

Key Stage: 1

Year: 2

Subject: The Bible; Moses; harvest;

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To look at different ways of communicating; To consider the Bible as communication from God.	Start the lesson using hand and face gestures but without speaking. Discuss how the children knew what you wanted them to do. Discuss how we communicate: speaking, writing, gestures, body language, mime, sign language, telephone, text messaging codes, etc Discuss how people and God communicate: prayer, revelation, etc Consider the Bible as like a letter from God. Children copy a short Bible passage, illustrate it, sign it from God and give it to a friend.	How did you know what I wanted you to do? What did my face / pointing / gestures / etc tell you? How do we tell people things / show what we want / etc? How do we tell God things? How does God tell us things? How does the Bible show us what God wants?
To learn about Moses as a baby and child; To discuss the feelings of characters in the story.	Tell the story of Moses as a baby and child (Exodus ch 1 – 2 v 10). Children make Moses' basket from paper, card or a margarine tub draw a picture of Moses and place it in the basket. Children write the story of Moses, perhaps with the help of pictures with speech bubbles. <b>See Judaism scheme of work for early years.</b>	Why did his mother hide Moses? How do you think she felt about this? How would the Pharaoh's daughter feel when she found Moses? How is Moses' sister very clever? How would Moses, mother feel now?
To learn about Moses encounter with God; To reflect on what they find interesting and puzzling about the story.	Tell the story of Moses at the Burning Bush. (Exodus ch 3 – 4 v 17) Hot seat some children as Moses. Children colour a picture of the Burning Bush and write on it the first part of the conversation between Moses and God. Groups devise dances to portray the scene of Moses, bush, snake, etc <b>See Judaism scheme of work for early years</b>	How did you (Moses) feel when you saw the bush on fire but not burning up? What did you think when you heard the voice? What did God want you to do? Why? Did you think you could do it? Why not? Did you believe God could help you? How did you feel when your staff / arm turned into a snake / leprous? Did God convince you? Why?
To learn about Moses and the Exodus; To reflect on what they find interesting and puzzling about the story.	Tell the story of the plagues and the escape from Egypt by crossing the Red Sea (Exodus ch 7 – 14). Each child draws a picture from the story (e.g. a plague or Moses stretching his staff over the Red Sea). These are then made into a display or a plague wheel. Make a moving picture of the Red Sea parting (DT). Learn the song, 'Let my people go'. <b>See Judaism scheme of work for early years</b>	Why did Moses continue to ask Pharaoh to let the Israelites go free? Why did the Pharaoh at first want them to leave? Why did he change his mind? Why did he finally let them go? Did Moses do what God asked? Why? Why did the Israelites believe that God had helped them that day?
To learn about the harvest of the sea; To reflect on giving thanks for sea life.	Look at pictures or films of fish and sea life or visit a fish shop / supermarket to see the variety, Play the magnetic fishing game. Remind children of the part of the creation story where God creates life in the seas (Genesis ch 1 v 20 –23) Make a fish or sea collage. Write thank you prayers for use in the harvest assembly.	What words would you use to describe the pictures of fish? What is special about fish? Why do we need fish? Would you like to be a fish? Why (not)? If you had to live in the sea, what would you be?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Bible God Communication	Investigate Interpret Reflect Express Evaluate	Self-awareness  Respect for all	Louis Fidge: Bible Activities (Folens 1852765976) p5 The Beginners' Bible (Gold n' Honey Books 0945564317 / Zonderkids 0310926106)	A letter 'from God' of a Bible passage e.g. a section of the creation story.	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> <li>recall some Bible stories and use the word 'God' appropriately (AT1)</li> <li>talk about their own feelings connected to Bible stories (AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>retell some Bible stories and suggest reasons why characters act in particular ways (AT1)</li> <li>respond sensitively to the feelings of people in the Bible (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>make links between some Bible stories and belief in God who helps (AT1)</li> <li>make links between aspects of their own experiences and those of Biblical characters (AT2)</li> </ul>	
God Save	Reflect Express Evaluate	Open-mindedness  Appreciation and wonder	Testament – Moses: The Bible in Animation (S4C); The Beginners' Bible (Gold n' Honey Books 0945564317 / Zonderkids 0310926106) Louis Fidge: Bible Activities (Folens 1852765976)	The story of Moses' birth perhaps with pictures and speech bubbles.		
God Mystery Fear Power Mission	Reflect Express Evaluate Interpret			Pictures of the burning bush with the early speech of God and Moses.		
God Mystery Power Passover Save	Reflect Express Evaluate Interpret			A moving pictures from the story of the Exodus.		
Creation Thanks God Prayer Harvest	Investigate Reflect Apply Evaluate Express		'Planet Earth' (BBC) Bible The Beginners' Bible p 14	Fish or sea collage. Thanksgiving prayers.		

