

Key Stage: I

Year: I

Subject: The Bible; Harvest; Joseph

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To learn that the Bible is a special book for Christians; To talk about their experience of books.	Children bring in favourite books and discuss what they enjoy about them. Look at different types of books – storybooks, factual books, atlases, instruction books. Look at a Bible for young children. Thought shower any stories children know from the Bible. Discuss how Christians keep it clean, tidy and well cared for. Make a special place in the classroom to keep it. Draw a picture of the Bible in the classroom and fill in some words about it.	What is your favourite book? What do you like about it? What different sorts of books are there? What is each one for? Has anyone seen a Bible before? Does anyone know what it is? Do you know who the Bible is about? Do you know any stories in the Bible? Which ones? Do you treat your books well? Why? How do Christians treat the Bible? How should we treat it well?
To learn that the Bible is a special book for Christians; To talk about what they value.	Discuss what are the children’s favourite / most valued possessions. Tell the story of Mary Jones and her Bible. <a href="http://www.spinnaker.org.uk/Mary_Jones_and_her_Bible.htm">http://www.spinnaker.org.uk/Mary_Jones_and_her_Bible.htm</a> Pupils act out the story, then draw their favourite scene.	Do you have a favourite item that you own? What? Why is it your favourite? What would you do to get it back if you lost it? How did Mary Jones feel when she got her Bible? Have you ever felt similarly? When? Why?
To learn the story of creation from Genesis ch. 1; To talk about the value of creation	Tell (remind children of) or read the story of creation, the first story in the Bible. Discuss how important the creation is to humans and what we should be grateful for. Write group or class prayers of thanksgiving. Show children how food bought in shops is made from plants, fish and animals which are part of creation. Encourage the children to bring in items for the Harvest celebration.	What is good about creation? Do you know what our pencils / paper / clothes / food etc are made from? Why should we be grateful? Who do Christians thank for creation?
To learn some details from the story of Joseph; To develop an understanding of fairness and jealousy	Tell the first part of the story of Joseph: his family and receiving the coat, his dreams and being taken to Egypt (Genesis ch. 37) Children sequence pictures from the story and explain the order they have chosen. Design Joseph’s coat.	What would make you not like Joseph as a brother? Why not? Is there anything about Joseph you like? Do you have dreams? Do you understand them? Have you ever been in an unfair situation? Is Joseph’s life getting better or worse? How do you know?
To learn some details from the story of Joseph; To discuss interesting aspects of Joseph’s story.	Tell the story of Joseph in Egypt: working for Potiphar, thrown into prison, telling the meanings of the butler’s, (baker’s?) and Pharaoh’s dreams; made governor of Egypt. (Genesis 39 – 41) Children count out either 7 fat and 7 thin stalks of corn or 7 fat and 7 thin cows and put them on straws to make puppets.	When he is in prison is Joseph’s life getting better or worse? Who helps Joseph tell the meanings of the dreams? What do the dreams mean?
