

The *Emmanuel* Project Scheme of Work ~ A Basic Long Term Plan

- **The outlines for EYFS, Key Stage 1 and Key Stage 2** below show the recommended order for teaching the Emmanuel Project units.
- **Variations on the outline scheme** are also available on the Emmanuel Project Flash-drive e.g. for use with Understanding Christianity, with the Suffolk Syllabus showing Learning Themes etc.
- **The recommended units will fulfil many different syllabuses** but schools should always check the requirements for their own school, Local Authority, Diocese or Academy Trust. It may be that some adjustment is required e.g. to add more Christianity units.
- **Units of work can be moved around but please note:**
 - In both KS1 and KS2 the units can be taught as the specified year groups or in two year cycle.
 - In both KS1 and KS2, units are grouped to complement each other following basic overall themes such as Leaders and Teachers or Inspirational People to allow for more comparison across the year.
 - In KS1 be aware that Jewish New Year is in September so the relevant unit **is** in the right place.
 - Also in KS1 a single unit on Islam was chosen to begin to broaden children's experience, but a different religion could be used here to meet local needs.
 - In KS2 the use of a cartoon character is maintained in Y3/4 Christianity units and other 'children' are used to support the Hindu, Sikh and Jewish units.

The Y3/4 units are generally simpler in approach to those in Y5/6 but can still be moved around, or used to create a four-year cycle if your school is very small and this is helpful.



The *Emmanuel* Project – Long Term Plan for Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
					
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>
<i>A Muslim whispering Allah in a baby's ear</i>	<i>A Muslim story: Muhammad and the Ants</i>	<i>A Sikh story: Har Gobind and the 52 Princes</i>	<i>A Buddhist story: The Monkey King</i>	<i>Hindus celebrating at Raksha Bandhan</i>	<i>Tu be Shevat: the Jewish 'Birthday of Trees'</i>

The *Emmanuel* Project – Basic Long Term Plan for Key Stage 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity Baptism / church <i>Why is belonging to God and the church family important to Christians?</i>	Judaism Mitzvot / tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i>	Christianity Parables / gospel <i>What did Jesus teach about God in his parables?</i>	Christianity Prayer / worship <i>Why do Christians pray to God and worship him?</i>	Christianity Emmanuel / Holy Spirit <i>How does celebrating Pentecost remind Christians that God is with them always?</i>	Judaism Tefillah/ blessings <i>Why do Jewish families say so many prayers and blessings?</i>	Year 1 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Judaism Teshuvah / G-D <i>Why do Jewish families talk about repentance at New Year?</i>	Christianity Saviour / Jesus <i>Why was Jesus given the name 'saviour'?</i>	Islam Allah / mercy <i>How do some Muslims show Allah is compassionate and merciful?</i>	Christianity Resurrection / joy <i>What are the best symbols of Jesus' death & resurrection at Easter?</i>	Christianity Disciple / faith <i>Why do Christians trust Jesus and follow him?</i>	Judaism Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i>	Year 2 or Year B

The *Emmanuel* Project – Basic Long Term Plan for Lower Key Stage 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Islam <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	Hinduism <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christianity <i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i>	Christianity <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Judaism <i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i>	Year 3 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Islam <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Sikhism <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i>	Christianity <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Sikhism <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	Year 4 or Year B

NB There are 3 additional Christianity units to choose from on the Emmanuel Project flashdrive.

The *Emmanuel* Project – Basic Long Term Plan for Upper Key Stage 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>Why is the <u>gospel</u> such good news for Christians?</i>	Islam <i>What does the <u>Qur'an</u> reveal about Allah and his guidance?</i>	Hinduism <i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>	Judaism <i>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</i>	Christianity <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	Buddhism <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	Year 5 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	Islam <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	Hinduism <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	Buddhism <i>How does the Triple <u>Refuge</u> help Buddhists in their journey through life?</i>	Christianity <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	Humanism <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	Year 6 or Year B

NB There are 4 additional Christianity units to choose from on the Emmanuel Project flashdrive.