



Subject whole school overview-

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p><u>Learning Objectives/Intended Learning Outcomes</u></p> <p><u>Bread as a symbol</u></p> <p>Pupils should be able to:</p> <p><u>Step 1</u> - Retell the story of <i>The Little Red Hen</i> in order. Re-tell and sequence a story. I can act out a story in the right order.</p> <p><u>Step 2</u> – Taste and talk about different breads. Re-tell and sequence a story. I can act out a story in the right order.</p> <p><u>Step 3</u> - Understanding the meaning of the word harvest. Recognise the importance of Harvest to Christians and the wider world. I can talk about why Harvest is important to Christians.</p> <p><u>Step 4</u> - Creating class prayer thanking God for our daily bread. Say thank you for the things we have. I can talk about things which I am a lucky to have. I can find ways to say thank you for these things.</p> <p><u>Step 5</u> - Taking part in a Harvest Festival.</p>	<p><u>Learning Objectives/Intended Learning Outcomes</u></p> <p><u>Candlelight as a symbol</u></p> <p>Pupils should be able to:</p> <p><u>Step 1</u> - talk about their own responses to candle flame Talk about what we use candles for. I can draw a picture to show different ways candles can be used.</p> <p><u>Step 2</u> - Identify how candle flame relates to their own lives. Say how candles can be used to help you remember. I can say what I could use a candle to help me remember.</p> <p><u>Step 3</u> - talk about candle flame as a reminder (a symbol) of important people or events Talk about what we use candles for. I can draw a picture to show different ways candles can be used.</p> <p><u>Step 4</u> - recognise how candle flames are used at Advent To understand the importance of candles to Hindus and Christians. I can say how Christians and Hindus use candles</p>	<p><u>Learning Objectives/Intended Learning Outcomes</u></p> <p><u>Change</u></p> <p>Pupils should be able to:</p> <p><u>Step 1</u> - Recognise that Jesus was a man and that he affected people's lives in different ways Talk about change. I can draw pictures to show something which has changed.</p> <p><u>Step 3</u> - Recognise that Christians believe Jesus was God and that there are stories about how he changed people's lives Identify changes which have happened in a story. I can listen to stories and identify the changes which have happened.</p> <p><u>Step 4</u> - Recall one of these stories and be able to talk about the change that happened Identify changes which have happened in a story. I can listen to stories and identify the changes which have happened.</p> <p><u>Step 5</u> - Respond thoughtfully and begin to express their own thoughts and ideas Identify why Christians believe that Jesus affected peoples lives.</p>	<p><u>Learning Objectives/Intended Learning Outcomes</u></p> <p><u>Sadness to Happiness</u></p> <p>Pupils should be able to:</p> <p><u>Step 1</u> – talk about their own experiences of 'sad' then 'happy' Talk about times which we have been sad and then happy.</p> <p>I can draw and label a picture to show my feelings.</p> <p><u>Step 2</u> – identify feelings of sadness/happiness in different situations and for different people Identify things which could make someone sad or happy.</p> <p>I can talk about different things which could make someone sad or happy.</p> <p><u>Step 3</u> – identify and talk about the concepts of sadness and happiness. Write our own meanings of the words sad and happy.</p> <p>I can say what I think happy means.</p> <p>I can say what I think sad means.</p>	<p><u>Learning Objectives/Intended Learning Outcomes</u></p> <p><u>Power</u></p> <p>Pupils should be able to:</p> <p><u>Step 1</u> - talk about power and recognise things that are powerful Understand what the term power means.</p> <p>I can sort pictures of things which are strong and not strong.</p> <p><u>Step 2</u> - identify Ganesh as powerful in Hindu stories Understand why Hindus believe Ganesh is important.</p> <p>I can make a model of Ganesh to show how important he is.</p> <p><u>Step 3</u> - reflect on Ganesh and his power in the stories Reflect on whether it is good or bad to have power.</p> <p>I can discuss why it is important for Hindus to believe that Ganesh is powerful.</p> <p><u>Step 4</u> - communicate their feelings and experiences of power</p>	<p><u>Learning Objectives/Intended Learning Outcomes</u></p> <p><u>Preciousness</u></p> <p>Pupils should be able to:</p> <p><u>Step 1</u> - Talk about (L1) describe in simple terms (L2) their response to the idea of water being precious. Identify the different uses of water.</p> <p>I can create a poem about water.</p> <p><u>Step 2</u> - Identify (L1) identify simple examples of (L2) how people have different responses to the idea of water being precious. Identify the different things that water can be.</p> <p>I can identify times in which water is dangerous, fun, special and important.</p> <p><u>Step 3</u> - Identify and talk about (L1) describe in simple term (L2) the features of water that make it precious. Understand why water can be special.</p> <p>I can mindmap ideas to show why water is precious.</p>