To learn some details from the story of Joseph; To discuss interesting aspects of Joseph’s story.	Complete the story of Joseph: the famine, the arrival of his brothers, their return with Benjamin, the missing cup, the brothers recognise Joseph. (Genesis 42 – 45). Children act out parts of the story. Freeze frame at different stages for characters’ feelings. Discuss whether the story has a happy ending	Why do the brothers not recognise Joseph? Why does he not tell them who he is at first? Why (not)? Is Joseph fair to his brothers? Why (not)? Who has helped Joseph to help others? Does the story have a happy ending? Why (not)?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Book Bible Christians God Jesus	Investigate Reflect Evaluate Express	Self-awareness;  Respect for all;	Bible Books including fiction, non-fiction, atlas, recipe book, etc	Draw a picture of the Bible and write a few words about it.	<p>By the end of this unit: Most children will be able to:</p> <ul style="list-style-type: none"> <li>recognise the Bible as a special Christian book (AT1);</li> <li>recall aspects of the stories of Joseph (AT1);</li> <li>talk about their special books (AT2).</li> </ul> <p>Many children will be able to:</p> <ul style="list-style-type: none"> <li>recognise the Bible as the Christian holy book (AT1);</li> <li>recall the stories of Joseph (AT1);</li> <li>talk about why we should be grateful for creatioun (AT2).</li> </ul> <p>Some children will be able to:</p> <ul style="list-style-type: none"> <li>identify the importance of the Bible for Christians (AT1);</li> <li>retell the stories of Joseph (AT1);</li> <li>ask questions about the people in the stories of Joseph (AT2).</li> </ul>	
Bible value Christian	Reflect Empathise Evaluate Express		Open-mindedness;	The story of Mary Jones: <a href="http://www.spinnaker.org.uk/Mary_Jones_and_her_Bible.htm">http://www.spinnaker.org.uk/Mary_Jones_and_her_Bible.htm</a>		Act a scene from the story of Mary Jones and her Bible.
God Creation	Investigate Reflect Apply Evaluate Express	Appreciation and wonder	The Beginners' Bible (Gold n' Honey Books 0945564317 / Zonderkids 0310926106) B Wildsmith: The Creation (a pop-up book), Oxford ISBN 019 2799908; J Ray: The Story of The Creation, Orchard Books 185213948X; S Jeffs & S Wintringham: In The Beginning, Tamarind 1873824742	Group or class prayer of thanksgiving.		
dream God message	Empathise Evaluate Reflect Express		The Beginners' Bible (Gold n' Honey Books 0945564317 / Zonderkids 0310926106) Joseph: The Testament in Animation (S4C)	Sequence pictures from the first part of the Joseph story		
dream message God famine plenty	Empathise Evaluate Reflect Express		Andrew Lloyd Webber & Tim Rice: Joseph and his Amazing Technicolour Dreamcoat	Count out 7 items, stick them on paper and label the picture.		
famine brothers family care save	Empathise Evaluate Reflect Express			Act out parts of the Joseph story		

