

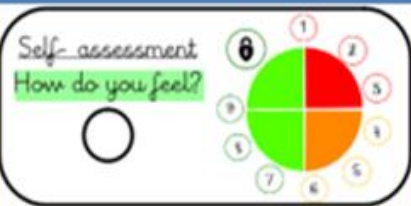
The Northway Curriculum

Year Four

RE

Unit One – Autumn Term

Why is Jesus inspiring to some people? (Believing)



LO: I can ask questions on how stories and the life of Jesus and followers inspires Christians today.

LO: I can suggest good ways to treat others, arising from my learning.

LO: I can make connections about the teachings of Jesus and the way Christians live today.

LO: I can describe how Christians celebrate Easter Sunday and Holy week.

LO: I can identify the most important part of Easter Sunday and say why they are important to Christians.

LO: I can give some definitions of some key Christian terms (Gospel, incarnation, salvation) and illustrate them with the events of Easter and Holy week.

Year Three

RE

Working Deeper

WD: I can make connections of Easter and the 'big story' in the Bible, reflecting on why this inspires Christians.

WD: I can present my own feelings on the most important attitudes and values to have today, making link to Christian values.

Year One

RE

Unit One- Autumn Term
Who is a Christian and Muslim and what do they believe? (Believing)

LO: I understand that Christians believe in God and follow examples of Jesus.

LO: I can recognise some Christian symbols and images.

LO: I can talk about some simple ideas about Christian beliefs about God and Jesus.

LO: I can retell a story that shows what Christians might think about God. (Words, drama or pictures)

LO: I understand that Muslims believe in one God and follow the example of prophet Muhammad

LO: I can explore how Muslims do not draw Allah or the Prophet but use Calligraphy to say what God is like.

LO: I understand some Muslim beliefs and make links to the 99 names of Allah.

LO: I can retell a story about the life of Prophet Mohammed

LO: I can recognise some objects used by Muslims and say why they are important.



Year Two

RE

Unit One – Autumn Term
Who is a Christian and Jew and what do they believe? (Believing)

LO: I can retell a story that shows what Christians might think about God. (Words, Drama or Pictures) (Follow on objective from Y1)

LO: I can talk about some simple ideas about Christian beliefs about God and Jesus (Follow on objective from Y1)

LO: I can discuss issues about good and bad, right and wrong and how they arose from Christian stories.

LO: I can ask some questions about believing in God and offer some of my own thoughts and opinions on this.

LO: I can discuss and understand that Jews believe in God and that God is known by different names (Mezuzah, Shabbat) (Synagogue Visit)

LO: I can talk about how the Mezuzah in the home reminds Jews about God.

LO: I understand the Shabbat is a special day of the week for Jews and can say what they might do to celebrate. (Synagogue Visit)

LO: I can retell the festival of Sukkot and how it makes Jews think about God.



Year Three

RE

Unit Three – Summer Term
What does it mean to be a Christian in Britain today? (Living)

LO: I can identify and name examples of what Christians have to do in their families and at Church to show their faith.

LO: I can ask good questions about what Christians have to do to show their faith. (emerging)

LO: I can describe what Christians do to show their faith and make connections with some Christian beliefs and teachings.

LO: I can describe some ways Christians express their faith through hymns and modern worship songs. (Church Visit)

LO: I can suggest at least 2 ways why being a Christian in Britain today is a good thing and 2 ways it can be hard sometimes.

LO: I can discuss links between the actions in helping others, and ways in which people of other faiths and beliefs, including myself, help others.



The Northway Curriculum

Year Four

RE

Unit Two – Spring Term

Why are festivals important to religious communities? (Eid focus)
(Expressing)



LO: I can recognise and identify some differences between religious festivals and types of celebrations.

LO: I can retell stories between festivals (Eid and Christmas)

LO: I can make connections between stories, symbols and beliefs with what happen in at least 2 festivals. (Eid and Christmas)

LO: I can ask some questions about what matters most to Christians and Muslims during Eid and Christmas

LO: I can identify similarities and differences in the way festivals are celebrated between religions.