		<p><u>Step 5</u> - talk about the importance of candle flames in simple terms Evaluate the importance of candlelight during Advent. I can use role play to explain the importance of candles to Christians during Advent.</p>	<p>I can talk about things which Christians believe Jesus did to change peoples lives.</p>	<p><u>Step 4</u> – recognise how sadness and happiness are significant in the Easter story Identify the parts of the Easter story which are sad and happy.</p> <p>I can use a story board to show the different feelings in the Easter Story.</p> <p><u>Step 5</u> – talk about the importance of the feelings of sadness and happiness to Christians when they remember the Easter story Evaluate the way Christians feel at Easter.</p> <p>I can say why Christians believe it is important to remember the sad and happy parts of Easter.</p> <ul style="list-style-type: none"> • 	<p>Identify things which are powerful in our own lives.</p> <p>I can paint a picture of powerful things which I have seen.</p> <p><u>Step 5</u> - talk about their feelings and ideas about power and listen to those of others.</p> <p>Understand how power affects our actions.</p> <p>I can talk about people in my life who I think have power.</p>	<p><u>Step 4 and step 6</u> – Recognise (L1) simply describe (L2) ways in which Christians and Hindus use water in a special way and show that it is precious. Understand how water is used in Baptism.</p> <p>I can talk about how water is used in Baptism. I can think about what would happen if Christians couldn't use water.</p> <p><u>Step 5 and step 7</u> – Talk about (L1) describe in simple terms (L2) the importance of the use of water for Christians and Hindus. Evaluate why the River Ganges is special to Hindus..</p> <p>I can write a speech bubble to show a Hindu may feel on a visit to the River Ganges.</p> <ul style="list-style-type: none"> •
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<p>2</p>	<p>Holiness / Specialness</p> <p>Pupils should be able to:</p> <p>Step 1 – describe in simple terms their feelings about special things</p> <p>Identify things which are special to me.</p> <p>I can share things which are special to me and say why they are important.</p> <p>Step 2 – identify how / why their objects is special to them</p> <p>Identify things which are special to me.</p> <p>I can share things which are special to me and say why they are important.</p> <p>Step 3 – talk about how we look after special things</p> <p>Suggest how special things should be treated.</p> <p>I can suggest ways in which you can look after special things.</p> <p>Step 4 – simply describe special/ holy things within the Christian and Jewish religions</p> <p>Understand why Christians believe the cross is a special thing.</p>	<p>Journey's End</p> <p>Pupils should be able to:</p> <p>Step 1- talk about their own responses to journey's end in their experience</p> <p>Talk about journeys we have been on.</p> <p>I can act out different journeys and I can show how I felt at different parts.</p> <p>- identify how different journeys' ends relate to their lives</p> <p>Identify the different feelings felt on a journey.</p> <p>I can discuss things which can affect how you feel on a journey.</p> <p>Step 3 - identify and talk about different journeys' ends</p> <p>Understand why the end of a journey is important.</p> <p>I can write about the ending of Baboushka. I can share my understanding of how she felt at the end of her journey.</p> <p>Step 4 - recognise the journey's end of the characters in the Christmas birth narratives</p> <p>Identify the feelings which are shown in the Nativity.</p> <p>I can share the feelings of different characters.</p>	<p>Remembering Vishnu</p> <p>Pupils should be able to:</p> <p><u>Step 1</u> – describe, in simple terms, what 'remembering' means</p> <p>Identify the reasons why Hindus remember Vishnu.</p> <p>I can write a meaning of the word remembering.</p> <p>I can discuss the importance of Hindus remembering Vishnu.</p> <p><u>Step 2</u> – describe ways in which Hindus remember</p> <p>Identify the different ways in which Hindus remember Vishnu.</p> <p>I can suggest the different ways in which Hindus remember Vishnu.</p> <p><u>Step 3</u> – evaluate the importance of remembering by describing how Hindus value the celebrations and devotions paid to Vishnu</p> <p>Evaluate how Shrines and Holi celebrations help Hindus remember Vishnu.</p> <p>I can create a speech bubble to show how Hindus would feel if they couldn't go to the shrine.</p> <p><u>Step 4</u> – describe, in simple terms, ways in</p>	<p>Welcoming</p> <p>Pupils should be able to:</p> <p>Step 1 - Describe in simple terms (L2) the concept of welcoming. Understand what the term welcoming means. can write a definition for the word welcome. I can talk about places I feel welcome.</p> <p>Step 2 - Simply describe how the concept of welcoming is important in the story of Palm Sunday, and how Christians re-create that welcome today. (L2) Describe why welcoming is important in the story of Palm Sunday. I can re-tell the story of Palm Sunday in character of someone who was in Jerusalem on the day.