



School name: _____ FOUNDATION PLANNING YEAR A



Theme: Christianity (People of God)

Year: Year 3 and 4

Term: Autumn 1

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE X	SCIENCE
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Key Question	What does it mean to be a Christian?			
Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p>L.O. To discuss ways that God gives his followers responsibilities.</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must 2. I should 3. I could 	<p>Input: Recap the parts of the Bible – old and new testament, chapters, verses, a collection of books, OT happened before JC, NT is about JC. Explain that the Jewish also believe in the OT but not in God as a human form (JC). Read Genesis 6:5-9:17 – have we heard this story before? Discuss the story – likes, dislikes, questions, feelings. Think about how Noah would be feeling and how much God trusts Noah. What is a pact? Discuss. God makes a pact with Noah.</p> <p>Task: Circle time – finish the sentence, “What I would like to say about God in the story is...” Children take it in turns to finish the sentence.</p> <p>Plenary: What was it like for Noah and his family to follow God and his instructions?</p>	Bibles	
2	<p>L.O. To identify ways that Christians could make the world a better place.</p>	<p>Input: Recap what a pact is. Discuss pacts that people make in everyday life (driving on the correct side of the</p>		

	<p style="text-align: center;">Success Criteria:</p> <ol style="list-style-type: none"> 1. I must explain what a pact/covenant is 2. I should explain how Christians make pacts with God to make the world a better place 3. I could explain how these pacts would impact everyone, not just Christians. 	<p>road, shopkeepers giving customers what they have paid for, keeping to the rules of a game etc). What happens if these pacts are broken/not followed? Remind children that in the Noah story, God was trying to get rid of all the evil in the world to make it a better place.</p> <p>Task: Think about the world today and make a list of all the thing we could do without in today's world in order to make it a better place. Split the list into 2 categories – things we can't stop and things we could stop. Think about the ways in which we could actually stop some of the things on the 'could stop' list. Could we make a pact to end it like Naoh and God did?</p> <p>Plenary: Circle time – children make a pact with themselves of one thing they could do to make the world a better place – how would a Christian stick to their pact?</p>		
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3	<p style="text-align: center;">L.O. To identify different Christian promises.</p> <p style="text-align: center;">Success Criteria:</p>	<p>Input: Discuss God's sign of the rainbow as a reminder of his promise, and other ways people remember things: for example, sticky notes on the fridge. Pupils decide on what they are going to do to help them remember their promises from last lesson and then carry out their decisions- use a rainbow and display their pact.</p>		

	<ol style="list-style-type: none"> 1. I must explain how God and Christians make promises to each other 2. I should explain how these promises can be seen in everyday life. 3. I could explain how these promises help Christians in everyday life. 	<p>Watch a video showing a Christian wedding, or look at photographs.</p> <p>Use these to start a discussion on how promises are made at a wedding (recapping how pacts and promises link to the story of Noah), and how the Christian ceremony initiates a <u>partnership between two people and God</u>.</p> <p>Look at text of a simplified version of a wedding ceremony (see Resource Sheet 2). Focus on what is and is not promised. Point out that this is like a covenant, because both parties make promises. Talk about how making these promises to each other and to God might help a Christian couple in their married life.</p> <p>Which other promises do Christians make during their lives?</p> <p>What is the symbol that God sends to show he will never again destroy all life?- Rainbow</p> <p>Recap what a 'symbol' is. Where do you see symbols in a wedding ceremony? What do they mean? such as the ring symbolising God's never-ending love.</p> <p>Task:</p> <p>Collect and display some symbols from a wedding - explore meanings in groups and discuss.</p> <p>Which other symbols do Christians use within their lives?</p> <p>Plenary:</p> <p>Recap the question: what does it mean to be Christian?</p> <p>Christians say it includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.</p>		
4	<u>L.O.</u>	Input:		

To identify important people within the Old Testament

Success Criteria:

1. I must explain that Abraham is a person in the old testament.
2. I should explain why he is important.
3. I could explain how Abraham's actions help Christians today.