Key Stage: I

Year: I

Subject: Daniel; Christmas

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To learn some details from the story of Daniel; To discuss interesting aspects of Daniel's story; To think about standing up for what you believe.	Tell the story of Daniel's capture with his three friends, Shadrach, Meshach and Abednego and their refusal to eat the King's food. Continue with the story of the King's dream [omit the interpretation]. (Daniel chs. 1 – 2). Discuss how God helps Daniel to impress the King. Children draw a scene from one of the stories and write a sentence to explain how God helps Daniel to impress the King.	Why do Daniel and his friends not eat the King's food? (The answer is that Jews must not eat non-kosher food but children will have other suggestions) How did the friends know that God was with them? Did you know what the King's dream was about? How did Daniel know? Have you ever been asked to do something you knew was wrong?
To learn some details from the story of Daniel; To discuss interesting aspects of Daniel's story.	Tell the story of Daniel's three friends: Shadrach, Meshach and Abednego in the fiery furnace. (Daniel ch. 3). Make a collage of the fiery furnace and finger puppets of the characters to act out the story. Discuss why they were put in the fire and why they were not harmed.	Why were the three friends put into the fire? What happens when people get too near fire? What did you expect to happen to the friends? Why were the three friends not harmed?
To learn some details from the story of Daniel; To discuss interesting aspects of Daniel's story.	Tell the story of Daniel in the lions' den (Daniel ch. 6). Make masks for Daniel, the King and the lions. Act out the story. Discuss why Daniel was thrown into the lions' den and why they did not hurt him. Draw a picture of the story and write a sentence to say how God saved Daniel.	Why was Daniel put in the lions' den? What did you expect to happen? Why did they not hurt him?
To learn some details of Angel Gabriel's visit to Mary; To discuss interesting aspects of the nativity story	Tell the story of the Angel Gabriel's visit to Mary. Discuss what angels do (bring messages from God) and what their appearance symbolises. Make or draw pictures of angels and write a message from God on their wings.	What do imagine angels look like? Why do they have wings? Why are they dressed in white? If you were an angel who would you bring a message to and what would you say?
To learn some details from the story of Jesus' birth. To discuss interesting aspects of the nativity story.	Tell the story of Jesus' birth. Look at a crib or pictures of the stable. Discuss who each character is. Each child draws the scene including the main characters (NB Muslim children should not be asked to draw Jesus and Mary but to indicate them in some other way eg by a halo or by their names) Talk to the children in small groups in order to have them respond as to how they would feel if they were one of the characters.	What is a shepherd / king / innkeeper / etc? Which character is Mary / Joseph / Jesus? What is around the head of some people? Which people? What does it mean?
To recall some details from the story of Jesus' birth. To discuss interesting aspects of the nativity story.	Remind the children of the story of Jesus' birth Talk to the children in small groups in order to have them respond as to how they would feel if they were one of the characters. Children act out the nativity play for the rest of the school and for parents.	Where was Jesus born? Who were his mother and father? How did they feel when Jesus was born? Who came to visit him? How did they feel?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation	
God Dream	Interpret Empathise Reflect Express	Self-awareness;  Respect for all  Open-mindedness  Appreciation and wonder	The Beginners' Bible (Gold n' Honey Books 0945564317 / Zonderkids 0310926106) Daniel: The Testament in Animation (S4C)	Drawing of a story involving Daniel and writing a sentence to show how God helps Daniel to impress the King	By the end of this unit: Most children will be able to: <ul style="list-style-type: none"> <li>recall aspects of the stories of Daniel and the birth of Jesus (AT1);</li> <li>talk about their experiences and feelings about babies (AT2).</li> </ul>		
God Save Help	Interpret Empathise Reflect Express			Finger puppets of the characters in the story of the fiery furnace.			
God Save Help	Interpret Empathise Reflect Express			Masks of the characters in the story of Daniel in the lions' den and a picture of the story with a sentence to say how God helped Daniel.			
God Jesus Mary Joseph Stable Angel Shepherds Wise men Gifts	Interpret Investigate Empathise Reflect Express		Pictures of angels eg by William Morris and contrasting versions	A model or picture of an angel with a message written on it.	Many children will be able to: <ul style="list-style-type: none"> <li>recall the stories of Daniel and the birth of Jesus (AT1);</li> <li>talk about what they find interesting or puzzling in the stories of Daniel and / or the birth of Jesus (AT2).</li> </ul>		
	Interpret Empathise Reflect Express		Crib Pictures of the nativity eg 'The Bible in Art'	Drawing of the nativity. Oral response to how at least one of the characters might feel.		Some children will be able to: <ul style="list-style-type: none"> <li>retell the stories of Daniel and the birth of Jesus (AT1);</li> <li>ask questions about the people in the stories of Daniel and the birth of Jesus (AT2).</li> </ul>	
	Interpret Empathise Reflect Express		Dressing up clothes Props	Child's participation in a nativity play.			