</p> <p>Step 3 - Evaluate the concept by simply describing the importance of welcoming in the story of Palm Sunday. (L2)</p> <p>Step 4 - Describe in simple terms their ideas about the concept of welcoming and identify examples of how they have felt welcomed. Describe times in which we have been welcomed and how we felt. I can describe times I have been welcomed or not been welcomed. I can describe how I felt.</p> <p>Step 5 - Simply describe situations when welcome is or is not important, or can change to hostility Describe times when welcome is or is not important.</p>	<p>Specialness</p> <p>Pupils should be able to:</p> <p>Step 1 – describe in simple terms (Level 2) their ideas about special places Describe in simple terms our ideas about special places.</p> <p>I can describe what I think makes a place special</p> <p>Step 2 – identify how their ideas about special places relate to their own lives (Level 1) and those of others (Level 2) Understand that people have different special places. I can evaluate how peoples feelings about their special place can change.</p> <p>Step 3 – describe in simple terms (Level 2) the concept of <i>specialness</i> in relation to special places Understand what makes a special place. I can sort different things which may or may not make a place special.</p> <p>Step 4 – simply describe how a Church is a special place for Christians (Level 2) Understand why Christians believe the church is a special place. I can annotate pictures from our church visit to show reasons why Christians believe the church is important.</p> <p>Step 5 - describe in simple terms (Level 2) the importance of Church as a</p>	<p>Remembering (someone special)</p> <p>Pupils should be able to:</p> <p><u>Step 1</u> – Describe 'remembering' Understand why Hindus remember Krishna. I can identify ways in which Hindus remember Krishna. I can talk about why Hindus believe it is important to remember Krishna.</p> <p><u>Step 2</u> – Describe in simple terms how Hindus remember Krishna by telling the story of his birth and by celebrating Identify ways in which Hindus remember Krishna's birth. I can role play the different ways in which Hindus remember Krishna.</p> <p><u>Step 3</u> – Describe in simple terms the importance of Hindus remembering Krishna's birthday Understand why Hindus believe it is important to remember Krishna. I can complete a speech bubble to show why Hindus believe it is important to remember Krishna's birthday.</p> <p><u>Step 4</u> – Describe in simple terms their own response to remembering someone special Talk about things we like to remember. I can say how different things help me to remember.</p> <p><u>Step 5</u> – Identify simple examples of how their</p>
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	<p>I can design a cross which is suited to a Christian.</p> <p>Step 5-describe how different people have different special things and how some things are especially valued, or holy, to believers</p> <p>Identify the reasons why certain things are important to Christians and Hindus.</p> <p>I can talk about how Christians and Hindus may feel if their special objects were destroyed or broken.</p>	<p>Step 5 - talk about the importance of the journey's end to Christians</p> <p>Identify why Christians are happy at the end of the Nativity.</p> <p>I can role play the journey of the Nativity</p>	<p>which they remember events or people</p> <p>Communicate ways in which we can remember people.</p> <p>I can say how I remember different people.</p> <p><u>Step 5</u>– identify examples of situations when remembering is important to themselves or others</p> <p>Identify times in which we do or do not remember things.</p> <p>I can evaluate what would happen if I forgot something important.</p>		<p>special place for Christians.</p> <p>Understand why people have special places.</p> <p>I can think about what would happen if you couldn't visit your special place.</p>	<p>response relates to their own lives</p> <p>Communicate ways in which we can remember people.</p> <p>I can say how I remember different people.</p>
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<p>3</p>	<p>Remembering</p> <p>Pupils should be able to:</p> <p>Step 1 - Identify and describe their own responses to the concept of <i>remembering</i></p> <p>identify and describe what we mean by 'remembering'.</p> <p>I can suggest ways of remembering someone.</p> <p>Step 2 - Describe examples of how remembering affects their own and others' lives</p> <p>describe someone we remember.</p> <p>I can describe my memories of a special person.</p> <p>Step 3 - Identify and describe the meaning of <i>remembering</i></p> <p>Step 4 - Describe some ways that Sikhs remember Guru Nanak</p> <p>understand who Guru Nanak was.</p> <p>I can say who Guru Nanak was.</p> <p>Step 5 - Describe the importance to Sikhs of remembering Guru Nanak</p> <p>describe the importance of Guru Nanak to Sikhs.</p> <p>I can say why Guru Nanak is important to Sikhs.</p>	<p>Angels</p> <p>Pupils should be able to:</p> <p>Step 1 – describe their own responses to angels. describe and respond to the idea of angels.</p> <p>I can describe what I think an angel is.</p> <p>Step 2 – describe examples of how their responses to angels can be applied to their and others' lives. Consider the situations in which people think about angels.