ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

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

BIG QUESTION	What is it like to follow God?	
END OF UNIT OUTCOME	I wonder question answering the big question	
NC OBJECTIVES	• Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world.	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	- the idea of there being different books in the Bible — it is a collection of books - the stories in the Old Testament happened many years before Jesus was born. They often focus on the friendship between the main characters and God. - The New Testament introduces Jesus and his followers.	
RICH TASKS	Annotate key question to identify prior knowledge. Look at the 'big story'. Focus on the People of God panel. Can they spot….? • David and Goliath? • David dancing in front of the Ark of the Covenant (a large gold box) • David spying on Bathsheba with a 'telescope'? • Jonah sitting under a tree? • Elijah facing the priests of Baal? • A sacrificial lamb? • The word "sin" looming large among the People of God? • Some of the many occupying armies who ruled the land of Israel and Judah?	The big story Copy of Frieze panel

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	• The Ten Commandments on tablets of stone near the mountain Moses climbed? Annotate copies of the frieze panel for books.	
2	Introducing Noah - Story of Noah from Genesis 6:5–9:17	Story of Noah from Genesis 6:5–9:17 Outline of Noah
RICH TASKS	Present pupils with a situation: their mum/dad/guardian has told them to help build a yacht. The adult has instructions showing how to do this. The pupils must leave school and begin building immediately because their family needs to sail away on the yacht as soon as construction is finished, and will never return to their normal lives. Discuss: - Are pupils happy to go and build the yacht? - Would they like to sail away? - What would they miss from their normal lives? - Do they think this seems a sensible plan? Tell the story of Noah from Genesis 6:5–9:17. Discuss: - Favourite parts - Least favourite parts - Puzzling questions - Surprises - Feelings about characters and events. Make a list of questions you have for Noah? Make a class list on board and put in books. Using an outline of Noah, pupils to list: - inside the qualities Noah had that made God choose him - outside the actions Noah carries out in obedience to God's commands	
3	- God's covenant with Noah - that God gave Adam and Eve jobs to do in the creation story	Writing prompts for written answer to What was God's covenant with Noah? Rainbow templates
RICH TASKS	Look at and discuss how God gives humans rules after the flood subsides. Both the creation and Noah stories show that people have responsibilities given by God	

	- part of being the People of God is trying to live by God's commands. Discuss the definition of a 'pact' and talk about if they have ever made one. Explain that when God gives rules in the Noah story (Chapter 9), he makes a covenant — a pact. God is not just giving humans rules to obey, but he also has a promise to keep. Get pupils to answer the question: 'What was God's covenant with Noah?' written paragraph in books (provide writing prompts) Hold a circle time discussion. Pupils finish sentence starter: 'What I would like to say about God in the story is…', Ensure that pupils are reminded that the story says God sent the flood to bring good into the world and wipe out evil, and that after the flood he promises to stick with people — even though people often mess up; God keeps on forgiving. Talk about this as a reason why Christian and Jewish people still read and remember this narrative. Pupils to write words they can think of to describe God inside the rainbow (using the Noah story and the covenant with Noah as inspiration)	
4	What symbols are used at a wedding?	Wedding clip https://www.bbc.co.uk/news/av/uk-13237441 wedding vows pictures and words to match that represent symbols for a wedding
RICH TASKS	Create a class list about covenants that we make. Discuss: - What things should we stop and not stop to make the world a better place? (Make lists on the board.) Think about where promises are made e.g. Brownies, coronation, baptisms, weddings. Watch a wedding clip. Look at the promises made at a wedding (and some red herrings too). - Highlight the key words. Wedding vows are like a covenant because both parties make promises. Discuss: How might making promises to each other and to God help a couple in their married life?	

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	Discuss the symbol that God used to promise that he would not flood the earth again. (rainbow) Using the pictures and the words, match up the symbols for a wedding and explain why they are used	
5	**Revision of key knowledge** **What is it like to follow God?** How does a Vicar follow God? Think about what they do. Discuss the I wonder question and mind map ideas together: • Trusting God • Obeying God, • Believing that God promises to stay with them • To forgive • To believe that God will be with them always. 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	