

Year 5

Autumn term 1

How do I and others feel about life and the universe around us?

<p>CHRISTIANITY</p>	<p>Respond sensitively to Christian ideas about God as creator Recognise and ask questions about the wonder of the natural world and what makes living things including themselves special Begin to recognise key Christian teachings arising from creation stories eg. equality, responsibility for each other & the environment Identify some questions that are difficult to answer eg. - Does God exist? - Why do bad things happen to good people? Understand the role of the story and metaphor in exploring difficult questions Think of questions beginning with 'Why'? which are difficult to answer and talk about some of their own experiences and responses Read some stories which address some of these questions and talk about how they feel Identify some ultimate questions: -What happens when we die? - What is the purpose of life? Suggest answers to some difficult questions about life and the universe</p>
<p>Suggested activities</p>	<p>Look at photographs showing examples of natural beauty Go on nature trail Watch a video of the Genesis creation stories and create drama or artwork based on it Invite a parent to bring their new baby to meet the class and to talk about 'the miracle of birth'. Explore a sense of self through writing at least 10 sentences starting 'I am ...' Find out what answers Christians might give to some of these questions and make posters with words and pictures to convey a Christian view of life and the Universe Think of questions beginning with Why? which are difficult to answer and talk about some of their own responses and experiences</p>
<p>Cross curricular links</p>	<p>Literacy PSHE Science</p>
<p>Skills and attitudes</p>	<p>Interpretation Reflection</p>

Autumn term 2

CHRISTMAS coverage

Learn: About how the symbols of the gifts relate to the beliefs about Jesus.

Learn: How Jesus as a baby was under threat.

Learn: What happened after the Wise Men visited Jesus?

Learn: about other stories which are told at Christmas and how they relate to Christian belief.

Learn: To distinguish between Christian and secular practices.

EPIPHANY

Reflect: Upon the feelings of people in the story.

Reflect: Upon whether non-Christians should celebrate Christmas.

Spring term 1

HINDUISM

Recognise the Hindu belief in **Karma** and ask questions about good and bad actions
Begin to recognise the Hindu belief in reincarnation and the cycle of life
Demonstrate an awareness of some key Hindu beliefs
-Karma
-Dharma
Describe the impact these beliefs might have on society
Find out about Hindu beliefs concerning **Brahmins** and **Trimurti**
Learn about a Hindu deity

Suggested activities

Discuss scenarios of good deeds and bad deeds
Design posters which convey Hindu beliefs about the cycle of life, death and rebirth
Watch a video about some stories from the **Mahabharata** and discuss the key themes
-triumph of good over evil
-qualities of a good leader
-respect for women
Create collages or frieze frames depicting some 'turning points' in the story and why they are significant
Write a job description for each of the **Trimurti** or illustrate how Hindus represent God
ICT- research on their chosen Hindu deity and create a power point to share with class

Cross curricular links

Literacy- drama PSHE Art

Skills and attitudes

Application Enquiry

Spring term 2

<p style="text-align: center; background-color: #FFC0CB; margin: 0;">EASTER coverage</p> <p>Learn: what happened to Jesus across Holy Week.</p> <p>Learn: what happened to Jesus during the last 24 hours of his life?</p>	<p style="text-align: center; background-color: #ADD8E6; margin: 0;">Holy Week</p> <p>Reflect: Upon the themes associated with Easter.</p> <p>Reflect: give a personal response to the Easter story.</p>
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Summer term 1

ISLAM	<p>Identify the role of a Muslim in protecting creation</p> <p>Identify some questions that are difficult to answer eg.</p> <ul style="list-style-type: none"> - Does God exist? - Why do bad things happen to good people? <p>Understand the role of the story and metaphor in exploring difficult questions</p> <p>Identify some questions that are difficult to answer eg.</p> <ul style="list-style-type: none"> - What happens when we die? - What is the purpose of life? <p>Develop their own thinking about what makes these questions above, hard to handle but interesting</p> <p>Notice that religions can offer answers to questions that we find puzzling</p>
Suggested activities	<p>Read stories of the ways Prophet Muhammad cared for living things and honoured animals</p> <p>Talk about how we can care for or harm the natural world. Children to make a list of actions that will lead to care or harm and talk about which ones they do.</p> <p>Think of questions beginning with 'Why'? which are difficult to answer and talk about some of their own experiences and responses</p> <p>Read some stories which address some of these questions and talk about how they feel</p> <p>Make links between these questions and some Muslim beliefs that offer a response</p> <p>Suggest answers to some of these questions based on their own experiences and beliefs</p> <p>Hold a class debate about what happens when we die</p>
Cross curricular links	Literacy PSHE ICT
Skills and attitudes	Analysis Interpretation
Summer term 2	
JUDAISM	Identify difficult questions that might arise from some Jewish stories

	<p>Respond sensitively to difficult questions relating to their own experiences and those eg. death of a pet</p> <p>Retell a Jewish story which raises puzzling questions</p> <p>Think of questions which puzzles me about something I have experienced</p> <p>Identify and discuss some difficult issues relating to the Jewish faith during the Second World War</p> <p>Retell a Jewish story which raises puzzling questions</p> <p>Think of questions which puzzles me about something I have experienced</p> <p>Relate lessons from sacred stories with modern contexts</p>
Suggested activities	<p>Watch a video or hear some Jewish stories that raise puzzling questions. Use 'Godly play' to further their understanding</p> <p>Hear secular stories which deal with sensitive issues they might have experienced eg The Goodbye boat and Badger's parting gift (deals with bereavement)</p> <p>Talk about the questions they may have and think about the positive messages these stories have</p> <p>Write a creation story in their own words</p> <p>Make Purim lights</p> <p>Suggest meanings that might be found in Tehakh stories which raise difficult questions eg Two stories of creation</p> <p>Ask questions about experiences of their own which are difficult and puzzling:</p> <p>-why are there always wars? --why do people claim the same land?</p> <p>Using the internet collect stories from different communities in and around Israel/Palestine</p> <p>Read experiences of the Shoah</p> <p>Using newspaper or a news website, make a portfolio of stories from one conflict or all of the conflicts reported in a certain week</p>
Cross curricular links	Literacy PSHE History
Skills and attitudes	