</p> <p>I can pose and answer questions about angels.</p> <p>Step 3 – describe the meaning of <i>angels</i>. WALT: describe and define the meaning of an angel.</p> <p>I can sort pictures of angels. I can give reasons for how I have organised the angels. I can give my own meaning of an angel.</p> <p>Step 4 – describe how angels are used in the stories of the birth of Jesus. WALT: Understand the role of angels in the Christmas story.</p> <p>I can write dialogue to show the message of the angels and how other people responded to this.</p> <p>Step 5 – evaluate the importance of angels by describing their value to Christians and by identifying an issue raised.</p>	<p>Ceremony</p> <p>Pupils should be able to:</p> <p>Step 1 - describe, their response to the idea of a death ceremony (for a leaf) describe and respond to the idea of a death ceremony (for a leaf)</p> <p>I can take part in a ceremony to remember a death (of a leaf)</p> <p>Step 2 - describe how the idea of death ceremonies affects their lives and the lives of others Evaluate whether death ceremonies are always important.</p> <p>I can say how the ceremony made me feel and whether it helped me to remember. I can discuss situations for which ceremonies may or may not be used.</p> <p>Step 3 - identify and discuss the meaning of the word ceremony. Understand what the word ceremony means</p> <p>I can discuss and mindmap my ideas. I can create a definition for the word ceremony.</p> <p>Step 4 - describe simply how Christians perform death ceremonies Use a story to help us explain a Christian death ceremony.</p> <p>I can use a storyboard to help recount the events of a death ceremony.</p> <p>Step 5 - describe, the importance of death ceremonies to Christians.</p>	<p>From Darkness to Light</p> <p>Pupils should be able to:</p> <p>Step 1 - Describe own response to the concept of light and dark (L2/3) describe responses to light and dark.</p> <p>I can give examples of how my responses to light and dark can apply to my life and to others.</p> <p>Step 2 - Describe examples of how their responses to light and dark can be applied to their own lives and those of others (L2/3) describe responses to light and dark.</p> <p>describe responses to light and dark.</p> <p>I can give examples of how my responses to light and dark can apply to my life and to others.</p> <p>Step 3 - Describe the concept of light and dark (L2/3)</p> <p>Step 4 - Describe how the concept of darkness to light is expressed by using the Paschal candle (L2/3) Make our own version of the Paschal candle.</p> <p>I can remember the symbols on the Paschal candle.</p> <p>Step 5 - Evaluate the concept of darkness to light by describing the importance</p>	<p>Identity</p> <p>Pupils should be able to:</p> <p>Step 1 – Describe the meaning of <i>identity</i> describe the meaning of identity and how Sikhs express their identity.</p> <p>I can talk about the 5K's of Sikhism and how they unite Sikhs.</p> <p>Step 2 – Describe how Sikhs express their identity during the Baisakhi celebrations describe the meaning of identity and how Sikhs express their identity.</p> <p>I can talk about the 5K's of Sikhism and how they unite Sikhs.</p> <p>Step 3 – Describe the value of identity to Sikhs and describe an issue raised describe how Sikhs express their identity during the Baisakhi celebration. I can say why it is important for Sikhs to express their identity.</p> <p>Step 4 – Describe their own responses to identity WALT: describe how Sikhs express their identity during the Baisakhi celebration.</p> <p>I can describe my own response to identity</p> <p>Step 5 – Describe examples of how their response to identity affects their own and others lives</p>	<p>Specialness (in relation to books)</p> <p>Pupils should be able to:</p> <p>Step 1 - Describe their response to the concept of specialness in relation to books. WALT: Talk about our own special books. WILF: I can choose a book which is special to me and discuss why it is special to me. I can compare my special book with those of my peers.</p> <p>Step 2 -Identify examples of how and why books can be special to themselves and others. WALT and WILF as above.</p> <p>Step 3 - Identify and talk about the concept of specialness. Understand what makes a book special. I can describe what is special about a book. I can suggest ways to make a book special.</p> <p>Step 4 - Describe ways in which the Bible is special to Christians Describe why the bible is special to Christians. I can ask questions to find out about how different religions treat their special books.</p> <p>Step 5 - Describe ways in which the Guru Granth Sahib is special to Sikhs. Describe why the Guru Granth is special to Sikhs. I can ask questions to find out about how Sikhs treat their special books. I can collect information about why the Guru Granth is special to Sikhs,</p>