LO: I can explore and suggest idea about what is worth celebrating and remembering in religious communities and in my own life.

Year Three

RE

Working Deeper

WD: I can discuss and present my own view about the role of festivals in Britain today.

WD: I can suggest why and how religious festivals are valuable to many people.

Year One

RE

Unit One – Autumn Term

Who is a Christian and Muslim and what do they believe? (Believing)

LO: I understand that Christians believe in God and follow examples of Jesus.

LO: I can recognise some Christian symbols and images.

LO: I can talk about some simple ideas about Christian beliefs about God and Jesus.

LO: I can retell a story that shows what Christians might think about God. (Words, drama or pictures)

LO: I understand that Muslims believe in one God and follow the example of prophet Muhammad

LO: I can explore how Muslims do not draw Allah or the Prophet but use Calligraphy to say what God is like.

LO: I understand some Muslim beliefs and make links to the 99 names of Allah.

LO: I can retell a story about the life of Prophet Muhammad

LO: I can recognise some objects used by Muslims and say why they are important.



Year Two

RE

Unit Two – Spring Term

How and why do we celebrate special and sacred times? (Christian, Muslim, Jewish)
(Expressing)

LO: I can identify a special time I celebrate and explain simply what celebration means.

LO: I can talk about ways in which Jesus was a special person who Christians believe | the son of God.

LO: I can explain how Christian holidays such as Easter, Harvest, and Christmas is celebrated and how it can vary in other religions.

LO: I can retell the Easter story and a story from another religion and say why these are important to their believers.

LO: I can ask questions that spark my curiosity amongst different religious festivals.

LO: I can give examples of what people give, do, sing, and remember during a religious festival.



Year Three

RE

Unit Two – Spring Term

Why are festivals important to religious communities? (Easter and Passover focus) (Expressing)

LO: I can recognise and identify some differences between religious festivals and types of celebrations.

LO: I can retell stories between festivals (Easter and Passover)

LO: I can make connections between stories, symbols and beliefs with what happen in at least 2 festivals. (Easter and Passover)

LO: I can ask some questions about what matters most to Christians and Jews during Easter and Passover.

LO: I can identify similarities and differences in the way festivals are celebrated between religions.

LO: I can explore and suggest idea about what is worth celebrating and remembering in religious communities and in my own life.



The Northway Curriculum



Year Four

RE

Unit Two – Summer Term

Why does it mean to be a Hindu in Britain today? (Living)



LO: I can identify and name examples of what Hindus have to do in their families and at Mandir to show their faith.

LO: I can ask good questions about what Hindus have to do to show their faith. (emerging)

LO: I can describe what Hindus do to show their faith through puja, aarti and bhajans.

LO: I can describe some ways Hindus express their faith and make connections with some Hindu beliefs or teachings about aims and duties in life.

LO: I can suggest at least 2 ways why being a Hindu in Britain today is a good thing and 2 ways it can be hard sometimes.

LO: I can discuss links between the actions of Hindus in helping others, and ways in which people of other faiths and beliefs, including myself, help others.

Year Three

RE

Unit Three – Summer Term

What does it mean to be a Christian in Britain today? (Living)



LO: I can identify and name examples of what Christians have to do in their families and at Church to show their faith.

LO: I can ask good questions about what Christians have to do to show their faith. (emerging)

LO: I can describe what Christians do to show their faith and make connections with some Christian beliefs and teachings.

LO: I can describe some ways Christians express their faith through hymns and modern worship songs. (Church Visit?)

LO: I can suggest at least 2 ways why being a Christian in Britain today is a good thing and 2 ways it can be hard sometimes.

LO: I can discuss links between the actions in helping others, and ways in which people of other faiths and beliefs, including myself, help others.

Year Three

RE

Working Deeper

WD: I can explain similarities and differences between different ways of worshipping at 2 different Christian Churches.

WD: I can present ideas about what it means to be a Christian in Britain today, making links to own experiences.