**Key Stage:** 1      **Year:** 2      **Subject:** Ten Commandments; David; Solomon; Christmas      **Time allocation:** 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>To learn about the Ten Commandments To think why rules are important</p> <p><b>See schemes of work for Judaism key stage 1.</b></p>	<p>Organise a game in which the teacher keeps breaking the rules e.g. tug o' war in which the teacher helps one side or declares the losing side the winners. Discuss why we need rules. Devise rules for work in class. Tell the story of Moses receiving the Ten Commandments. Discuss the importance of some of the Commandments e.g. honour your father and mother / guardian; do not steal; do not lie.</p>	<p>Why do we need rules? Why do rules make things more fair? Where do rules come from? What rules does God want us to follow? What are / should be our school rules? What should we do for whoever looks after us? Why should we do good things to whoever looks after us? Why should we not steal / lie?</p>
<p>To learn about David; To reflect on how God helps the small and least important. <b>See schemes of work for Judaism key stage 1.</b></p>	<p>Tell or read a version of the story of David and Goliath. Make puppets or masks for the story. Freeze frame events in the story. Act out the story in assembly or for children in Nursery / Reception.</p>	<p>Who do/would you expect to win? Does the strongest person always win? Can you think of examples (e.g. bullies)? Does God help the weaker ones sometimes? Why should God help weaker rather than stronger people?</p>
<p>To learn about Solomon; To think about being fair and wise; To think about worship and what we need for worship</p> <p><b>See schemes of work for Judaism key stage 1.</b></p>	<p>Tell the story of Solomon and the two women with the baby. Divide the class in two. Each group thinks of reasons they would give to one of the women. Vote on which gives the best reasons. Think of times on the playground when a teacher has to decide who is telling the truth. How can the teacher tell?</p> <p>Tell the story of Solomon building the Temple. Design a place where God can be worshipped.</p>	<p>Why did the real mother say the other woman could have the baby? How did Solomon know she was the baby's mother? How do people worship God (e.g. prayers, reading from holy books, talking about God, singing, dancing, other special activities)? What things do we need for these activities? What furniture / spaces / storage do we need for these activities? Do we need special places where people can worship God?</p>
<p>To retell the Christmas story; To respond sensitively to the feelings of characters in the story</p>	<p>Give children partly finished pictures from the Christmas story. Children finish the pictures and add speech bubbles or text. Individually or in small groups, children sequence the pictures to tell the story from the Annunciation to the visit of the wise men. Discuss the feelings of characters at various points in the story.</p>	<p>How would Mary feel when the angel told her she was going to have a baby / the Son of God? Why? How would Joseph feel? How would the shepherds feel when the angel told them of Jesus' birth? How would they feel when they found Jesus? How would the wise men feel when they saw Jesus? Why?</p>