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	<p>describe some ways Sikhs remember Guru Nanak.</p> <p>I can describe how Sikhs celebrate Guru Nanak's Birthday.</p>	<p>describe why angels are important to Christians in the Christmas story.</p> <p>I can say why angels are important to Christians</p>	<p>Describe the importance of the death ceremony for Christians.</p> <p>I can say why the death ceremony is important for Christians.</p> <ul style="list-style-type: none">•	<p>of the Paschal candle to Christians (L2)</p> <p>describe the importance of the Paschal Candle to Christians.</p> <p>I know the meaning of the symbols on the Paschal Candle</p> <ul style="list-style-type: none">•		<p>Step 6 - Evaluate the concept by describing the value of these special books to believers. Evaluate the specialness of the Guru Granth. I can complete a speech bubble to show why the Guru Granth is special to Sikhs.</p>
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4	Symbol	Holy	Ritual	Loyalty	Interpretation	Temptation
	<p>Pupils should be able to:</p> <p>Step 1 - describe their own response to trees as symbols</p> <p>WALT: describe our response to trees as symbols.</p> <p>WILF: I can express my response to trees in the form of a poem.</p> <p>Step 2 - describe examples of when the tree symbol is used/is useful</p> <p>Step 3 - describe what the word <i>symbol</i> means</p> <p>say what the word symbol means.</p> <p>I can define what the word symbol means.</p> <p>Step 4 - describe how the symbol of a tree is used in Christianity and Islam</p> <p>describe how the tree is a symbol to Christians, Jews and Muslims.</p> <p>I can talk about the Tree of Knowledge as a symbol to Christians, Jews and Muslims.</p> <p>Step 5 - describe the importance of the tree as a symbol to Christians.</p>	<p>Pupils should be able to:</p> <p>Step 1 - Describe the concept of <i>Holy</i>.</p> <p>identify different images of Mary, mother of Jesus.</p> <p>I can draw a representation of the Virgin Mary.</p> <p>investigate what 'Holy' means.</p> <p>I can describe the concept of 'Holy'.</p> <p>Step 2 - Describe how Christians show that they believe Mary is <i>Holy</i></p> <p>understand the importance of Mary to Catholics.</p> <p>I can describe the value of Mary's holiness to believers.</p> <p>Step 3 - Evaluate the concept of <i>Holy</i> by describing the value of <i>Mary's holiness</i> to believers.</p> <p>express a response to what is holy in the Catholic church.</p> <p>WILF: I can describe my experiences about the Catholic church.</p> <p>Step 4 - Describe their own response to the concept <i>Holy</i>.</p> <p>WALT and WILF as above.</p>	<p>Pupils should be able to:</p> <p>Step 1 - describe the concept 'ritual'.</p> <p>describe the meaning of the word ritual.</p> <p>I can give a definition of the word 'ritual'.</p> <p>Step 2 and 4 - describe how ritual is used with food in Christianity and Sikhism.</p> <p>understand how food is used in a Christian ritual.</p> <p>I can describe the ritual of Eucharist.</p> <p>Step 3 and 5 - describe the value of these food rituals to Christians and Sikhs.</p> <p>understand how food is used in a Christian ritual.</p> <p>I can explain the symbolism of food in the ritual of Eucharist.</p> <p>Step 6 - describe responses to food rituals in their own experience</p> <p>Step 7 - describe examples of how food rituals affect their own and others lives</p>	<p>Pupils should be able to:</p> <p>Step 1 - Explain in simple terms, their own response to loyalty in their own experience</p> <p>explain responses to loyalty from our own experience.</p> <p>I can describe a situation that shows loyalty.</p> <p>Step 2 - Identify examples of different responses to loyalty in their own lives</p> <p>Step 3 - Identify and talk about the concept of loyalty</p> <p>identify and talk about the concept of loyalty.</p> <p>I can define the word 'loyalty'.</p> <p>Step 4 - Describe how loyalty is demonstrated in the events of Holy Week</p> <p>identify loyalty in the Easter story.</p> <p>WILF: I can describe examples of loyalty and disloyalty in the Easter story.</p> <p>Step 5 - Explain why loyalty is an important concept to Christians and evaluate how it affects Christians' lives</p>	<p>Pupils should be able to:</p> <p>Step 1- Pupils can describe their own interpretations of God.</p> <p>WALT: Understand that God can be represented in different ways.</p> <p>WILF: I can sort statements about God.</p> <p>Step 2 - Pupils can describe how interpretations of God change in different circumstances.</p> <p>WALT: Understand what the term interpretation means.</p> <p>WILF: I can discuss situations where interpretation is needed.</p> <p>Step 3 - Pupils can explain the meaning of interpretation.</p> <p>WALT: Understand what the term interpretation means.</p> <p>WILF: I can discuss situations which can be interpreted differently.</p> <p>Step 4 - They can describe/explain how Christians and Sikhs interpret God.</p> <p>WALT: Describe how different faiths have different interpretations of God.</p> <p>WILF: I can think of different ways a Christian might describe God. I can research how Sikhs interpret God and</p>	<p>Pupils should be able to:</p> <p>Step 1 - Be able to describe what <i>temptation</i> means.</p> <p>WALT: understand the difference between right and wrong.</p> <p>WILF: I can describe what 'temptation' means.</p> <p>Step 2 - Be able to describe how Christians believe that Jesus was tempted.