

Key Stage: 2 **Year:** 3 **Subject:** The Bible; Harvest

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To identify the Testaments and some books in the Bible	Look at the class or school library, identifying various types of books. Look at the titles of books in the Bible and point out that there are two main divisions of books, the Old and New Testaments. Within this division are books of sagas and traditions, history, poetry, wisdom, prophecy, biography (life stories) and letters. Children make a Bible 'library' out of cereal packets or design book covers (each pupil makes 2 or 3) for a display.	What types of books / different subjects are there in the library? The Bible has two parts. What are their names? Which comes first? How many books are there in the Old Testament? How many in the New Testament? Do you know the names of any books in the Bible?
To learn about the order of some people in the Bible; To reflect on the length of time Jews and Christians have followed God	Do a time line of each child's own life. Discuss what AD and BC mean. Use a long rope as a time line. Put AD and BC on the rope and give children labels of Bible people they have encountered in previous years eg Jesus (0BC / AD), David (c 1000BC), Moses (c 1200 BC), Joseph (c1600 BC), creation (?). Children stand on the rope in the correct order. Point out how long ago are Bible events. Children draw the Bible timeline and a copy is placed on the classroom wall.	(Time line): when were you born? When were younger brothers and sisters born? How old were you when you went on holiday? When did you start school? Which class were you in three / two / one year ago? When did you get a pet? Has anything else happened to you? When was this? (Bible timeline) Where does BC finish and AD start? Who was born then? Where is your life on the timeline?
To learn about how the Bible is depicted in art; To make their own picture of a Bible story.	Look at works of art depicting Bible stories. Discuss what they show, what they might mean and what feelings they suggest. Pupils use some of the artistic ideas or those gained from their art lessons to help them make a picture of their own on another Bible story. (Possible link to Spirited Arts competition and website: http://www.natre.org.uk/spiritedarts)	Who are the people in the picture? What are they doing? How are they behaving towards each other? What might they be saying to each other? Which Bible story is the picture describing? What are the main colours? What do the colours add to the picture? Is it possible to take anything out of the picture and leave the same meaning? What do you feel when you see the picture?
To learn about the story of Moses at the burning bush; To reflect on what the event meant to Moses	Remind pupils of the story of Moses at the burning bush (Exodus 3). Devise a visualisation (see Mary Stone's book) on the story. Discuss what picture the pupils have of the event and what their feelings are about God and Moses. Either use artistic ideas to depict part of the story or write a poem about the event.	Which part of the story did you enjoy most? What colours did you see? What were your feelings when you saw the bush / the snake / Moses' leprosy. What do you think Moses felt at each stage? Why would he feel this? What do you think God is like? Why? How would you describe the scene?
To learn about the variety of harvests across the world; To reflect on how people are dependent on each other; To reflect on why people praise God	Choose a harvest hymn / song eg Pears and Apples (Come and Praise). Discuss the different kinds of harvests eg fruit, fish, fuel and power, minerals, animals, etc. In groups design collages based on each verse. Discuss how different parts of the world produce different harvests and how we need to share so that everyone benefits. Discuss what God would want his believers to do.	Where does our food (fruit, vegetables, milk, fish, meat, etc) come from? Which countries do these come from? What do we get out of the ground? What do we use it for? Which countries do these (stone, metals, oil, etc) come from? Where did it all come from originally? Why does God want his followers to give thanks?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Bible Old and New Testaments history poetry prophets letters	Investigate Interpret Apply	Self-awareness Respect for all	Louis Fidge: Bible Activities 7 - 11 (Folens Copymaster)	A class Bible library	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> recall some words used to describe the parts of the Bible (AT1) talk about their own feelings about Bible stories and harvest celebration (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> use words such as Bible, Old and New Testament correctly and identify when some Bible characters lived (AT1) respond sensitively to how Moses felt at the burning bush (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> link religious stories to the Bible timeline (AT1) ask questions about how God appears in Bible events (AT2) 	
Timeline BC AD Jesus	Investigate Apply Synthesise	Open-mindedness Appreciation and wonder	Rope and labels	Children's lifelines and a timeline of some Bible characters		
Bible art	Investigate Interpret Empathise Discern Express		http://www.nationalgalleryimages.co.uk/ then search on 'subjects' for 'Religious and Biblical'	Children's art work		
God Burning bush	Empathise Discern Express		Mary Stone: 'Don't Just Do Something ... Sit There' (RMEP)	Picture or poem of (part of) the scene of Moses at the burning bush		
harvest world resources dependence thanks	Investigate Express			Collages of the verses of 'Pears and apples' or another harvest song / hymn		