Explain that the stories of the first part of the Old Testament tend to focus on a particular group of people. Pupils have learnt about Noah and his friendship with God, now they are going to learn about Abraham (Noah's descendant-explain this term) and his relationship with God

Tell pupils Genesis 12:1 in pupil-friendly language. Discuss what Abraham was asked to leave behind (everything) and where he was told to go (an unnamed distant land).

Do you think Abraham should do this? Tell the rest of the story (until Genesis 12:9). How do you think Abraham would have been feeling?

Can you think of any reasons why Abraham followed God's command to leave Haran?

Explain that as a person of God, Abraham was following God's commands, but also because of the promises God made — remember the term 'covenant'.

Point out to pupils that God repeats his promise to Abraham in Chapter 17.

Task:

What is faith? Ask the children to create dictionary definitions for 'faith'. Discuss how we can tell from the story that Abraham had faith. Point out what a huge thing Abraham did in this story to show he had faith. This was a big test

What are some easier tasks God could have given Abraham to show that he had faith?

Children to be given a sentence starters or write independently about why Abraham is an important person in the OT. Record in books.

Possible starters could include::
God wanted Abraham to...

Plenary:

	Children share their sentences with the class.		
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5	<p style="text-align: center;"><u>L.O.</u></p> <p style="text-align: center;">To identify ways that People of God teach Christians about how to follow God.</p> <p style="text-align: center;"><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must explain what faith means 2. I should explain how Abraham and Sarah had faith in God 3. I could explain how this helps Christians to have faith in God today 	<p>Input:</p> <p>Read Genesis 18:1–10 — see Resource Sheet 3 Read the story and prompt the children to ask questions.</p> <p>Ask the children to complete a storyboard to show the story of Abraham and to fill in speech bubbles to show the thoughts/ reactions of the characters at different points in the story.</p> <p>Explain that Sarah and Abraham were even older than most people’s grandparents, so thought that having a baby was impossible — but the story emphasises the idea that God keeps his promises!</p> <p>Tell the end of the story (from Genesis 18:11–15 and 21:1–5) to find out Sarah’s reaction. Explain that God keeps his promise and Sarah indeed has Isaac, whose name means ‘he laughs’.</p> <p>Task:</p> <p>In groups, discuss what this might show a Christian about having faith, and trusting in God’s promises.</p> <p>Talk about the key question: for Abraham and Sarah, what is it like to follow God and be a Christian?</p> <p>Talk about the promise to bless all the peoples of the earth: Christians read this as part of the ‘big story’ — bringing all people back into a relationship with God that was spoiled at the Fall (the separation of God and people in terms of trust/relationship- Eve and the apple)</p> <p>Plenary:</p> <p>Tell pupils that Jewish and Christian people believe God made a covenant/pact with Abraham. This</p>		

		<p>promise is not just for Abraham but for his descendants — the People of God. Who are the people of God? Christians believe that this is all people Explain that although people of God come before Jesus and well before Christianity, they show Christians and all people what it is like to have a friendship with God and try to live in the way that God wants.</p>		
6	<p style="text-align: center;"><u>L.O.</u> To explain what it means to be a Christian.</p> <p style="text-align: center;"><u>Success Criteria:</u> 1. I must 2. I should I could</p>	<p>Input: Create two lists based on prior learning — promises God makes to people in the Old Testament and actions he asks of People of God. (See Resource Sheet 4 for ideas.) Hear some stories of people who have felt supported by God through tough times. Discuss whether these affect pupils’ opinions at all. (Special People Page 2, 6- eg Desmond Tutu Sister Francis Dominica)</p> <p>Task: Children answer the key question using images and captions. This could be done in books or as a poster.</p> <p>Plenary: Children share final work pieces.</p>		