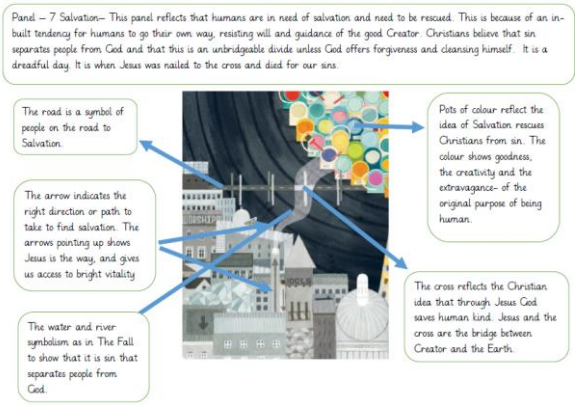
ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: R.E. UNIT: Salvation CONCEPT: Achievement YEAR:3

BIG QUESTION	Why do Christians call the day that Jesus died 'Good Friday'?	
END OF UNIT OUTCOME	I wonder question answering the big question	
NC OBJECTIVES	• Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	- Knowledge about what happened to Jesus at Easter - Order of the big story (creation and Fall, Incarnation, Gospel and Salvation)	
RICH TASKS	Annotate key question to identify prior knowledge. Look at the Big Story and ensure children understand the order – link this to the concept card on R.E. board. Focus on Salvation panel and introduce the concept Salvation — together with a picture of a cross. What does this concept mean? (Remind pupils of the work in Year 2 on Holy Week.)	The big story and concept cards Copy of Frieze panel

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	Look at Salvation part of the Frieze - can we see: • A bridge • A cross • The word 'idols' • The word 'promise' • A temple • Black and white • Colour Who is represented by the paint pots? What do you think the bridge represents? How might the things we can see in the big frieze represent Salvation? Annotate copies of the frieze panel for books. Example 	
2	The events of Holy Week	
RICH TASKS	Watch video to recap the events of Holy Week Often a symbol works as a reminder of part of the story. Look at some symbols that are linked to Easter (flowers, hot cross buns, Easter egg, the chicken born from the egg). What does each one stand for, or link to? Which reminders do these symbols provide of the stories of Jesus at Easter? What do they mean for Christians? Gather ideas on a flipchart next to each symbol – print out for R.E. books Show pupils three crosses: a palm cross, a crucifix and a plain cross .	https://www.youtube.com/watch?v=Wnbo2AmS3OI – Holy week events images of flowers, hot cross buns, Easter eggs and chicks from an egg images of three cross: a palm cross, a crucifix and a plain cross Gospel extracts: • Matthew 21:7–11 • Luke 23:13–25, 32–48 • Luke 24:1–12

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	Using extracts from the Gospels below, retell the story of Holy Week. • Matthew 21:7–11 • Luke 23:13–25, 32–48 • Luke 24:1–12 After each retelling of the story, stop and discuss - What Mary might think about this? - How did the disciples feel? - What do people think about her son at this part of the story? - Which cross matches to this part of the story? Why does it match? Ask the pupils to write a simple diary piece for Mary for the entry into Jerusalem, Good Friday and Easter Sunday. Each piece must include: - a picture of the appropriate cross and a reason why Mary has included that cross - what has happened on that day - how she feels - what she thinks the day might mean.	Writing prompts for the diary entries
3	triptych of Easter For Christians these three parts of the story are about joy, sadness or despair, and hope	
RICH TASKS	Ask pupils to explain what Christians believe about these three days. Talk about how Christians should live their lives in the light of these beliefs. What can they be hopeful about? In pairs pupils to create a triptych with the central frame showing hope, the left frame showing joy (Palm Sunday) and the right frame showing sadness (Good Friday).	Images of triptychs Template of triptychs
4	Make links to their own lives	
RICH TASKS	Ask pupils to think of a time in their life when they felt joy, another time when they felt sadness and another when they were full of hope. Share these with a partner. - What made them feel like this? - How long did these times last? - Did they do anything because of these feelings?	Clips from inside out

	link this with the film 'Inside Out', which explores emotions vividly.	
5	**Revision of key knowledge** **Why do Christians call the day that Jesus died 'Good Friday'?** Discuss - what we have learned about Holy Week - what happened? - What symbols are associated with it? - How did different people feel about it? - Why is it important to Christians today? - How do they celebrate Easter? Make class notes. Pupils to use these ideas to answer the I wonder question Provide prompts as needed	
END OF UNIT OUTCOME	I wonder question answering big question	