</p> <p>WALT: describe how Christians believe that Jesus was tempted.</p> <p>WILF: I can discuss Jesus' choices when he was tempted by the devil.</p> <p>Step 3 - Be able to describe why it is / is not important for Christians to recognise that Jesus was tempted.</p> <p>WALT: understand how Christians recognise how Jesus was tempted.</p> <p>WILF: I can discuss whether it is important for Jews and Christians to have guidance on temptation.</p> <p>Step 4 - Be able to describe how they feel when they are tempted.</p> <p>WALT: Reflect on times when we have been tempted.</p> <p>WILF: I can talk about the choices I made when I was being tempted.</p> <p>Step 5 - Be able to describe situations when people might be tempted.</p> <p>WALT: Explore times when it is morally better to do the wrong thing.</p> <p>WILF: I can role play a scenario of a moral dilemma and consider the choices to be made.</p>

	<p>WALT: describe how the tree is a symbol to Christians, Jews and Muslims.</p> <p>WILF: I can talk about the Tree of Knowledge as a symbol to Christians, Jews and Muslims.</p> <ul style="list-style-type: none"> • 	<p>Step 5 - Describe examples of how their ideas about <i>Holiness</i> affect their lives.</p> <ul style="list-style-type: none"> • 	<p>WALT: Consider food rituals in our own lives.</p> <p>WILF: I can describe a food ritual that I have experienced.</p> <ul style="list-style-type: none"> • 	<p>WALT: understand why loyalty is an important concept to Christians.</p> <p>WILF: I can explain why loyalty is important to Christians.</p> <ul style="list-style-type: none"> • 	<p>compare this with a Christians view.</p> <p>Step 5 - They can evaluate, by describing and explaining, the value of believers' interpretations of God.</p> <p>WALT: Understand why believers need to interpret God.</p> <p>WILF: I can explain different artefacts believers may use to help them interpret God. I can begin to use collage and poetry to help me explain different interpretations of God.</p>	
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5	<h2 style="text-align: center;">Worship</h2> <p>Pupils should be able to:</p> <p>Step 1 - Explain the significance which special things or experiences have for different people</p> <p>WALT: Understand the meaning of the term 'worship' and how you could worship something.</p> <p>WILF: I can suggest what worship means.</p> <p>I can act out a scenario in which I would try and worship a character.</p> <p>Step 2 - Describe some of the beliefs and teachings expressed in the Lord's Prayer</p> <p>WALT: Describe some of the beliefs expressed in the Lord's prayer.</p> <p>WILF: I can rewrite the Lord's Prayer in a modern way but keep the Christians belief's within it.</p> <p>I can compare Jewish and Christian beliefs.</p> <p>Step 3 - Describe some different ways of worship within Christianity</p> <p>WALT: Consider things in our own lives which we consider to be of importance.</p> <p>WILF: I can discuss things which I make time for and are important to me. I can explain how I would feel if I could not do this.</p>	<h2 style="text-align: center;">Prophecy</h2> <p>Pupils should be able to:</p> <p>1 explain the concept of prophecy</p> <p>2 describe the concept of prophecy within the story of the Magi and explain its value to Christians</p> <p>3 express a personal response to the concept of prophecy and explain how it could be applied in their own lives</p> <p>Step 1 and 2:</p> <p>WALT: Explain the concept of a prophecy.</p> <p>WILF: I can discuss why people read horoscopes. I can mindmap ideas as to why people want to find out about the future. I can share my opinion of horoscopes.</p> <p>Step 3</p> <p>WALT: Explain the concept of a prophecy.</p> <p>WILF: I can create my own definition of the word prophecy.</p> <p>Step 4 and 5</p> <p>WALT: Describe the concept of prophecy within the story of the magi.</p> <p>WILF: I can explain the role of the Magi in the Nativity</p>	<h2 style="text-align: center;">Freedom</h2> <p>Pupils should be able to:</p> <p>Step 1 - explain their feelings of freedom</p> <p>WALT: Explore what the word freedom means.</p> <p>WILF: I can express what I think freedom feels like. I can consider what it may feel like to lose your freedom.</p> <p>Step 2 - explain their feelings about restrictions on their freedom</p> <p>WALT: Explore the feelings of freedom and loss of freedom.</p> <p>WILF: I can explain what it may be like to lose your freedom, how you could celebrate your freedom.</p> <p>Step 3 - explain what freedom means to them.</p> <p>WALT: Understand what freedom means to us.</p> <p>WILF: I can evaluate the concept of freedom and what it means.</p> <p>Step 4 - explain the references to freedom in the Seder meal and Passover</p> <p>WALT: Explain the concept of freedom in relation to Seder meals and Passovers.</p> <p>WILF: I can consider the references to freedom in a seder meal. I can explain what life was like for Jewish</p>	<h2 style="text-align: center;">Changing Emotions</h2> <p>Pupils should be able to:</p> <p>Step 1: To describe the concept of changing emotions in Holy Week</p> <p>WALT: Describe the changing emotions of Holy Week.