joy, hope or sadness/ despair in Holy Week and in the world today. Ask pupils to write an explanation of their 'salvation art'.</p> <p><u>OR Do this</u></p> <p>Use this poetry frame (or one like it) to record pupils' thoughts about Good Friday and Easter Sunday:</p> <ul style="list-style-type: none"> <li>• On Friday there was...</li> <li>• Sunday brings...</li> <li>• Believe...</li> <li>• On Friday there was...</li> <li>• Sunday brings...</li> <li>• Live...</li> </ul>	
		<ul style="list-style-type: none"> <li>• On Friday there was...</li> <li>• Sunday brings...</li> <li>• Hope...</li> </ul> <p><u>OR Do this</u></p> <p>Show pupils a selection of crosses. Ask them to choose a cross that would be good to display in a church on Good Friday. Ask them to write an explanation of their choice, including why they think Christians call the day Jesus died 'Good Friday'.</p>	