**Key Stage:** I      **Year:** I      **Subject:** Jesus' early life; life in the time of Jesus

**Time allocation:** 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
to learn about Jesus being taken to the Temple; to reflect on Jesus as light of the world	Recap on Jesus' birth and the visits of the shepherds and wise men. Tell the story of Jesus being taken to the Temple (Luke 2 vv 22 – 38). Talk about Simeon's words 'Light to the world' – the importance of light. Make pictures of different lights e.g sun, light bulb, candle flame and write 'light to the world' on or near them.	What do you remember about Jesus' birth and his visitors? Why is light important? Do you like light more than darkness? Why? Could we live without light? Why not? I wonder how Jesus is like a like a light?
to learn about Jesus visit to the Temple; to reflect on religious questions	Tell the story of Jesus and his parents visiting the Temple when he was 12 (Luke 2 vv 41 – 52). Discuss what is like to be lost. Think about what Jesus and the religious teachers might be talking about. Write some religious questions on cards and have children choose one to talk about with a friend. Share their ideas with the class. Discuss any other religious questions the children want to talk about.	Have you ever been lost? Have your parents ever lost you? Were you worried? What did you do? What did you feel? Why do you think Jesus wasn't worried or frightened? What questions do you think he was asking the teachers? What other religious questions do you want to ask your friends and teacher?
to recognise houses and features of life in Palestine in Jesus' time; to reflect on their own experiences of these aspects of life	Look at pictures of houses in the Palestine of Jesus' time. Compare them with houses in Palestine and Britain today. Discuss why they have particular features e.g flat roofs, few windows, small windows, outside stairs, etc. Discuss what Jesus would have in his house e.g table, forms, stools, shelves, plates, knives, etc.) Talk about how the children would like to live in such a house and why or why not. Draw a house in Jesus' time (inside or outside).	What is similar between Jesus' house and your house? What is different? What would Jesus have in his house? What would he not have? (e.g. TV, DVD, fridge, washing machine, lights, running water, forks, chairs, books, many games, etc) What would it be like to live in Jesus' house? Would you like to live in it? Why (not)?
to learn about food and features of life in Jesus' time; to reflect on their own experiences of these aspects of life	Talk about or show children (pictures of) the food Jesus would eat e.g. bread, milk, olives, pomegranates, figs, dates, honey, fish, meat, etc. Discuss what food he would not have and why. Talk about the clothes he would wear and not wear and why. Talk about the sorts of games Jesus would play e.g. tig, pretend games, hopscotch, tig, (?marbles, skipping?) and those he would not play. Play some of these games. Draw an aspect of life in Jesus' time and write down the children's ideas of such a life.	What food would Jesus not eat? (baked beans, chips, sausages, , bacon, burgers, pizza., spaghetti, curry etc) Why not? What would he eat? Why? What clothes would Jesus wear? What would he not wear? Would you like to live in Jesus' time? Why (not)? What sorts of games would Jesus play? What would he not play? (e.g. game boy, jigsaws, trains, etc)
to learn about Jesus' baptism; to reflect on what they imagine taking place and on their experience of baptism	Tell the story of Jesus' baptism (Mark 1 vv 9 – 10). Talk about how Jesus was baptised by full immersion and compare this with how babies are baptised. Ask the children to close their eyes and imagine the baptism, the Holy Spirit and God's voice. They should draw their picture and write God's words on it.	Where was Jesus baptised? Where are babies usually baptised? How was Jesus baptised? How are babies usually baptised? What does a dove look like? What does a dove do? Where do doves live? What does God sound like? What language does God speak? What picture do you have of Jesus' baptism?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Jesus Temple Simeon Anna light world	interpret reflect express	Self-awareness  Respect for all	The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 279 - 298 Bible	Pictures of lights with the words 'Light to the world'.	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> <li>recall some stories about Jesus and some features of his time (AT1)</li> <li>talk about their own experiences (AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>recall stories about Jesus in the Temple, his baptism and features of his time (AT1)</li> <li>talk about their own experiences and feelings and their ideas of God (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>retell stories about Jesus, suggest meanings for the symbols of Jesus' baptism and identify features of Jesus' time (AT1)</li> <li>ask, and respond sensitively to, their own and other people's experiences and to religious questions(AT2)</li> </ul>	
Jesus Temple teachers religion God	interpret empathise apply reflect discern express	Open-mindedness  Appreciation and wonder	The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 304 - 308 Questions on cards, e.g. where is God? What does God look like? Has anybody met God? What would you talk to God about? etc	Discussion of religious questions with partners and in class		
Jesus Palestine house furniture	investigate reflect empathise express		Peter Connolly: Living in the Time of Jesus of Nazareth (OUP: ISBN 019918142X)	Picture of the inside or outside of a house in Jesus' time		
Jesus Palestine food clothes games	investigate reflect empathise express		Peter Connolly: Living in the Time of Jesus of Nazareth (OUP: ISBN 019918142X)	Picture of an aspect of life in Jesus' time with the children's ideas of what such life was like		
Jesus Baptism water John the Baptist God Holy Spirit dove	interpret empathise reflect discern express		The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 310 - 315 Bible	Picture and writing of Jesus' baptism		

