



Medium Term Unit Planning

Topic Name: - R.E (Why does Easter matter to Christians?)

Learning outcome:

The children will learn about the stories of Holy Week including the entry into Jerusalem, betrayal and arrest, Jesus dying on the cross and the empty tomb. They will look at the emotions of Jesus' followers and the change from Good Friday to Easter Sunday. They will also explore how Christians believe in resurrection and the link to the egg. They will learn how churches celebrate the different parts of Holy Week (Palm Sunday, Good Friday etc).

Hook:

Watch Easter story

Topic Showcase:

Speak to EYFS about what Easter means and show the different stages of the Easter story.
Easter Parade

Oracy:

Acting out story.
Comparing Mark and Luke's Gospels.

Key Vocabulary:

Palm Sunday, Holy Week, Good Friday, Betrayal, Easter Sunday, Easter, Tomb, Cross, Jesus, Resurrection,

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

The Holy Bible
The Praise Bible
Nick Butterworth's Bible Stories

Citizenship/Community Opportunities:

Easter Parade



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Experiences/Visits/Visitors

Visit different churches around Easter time to see the decorations.

Main Subjects covered: RE

RE threshold concepts:

Understand beliefs and teachings

This concept involves understanding the key teachings of various religions

Understand practices and lifestyles

This concept involves understanding the day to day lives and practices of various religions.

Understand how beliefs are conveyed

This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

Reflect

This concept involves an appreciation of how religion plays an important role in the lives of some people.

Understand values

This concept involves an appreciation of how many people place values as an important aspect of their lives.

Notes:

| Lesson title and learning Intention | Threshold concepts (success criteria) | Milestones (success criteria) | Lesson structure/differentiation |
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| 1. What is Holy Week? | Understand beliefs and teachings This concept involves understanding the key teachings of various religions. | I can describe some of the main festivals or celebrations of a religion. | Introduce the story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the |



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| | | | events of the Nativity, even though pupils have only celebrated Christmas a few weeks ago.) |
| 2. Retelling the Easter Story. | <p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p> | <p>I can describe some of the main festivals or celebrations of a religion.</p> | <p>Set up an Easter labyrinth or outdoor trail for pupils, including 1) The entry into Jerusalem e.g. John 12:12–15; 2) Jesus' betrayal and arrest at the Mount of Olives e.g. Luke 22:47–53; 3) Jesus dies on the cross e.g. Luke 23:26–56; 4) The empty tomb e.g. Luke 24:1–12; 5) Jesus' appearance to Mary Magdalene and the disciples: John 20:11–23. At each stop on the labyrinth, pupils should hear part of the story and have a chance to discuss and reflect on it, expressing their thoughts, feelings and questions. Make the labyrinth as sensory as possible: for example, have palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell for the crucifixion. Use a variety of active strategies to get pupils to become familiar with the story (e.g. simple role play, freeze-framing, simple diary entries for different characters, story-boarding, putting</p> |



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| | | | images in chronological order, retelling events to each other). |
| 3. What emotions did the disciples feel during Holy Week? | <p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions</p> <p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p> | I can recognise, name and describe some religious artefacts, places and practices. | Talk about the emotions of Jesus' followers during the week. Match the emotions to different characters at different times (e.g. being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad) to Sunday (puzzled and overjoyed). |
| 4. I can connect the ideas of Easter. | <p>Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.</p> | <p>I can identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>I can relate emotions to some of the experiences of religious figures studied.</p> | Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of 'salvation' – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a |



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| | | | place without pain or suffering – a place of joy. |
| 5. Look at different churches and see how they celebrate Holy Week. | <p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p> | I can describe some of the teachings of a religion. | Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating crosses in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations. |
| 6. Jesus brings 'Good News.' | <p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p> | I can describe some of the teachings of a religion. | Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous |



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| | | | music accompanying. Ask them to talk about what it might feel like when something good happens after something sad. |
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