



Year Group	5	Term	Summer 1	Subject	R.E.	Topic	Christianity
						Key Question	Could the Lord's Prayer be universal?
Prior Learning and other Curriculum Links	<p>Year 1:</p> <ul style="list-style-type: none"> <li>recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians;</li> <li>recall the key features of the Gospel stories of Christmas and Easter;</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>say something about how Christians talk about a relationship with God;</li> <li>say something about how and why Christians try to help others;</li> <li>provide a good reason for the views they have and the connections they make.</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection;</li> <li>describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others;</li> </ul> <p>Year 4:</p>				Skills statements	<ul style="list-style-type: none"> <li><b>C Forms of expressing meaning:</b> I can use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people express their beliefs.</li> <li><b>D identity, diversity and belonging:</b> I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion or other belief system and explain what inspires and influences me.</li> </ul>	

	<ul style="list-style-type: none"> <li>describe a way in which some Christians work together locally;</li> <li>Describe the importance of the Bible for Christians and give examples of how it is used; e. provide good reasons for the views they have and the connections they make.</li> </ul>		
<b>Fundamentals</b>	<ul style="list-style-type: none"> <li>make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts;</li> <li>describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience;</li> <li>make links between some texts and symbols from religion and belief and guidance on how to live a good life;</li> <li>describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;</li> </ul>	<b>Key Facts/Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>- To understand that different religions have prayers and mantras that are similar to the Lord's Prayer.</li> <li>- To know the Jewish, Shema and the Islamic, Al-Fatiha.</li> <li>- To understand what the word universal means.</li> </ul>
<b>Our Curriculum Journey</b>	<p><b>Journey:</b> The children first started their learning by reading, discussion and dissecting the Lord's Prayer. We clarified vocabulary and discussed the meaning behind each line. After that, we talked about how other religions use prayer or mantras to demonstrate their faith. We then made a Venn-Diagram to compare these religions. Next, we thought about how we could apply these to our own lives, no matter our religious beliefs and wrote our own Pinner Wood promise. Finally, we debated whether the meaning behind the Lord's Prayer could be universal. We formed a 'conscience alley' and each provided a view point from one side of the argument.</p>		
<b>Key Vocabulary (revisited)</b>	Gospels John Luke Mark Matthew source word of mouth parables teachings sacrifice resurrection Cross/church/crucifix Holy trinity/floor plan of a church/buds of the cross/12 apostles/symbol	<b>Key Vocabulary (new)</b>	Prayer Liturgy Prayer book New testament Disciple Jesus Universal