**Key Stage:** I      **Year:** I      **Subject:** Jesus and Easter

**Time allocation:** 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>to learn about the countryside and towns Jesus knew; to reflect on their own experience of countryside and towns</p>	<p>Look at pictures of the countryside in Palestine / Israel. Talk about the the weather, the countryside, farmed animals (e.g. sheep, goats, cattle); crops (e.g. grapes, olives, corn cf food at time of Jesus) Look at pictures of Nazareth or a similar town and talk about what the town would be like when Jesus was a boy. Draw pictures of life in Palestine when Jesus was a boy</p>	<p>What sort of weather would Jesus know? What is the countryside like? How is it similar to and different from our countryside? What animals were farmed in Palestine? How do you know? (nativity story) What crops were grown? How is Nazareth similar to or different from x town?</p>
<p>to learn about the story of the lost sheep; to reflect on their own experiences of similar situations</p>	<p>Tell the story of the Lost Sheep or use Godly Play to involve the children (Luke 15 vv 4 – 8). Talk about the ideas in the story. Make a collage of the story and explain it to another class. The play area could have shepherds' dress of Jesus' time and toy sheep.</p>	<p>Either use the Godly Play 'I wonder' questions or ask e.g. Have you ever been lost? Have you ever been found? Who would look for you if you were lost? Would you want to be found? Where do you feel safe? Why? Do you like to do things on your own? What? Why? Do you like to follow others? Why? Does God know where to find you? Why (not)?</p>
<p>to learn about Mothering Sunday; to reflect on their own experiences of those who care</p>	<p>Talk about Mothering Sunday, when and for what we should say 'Thank you' to mothers and / or others who care. Talk about what the children can give to their mother / carer. Make Mothering Sunday cards.</p>	<p>When should we say 'thank you' to our mother / carer? What should we say it for? What does your mother do for you? Is she the only one who cares for you? What gift can you give your mother? What if you have no money to buy a gift?</p>
<p>to learn about Jesus' arrest and crucifixion; to reflect on their own feelings and those of others</p>	<p>Talk about when the children have felt sad. Tell the story of Jesus' arrest and crucifixion. (Mark 14 vv 43 -50 &amp; 15 vv 21 – 37) Discuss where the children have seen crosses. Cut out paper crosses. Talk about happy, sad and angry colours. The children can use them to express their feelings about Jesus' death when painting their cross.</p>	<p>When have you been sad? Were you sad for a long time? What did you do about being sad? Who would be sad when Jesus was arrested? Were they sad when he died? Why? Where did Jesus die? Where have you seen crosses? Which colours remind you off being happy / etc</p>
<p>to learn about Jesus' resurrection; to reflect on their own feelings and those of others</p>	<p>Talk about when the children have felt happy. Tell the story of Jesus' resurrection. (Mark 16 vv 1 – 7) Remind the children of happy colours. Use them to paint the other side of the cross. Talk about nature coming to life at this time of year. Design and make Easter cards choosing colours carefully.</p>	<p>What makes you happy? Are you happy most of the time? Why would Jesus' friends be happy? Were they happy when the first saw that Jesus' tomb was empty? Why not? What did they feel at first? What else comes to life at this time of year? How does that make us feel?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Jesus Palestine Israel animals fruit town Nazareth	investigate reflect express	Self-awareness  Respect for all	<a href="http://www.fotosearch.com/photos-images/galilee.html">http://www.fotosearch.com/photos-images/galilee.html</a> <a href="http://dqhall59.com">http://dqhall59.com</a> <a href="http://members.virtualtourist.com/vt/s/?m=6&amp;l.q=1a11aa">http://members.virtualtourist.com/vt/s/?m=6&amp;l.q=1a11aa</a> The New Lion Handbook to the Bible (Lion; ISBN: 780745938707)	Pictures of life in Palestine at the time of Jesus	By the end of this unit: most children will be able to: <ul style="list-style-type: none"> <li>recognise some elements in the story of the lost sheep and recognise a cross (AT1)</li> <li>talk about mothers / carers (AT2)</li> </ul>	
Jesus lost sheep shepherd	empathise reflect discern express	Open-mindedness  Appreciation and wonder	The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 412 - 417 Jerome Berryman: How to lead Godly Play Lessons vol 1 (ISBN: 1889108952) Jerome Berryman: Presentations for Winter vol 3 (ISBN: 18008241813)	Collage of the story of the lost sheep	many children will be able to: <ul style="list-style-type: none"> <li>retell the story of the lost sheep and recognise the cross as a Christian item (AT1)</li> <li>talk about their own experiences of and feelings about mothers / carers (AT2)</li> </ul>	
Mothering Sunday mother carer gifts	empathise apply reflect express		<a href="http://www.bbc.co.uk/religion/religions/christianity/holydays/motheringsunday">www.bbc.co.uk/religion/religions/christianity/holydays/motheringsunday</a>	Mothering Sunday cards	some children will be able to: <ul style="list-style-type: none"> <li>suggest why the cross is a Christian symbol (AT1)</li> <li>ask, and respond sensitively to, questions about their own and others' experiences of and feelings about mothers / carers (AT2)</li> </ul>	
Jesus arrest cross happy sad angry	empathise apply reflect express		The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 482 - 485	Crosses painted to represent the sad feelings of Jesus' death		
Jesus life death happy nature life	empathise apply reflect express		The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 486 - 490	Crosses painted with the happy colours of Jesus' resurrection		

