| **Lesson Plan 2021/22** |
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| **Date:xx** | **Class:** Year 3 | **Subject/Strand:** RE | **Topic:** Sacrifice and lent  | **Time:** 1-2pm |
| **Prior knowledge:**Children have explored the story of Easter (AT1) and re-enacted it, so they are familiar of the Christian message of sacrifice and lent was introduced  |
| **Outcomes: AT2**Children will be able to reflect on what is important to them and how it feels to sacrifice for someone else. They will be able to articulate why Easter is such as significant celebration for Christians and the purpose of lent **Assessment:** children will be able to articulate what they have created and explain how they feel about sacrificing something for someone else. Extension - compare to Jesus sacrificing for Christians  |
| **Learning objectives:**1. *Substantive Knowledge*: to understand that lent is about reflecting on Jesus’ sacrifice for Christians2. *Disciplinary Knowledge*: Easter is more theologically significant than Christmas  |
| **Key vocabulary:**Lent, sacrifice, easter, give, reflect, Christmas | **Resources:**Toy story3 film clip (last scene) Plasticine  |
| **Predicted misconceptions:**That Christmas is more important than EasterThat lent is about giving up chocolate and a build up to Easter Sunday | **Risk assessment:**Allergic to plasticine May disclose information that may be a safeguarding issue hence follow school procedures |

| **SEQUENCE OF TEACHING & LEARNING** |
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| **Timing:***consider pace of lesson.* | **Role of the teacher & support staff:***e.g. key questions, retrieval of prior learning, modelling and explanations, checking understanding, consider cognitive overload, effective use of additional adults, behaviour for learning.* | **Children’s steps in learning:***what will the children be doing? Learn, practise and apply component steps.* | **Adaptive teaching:***consider adaptive strategies to support all pupils (including stretch and challenge & SEND), consider resources.* | **Checking what children know, understand and can do:***Key questions inc. hinge and retrieval/recall, assessment of outcomes.* |
| 10 mins | * Remind them of what they did last lesson about Easter. Direct them to share in 3s what they remember about the story and the word sacrifice.
* Feedback what they discussed
 | * (Pair, share activity) Children discuss with friend what they know about the Easter story and feedback
 | TA to support certain children Children grouped in mixed language and capability threes/twos | Recall their understanding of Easter and lent from previous lesson in feedback Direct questions to certain children to check specific knowledge  |
| 15 mins | * Explain we are going to explore how it feels to sacrifice and give up something that we are attached to.
* Watch Toy story clip asking them to reflect on how Andy feels about giving away toys but specifically, giving away woody.
* Direct to share ideas with a friend and focus on what they observed
* Feedback what they observed
* Direct to discuss empathy and what they would feel if they were giving some thing they loved away
* Share with the class
 | * Children watch clip and focus on feelings
* Pair/share what they observed with a friend
* Share with the class
* They then share how they would feel if they were to give something away to someone with a friend
* Share with the class
 | TA to support certain children Children grouped in mixed language and capability threes/twos(ideally friendship groups so that they can feel ok about discussing feelings)  | Are children able to reflect and articulate emotions?Are they empathetic? |
| 20 mins | Activity now is to sit and reflect - Ask them to close eyes, or look away and not have eye contact and then reflect on 1. who is important to them? Be still for approx. 1 min
2. What does this person do that shows they love them – be still for approx. 1 min
3. What would they like to do to help the ple who are important to them – be still for approx. 1 min
4. What could they do, sacrifice, give to show these people you love them and that they are important to you – be still for approx. 1 min
5. Give plasticine to each table – different colours – they create what they would give to someone else (sacrifice) and then write on a post it what it is, why they would sacrifice this and who it is for
 | * Sit with eyes closed and reflect on the 4 questions the teacher says
* Make a model of what I would sacrifice for someone (Chn decide who that someone is) out of plasticine and then write on a post it what it is and who it is for

It can be abstract – it does not have to be a physical thing ie time | TA and teacher to ask chn who are struggling key questions to help them focus Eg – who is important What could you give themWhat would make them happy If any find sacrifice as a concept too challenging focus on giving something 5 mins through task show your example – one that you made earlier – as a stimulus for those who are still struggling for an idea or finding it difficultScribe for children who find the post it task problematic  | Children can produce a piece of art that represents what they would sacrifice and articulate who it is for |
| 10 mins | * At the end of the session show a few examples that demonstrate sacrifice and justify who it is for and why
* Then ask how this links to lent – direct question to a certain child that you know can address this
* Show the bbc video (1.43 mins) and ask them to note one thing that made them think or was of interest to them personally

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z77jf4j>share their thing of interest with a friend – teacher listens and then asks specific children to share with the class.  End by noting that next time we will have two visitors explaining how they undertake lent – they both do it differently  | * Share and articulate their model
* Watch video and choose one thing of interest and share with friend
* Listen
 | Teacher choose specific children to answer rather than volunteer  | Are the children able to make connections between lent, sacrifice and the easter story  |

| **EVALUATION** |
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| **Evaluation of pupils’ learning:****Next steps:***e.g. how to address misconceptions, providing increased challenge or support, use of different resources or modelling techniques.* |
| **Evaluation of teaching:****Next steps:***e.g. subject knowledge, teaching strategies, behaviour management.* |