



All Saints CE Primary School and Nursery

Medium Term Planning



Class teacher: Faye Cooke Year group: 3 Term: Autumn 1

Subject: RE

Key Question: What do different people believe about God?

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	I can imagine what God might be like and give simple reasons about these ideas.	<p>If we cannot see air, how do we know it is there? Discuss/show kite, balloon leaves on trees.</p> <p>Discuss how people believe in the existence of lots of things they cannot see with the emphasis on the point that just because we can't see something it does not mean it is not there. Some religions talk of 'seeing with the eyes of our hearts', or the 'inner eye' - what might this mean?</p> <p>If God were a flower/food/drink/colour/plant /place on Earth/building/sound what sort would God be? Can you explain why?</p> <p>Children to work in small groups initially, share as a class, record ideas on flipchart and depending on time, children to record an idea in their book or take photo of class ideas on flipchart for books as a record.</p>	<p>Believing, existence, religion</p> <p>Ideas:</p> <p>God is like a soft, red jumper because I think God is cuddly.</p> <p>If God was a kind of weather, it would be lightning, because some people believe God is impressive and powerful.</p> <p>If God was an animal I think it would be a unicorn because it is a nice idea but it's not real.</p>
2	I can show an understanding of the Trinity	<p>Discuss how God can be one and three at the same time. Show some Christian Art which shows the Trinity. Discuss how we can be one but also three - I am a teacher, mum and</p>	<p>Father, Son, Holy Spirit, Trinity</p> <p>Christian, belief</p>

		<p>sister - What are you? How are you one and three at the same time? Discuss other examples - ice/water/steam, acorn/tree/oak wood, seed/plant/fruit</p> <p>Are these good ways of understanding Father, Son, Holy Spirit?</p> <p>Children to have images - next to each write a sentence about how it shows the holy spirit.</p> <p>LA - draw themselves and label different ways they are 3 in 1 - son/brother/friend - footballer/musician/reader</p>	
3	I can give simple reasons for my own views and ideas about God	<p>Use the story of Moses</p> <p>What did God say to Moses from the bush on fire? Exodus 3</p> <p>Tell the story and talk about why fire might be a good symbol for God - identify the characteristics of fire</p> <p>Gives us warmth (keeps us alive), can be used to cook (feeds us), it burns (powerful - need to be careful, treat with respect), you can feel it, lots of different colours/shapes etc.</p> <p>In what way might God be like fire? Children to record keywords around a drawn image of fire that describe both fire and God.</p> <p>Why did God choose Moses to lead the Israelites out of captivity in Egypt? How might Moses have felt when he realised God was choosing him? What might Moses have wanted to ask God? What gave Moses the courage to do this difficult thing? Have you ever had to face a new situation/hard challenge? How did you feel? Who helped you?</p>	<p>Moses,</p> <p>Respect,</p> <p>Care</p> <p>Powerful</p> <p>Characteristics,</p> <p>Symbol</p> <p>Challenge</p> <p>Difficult</p>
4	What do Muslims believe about Allah? (The Arabic word for God)	<p>Discuss how Muslims believe as part of the First Pillar of the Faith 'There is no God but Allah.' Islam expresses ideas about Allah through the 99 Beautiful Names of Allah - See RE Plan</p> <p>Discuss how these names are learnt by Muslim children and recited using Subha beads</p>	

		<p>(Tasbeeh) a string of 99 beads. Back in times of the Prophet, early sets of beads were made from date stones, but now some are very valuable - not the price that is important though but the devotion to God which reciting his names can show.</p> <p>Ch. To work in small groups on twelve sentences which have the form Muslims say Allah is (insert one of the names). We think this means Allah can (say what God does) and God is never (what God is not) Give a writing frame.</p>	<p>Examples to start ch. Off:</p> <p>Muslims say Allah is the Generous. We think this means Allah gives good things to everyone and Allah is never mean or stingy. Muslims say Allah is the Giver of Life. We think this means no one is born unless Allah gives them life and God is never surprised when a baby is born.</p>
5	I can describe the Shahadah - the Muslim statement of faith in one God.	<p>Discuss why the Holy Qur'an might be on a stand and covered? Explore what this might tell us about its importance to Muslims. Tell the story of the first revelation of the Qur'an to Muhammad. (Link in RE Plan) Emphasise that for Muslims this is the word of God, the final revelation - What God says to Humans. Look at examples of the Shahadah written in Arabic calligraphy and ask what words might be so special they are written so beautifully and in so many different places. Spot Links between story and beliefs Explore what the Shahadah means - 'There is no God but God and Muhammad is His Prophet, or messenger' Children to reflect on words that might be important to them and write them on a plate shape in book decorate with Arabic pattern ideas of leaves or letters - give priority to words which mean a lot - Muslims do the same with their 'key words'</p>	<p>Use video clips</p> <p>www.bbc.co.uk/religion/religions/islam/holydays/lailatalqadr.shtml</p> <p>www.bbc.co.uk/programmes/p02mwjsw</p>
6	I know about how people show they believe.	How do Hindu people show what they believe about Gods and Goddesses?	
7	I can find out about Humanism.	What difference does it make to life if you believe there is no God? Finding out about Humanism.	