Key Stage 1

Year 1

Feeling sorry, forgiveness and honesty

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To talk about their views about being sorry and forgiving people	Discuss the ease or difficulty of saying 'sorry' and of forgiving. Discuss times in the children's lives when these have happened. Discuss how they feel when they say they are sorry. Discuss how they feel when someone says 'sorry' to them. Discuss whether or not they should forgive. Act out a story in which people say sorry and others forgive.	When have you said 'sorry'? Is it easy / difficult to say sorry? How do you feel when you say 'sorry'? How do you think the person to whom you said 'sorry' felt? Do you think it is good to say sorry? Why (not)? Do you think it is good to 'let people off'? Why (not)?
To learn about Jesus' story of the Lost Son To talk about their views about being sorry and forgiving people	Listen to Jesus' story of the Lost Son (Luke 15: 11 – 32) Discuss who says sorry, who forgives and who does not. Discuss who they like best and why. Discuss what might happen after the story ends. Sequence pictures from the story and write in 'Sorry' at the correct place.	Who says 'sorry' in the story? Who forgives and who does not? Who do you like best in the story? Why? What might the father / older brother / younger brother / mother do after the party?
To learn about Jesus meeting with Zacchaeus To discuss what they find interesting in the story	Listen to the story of Zacchaeus (Luke 19: 1 – 10) Use e.g. play items to show how Zacchaeus gives away half his belongings. Learn some words and sing the action songs: <ul data-bbox="622 842 1108 906" style="list-style-type: none"><li>• 'Now Zacchaeus was a very little man';</li><li>• 'Where's Zacchaeus'</li></ul>	How did Zacchaeus get his money? Why did people not like him? Did you expect Jesus to like Zacchaeus? What did Zacchaeus do differently now that Jesus was his friend? Do you think Zacchaeus was sorry for what he had done with people's money? Why was he sorry??. Do you think people liked Zacchaeus after this? Why?
To talk about telling the truth and why it is good to do this	Discuss telling the truth and times when you should do so. Listen to the story of the Boy who cried, 'Wolf!' Discuss the outcome. Discuss times when it might be difficult to tell the truth Act out the story of the boy who cried, 'Wolf!' Listen to the story of the Wolf who cried, 'Boy!'	What are lies? What is telling the truth? Which should you do? Why? What often happens when you tell lies? Why did the boy cry 'Wolf'? What happened to him in the end? What should he have done?
To learn about Dr Barnardo To talk about the good things parents do for their children	Listen to the story of Dr Barnardo. Discuss what it might be like to live outside all year round. Discuss what they get from their parents / carers Draw two pictures: one of a homeless child, the other of the child being looked after. Write a sentence or a few words about each. Tell the story of how Jesus welcomed children. (Luke 18: 15 – 17) Remind children of the story of the Lost Son.	What would it be like to live outside all year round? What do your mothers / fathers / parents / carers do for you? What would it be like having no-one looking after you? Did Jesus like children? How do you know? How did the father welcome back his lost son? What would Jesus think of the father?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
sorry forgive	empathise apply reflect express	self- awareness  respect for all		Acting out a story in which someone is sorry and someone forgives	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> <li>talk about stories of the lost son and Zacchaeus (AT1);</li> <li>talk about times when they felt sorry, forgave or told the truth (AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>recall stories of the lost son and about Zacchaeus (AT1);</li> <li>talk about Christian values of forgiveness and truth (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>retell the stories of the lost son and Zacchaeus (AT1);</li> <li>recognise their own values in relation to forgiveness and truth (AT2)</li> </ul>	
Jesus lost son sorry forgive	interpret empathise reflect express apply	open- mindedness  appreciation and wonder	The Beginners' Bible (Zonderkids 0310926106)	Sequenced pictures of the Lost Son story.		
Jesus Zacchaeus sorry	interpret empathise reflect express		The Beginners' Bible (Zonderkids 0310926106) Junior Praise Sing to God: 100 Action Songs for Toddlers (Scripture Union)	Songs learnt about Zacchaeus		
truth lies honesty	interpret empathise apply reflect express		<a href="http://www.storyarts.org/library/aesops/stories/boy.html">http://www.storyarts.org/library/aesops/stories/boy.html</a> <a href="http://www.assemblies.org.uk/2002/sep02_wolf.html">http://www.assemblies.org.uk/2002/sep02_wolf.html</a>	Acting out the story of the boy who cried, 'Wolf!'		
Dr Barnardo home homeless Jesus children care	interpret empathise apply reflect express		In His Service: Book 1 (RMEP 0080370780) – teacher resource	Pictures of a child without a home and with a home		