</p> <p>WILF: I can order the events of Holy week and show Jesus' emotions throughout the week on an emotion graph.</p> <p>Step 2:</p> <p>WALT: Describe how changing emotions are portrayed through Holy Week and through the way Christians express the changing emotions.</p> <p>WILF: I can use different media to help me create an emotion graph.</p> <p>Step 3</p> <p>WALT: Evaluate changing emotions by describing their value to Christians.</p> <p>WILF: I can explain why it is important for Christians to relive the changing emotions of Holy Week.</p> <p>Step 4:</p> <p>WALT: Describe our own response to changing emotions.</p>	<h2 style="text-align: center;">Creation</h2> <p>Pupils should be able to:</p> <p>Step 1 - Explain God as creator</p> <p>WALT: Explain the meaning of the word create.</p> <p>WILF: I can create something and consider the process of creation.</p> <p>Step 2 - Explain how this concept is contextualised within the beliefs of Judaism and Christianity</p> <p>WALT: Investigate how the world began.</p> <p>WILF: I can discuss similarities and differences in creation stories and theories.</p> <p>Step 3 - Evaluate the concept of God as creator and explain its value to believers.</p> <p>WALT: Explore the importance of the creation stories to Jews and Christians.</p> <p>WILF: I can evaluate how the creation stories affect the ways Jews and Christians live their lives.</p> <p>Step 4 - Explain examples of their response to the concept of God as creator</p> <p>WALT: Express our own responses to the Creation.</p>	<h2 style="text-align: center;">Messages</h2> <p>Pupils should be able to:</p> <p>Step 1 - WALT: explain the concept of messages. WILF: I can use pictures and stories to help me reflect on the message they are portraying.</p> <p>Step 2 - WALT: Explain what Christians believe Jesus' messages are. WILF: I can write a character profile of Jesus which shows his message.</p> <p>Step 3 - WALT: Explain the value of Jesus' messages to Christians and identify and describe some issues raised. WILF: I can explain why Christians believe the messages of Jesus are important. I can identify some issues that arise from the messages.</p> <p>Step 4 - WALT: Express a personal response to messages in their own experience WILF: I can explain how a person may respond to a message and how it might affect their behaviour.</p> <p>Step 5 - WALT: Explain examples of how messages are significant in their own and others' lives and in different situations WILF: I can explain how a person may respond to a message and how it might affect their behaviour.</p> <p>Level 4 Explore and describe their own response to the teachings of Jesus relating the message to their own lives</p>
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	<p>Step 4 - Describe some Jewish prayer rituals</p> <p>WALT: Describe some Jewish prayer rituals.</p> <p>WILF: I can sort statements according to how important I think they would be for a Jew. I can explain my reasons.</p> <ul style="list-style-type: none"> • 	<p>story. I can explain why Christians believe the Magi are important.</p> <p>Step 6</p> <p>WALT: Express a personal response to the concept of prophecy.</p> <p>WILF: I can explain how the concept of prophecy could be applied to my life.</p> <ul style="list-style-type: none"> • 	<p>slaves who did not have freedom.</p> <p>Step 5 - explain why freedom is important to the Jews and why they feel it is worth celebrating</p> <p>WALT: Evaluate why it is important for Jews to celebrate freedom.</p> <p>WILF: I can sort statements about the celebration of freedom according to their importance.</p> <ul style="list-style-type: none"> • 	<p>WILF: I can show how my emotions change in a day.</p> <p>Step 5:</p> <p>WALT: Describe how changing emotions affect our lives and the lives of others</p> <p>WILF: I can explain how my emotions impact on the way I interact with other people around me.</p> <ul style="list-style-type: none"> • 	<p>WILF: I can explain my view of Creation.</p> <p>Step 5 - Apply their understanding – Do I believe this?</p> <p>WALT: Reflect on our own creations,</p> <p>WILF: I can evaluate my creation and how I felt when I was being creative.</p>	
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<p>6</p>	<h3 style="text-align: center;">Identity</h3> <p>Pupils should be able to:</p> <p>Step 1- explain the meaning of <i>identity</i></p> <p>WALT: Understand what identity means.</p> <p>WILF: I can identify the things which give us our identity.</p> <p>Step 2- explain how the festival of Sukkot reinforces the Jewish sense of identity</p> <p>WALT: Explain how Jews express their identity at Sukkot.</p> <p>WILF: I explain the different ways Jews show their identity at Sukkot.</p> <p>Step 3- explain how the features of the festival of Hannukah reinforce the Jewish sense of identity</p> <p>WALT: Explain how Jews express their identity at Sukkot.</p> <p>WILF: I explain the different ways Jews show their identity at Sukkot.</p> <p>Step 4- evaluate- the significance of identity for Jews by explaining its importance and by describing some issues raised</p> <p>WALT: The value of identity to Jews.</p>	<h3 style="text-align: center;">Interpretation</h3> <p>Pupils should be able to:</p> <p>Step 1- Explain the meaning of the word 'interpretation'</p> <p>WALT: Define the term identity.