**Year 5 R.E Curriculum – Summer Term 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Christians and how to live: ‘What would Jesus do?’** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Make sense of belief**  Identify features of Gospel texts (for example, teachings, parable, narrative)  • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts  **Understand the impact**:  • Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives  **Make connections:**  • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives  • Articulate their own responses to the issues studied, recognising different points of view. | | | **Keyword** | Definition | **Keyword** | Definition | Speaking and listening -  Discussion, drama, questioning and explaining. |
| Leprocy | An infection caused by slow-growing bacteria called Mycobacterium leprae. | Confession | Acknowledging guilt |
| Leper | A person suffering from leprosy. |  |  |
| Christian | People who believe in God and Jesus |  |  |
| Gospel | Good news |  |  |
|  |  |  |  |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| For Christians when Jesus left, what was the impact of the Pentecost? Year 4 | | | | | For Christians, what kind of king is Jesus? | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To understand the parable, the wise and foolish builders Mattew 7:24-27 | | * Know the message that Jesus was trying to send to his listeners. When a person builds his life on Jesus' words he is building a strong foundation. He will be strong inside. | | | | * Investigative skills | |
| 1. To understand the parable ‘the sermon on the mount’ Matthew 5-7 | | * Know what they think the sermon means. Jesus was showing this was the right way to live. | | | | * Investigative skills | |
| 1. To understand the parable A healing miracle. The centurion’s servant Luke 7:1-10 | | * To know the story and dramatize it. | | | | * Investigative and interpretive skills | |
| 1. To explore how Christians use Jesus’ words as their ‘foundations for living’ through prayer and justice. | | * Know the common components of a Christian prayer (praise, thanking, asking, confession) and the work of Christian Aid in trying to bring justice. | | | | * Interpretive skills | |
| 1. To explore how Christians use Jesus’ words as their ‘foundations for living’ through illness and healing and turning enemies into friends. | | * To know the work of leprocymission.org.uk and how this links to Jesus’ life and teachings. * Know about how Jesus talked about turning the other cheek and never using violence. | | | | * Investigative skills and interpretive skills. | |
|  | | | | | | | |
| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1, 2 and 3 | | | | | | |
| **Understand the impact** | * Lesson 4 and 5 | | | | | | |
| **Make connections** | * Lesson 4 and 5 | | | | | | |