Key Stage: 2

Year: 3

Subject: Abraham, Isaac, Jacob and Christmas

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To learn about Abraham and Sarah and the birth of Isaac To reflect on the joy of unexpected gifts	Put Abraham and Sarah on the time line (c1800 BC). Tell the story of Abraham and Sarah as old people and God's promise that Abraham will be the father of a nation of people. Discuss how unusual this would be. Tell the story of the birth of Isaac and why his name is important. (Isaac means laughter). Discuss in talking partners how something they have not expected has been enjoyable eg an unexpected treat or visit. Record what their partner has said and feed this back to the group. Discuss how God has a plan which is not always clear at first.	What did God promise Abraham (Genesis 15: 5 and 17: 15 - 17)? Why did he laugh at this promise? Why did Sarah laugh when Isaac was born? What does the name Isaac mean? Have you ever had a pleasant surprise / unexpected present / unexpected visit or holiday / school closed for a day / etc? What was the pleasant surprise for Abraham and Sarah? Can you think of other pleasant surprises in the Bible (eg for Moses, Joseph, Daniel, Mary or Jesus)? When do you think God might provide other pleasant surprises?
To learn about Isaac and what Abraham was prepared to do To reflect on the feelings of Abraham, Isaac and themselves	Discuss whether the children have had to give up something they really did not want to. Freeze-frame in sections the story of Isaac from birth to threat of sacrifice. Discuss feelings at each stage and predict what will happen next. Hot seat Abraham and Isaac. Draw Abraham and Isaac and add thought bubbles for them at the end of the story. Add a thought bubble for God.	How did Abraham and Sarah show they were pleased at Isaac's birth? How would Abraham feel when God asked him to kill Isaac? What would Abraham and Isaac be thinking and feeling as they went to Moriah / built the fire / as Isaac laid down on the wood / as Abraham raised the knife / as God stopped Abraham? Why did God test Abraham? What does God think at the end?
To learn about Jacob and Esau; To reflect on when it is possible or not to forgive	Tell the story of the birth of Jacob and Esau. Add Isaac, Rebekah, Jacob and Esau to the time line. (Jacob is the father of Joseph.) Discuss whether the children have ever had arguments with their brother or sister. Tell the story of Jacob tricking Esau for their father's blessing (Gen 27) and how Esau forgives Jacob when they meet again (Gen 33). Write about a time when they could have or did forgive someone for a wrong done to them.. Discuss the consequences of not forgiving.	How did Jacob trick Esau? How would Jacob feel when he meets Esau again? How does Esau show his friendship? Why does Jacob cry? What does it mean if you forgive someone? How do you know Esau has forgiven Jacob? Have you ever forgiven someone? Has anyone ever forgiven you? Who? When?