</p> <p>WILF: I can interpret the meanings of different stories.</p> <p>Step 2 - Explain the two interpretations of the story of the birth of Jesus.</p> <p>WALT: Define that interpretations means in the birth narrative.</p> <p>WILF: I can create a Venn diagram to show the similarities in differences in two versions of the same story.</p> <p>Step 3 - Explain their opinions about the significance these different interpretations have for Christians.</p> <p>WALT: Talk about my own opinion of a story.</p> <p>WILF: I can interpret the different ideas of a story.</p> <p>Step 4 - Express a personal response to the way in which different interpretations of situations have been evident in their own experience.</p> <p>WALT: Understand what interpretation means to me.</p> <p>WILF: I can interpret different scenarios, photos and artwork.</p> <p>Step 5 - Explain how their ideas about</p>	<h3 style="text-align: center;">Mitzvot</h3> <p>Pupils should be able to:</p> <p>Step 1 - Explain the concept of Mitzvot.</p> <p>WALT: Explain what Mitzvot is and why it is important to Jews.</p> <p>WILF: I explain the different ways Jews show their identity at Sukkot.</p> <p>Step 2 - Describe how the concept of mitzvot fits into the Bar/ Bat Mitzvah ceremony.</p> <p>WALT: Explain the importance of Mitzvot.</p> <p>WILF: I explain the different ways Jews show their identity at Sukkot.</p> <p>Step 3 - Explain the significance of the Bar/ Bat Mitzvah ceremony to Jews.</p> <p>WALT: Understand the significance of Mitzvot for Jews.</p> <p>WILF: I can role play how Jews may feel if they couldn't celebrate Mitzvot.</p> <p>Step 4 - Express a personal response to Mitzvot.</p> <p>WALT: Explain what Mitzvot is and why it is important to Jews.</p> <p>WILF: I explain the different ways Jews show their identity at Sukkot.</p>	<h3 style="text-align: center;">Resurrection</h3> <p>Pupils should be able to:</p> <p>Step 1: Explain the meaning of resurrection.</p> <p>WALT: Define the term resurrection.</p> <p>WILF: I can create a symbol to represent Aslan's resurrection.</p> <p>Step 2: Explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians.</p> <p>WALT: Explain the importance of the cross for Christians.</p> <p>WILF: I can explain why the cross is a symbol of resurrection for Christians.</p> <p>Step 3: Evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised</p> <p>WALT: Evaluate why the cross is important to Christians.</p> <p>WILF: I can explain why the cross is a symbol of resurrection for Christians.</p> <p>Step 4: Explain their own responses to the concept of resurrection</p> <p>WALT: Explain our ideas about resurrection.</p> <p>WILF: I can show my own ideas about resurrection.</p> <p>Step 5: Explain how responses to the idea of</p>		<h3 style="text-align: center;">Salvation</h3> <p>Pupils should be able to:</p> <p>Step 1 - Explain their classifications.</p> <p>WALT: Understand the concept of salvation.</p> <p>WILF: I can sort cards to show what I think of salvation.</p> <p>Step 2 - Investigate and explain <i>the Christian story</i></p> <p>WALT: Investigate different ideas in a Christian story.</p> <p>WILF: I can write a narrative about the resurrection of Jesus..</p> <p>Step 3 - Evaluate and discuss the concept of salvation.</p> <p>WALT: Debate our ideas about a concept.</p> <p>WILF: I can share my views and I respect the opinions of others.</p> <p>Step 4 - Communicate their arguments for and against the motion of God saving the world.</p> <p>WALT: Debate our ideas about a concept.</p> <p>WILF: I can share my views and I respect the opinions of others.</p> <p>Step 5 - Explain their thoughts about the idea of saving people.</p> <p>WALT: Share our own ideas about saving people.</p> <p>WILF: I can share my views and I respect the opinions of others.</p>
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	<p>WILF: I can explain how the Jews would feel if they lost their identity.</p> <p>Step 5- express a personal response to the concept of <i>identity</i></p> <p>WALT: Explain which things give us our identity.</p> <p>WILF: I make a badge which expresses my identity.</p> <p>Step 6- explain examples of how responses to identity affect theirs and others' lives</p> <p>WALT: Explain how identity affects our lives.</p> <p>WILF: I can act out different scenarios to show how identity affects us.</p> <ul style="list-style-type: none"> • 	<p>interpretation may affect their experiences and others experiences .</p> <p>WALT: Explain why interpretation is important.</p> <p>WILF: I can use role play to show how the same scenario can be interpreted differently.</p> <ul style="list-style-type: none"> • 	<p>Step 5 - Explain how some of these rules can be applied to their own lives.</p> <p>WALT: Create our own rules.</p> <p>WILF: I can create my own set of important rules.</p> <ul style="list-style-type: none"> • 	<p>resurrection affect the way people live</p> <p>WALT: Understand how our beliefs affect our lives</p> <p>WILF: I can say how my beliefs affect how I live.</p> <ul style="list-style-type: none"> • 		
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