

Unit planner: Why do we celebrate Religious Festivals? Yr 4 2 weeks

Lead Subjects: RE, Literacy		Starter: WOW day. Each teacher to hold a different event linked to festivals. Outcome: Christmas Performance and party	
<p><u>Writing</u> Pupils should be taught to: Plan writing by discussing writing that is similar then recording ideas. Draft and write by composing and writing orally. Draft and write by selecting the appropriate grammar and vocabulary including that within English Appendix 2 Draft and write non-narrative material using simple organisational devices - sub-headings and headings. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit work using Purple Polishing Pens. Proof read for spelling and punctuation errors. Confidently read own writing out loud to a group or the whole class.</p> <p><u>RE</u> See SACRE document</p> <p><u>ICT</u> Pupils should be taught to: Use technology responsibly and understand that communication online may be seen by others. Understand where to go for help and support when they have concerns about content or contact on the internet.</p> <p><u>Music</u> Pupils should be taught to: Sing as part of an ensemble with confidence and precision Play and perform in solo or ensemble contexts with increasing confidence</p>		Objective: What are the deeper meanings of the festivals? (RE unit 3)	
		<ul style="list-style-type: none"> Following on from the WOW festival day children research and find out more information on the 6 festivals and create a non-chronological report/fact file in their book. Understand the Christmas story and retell it. Music - Learn songs for the Christmas performance 	<ul style="list-style-type: none"> Use pictures from the event and reflect on what they have learnt. Use the multicultural feet, hands, faces to represent someone from around the world.
		Objective: Religious Signs and Symbols (RE unit 4)	
		<ul style="list-style-type: none"> Learn about religious groups in the community and which signs and symbols are important to them. Look at why people have different symbols (including non-visual symbols) 	<ul style="list-style-type: none"> Create a short piece of work about own ideas and beliefs (link to symbols they think are important)
		Objective: Where will you buy your Christmas dinner?	
		<ul style="list-style-type: none"> Look at advertising - television, radio, paper Compare the 3 types to find which is the most effective Understanding 'branding' 	<ul style="list-style-type: none"> Watch and rate the Christmas adverts of the past years - what is their purpose? How do they make you feel? Write a short story based on one of the adverts - bare and the hare, Mog's Christmas or a new advert. TBC
		Pupil lead learning:	
<ul style="list-style-type: none"> Research any other main religions and religious festivals within the world. 	<ul style="list-style-type: none"> 		
Reflection:			
<ul style="list-style-type: none"> Christmas Production 			
Text types:	Literature:	ICT:	Assessment Opportunities:
<ul style="list-style-type: none"> Fact file of world religions Story based on Christmas 	<ul style="list-style-type: none"> Religious festival Stories e.g. Christmas, Eid, Diwali. 	<ul style="list-style-type: none"> Internet Research Adverts online 	<ul style="list-style-type: none"> Outcome piece at the end of the Literacy Unit. Speaking and Listening assessment within assembly.
Enrichment	Trips		School environment: Whole schools used for festivals carousel.