To learn the story of Papa Panov; To explore the attributes of "invisible" gifts associated with Christmas	Tell the story of Papa Panov. Discuss how papa Panov has a pleasant surprise. Discuss what Christmas gifts the children are expecting / hoping for and the ones they will give. Discuss how they can give something unexpected and what is the most valuable gift they can give.	Who is Papa Panov expecting? Who does he help? How? Why? Why is he sad near the end of the story? What is the pleasant surprise at the end? What gifts do you expect / hope for? What gifts will you give? How / what can you give something unexpected? What is the most valuable gift you can give?
To think about Christmas gifts; To reflect on the values of different gifts	Use Christmas carols that illustrate the gifts of Christmas (light, joy, love and peace) eg 'Joy to the World' or 'Silent night'. Children discuss and highlight the lines that illustrate these gifts and explain what these words mean in their lives. Alternatively, or in addition, each child makes a Christmas card with envelopes on the front containing the words 'love, joy and peace' to give to somebody. Talk about who you would want to give these gifts to and why and how you could demonstrate the gifts of love, joy or peace.	What words in the carols describe the feelings of Christmas? What do these words mean? How can we see them in our lives? Who would we want to have these feelings at Christmas? (They can choose more than one person) How can we help them happen at Christmas? How can we help them happen all the time?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Abraham Sarah Isaac	Interpret Empathise Reflect Evaluate Express	Self-awareness Respect for all	The Beginner's Bible (Gold 'n' Homey Books 0945564317) The Lion Bible for Children (Lion 780745940465)	Record of unexpected treats in their own lives and that of Abraham and Sarah Additions to the timeline	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> recall aspects of the stories of Abraham, Isaac, Jacob and Papa Panov (AT1) talk about what and who they value (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> retell stories of Abraham, Isaac, Jacob and Papa Panov and suggest meanings for their actions (AT1) ask and respond to questions about people's experiences and feelings and what is right or wrong (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> begin to identify the impact which faith had on Abraham, Isaac, Jacob and Papa Panov (AT1) ask important questions about religion and faith, making links between their own and other people's responses (AT2) 	
Abraham Isaac sacrifice test faith save	Interpret Empathise Reflect Evaluate Express	Open-mindedness Appreciation and wonder	The Lion Bible for Children (Lion 780745940465)	Drawing of Abraham, Isaac and the place of intended sacrifice, with thought bubbles for Abraham, Isaac and God		
Jacob Esau blessing forgive	Interpret Empathise Reflect Evaluate Express		The Beginner's Bible (Gold 'n' Homey Books 0945564317) The Lion Bible for Children (Lion 780745940465)	Writing about a time of forgiveness		
gifts surprise	Interpret Empathise Reflect Evaluate Express		Mig Holder: Papa Panov's Special Day (Lion ISBN 9780745945644)	Ideas of the most valuable gift the children can give		
Christmas carols gifts love joy peace	Interpret Empathise Reflect Evaluate Apply Express		Christmas carols	Christmas card and ideas about how to show love, joy and peace		

