



LKS2	Autumn 1	
	What kind of world did Jesus want?	
	Year 3	Year 4
	L1: What is 'Gospel'? L2: How were the first disciples chosen? L3: What is an Evangelist? L4: How did Jesus act? What example did he set? L5: What is 'The Parable of the Good Samaritan'? L6: What kind of world did Jesus want?	
Key Concepts to assess	L1: Children know what 'Gospel' is and that the gospels are written about four of Jesus's disciples. L2: Children know how the first disciples were chosen. L3: Children can describe what an Evangelist is. L4: Children can talk about how Jesus acted and the example he set for others. L5: Children can retell the parable of the Good Samaritan. L6: Children will: remember the names of the first four followers, explain what it means to be 'fishers of men' and make connections between Jesus's teaching and the story of leprosy.	L1: Children know what 'Gospel' is, what the first four gospels of the New Testament are called. L2: Children know how the first disciples were chosen and can discuss how someone might respond to that same request today. L3: Children can describe and Evangelist and talk about the skills they would need. L4: Children can provide examples from Bible stories of the example Jesus set. L5: Children can retell the parable of the Good Samaritan and make links to how this teaching could change the world. L6: Children will: remember the names of the first four followers, explain what it means to be 'fishers of men', make connections between Jesus's teaching and the story of leprosy, and make comparisons between 'fishers of men' and modern-day vicars.
Vocabulary	Jesus, follower, parable, Samaritan, gospel, disciples	clergy, Galilee, Evangelist
Experiences		
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



LKS2	Autumn 2	
	What is the Trinity and why is it important for Christians?	
	Year 3	Year 4
	L1: What is the Trinity? L2: How is the Trinity shown in the biblical story of the baptism of Jesus? L3: Why is the biblical story of the baptism of Jesus important for many Christians? L4: Why do Christians get baptised? L5: What might affect a Christian's decisions about baptism? L6: What is the Trinity and why is it important to Christians?	
Key Concepts to assess	L1: Children can explain what the Trinity is and what it means to Christians. L2: Children can recap the Trinity, discuss the biblical story of Jesus and explain similarities and differences in artwork that depicts the baptism of Christ. L3: Children can create their own artwork to share the story of John the Baptist. L4: Children can discuss a baptism and what it means to be baptised. L5: Children can explain the difference between an infant baptism and a believer's baptism. L6: Assessment	L1: Children can identify the Trinity within the story of John the Baptist. L2: Children can discuss the biblical story of Jesus, including the Trinity and state why people might create artwork to show key religious events. L3: Children can create their own artwork to share the story of John the Baptist and share the meaning of the Trinity for a Christian. L4: Children understand why Christians are baptized and can make clear links between a baptism and the Bible. L5: Children can give a clear definition of an infant baptism and a believer's baptism and give reasons why a Christian may choose each one. L6: Assessment
Vocabulary	Trinity, Holy Spirit, Baptist, baptism, Father, Jesus	Messiah, believer's baptism, infant baptism, scripture, denomination
Experiences	Christmas performances, carol service, trip to Wakefield cathedral	
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



LKS2	Spring 1	
	What do Christians learn from the creation story?	
	Year 3	Year 4
	<p>L1: Where does Creation belong in the 'Big Story' of the Bible? L2: What kind of world do Christians believe in? What do we mean by good? L3: How have Christians interpreted looking after the world? L4: How do different Christians think about and look after the environment? L5: What do Christians mean by 'The Fall'? L6: What do many Christians learn from the stories of 'Creation' and 'The Fall'?</p>	
Key Concepts to assess	<p>L1: Children know that Christians see the Bible as one overall story, with lots of little stories within it, and can talk about the Creation story. L2: Children can identify what parts of God's creation are noted as 'good' and describe the kind of world a Christian would believe in. L3: Children can describe how Christians have interpreted looking after the world, using some Bible references. L4: Children can identify and describe how Christians look after the environment. L5: Children can retell the story of 'The Fall' and can explain what temptation means. L6: What do many Christians learn from the stories of 'Creation' and 'The Fall'?</p>	<p>L1: Children know that Christians see the Bible as one overall story and can name the five parts as God, Creation, Incarnation, Gospel and Salvation. They can talk about the Creation story and its importance. L2: Children can discuss the 'good' part of God's creation story and describe the kind of world a Christian would believe in. They can engage in a debate to justify what 'good' means to a Christian. L3: Children can use the Bible to explain how Christians look after the world. L4: Children can describe how Christians look after the environment and make references to the Bible to explain why. L5: Children can talk about temptation and make links between this Bible story and their own lives. L6: What do many Christians learn from the stories of 'Creation' and 'The Fall'?</p>
Vocabulary	creation, big story, responsibility, sin, fall, temptation	Catholic, steward, interpret, Genesis
Experiences		
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