<p>To retell the first part of the Christmas story; To respond sensitively to the feelings of characters in the story</p>	<p>Look at a map of Palestine and photographs of the countryside. Draw the journey from Nazareth to Bethlehem and discuss the dangers. Compare the discomforts of this with journeys we take today. Discuss what Mary and Joseph must have felt when they could find only a stable for the night. Tell a story about a party when the birthday boy is ignored. Link this to Christmas – the celebration and giving presents. Children talk about how Jesus would feel if ignored at Christmas.</p>	<p>How would Mary and Joseph feel when they had to go to Bethlehem? Why? How would they feel when they could find no place to stay? How would they feel when they had to stay in a stable? How would someone feel if no-one remembered their birthday? Why? How would Jesus feel if no-one remembered Christmas? Why?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
God Rules Commandments Torah Hebrew	Interpret Reflect Empathise Apply Evaluate Express	Self-awareness  Respect for all	Bob Hartman: Old Testament Tales (Lion 07459 44078); The Beginners' Bible (Gold n' Honey Books 0945564317 / Zonderkids 0310926106)	Set of class rules Discussion on the ten commandments.	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> <li>recall some Bible stories and use the word 'God' appropriately (AT1)</li> <li>talk about their own feelings connected to Bible stories (AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>retell some Bible stories and suggest reasons why characters act in particular ways (AT1)</li> <li>respond sensitively to the feelings of people in the Bible (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>make links between some Bible stories and belief in God who helps (AT1)</li> <li>make links between aspects of their own experiences and those of Biblical characters (AT2)</li> </ul>	
God Fairness	Reflect Empathise Evaluate Express	Open-mindedness  Appreciation and wonder	The Knock-out story of David & Goliath, Lion Big Book 07459 945682 (humorous, cartoon-like); Bob Hartman: Old Testament Tales (Lion 07459 44078); The Beginners' Bible (Gold n' Honey Books 0945564317 / Zonderkids 0310926106)	Dramatisation of the David and Goliath story.		
Wisdom Fairness Justice God Worship Special or holy place / Temple	Reflect Empathise Investigate Apply Express		Children's Bible, (Kingfisher 086 272 0508) The Beginners' Bible (Gold n' Honey Books 0945564317 / Zonderkids 0310926106)	Design of a place for worship (imaginary or real)		
Christmas Angel Nativity	Reflect Empathise Investigate Apply Express		Partially finished pictures of scenes from the nativity	Pictures correctly sequenced with text or speech added.		
Christmas Angel Nativity Celebration	Reflect Empathise Investigate Apply Evaluate Express		Map of Palestine Photographs of Palestinian countryside and / or rough road. Story of someone whose birthday is forgotten.	Sensitive responses to how Jesus would feel if Christmas were ignored		