Key Stage 2

Year 3

Jesus the healer

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
to learn about Jesus healing the paralysed man; to reflect on their own and others' feelings about the healing	Tell the story of Jesus healing the paralysed man (Mark 2: 1 – 12). Explain the flat roofs in Palestine. Discuss paralysis and what it would be like to be paralysed. Use the story for a visualisation activity (see Resources). Discuss how the paralysed man would feel. Make puppets of the paralysed man and role play the story in small groups. Write a diary entry for the man's day.	What does 'paralysed' mean? What parts of a person could be paralysed? What will a paralysed person find easy / difficult / impossible to do? How could the friends get on to the roof / lower him through it? How would the paralysed man feel during the events?
to learn about Jesus healing Bartimaeus; to reflect on their own and others' feelings about the healing	Tell the story of Bartimaeus, the blind beggar. (Mark 10: 46 – 52). Blindfold a child and ask others to help him / her move around the classroom and do other tasks. Discuss the difficulties of blindness, including its effects on attitudes. Discuss the behaviour and thoughts of the characters in the story. Hot seat Bartimaeus. Record some of his thoughts and feelings.	What is it difficult for a blind person to do? What can they do as well as a sighted person? Can they do anything better than a sighted person? How do people feel about blindness? How might a blind person feel about being blind? When might a blind person lack some confidence? When might they be very confident? How would Bartimaeus feel about meeting Jesus?
to learn about Jesus healing ten lepers; to reflect on their own and others' feelings about the healing	Tell the story of the ten lepers. (Luke 17: 11 – 19) Explain what leprosy is. Discuss why 9 did not return to thank Jesus and only one did so. Write down the reasons the lepers might give. Set up a 'conscience alley' activity with one child as the leper who returned and the nine or more lepers on one side and nine or more good angels on the other.	What would life be like for lepers in Jesus' time? Do you think the lepers were pleased to be healed? Why did one of them come back to Jesus? Why might the others not have returned? Do you think Jesus was pleased to heal them?
to learn about the work of doctors and nurses; to compare their work to Jesus' healing ministry	Children find out about the work of doctors and nurses and discuss this. Compare Jesus' healing ministry to their work. Make a display of the three (Jesus, doctor, nurse) with words (eg healing, medicine, tablet, injection, faith, kind words, etc) appropriate to each person near to their names / pictures.	Have you met a doctor or nurse? When? What do doctors and nurses do? What do they use to cure people? Does Jesus do anything similar? What does he use to cure people? How does God help Jesus? Do people have to believe Jesus can help them before they are cured? Why (not)? If you fall and hurt your knee, what makes you feel better? (a bandage or kind words?)
to learn about Shrove Tuesday and Ash Wednesday; to reflect on their own and others' experiences of being sorry	Explain the meanings and significance of Shrove Tuesday and Ash Wednesday. Discuss what the children could give up for Lent. Make pancakes and let children try to toss them. Eat the remnants. Demonstrate a palm cross being burnt and (invite the vicar to) put ash on the children's foreheads. Discuss the reasons for doing this.	What could you do without for the next 40 days? How often do you eat / do whatever you are giving up? How easy / difficult will that be? Have you ever felt sorry for something you did? How did you show it? Why do some Christians put ash on their foreheads?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Jesus God paralysed heal believe forgive	interpret empathise reflect express evaluate	Self-awareness Respect for all	The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 326 - 330	Role play the story of healing the paralysed man The man's diary entry for that day	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> recall stories of Jesus' healings (AT1) talk about their own experiences and feelings and what they find puzzling in the stories (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> retell stories of Jesus' healings and suggest reasons for Jesus' actions (AT1) recognise that some questions about Jesus cause people to wonder and are difficult to answer (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> make links between stories and beliefs about Jesus (AT1) ask questions about Jesus and link their ideas to those of others (AT2) 	
Jesus God Bartimaeus blind believe heal	interpret empathise reflect express evaluate	Open-mindedness Awe and wonder	The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 438 - 443	Hot seat activity Written record of Bartimaeus' thoughts and feelings		
Jesus God leper leprosy priest heal thanks	interpret empathise reflect express evaluate		The Beginner's Bible (Gold 'n' Honey; ISBN: 0945564317) pp. 427 - 431	Reasons why one leper returned and nine did not Conscience alley activity		
Jesus doctor nurse heal medicine belief	Investigate interpret apply reflect express evaluate		Suitable books / leaflets on doctors and nurses	Posters of the healing work of doctors, nurses and Jesus		
sorry forgiveness Shrove Ash Wednesday Lent	interpret empathise reflect express evaluate		http://www.bbc.co.uk/religion/religions/christianity/holydays/le nt_2.shtml	Discussions on fasting for Lent and on feeling sorry		