LKS2	Spring 2	
	How do festivals and worship show what matters to a Muslim?	
	Year 3	Year 4
	<p>L1: How do festivals and family life show what matters to a Muslim? L2: What does the opening chapter of the Qur'an teach Muslims about God? L3: Why does prayer matter to Muslims? L4: Why is the mosque a special place for Muslims? L5: Why do Muslims celebrate at the end of Ramadan? L6: How do festivals and worship show what matters to a Muslim?</p>	
Key Concepts to assess	<p>L1: Children can discuss the 5 pillars of Islam and understand the importance of trusting Allah in Islam. L2: Children can discuss the first chapter of the Qur'an and identify what it teaches Muslims about God. L3: Children can use what they have learned to explain why prayer matters to Muslims. L4: Children know what a mosque is, can describe it and identify why it is a special place. L5: Children can talk about what Ramadan means and describe the celebration of Eid. L6: Assessment</p>	<p>L1: Children can talk confidently about the 5 pillars of Islam, they know how important it is for a Muslim to trust Allah and can make links between this and their own beliefs. L2: Children can talk about Tawhid and what this means in relation to other religions. L3: Children can describe the importance of Salah and sequence the ritual of wudu in their explanation of Muslim prayer. L4: Children can carry out research to find out what happens in a mosque and why it is so special to the Muslim community. L5: Children can use the pillar of Sawm to explain the importance of fasting. They can discuss in detail what happens during Ramadan and the celebration of Eid. L6: Assessment</p>
Vocabulary	Prophet, Muhammad, Allah, fasting, Qur'an, Ramadan, Eid	Tawhid, Salah, Sawm
Experiences	Visit to school from an Imam	
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



LKS2	Summer 1	
	For Christians, when Jesus left; what was the impact of the Pentecost?	
	Year 3	Year 4
	L1: What is the Pentecost? L2: What were the key events of the Pentecost? L3: Can religious artwork help Christians to understand the importance of the Pentecost? L4: What is the impact of the gift of the Holy Spirit on Christians today? L5: What is the Lord's prayer and why is it important? L6: What is the importance of the Corinthians?	
Key Concepts to assess	L1: Children can retell the main events from Acts 2:1-15, Acts 2: 22 and Acts 2: 37-41 L2: Children can research key events of the Pentecost and share their own thoughts on the key events. L3: Children can state which events from the Pentecost they can see in different pieces of artwork and justify which images would help people to understand the story. L4: Children can explain, using examples of Christianity, the impact of the gift of the Holy Spirit. L5: Children can recite elements of the Lord's prayer and explain why it's important. L6: Children can talk about what the main message is and why the people of Corinth needed this message.	L1: Children can discuss the emotions that the disciples might have been feeling during the events of the Pentecost and explain why using references from the text. L2: Children can decide which artwork best depicts the key events of the Pentecost and can decide which would be the most useful by reflecting on the story itself. L3: Children can evaluate a range of artwork that depicts the story, create their own artwork and reflect on which events need to be included in order to understand the story. L4: Children can use examples from Acts 2:42 to explain the impact of the gift of the Holy Spirit. L5: Children can recite the Lord's prayer, and make links between this and the Christian view of heaven. L6: Children can discuss what might have made Paul write this message and the reason behind it.
Vocabulary	Pentecost, disciples, Holy Spirit, Trinity, baptized	Lord's prayer, tongues, acts, Apostles
Experiences		
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



LKS2		Summer 2	
What does it mean to be a Hindu in Britain today?			
Year 3		Year 4	
L1: What is Hindu Dharma? L2: How and why do many Hindus perform Puja? L3: What can we learn from the story of King Yudhishtira? L4: What does the Ramayana tell Hindus about dharma? L5: How and why do many Hindus celebrate Diwali? L6: Can I plan a Diwali celebration for my local community?			
Key Concepts to assess	L1: Children can explain how being Hindu affects how somebody lives and practices their religion. L2: Children can explain what puja and Brahman are and how Hindus connect with Brahman throughout their day. L3: Children can retell the story of King Yudhishtira and identify the main message of the story. L4: Children can talk about how three key characters follow their dharma in the Ramayana. L5: Children can talk about how and why Hindus celebrate Diwali. L6: Children can plan a Diwali celebration.	L1: Children can discuss Sanatana Dharma, the diversity of Hindu life and culture in the UK L2: Children can talk about puja, how it is connected to Brahman and the importance of it in the Hindu religion. L3: Children can retell the two key quotes from The Mahabharata and explain why they are important. L4: Children can describe what the meaning of the Ramayana is and how people can follow their dharma in everyday life. L5: Children can plan a celebration of Diwali that includes reasons for why we should celebrate. L6: Children can plan a Diwali celebration and complete funding bid sheets to justify why it is important that we all celebrate together.	
Vocabulary	Hindu, puja, Brahman, shrine, dharma, Diwali, deity.	Ramayana, Rama, Sita, Mandir	
Experiences			
SMSC			
British Values	Mutual respect, Tolerance		
School Values	Respectful, Honest, Considerate, Inclusive		