Key Stage 1

Year 2

Jesus: His Disciples and Friends

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
to learn about how Jesus met some of his disciples; to reflect on friendship	Discuss 'friends' with the pupils. Tell the story of how Jesus met some of his friends / disciples (Luke 5: 1 – 11 & 27 – 32). 'Disciple' means 'pupil'. Draw pictures of the disciples, perhaps one each on a 'Wanted' poster and write a sentence about each	Who are your friends? How many friends do you have? Why do you like your friend(s)? Why would Jesus want to have friends? What sorts of people did he choose as his friends? Why did Jesus call his friends his disciples / pupils? What do you think they would have to learn?
to learn about Peter; to reflect on their own and Peter's experiences and feelings	Tell the story of Peter and the disciples fishing all night without success until Jesus appears (John 21: 1 – 13) Provide sentences based on the key questions for the pupils to put in story order. Discuss how Peter felt at each stage of the story. The class devise together a fortune line for how Peter felt at each stage. Tell the story of Jesus walking on the water (Matthew 14: 22 – 33). Small groups of pupils draw their own fortune line for how Peter felt at various stages.	How would Peter feel when he went fishing / waited all night for a catch / saw someone on the shore / caught a net full of fish / realised the person was Jesus / ate breakfast together? How sad / happy / excited would he be at each stage? How would Peter feel when he saw Jesus walking on the water / wanted to make sure it was Jesus / got out of the boat / started to sink / was pulled out by Jesus / the wind stopped blowing?
to learn about Martha and Mary; to reflect on their own experiences and those of characters in the story	Tell the story of Jesus with his friends Martha and Mary. Discuss the characters of Martha and Mary. Retell the story with three children acting Jesus, Martha and Mary. All pupils role play people in the story. Discuss what pupils felt about their character in the role play. Write a few words describing the characters of Martha and Mary.	Which of the sisters was the busy one? (Martha) What did Mary prefer to do? Why did Martha get upset? Are you most like Martha or Mary? Why? Did you enjoy pretending to be Martha / Mary / Jesus? Why (not)? What do you think they are like?
to learn about the story of Jesus and the children; to reflect on their own experiences and those of characters in the story	Tell the story of children coming to visit Jesus (Mark 10: 13 – 16). Show a picture of the scene (see resources) to ask the children questions about the story. Children arrange soft toys to give a similar feeling to that of the picture. They make their pictures or models of the scene and write about how Jesus, children and parents are feeling. Schools need to be sensitive to some Muslims' dislike of images of Jesus.	What expressions are on the children's faces? Describe how they are standing. Describe how others are coming towards Jesus. How are they feeling? What are they thinking? How many children can usually sit on someone's knee? How many children could sit on Jesus' knee in the picture? Why do you think this is? How do the colours make you feel? Why?
to learn about Mothering Sunday; to reflect on their own experiences of mothers / carers and how they can show their feelings for them	Ask the children to think of work their mother (or carer) does at home. Mime something a mother might do, asking the children to say what it is. They perform a mime of their idea to the class. Talk about what mothers do for their children. Explain the difference between Mothers' Day and Mothering Sunday and how the two have been combined. Pupils make cards for their mother and write about the present they will give her.	What do mothers / carers do for their children? What are the differences between Mothers' Day and Mothering Sunday? What are the similarities?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Jesus friend disciple fishermen tax collector	interpret reflect express	Self-awareness  Respect for all	The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 316 - 319	Wanted posters of disciples, names and a sentence about each	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> <li>recall some Bible stories (AT1)</li> <li>talk about their own experiences and feelings (AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>retell some Bible stories (AT1)</li> <li>ask, and respond to, questions about their own and others' experiences and feelings (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>show awareness of similarities and differences between people in Bible stories and celebrations (AT1)</li> <li>identify what influences themselves and others (AT2)</li> </ul>	
Peter Jesus disciples felling	interpret empathise reflect express evaluate	Open-mindedness  Appreciation and wonder	The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 491 – 495 and pp. 380 - 385	Fortune line of how Peter felt during the episode of Jesus walking on water		
Jesus Martha Mary busy attention	interpret empathise reflect express		The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp 400 - 405	Role play the story of Jesus with Martha and Mary. Description of the characters of Martha and Mary.		
Jesus children blessing welcome happiness joy	interpret empathise reflect express		The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp.432 – 437 Madame Benedit de l'Eronciere: Jesus and the Children (The National Society; ISBN: 07151 4917 2)	Picture or model of Jesus with the children. Writing about the feelings of Jesus, the children and their parents		
Mothering Sunday Mothers' Day mime love giving	reflect apply express		<a href="http://www.bbc.co.uk/religion/religion/christianity/holydays/motheringunday">www.bbc.co.uk/religion/religion/christianity/holydays/motheringunday</a>	Card for mother / carer Writing about what gift they will give their mother / carer		