Key Stage 2

Year 3

Jesus's healings, Holy Week and Easter

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
to learn about the meaning and significance of Mothering Sunday and Mothers Day; to reflect on their own and others' experiences of mothers / carers	Recap on the meanings of Mothering Sunday and Mothers' Day. Discuss happy and sad events and when we need someone to show care and concern. Look at some poems about mothers. Write poems about when we rely on mothers or carers for help.	What is the same / different about Mothering Sunday and Mothers' Day? When are you happiest / saddest? Who do you like to have with you at this time? How does your mother / carer help you when you are happy / sad?
to learn about Jesus healing Jairus' daughter; to reflect on puzzling aspects of the event	Tell the story of Jairus' daughter (Mark 5: 22 – 24 & 35 – 43). In groups of five plus (Jesus, Jairus, daughter, mother, Jairus' friends [plus disciples?]) act out the story and present the plays to the class. Interview Jairus, the daughter and mother for their thoughts and feelings. Make a picture of the scene with thought and speech bubbles.	How do we know Jairus and his wife cared for their daughter? Why did Jairus think of asking Jesus (rather than a doctor) to help? In what way did the story get sadder before Jesus gets to the house? What would Jairus think when he heard his daughter was dead? Why does Jesus continue to help? Why was everyone amazed at the end? What do you think God did?
to learn about the last week of Jesus' life; to reflect on the thoughts and feelings of people then and now about these events	Tell the story of Jesus' arrest trial, crucifixion and burial (Mark 14: 43 - 15: 47). In groups of about five have the children get into tableaux of e.g. the arrest, Peter's denial, trial by Pilate, carrying the cross, crucifixion. Photograph the tableaux and display the pictures for the class to discuss how Jesus' friends would feel at each stage of the story.	What is happening in this scene? What would Jesus be thinking / feeling at this time? What would Peter / his friends be thinking / feeling at this time? How do the faces tell us what Jesus / Peter / Pilate / the crowd / Jesus' friends are thinking?
to learn about the events of the first Easter Day; to reflect on the thoughts and feelings of people then and now about these events	Tell the story of the resurrection (empty tomb) (Luke 24: 1 – 12). In groups of about five act out as tableaux the women entering the tomb and telling the disciples. Use the photographs as the basis for discussion and a display.	What is happening in this scene? What would Mary / his friends be thinking / feeling at this time? How do the faces tell us what Mary / the women / Peter / Jesus' friends are thinking?
to learn some Easter songs and hymns; to reflect on the Easter events and express their own ideas	Explore Easter songs and hymns. Discuss the events recounted in them and the feelings of the people involved. Pupils write their own Easter poem or song.	What do the words of the hymn / song describe? Do any of the words special religious ones? What do they describe? What feelings are mentioned in the hymn / song? Who feels this? What will you describe in your song / poem?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Mothering Sunday Mothers' Day happy sad care	empathise reflect express evaluate	Self-awareness Respect for all	http://www.mothers.net/motherspoems.htm	Mothering Sunday / Mothers' Day poem	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> recognise verbal and non-verbal ways of expressing Christian stories (AT1) talk about what they find interesting and puzzling in stories about Jesus (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> suggest meanings for religious actions and symbols eg the cross (AT1) ask, and respond sensitively to, questions about their own and others' experiences and feelings (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> describe some forms of expressing religious ideas (AT1) ask important questions about Jesus and Christianity, making links between their own and others' responses (AT2) 	
Jesus life death amazement wonder	interpret empathise reflect express evaluate	Open-mindedness Awe and wonder	The Lion Bible for Children (Lion; ISBN: 0745940463) pp.287 - 294	Picture with thought and speech bubbles of Jesus reviving Jairus' daughter.		
Jesus Peter Pilate arrest trial cross crucifixion	interpret empathise apply reflect express evaluate		The Lion Bible for Children (Lion; ISBN: 0745940463) pp. 283 - 294	Display of written work and photographs of tableaux of the story from Jesus' arrest to the empty tomb.		
God Jesus Mary empty tomb resurrection life death	interpret empathise apply reflect express evaluate		The Lion Bible for Children (Lion; ISBN: 0745940463) pp. 294 - 296			
Easter sad happy joy rejoice praise life	interpret empathise reflect apply express evaluate		Hymn / song books e.g. Lord of the Dance When the green blade rises There is a green hill far away Thine be the glory Jesus is Lord	Easter poem or song.		

Learning Objectives	Activities and Experiences	Key Questions
<p>To understand the importance of rules To reflect on their own and others' views about rules</p>	<p>Brainstorm the rules by which we live at home (<u>not</u> school) Prioritise rules Explore which are the most common & discuss why Make a class graph of the popularity of rules connected with play, mealtimes, bedtimes, television, telephone, computer games, etc Discuss why rules are important</p>	<p>What rules do you have to keep at home? Which rule(s) is / are most important and why? Is there a rule which everyone in the class has at home? If you are 'playing out' is there a time by which you have to be in? Why? Do you have a regular time to go to bed? