



All Saints CE Primary School and Nursery Medium Term Planning



Class teacher: Faye Cooke Year group: 3 Term: Autumn 2 Cycle 2

Subject: RE Understanding Christianity - Gospel - What kind of world did Jesus want? **British Values**

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary & examples
1	Know that a Gospel means good news and tell the story of the life & teachings of Jesus.	<p>*** Do the 'You might like to start with' activity.***</p> <p>Pupils quickly sketch their three favourite possessions. Underneath, list in order the things they tend to do on a regular weekday. Share the start of the story of the calling of the first disciples (Matthew 4:18-19). Pupils pick out what Jesus asks Peter and Andrew to do. Explain that by following Jesus, Peter and Andrew would be giving up a lot. Remind pupils of their sketches and lists - how would they feel if asked to give up so much? Pupils imagine giving up so much by symbolically getting rid of their possessions and daily routines (for example, rubbing sketches and lists out/giving them to the teacher/screwing the paper up). Pupils take on role of Peter or Andrew and decide what they might have thought on hearing Jesus' words - write thoughts on fish shapes/thought bubbles. The word 'gospel' means good news. They must have thought that Jesus was good news. In the work that follows, get pupils to look out for anything that might have seemed like good news to the disciples then and to Christians now about what Jesus said and did.</p>	<p>Gospel, Don't judge a book by its cover Disciples Christians</p> <p>*** Do the 'You might like to start with' activity.***</p> <p>Possibly leave this until the beginning of lesson 3</p>

2	<p>I can make links between the calling of the first disciples and how Christian's today try to follow Jesus and be 'fishers of people'</p>	<p>Finish the story (Matthew 4:20-22). What did James and John leave behind? Although they have given some things up, what special new job have the disciples gained once they follow Jesus? Ask pupils to think what Jesus might have meant by 'fisher of people'. Together, create images of what a 'fisher of people' might do. Tell pupils that this is part of a 'Gospel', which means 'good news', and tells the story of the life and teaching of Jesus. It's a kind of biography, and the writers made choices about what to include — they don't tell everything he ever said and did. Ask pupils why they think Matthew included this story in his Gospel. Why not just give a list of qualities Jesus was looking for in a disciple — entry qualifications? Explain that following Jesus and being fishers of people are actions that Jesus wanted people to do, which is why many Christians today still try to do them. Possible write activity 'New Disciple Wanted, apply now' sort of advert. What would it ask for?</p>	<p>'fishers of people' Biography, Qualities</p>
3	<p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Tolerance</p>	<p>Discuss why we don't come to school when ill — we need to get better, we don't want to infect others. Would they want to be near, or touch, someone who was infectious? Look at the Leprosy Mission website (www.leprosymission.org.uk/) and give a</p>	<p>Leper Leprosy Heal Biblical times viewed</p>

quick rundown of what leprosy is, explaining how lepers were viewed in biblical times. Read the story of Jesus healing a leper (Mark 1:40-44). Ask pupils to show amazement on their faces every single time Jesus says or does something shocking. Hold 'community of enquiry'-style discussion in response to 'Why did Jesus touch and heal the leper?' Ensure discussion touches on the importance of showing love to all.

Relate back to the opening pet-food activity – Jesus taught his followers not to judge people by what they looked like or what others thought of them. Everyone, even outcasts and needy people, were important to him. Remind pupils of learning in KS1's Gospel unit where Jesus even called the hated tax collector to be a disciple. To link with the next section, in the light of what they have read and learned so far, reflect on the unit key question: 'What kind of world did Jesus want?'

<p>4</p>	<p>Give examples of how Christians show love to all, including how clergy follow Jesus' teaching.</p> <p>Tolerance & Respect</p>	<p>Explore how far Christians are making the kind of world that Jesus wanted. Look at some signs from a church noticeboard or website showing what is happening in the community. List a range of these activities Which are the most important and why? There will obviously be lots of answers, as toddler groups are very important for young families, shelters very important for the homeless. Get pupils to offer reasons to say which are more important: worship services or caring for the elderly; celebrating a wedding, a baptism or a funeral; reading the Bible or giving to charity.</p> <p>Using the list of activities, ask which ones a church leader (in any Christian church) might be involved in; for example, leading worship services, visiting ill people, meeting parents of a baby being christened, arranging a special harvest service, preaching, talking to people about Jesus, helping with the community's fundraising and so on. Ask pupils to imagine a day (or a week) in the life of a church minister; use blank daily timetables. As a class, fill the first in with activities a church leader might be doing today and the second with activities she/he might do on a Sunday.</p> <p>If possible, invite a church leader in — look at and talk about a regular day in their diary, discuss differences on a Sunday. Why did they want to become a minister? What do pupils think the role of a church leader actually is?</p>	
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5	Give examples of how Christians show love to all, including how clergy follow Jesus' teaching.	Explain that some church leaders feel they need to go beyond these daily routines in order to show love towards, and look after, people that others do not seem to be taking care of. Take one example from the news (for example, Keith Hebden fasting or John Sentamu cutting up his dog collar – see	
		Resources). Put ten or so clues around the classroom: for example, pictures, quotes and facts about the situation. Pupils take on role of effective detectives to find out what happened in the situation and why the vicar acted in the way that she/ he did. In the class debrief after this activity, ask pupils to see if they can make a link with one of the stories of Jesus they have studied in this unit and at other times.	

6	<p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Ask pupils to describe what kind of world they would like to see. They might work in pairs or small groups with a picture of a globe — in half of it they write the way the world is, and in the other, the way they would like it to be. They should explain why they want the world like this, and collect some ideas as to actions people would need to take to make the world like this. What actions are they willing to take to bring this kind of world about? Jesus' message is one of love (love from God inspiring love for God and for others). How important is love in the pupils' ideas about a better world and the steps to get there? Ask pupils to describe what sort of world they think Jesus wanted: a world where all members of society are loved, a world where people follow Jesus and his example, and a world where followers spread the word so that others who want to follow Jesus are all included. Compare similarities and differences with their answers to the first task. Ask them to weigh up how far they think acting like Jesus would bring about a better world.</p>	
7	<p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Give pupils some images showing the world in a state that Jesus would not have wanted: for example, a homeless person with others just passing by, bullying somebody; not forgiving a person who is truly sorry and so on. Put the image in the centre textbox of three boxes</p>	

		<p>on a page, making a triptych. In the left-hand side box, pupils add to, amend and alter the image by sketching to show what a Christian who lives as Jesus would want them to do in each situation. In the right-hand box, get pupils to draw what they themselves might choose to do in that situation, if they were trying to be really good and kind — it does not have to be the same as the Christian! Ensure that some writing goes with each image to explain how and why it has been changed, and describe what the Christian person might be saying.</p>	
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