

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	Unit 1: People of God (Understanding Christianity UKS2 Core Learning)	Unit 2: Incarnation (Understanding Christianity UKS2 Core Learning)	Unit 3:3.2 Religion, family and community: prayer in Islam and Christianity (Nottingham Agreed)	Unit 4: Salvation (Understanding Christianity UKS2 Core Learning)	Unit 5: Kingdom of God (Understanding Christianity UKS2 Core Learning)	Unit 6: Teachings, wisdom and authority: The Quran
Key Question	<i>Are the 10 commandments still relevant today?</i>	<i>If Jesus was the Messiah, does it really make a difference?</i>	<i>Is prayer really important?</i>	<i>Should Jesus' sacrifice 2000 years ago really matter to Christians now?</i>	<i>Does the world have anything to learn from the Kingdom of God?</i>	<i>Should still religious texts still impact people's lives today?</i>
Visit				Easter experience (St Michael's) 		Visit to Mosque (Karimia Institute Bobbersmill Nottingham: office@karimia.com 01158415806)
Intended Outcome/Evidence	Display: Link: https://x.com/Wilkinson31/status/1391716903102648320/photo/1  Use of KWL grid	RE Books: UC Incarnation Unit Resource sheet 3 or 4	RE Books: Lord's Prayer and Islamic Daily prayer- pupils record their responses e.g. What does each line mean in Lord's Prayer? Pupils write own prayers/make own prayer beads (used in both Islam and Christianity)  https://outuponthewaters.com/the-lords-prayer-bracelet-or-keychain-craft-for-kids/	Reflection Diaries: response to prayer encounters at St, Michaels RE Books: UC Salvation Unit Resource Sheet 2	(over the term with Y6) Courageous Advocacy: Christian Aid resources https://www.christianaid.org.uk/get-involved/schools/courageous-advocacy	
					Floor/Project book: Courageous Advocacy	Reflection Diaries: response to visit to Mosque Pupils demonstrate knowledge through making 5 pillars model. 
Progression	Pupils will know: <ul style="list-style-type: none"> That Old Testament piece together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt 	Pupils will learn: <ul style="list-style-type: none"> Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a 	Religious content will include: <ul style="list-style-type: none"> The 5 daily Islamic prayers, and prayer at the Mosque The Lord's Prayer and prayer at a Church 	Pupils will learn: <ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship 	Pupils will: <ul style="list-style-type: none"> Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, 	Religious content will include: <ul style="list-style-type: none"> Carefully selected texts from the scriptures of the religions selected for study and contemporary examples of

	<ul style="list-style-type: none"> • Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. 	<p>longer plan by God to restore the relationship between humans and God.</p> <ul style="list-style-type: none"> • The Old Testament talks about a 'rescuer' or 'anointed one'- a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation). 	<ul style="list-style-type: none"> • How these prayers show beliefs about Allah/God • Prayer in the different religions 	<p>with God.</p> <ul style="list-style-type: none"> • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die. 	<ul style="list-style-type: none"> • teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. 	<p>members of the faith communities seeking to live out these texts and their values.</p> <p>(These will be chosen by class teacher to support the lessons taught about God, the world and different aspects of human life. These are up to teachers to decide.) e.g. the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening).</p>
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