Key Stage I

Year I

The Church

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>To learn about features of the church; To talk about their experience and feelings in the church</p>	<p>Visit the church Sit in silence to think about the atmosphere Pay particular attention to the stained glass windows (see following lesson) Circle pictures / silhouettes of objects they see in the church (Have one or two that aren't there) Match pictures to names (label items in church) Start to make books about the church showing its main features</p>	<p>What feelings do you have in church? What do you notice most? What can you see? What do you think some of these church furniture / features are used for? What do people do in church? What happens in worship? Where are the Bibles kept? Where are the hymn books kept? Is any part of church used for activities other than worship?</p>
<p>To learn about the contents of the stained glass windows; To talk about what they enjoy in the windows</p>	<p>Look at photographs and talk about the windows in church Design and make a stained glass window either for the books or for display</p>	<p>Why are there pictures / shapes in the stained glass windows? What is happening in the windows? What stories do the windows show? Do you like the pictures in the windows? Why?</p>
<p>To learn about the work of the vicar and his / her clothing To talk about what they find interesting and puzzling about clergy</p>	<p>Talk to clergy about the work they do in the week and on Sundays and about the clothes they wear. Draw a picture of the vicar involving some aspect of his / her work. Make a diary of the vicar's week Compare it with their own week.</p>	<p>What does a vicar do? What special clothes does a vicar wear? Why? What do you do each day / each week?</p>
<p>To learn about Christian weddings To discuss their own experience and feelings about weddings</p>	<p>Discuss whether the children have been to a wedding and what happened there Role play wedding in church or class; invite vicar to perform Discuss what happens in church weddings and some of the symbols e.g. the ring. Draw pictures of a wedding for the books or for display Discuss why some people prefer to be married in a church</p>	<p>Have you been to a wedding before? Did it happen in church? What happens at a wedding in church? Why do people get married? Why do many people say it is the most important day of their life? What does the ring mean? Why do many people want to be married in a church?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Church altar, font, lectern, pulpit, pews, window special God awe & wonder worship stillness/ reflection	investigation interpretation reflection empathy evaluation	self- awareness  respect for all  open- mindedness  appreciation and wonder	camera silhouette/picture worksheets clipboards writing/drawing resources	Start to make a book about the church	<p>By the end of this unit: <b>Most</b> pupils should be able to:</p> <ul style="list-style-type: none"> <li>recognise pictures of church objects and wedding ceremonies (AT1)</li> <li>talk about churches and weddings. (AT2)</li> </ul> <p><b>Many</b> pupils should be able to:</p> <ul style="list-style-type: none"> <li>name objects within the church (AT 1)</li> <li>identify how a wedding is celebrated (AT1)</li> <li>talk about what they find interesting about churches and weddings. (AT2)</li> </ul> <p><b>Some</b> pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify some features of churches and their importance (AT1)</li> <li>suggest meanings for the symbols of marriage (AT1)</li> <li>respond sensitively to the reasons why some people go to church and / or get married (AT2)</li> </ul>	
Stained glass window	reflection artistic investigation			Pictures of stained glass windows		
Vicar Service Robes Clerical collar Stole	empathy interpretation		vicar vicar's robes	Picture of the vicar in clergy dress doing a clerical job		
wedding marriage love bride groom ring promises	interpretation empathy		Vicar ring	Act out a wedding ceremony		