

## Come and See YEAR 4 Overview of the Year 2023-2024



Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Finding out about St. Aidan	RECONCILIATION – Sacramental Preparation EXPLORE from Year 4 - BUILDING BRIDGES (Come and See) 1 week Sacramental Preparation Module	LOCAL CHURCH – COMMUNITY	EUCCHARIST - RELATING	ISLAM	BAPTISM AND CONFIRMATION – BELONGING
2	Finding out about local saints (school houses)	RECONCILIATION – Sacramental Preparation Celebrating Reconciliation - What do Catholics Believe and Do? 2 weeks	LOCAL CHURCH – COMMUNITY	EUCCHARIST - RELATING	PENTECOST—SERVING	BAPTISM AND CONFIRMATION – BELONGING
3	DOMESTIC CHURCH - FAMILY	RECONCILIATION – Sacramental Preparation Celebrating Reconciliation - What do Catholics Believe and Do? 2 weeks	LOCAL CHURCH – COMMUNITY	LENT/EASTER - GIVING	PENTECOST—SERVING	BAPTISM AND CONFIRMATION – BELONGING
4	DOMESTIC CHURCH - FAMILY	RECONCILIATION – Sacramental Preparation RESPOND from Year 4 - BUILDING BRIDGES (Come and See) 1 week	LOCAL CHURCH – COMMUNITY	LENT/EASTER - GIVING	PENTECOST—SERVING	UNIVERSAL CHURCH—WORLD
5	DOMESTIC CHURCH - FAMILY	ADVENT/CHRISTMAS - LOVING	EUCCHARIST - RELATING	LENT/EASTER - GIVING **	PENTECOST—SERVING	UNIVERSAL CHURCH—WORLD
6	DOMESTIC CHURCH - FAMILY	ADVENT/CHRISTMAS - LOVING	EUCCHARIST - RELATING		BAPTISM AND CONFIRMATION – BELONGING	UNIVERSAL CHURCH—WORLD
7	JUDAISM	ADVENT/CHRISTMAS - LOVING				UNIVERSAL CHURCH—WORLD
8		ADVENT/CHRISTMAS - LOVING				

\*\* LENT/EASTER – GIVING – DUE TO THE TIMING OF THE HOLIDAYS THERE IS ONLY 3 WEEKS TO COMPLETE THIS TOPIC PRIOR TO EASTER

ON THE NEXT PAGES YOU WILL FIND TEACHING UNITS, KEY VOCABULARY, BIG QUESTIONS AND ASSESSMENT FOCUSES FOR YOU TO CHOOSE FROM.  
PLEASE NOTE, OTHER FAITHS UNITS ONLY HAVE KEY VOCABULARY AND NO ASSESSED PIECES OF WORK ARE NEEDED. THANK YOU

## Come and See YEAR 4 AUTUMN TERM

<b>AUTUMN TERM UNITS</b>	<b>DOMESTIC CHURCH - FAMILY PEOPLE</b> – The family of God in Scripture	<b>RECONCILIATION</b> – Sacramental Preparation	<b>ADVENT/CHRISTMAS - LOVING GIFT</b> – God’s gift of love and friendship
<b>KEY VOCABULARY</b>	chosen people, roots, family tree, genealogy, Old Testament, Abraham, Sarah, Isaac, Jacob, Ruth, Naomi, ‘Wherever you go, I will go.’ Solomon, Doing God’s will, God’s promise to his people, Trust in God, ‘Father if a great people’ “descendants number more than the stars” Abram trusted God	Sacrament of Reconciliation words of absolution, bridges, Penitential rite friendship, contrition, forgiveness, absolution, examination of conscience, sin, penance, confession, The Lost sheep, Prodigal Son, Forgiveness, Conversion, Penance, Firm purpose of amendment, ‘O my God because you are so good..’ Hands – strength power, Words of absolution	Advent, Isaiah, Messiah, Mary’s gift of herself to God, Gaudete, gift, friendship, loyalty, commitment, God’s gift of love and friendship, Children of God
<b>BIG QUESTION</b>	Where do I come from?	Why are bridge-builders important in life?	What’s so special about gifts?
<b>ASSESSMENT FOCUS</b>  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT2: BELIVES AND VALUES LKS2</b> <ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<b>AT1: MAKING LINKS AND CONNECTIONS (KS2) LKS2</b> <ul style="list-style-type: none"> <li>Make links between:               <ul style="list-style-type: none"> <li>beliefs and sources, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING LKS2</b> <ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy:               <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>

<b>JUDIASM KEY VOCABULARY</b>	books, tenakh, sefer, torah, Hebrew, scroll, scribe, yad, ark, Bar/ bat mitzvah
-------------------------------	---

## Come and See YEAR 4 SPRING TERM

<b>SPRING TERM UNITS</b>	<b>LOCAL CHURCH</b> <b>COMMUNITY</b> - Life in the local Christian community and ministries in the parish	<b>EUCCHARIST – RELATING</b> <b>Giving &amp; receiving</b> - Celebrating the Mass: What do Catholics believe and do?	<b>LENT/EASTER – GIVING</b> <b>SELF DISCIPLINE</b> - Celebrating growth to new life
<b>KEY VOCABULARY</b>	community, commitment, responsibility, Parish, laity, ministries, extraordinary ministers, pastoral areas, service, funeral rites, pastoral area, deanery, church – ‘ called out and set apart’	communion, community, gathering, giving, receiving, liturgy of the word, Penitential rite, lamb of God, sign of Peace, introductory rite, Eucharist, communion rite, ‘Behold the Lamb of God..’ ‘Lord I am not worthy..’ Concluding Rite, Take this all of you and eat of it , this is my Body’ ‘..all of you and drink from it , this is my Blood..’ ‘Lord I am not worthy..’ ‘Do this in memory of me’ ‘Behold the Lamb of God’	Lent, stations of the cross Sorrowful Mysteries of the Rosary, Prayer, fasting, almsgiving, Easter, new life,self-discipline, Easter, Resurrection, Prayer over the ashes, Easter Triduum, ‘Father forgive them..’ ‘Love your neighbour..’
<b>BIG QUESTION</b>	What makes ‘community’?	What’s more important - giving or receiving?	Is self-discipline important in life?
<b>ASSESSMENT FOCUS</b>  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT2: MEANING AND PURPOSE</b> <b>LKS2</b>  <ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<b>AT3: ANALYSIS AND EVALUATION [ALL] (KS2)</b> <b>LKS2</b>  <ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> <li>Express a point of view</li> <li>Express a preference</li> </ul>	<b>AT2: BELIEFS AND VALUES</b> <b>LKS2</b>  <ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>

## Come and See YEAR 4 SUMMER TERM

SUMMER TERM UNITS	PENTECOST—SERVING NEW LIFE – To hear and live the Easter message	Baptism/Confirmation CALLED – Confirmation: a call to witness	UNIVERSAL CHURCH—WORLD GOD’S PEOPLE – Different saints show people what God is like
KEY VOCABULARY	Resurrection, Pentecost, Journeys of St Paul, life, good news, Resurrection, Pentecost, Holy Spirit, Feast, ‘Share the Gospel’ Baptism, Confirmation, Mission, ‘I will be with you..’	chosen, response, Sacrament of Confirmation, oil of chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, Holy Trinity, enkindle, called, Samuel, David, Apostles, ‘Come Holy Spirit fill the hearts..’ Liturgy of the Word, Old Testament, New testament, Gospel, Psalm, Christ-like, Gifts of the Spirit, Laying on of hands, Presentation of the candidate, Renewal of Baptismal promises, Anointing with Chrism, ‘Be sealed with the gifts of the Holy Spirit’ ‘soldier of Christ’	ordinary, extraordinary, admire, saint, martyr communion of saints, peace, justice, living out belief, faith
BIG QUESTION	What’s so important about new life?	What does it mean to be called and chosen?	Why do some people do extraordinary things?
ASSESSMENT FOCUS  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING LKS2</b> <ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>	<b>AT1: MAKING LINKS AND CONNECTIONS (KS2) LKS2</b> <ul style="list-style-type: none"> <li>Make links between: <ul style="list-style-type: none"> <li>beliefs and sources, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul>	<b>AT3: ANALYSIS AND EVALUATION [ALL] (KS2) LKS2</b> <ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> <li>Express a point of view</li> <li>Express a preference</li> </ul>

