

TERM: Autumn 1		YEAR GROUP: 3		SUBJECT: RE	
WEEK 1 DATE: 02.09	WEEK 2 DATE: 09.09	WEEK 3 DATE: 16.09	WEEK 4 DATE: 23.09	WEEK 5 DATE: 30.09	WEEK 6 DATE: 07.10
<p>LO; To show respect when talking about big ideas.</p> <p>Success Criteria; I can listen to the ideas of others. I can explain why I think something is true or not. I can discuss believing or not believing things that have no proof.</p> <p>Main Event; Could use gestures to represent whether they agree or disagree with the statements, for example, raise their hand or give a thumbs-up for “yes” and lower their hand or give a thumbs-down for “no”; could use a recording device to record any questions they have (see Wrapping up).</p> <p>Support; Could use gestures to represent whether they agree or disagree with the statements, for example, raise their hand or give a thumbs-up for “yes” and lower their hand or give a thumbs-down for “no”; could use a recording device to record any questions they have (see Wrapping up).</p> <p>Challenge; Could come up with their own statements to discuss, ensuring that some have proof and others do not; could explain how some of the statements might only be true sometimes.</p>	<p>LO; To understand what creation means in relation to the natural world.</p> <p>Success Criteria; I can identify things which are made by humans and natural. I can use adjectives to describe a creator. I can explain my ideas through talking or writing. I can talk about where my ideas come from.</p> <p>Main Event; To celebrate something they have made.</p> <p>Support; Could draw a picture of something they have created in school that they can look at as a reminder; could use a recording device to record how they felt about their creation.</p> <p>Challenge; Could demonstrate empathy by drawing something they have seen which was created by someone else; could record how they think that person might have felt about their creation.</p>	<p>LO; To know that some people believe God created the world as described in Genesis.</p> <p>Success Criteria; I can retell a creation story in my own words. I can say what a creation story shows about what a creator is like. I can say what some Jewish and Christian people believe about creation.</p> <p>Main Event; To retell the creation story. (Christianity)</p> <p>Support; Could draw pictures on a whiteboard when the story is being told to refer to when completing the Activity: Number outlines for numbers 1–7; could refer to the Presentation: Jewish and Christian creation story to help them remember what was created on each day.</p> <p>Challenge; Could write words or phrases with each number outline to use when retelling the story; should explain what the story shows many Christian and Jewish people believe about God as a creator.</p>	<p>LO; To recognise that there are different creation stories to explain how the world began.</p> <p>Success Criteria; I can correctly order the key events of a Hindu creation story. I can say how the story is similar to other creation stories. I can say how the story is different from other creation stories.</p> <p>Main Event; To retell the creation story. (Hinduism)</p> <p>Support; Could draw pictures on a whiteboard when the story is being told to refer to when completing the Activity: A Hindu creation story; could use the Presentation: A Hindu creation story or the link: A Hindu creation story to recap the story as they work.</p> <p>Challenge; Could retell the story using writing or voice recording on a device; should explain the similarities and differences between the Hindu creation story and the Jewish and Christian creation story.</p>	<p>LO; To express ideas about what a creator might be like.</p> <p>Success Criteria; I can explain that stories help some believers to understand what God might be like. I can say what a story might show about God. I can use adjectives to describe a creator.</p> <p>Main Event; To identify features of a creator.</p> <p>Support; Could re-visit the Presentation: A Hindu creation story from Lesson 3 before the Recap and recall; could be provided with a selection of the words from the Activity: Word list, pre-cut, to choose from.</p> <p>Challenge; Could complete the activity without using the word list and explain their choices to the class; could add three of their own words; could rank the words they choose from most to least important.</p>	<p>LO; To explore and express ideas about creation.</p> <p>Success Criteria; I can use art to show how I think the world began. I can explain my ideas through talking or writing. I can discuss where my ideas come from.</p> <p>Main Event; To create a piece of art to show how the world began.</p> <p>Support; Could use the Knowledge organiser during the Recap and recall; could be prompted to consider what has been created naturally, who or what makes natural things and where natural things come from.</p> <p>Challenge; Should explain and justify their artwork ideas (either verbally, written or scribed by an adult); could discuss why the artwork created by the class will be varied; could compare their artwork to another piece which shows a different idea about the creation of the world.</p>