Key Stage 1

Year 2

Jesus' miracles; Easter

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
to learn about Jesus turning water into wine; to reflect on how Jesus provides the best for people	Discuss parties the children have attended.. Tell the story of the wedding feast at Cana (John 2: 1 – 12). Discuss why Jesus helped, why some people prefer wine at weddings and how Jesus provides the best for people. Discuss what are the best presents the children could give. Draw wine bottles and fill them with drawings of 'best gifts'. Write a sentence or two about these gifts.	What parties have you been to? Do you enjoy parties? Why? What did Jesus do at the wedding party? Why did he do this? What does it show about how he thought of his mother? What is wine? What are the differences between it and water? Why do some people like to drink wine at weddings? What does this show about Jesus and his attitude to others? What is the best thing you could give to someone?
to learn the story of the feeding of the 5,000 / loaves and fishes; to reflect on their own experience of giving thanks for food	Tell the story of the feeding of the 5,000 (John 6: 5 – 14) Discuss how the boy helped the people and how Jesus thanked God for the food. Discuss prayers (grace) some people say before meals. Pupils write their own prayers for food. Make a class collage of the story with the prayers attached.	How did the little boy help all those people? Who helped him to do this? How do you think he felt about this? Why did Jesus thank God for the food? When do we / some people also do this? What should we put in prayers thanking God for food?
to learn about the time when Jesus stopped the storm; to reflect on their own and others' experiences of fear and calming	Tell the story of Jesus stopping the storm (Mark 4: 35 – 41) Pupils use sound and movement to role play the event.. Discuss how the disciples were feeling throughout the event. Draw faces to show how the disciples felt at the beginning, during the storm and afterwards. Write a sentence about each. Discuss times when the children have been frightened and when someone has helped and made them happy again.	What were the disciples feeling when they first got into the boat / when the storm blew up / when Jesus stopped the storm. Make faces to show you are relaxed / frightened / amazed (or whatever words the children come up with. Why were they amazed? What did they think of Jesus at the end? When have you been frightened? What helped to stop you being frightened?
to learn about the events of Holy Week; to reflect on the importance of Jesus for Christians	Tell the story of Palm Sunday, the Last Supper, The Garden of Gethsemane and Good Friday. Pupils discuss how Jesus' friends would feel on each occasion. Pupils make a concertina book of scenes from Jesus' last week and complete sentences for each day, starting 'On Palm Sunday / at the Last Supper / in Gethsemane / Good Friday we remember .....	What happened on Palm Sunday / at the Last Supper / in Gethsemane / on Good Friday? What would the disciples be feeling on each occasion? Why?
to learn about Jesus' resurrection; to reflect on the disciples' and their own feelings about the resurrection	Tell the story of the empty tomb (Mt 28, Luke 24: 1 – 12 or John 20) Complete the concertina book with this event and write a sentence about what happened on Easter Day. Discuss how the disciples would feel at the time? Children think of all the creatures and plants which come to life around Easter time and discuss how it is a time of new life. Draw and label as many of these as possible.	What happened on Easter Day? What would the disciples feel about this? Why? What comes to life at this time of year? Why do we think of Easter as a time of new life? What is the connection of eggs and new life? Why do we give and receive eggs at Easter? Why do eggs remind Christians of the opened tomb?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
water wine wedding gift	interpret reflect empathise express	Self-awareness  Respect for all	The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 320 - 325	Drawings and writing about children's gifts	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> <li>recall stories about Jesus (AT1)</li> <li>talk about their own feelings in relation to the stories (AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>retell Bible stories and suggest meanings for Jesus' actions (AT1)</li> <li>ask, and respond sensitively to questions about their own and others' experiences and feelings (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>link stories about Jesus to beliefs about him (AT1)</li> <li>make links between their own and others' experiences (AT2)</li> </ul>	
loaves fishes prayer Grace	interpret reflect empathise express	Open-mindedness  Awe and wonder	The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 372 - 379	Class collage based on the feeding of the 5,000 with thanksgiving prayers for food		
storm calm fear amazement	interpret reflect empathise express		The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 363 - 367	Drawings of disciples' faces at different stages in the story;; Writing about each; Discussion on children's 'storms' and solutions		
Holy Week Palm Sunday Maundy Thursday Good Friday Last supper Cross Jesus	interpret reflect empathise express		The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) Select from pp. 464 – 485)	Concertina book on Holy Week		
Easter Day rise from the dead Spring Jesus God disciples	interpret reflect empathise express		The Beginners' Bible (Gold 'n' Honey Books 0945564317 / Zonderkids 0310926106) pp.486 - 490	Drawing and writing about Easter Day added to concertina book		

Key Stage 1

Year 2

Friendship

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To discuss the nature of friendship	Circle time activity e.g. 'X is my friend because ....' Discuss what makes a good friend Write an advertisement for a friend: "WANTED" and list qualities of a true friend	What makes a good friend? What qualities do my friends look for in me? In what ways can I be trusted?
To learn about the life of Gladys Aylward To reflect on what they learn about friendship from Gladys Aylward's life	Listen to and discuss the story of Gladys Aylward Draw and label pictures of Gladys helping in China.	How did Gladys help the Chinese? How was she a friend to the children? Why did she do this? How did God help Gladys?
To learn about St Francis To reflect on what they learn about friendship from St Francis' life	Listen to and discuss the story of St Francis, the change in his life and his love especially for living creatures Make a frieze of Francis and the animals.	What was Francis like as a young man? What made him change? What did God want him to do? How did he raise the money to rebuild God's church? How did Francis and his friends live? How did Francis deal with the wolf of Gubbio? How was Francis a friend to all God's creatures?
To learn about the work of Christian Aid To reflect on how they can be a friend to people in need	Link this to Christian Aid week Use Christian Aid materials to look at a world issue. Look at the Global Gang website for young people Discuss how the children can help. Organise an event to help.	Why is it important to help others less fortunate than ourselves? What could I give to someone less fortunate than myself? How does this fit in with what we have learnt about some famous Christians e.g. Dr Barnardo, St Francis and Gladys Aylward
To learn about what Jesus said about helping people To reflect on how they can help others	Recap and discuss the story of the Good Samaritan Recap on Jesus' friends: e.g. disciples, Martha and Mary Read and discuss Matthew 22:36 – 39 Discuss how Jesus helped people e.g. feeding 5000 Find out how local clergy and Christians follow Jesus by helping others Write a short account of how some Christians help others	How did Jesus help his friends? How did he help others? How do Christians show their love of their neighbour/s? How do Christians show their love of God? Who is your neighbour? If all people followed this great commandment, what would our world be like? Why?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
love of God awe & wonder respect caring dependence on God interdependence religious language	investigate interpret reflect empathise evaluate	self-awareness  respect for all  open-mindedness	photographs portraits self-portraits	Poster with qualities of friends.	<p>By the end of this unit:</p> <p><b>Most</b> pupils should be able to:</p> <ul style="list-style-type: none"> <li>recount the outlines of the stories of St Francis and Gladys Aylward, (AT1 level 1)</li> <li>talk about what they value about loving God &amp; loving their neighbour. (AT2 level 1)</li> </ul> <p><b>Many</b> pupils should be able to:</p> <ul style="list-style-type: none"> <li>retell the stories of St. Francis and Gladys Aylward, (AT1 level 2)</li> <li>identify the Christian beliefs in these stories, (AT1 level 2)</li> <li>respond sensitively to values and concerns in the stories and those of Christian Aid. (AT2 level 2)</li> </ul> <p><b>Some</b> pupils should be able to:</p> <ul style="list-style-type: none"> <li>describe Christian beliefs about creation, faith, love and service, (AT1 level 3)</li> <li>make links between Christian ways of behaving and their own. (AT2 level 3)</li> </ul>	
caring kindness respect interdependence belonging	investigate interpret reflect empathise evaluate	appreciation and wonder	In His Service: Book 2 (RMEP 0080370799)	Pictures of Gladys Aylward helping in China		
faith caring kindness respect interdependence	investigate interpret reflect empathise evaluate		Story of St Francis (e.g. The Good Man of Assisi Lion, 07459 36334)	Frieze of St Francis with the animals		
faith caring kindness respect interdependence	investigate interpret reflect empathise evaluate		Christian Aid materials <a href="http://www.globalgang.org.uk">www.globalgang.org.uk</a>	An event to help others		
faith caring kindness respect interdependence	investigate interpret reflect empathise evaluate		Beginners Bible (Zonderkids 0310926106 local clergy or local Christian	A written account of how some Christians help others		