ISLAM KEY VOCABULARY	Qur’an, Subhas, 99 beautiful names, Jibril, Muhammad, Allah, Prayer beads
----------------------	---

Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

Skill areas		5-7	7-9	9-11
AT1: Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	<ul style="list-style-type: none"><li>Recognise religious stories</li><li>Retell, in any form, a narrative that corresponds to the scripture source used</li><li>Recognise religious beliefs</li><li>Describe some religious beliefs</li><li>Recognise that people act in a particular way because of their beliefs</li><li>Describe some of the actions and choices of believers that arise because of their belief</li><li>Recognise key figures in the history of the People of God</li><li>Describe the life and work of some key figures in the history of the People of God</li><li>Recognise key people in the local, national and universal Church</li><li>Describe different roles of some people in the local, national and universal Church</li><li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li><li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li></ul>	<ul style="list-style-type: none"><li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li><li>Describe, with increasing detail and accuracy:<ul style="list-style-type: none"><li>a range of religious beliefs</li><li>those actions of believers which arise as a consequence of their beliefs</li><li>the life and work of key figures in the history of the People of God</li><li>different roles of people in the local, national and universal Church</li><li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li></ul></li></ul>	<ul style="list-style-type: none"><li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li><li>Show knowledge and understanding of:<ul style="list-style-type: none"><li>a range of religious beliefs</li><li>those actions of believers which arise as a consequence of their beliefs</li><li>the life and work of key figures in the history of the People of God</li><li>what it means to belong to a church community</li><li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li></ul></li></ul>
	Making Links and Connections		<ul style="list-style-type: none"><li>Make links between:<ul style="list-style-type: none"><li>beliefs and sources, giving reasons for beliefs</li><li>beliefs and worship, giving reasons for actions and symbols</li><li>beliefs and life, giving reasons for actions and choices</li></ul></li></ul>	<ul style="list-style-type: none"><li>Show understanding of, by making links between:<ul style="list-style-type: none"><li>beliefs and sources</li><li>beliefs and worship</li><li>beliefs and life</li></ul></li></ul>
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"><li>Use religious words and phrases</li></ul>	<ul style="list-style-type: none"><li>Use a range of religious vocabulary</li></ul>	<ul style="list-style-type: none"><li>Use religious vocabulary widely, accurately and appropriately</li></ul>
AT2: Engagement and Response ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"><li>Say what they wonder about</li><li>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li></ul>	<ul style="list-style-type: none"><li>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li></ul>	<ul style="list-style-type: none"><li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li></ul>
	Beliefs and Values	<ul style="list-style-type: none"><li>Talk about their own feelings, experiences and the things that matter to them</li><li>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li></ul>	<ul style="list-style-type: none"><li>Make links to show how feelings and beliefs affect their behaviour and that of others</li></ul>	<ul style="list-style-type: none"><li>Show understanding of how own and other's decisions are informed by beliefs and moral values</li></ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"><li>Use a given source to support a point of view</li></ul>	<ul style="list-style-type: none"><li>Use sources to support a point of view</li></ul>
	Construct Arguments		<ul style="list-style-type: none"><li>Express a point of view</li></ul>	<ul style="list-style-type: none"><li>Express a point of view and give reasons for it</li></ul>
	Make Judgements		<ul style="list-style-type: none"><li>Express a preference</li></ul>	<ul style="list-style-type: none"><li>Arrive at judgements</li></ul>
	Recognise Diversity			<ul style="list-style-type: none"><li>Recognise difference, comparing and contrasting different points of view.</li></ul>
	Analyse and Deconstruct			