Learning Objectives	Activities and Experiences	Key Questions
<p>To learn about the birth of the church; To reflect on the importance of birthdays for the church and themselves</p>	<p>Listen to the story of Pentecost- the Birthday of the Church (Acts 2: 1 – 6) Make or draw the symbols of God used to describe the Holy Spirit. Interpret the story in dance and movement Have a Pentecost party for Key Stage 1.</p>	<p>How do you celebrate your birthday? Why is it important? What must the noise of the rushing wind have been like? What would the disciples feel when they saw the fire on their heads? What noise was made when people spoke in so many languages at the same time? What would you put into a party for the church?</p>
<p>To think about prayer To reflect on prayer in the children's lives</p>	<p>Discuss times when the children pray. Discuss what prayer is – a means of being or talking with God Discuss how we communicate in many different ways: writing, speaking, whispering, telephone, texting, codes, signs, sign language, pictures, etc Choose a short prayer known by the children and have them communicate it in an unusual way e.g. by text, advert or in pictures</p>	<p>When do you pray? What do you say in your prayers? Who do you pray to? Is prayer the same as talking / talking inside your head? How do we tell people things in everyday life?</p>
<p>To learn or become more familiar with some famous prayers To reflect on what they mean</p>	<p>Look at some famous prayers, including the Lord's Prayer and others e.g. St Francis' prayer, blessings, the Grace, etc Discuss what they mean. Children choose one, write it out neatly and illustrate it appropriately</p>	<p>What prayers do you know? What does .... mean? What pictures do you think of when you say ....?</p>
<p>To learn about different types of prayers To reflect on the place of prayer in their lives and in school</p>	<p>Discuss different types of prayer i.e. praise, giving thanks, asking for something, thinking things through, blessings, etc Write some prayers using a writing frame for each type Discuss where to keep written prayers and how to decorate the place Make a prayer tree, corner, box or other place to keep them until they are used in collective worship.</p>	<p>What could we praise / give thanks for / ask for / think about / bless / etc? Where can we keep our prayers? How should we treat the place we keep them? Why? What should we do with them eventually?</p>
<p>To learn about death and what Christians believe happens To reflect on their own views of death and the afterlife</p>	<p>Listen to and discuss stories of:</p> <ul style="list-style-type: none"> <li>• Grandpa and Me or</li> <li>• Emma says Good bye or</li> <li>• Badger's Parting Gifts</li> </ul> <p>Discuss "Thanksgiving for Life" Explore concepts of heaven John 11: Lazarus; John 14:1 - 7; (age &amp; aptitude appropriate) passages from Revelation 19 and 21</p>	<p>Why should we give thanks for our lives? What might this mean for Christians What do you think heaven is like? What does the Bible tell us about heaven?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
God Holy Spirit Pentecost Whitsunday belonging celebration	investigate interpret reflect empathise evaluate	self- awareness  respect for all	Beginners' Bible (Zonderkidz 0310926106)	Celebrate a Pentecost party	<p>By the end of this unit:-</p> <p><b>Most</b> pupils should be able to:</p> <ul style="list-style-type: none"> <li>recognise Holy Communion as a Christian act of worship, (AT1) and</li> <li>recognise the Bible as the special book for Christians, (AT1), and</li> <li>identify aspects of death which they find puzzling. (AT2)</li> </ul> <p><b>Many</b> pupils should be able to:</p> <ul style="list-style-type: none"> <li>describe what happens in Holy Communion, (AT1),</li> <li>suggest meanings for the bread &amp; wine, (AT1), and</li> <li>realise that questions about death &amp; the afterlife are difficult to answer. (AT2)</li> </ul> <p><b>Some</b> pupils should be able to:</p> <ul style="list-style-type: none"> <li>make links between Holy Communion and stories and beliefs about Jesus, (AT1) and</li> <li>realise that questions about death &amp; the afterlife are difficult to answer. (AT2)</li> </ul>	
prayer God	investigate interpret reflect empathise evaluate	open- mindedness  appreciation and wonder	L Rock & M Galvani: Learning about Prayer (Lion 0745947352) L Rock: All about Prayer (Lion 9745948472)	Creative communication of a prayer		
special belonging respect awe & wonder reflection asking questions religious language	investigate interpret reflect empathise evaluate			Learn and illustrate a prayer		
prayer praise thanks asking thinking blessing	investigate interpret reflect empathise evaluate			Make up and write a prayer. Make a prayer tree / box / display		
death Heaven loss grief love	investigate interpret reflect empathise evaluate		Jane Yolen: Grandad Bill's Ssong (Putnam Juvenile, ISBN: 978-0698116146) Carolyn Nystrom: Emma says Good bye (Lion, ISBN: 978-0745929248) Susan Varley: Badger's Parting Gifts (Andersen Press, ISBN: 0862640628)	Talk about death, life after death, heaven and write down and /or draw own thoughts		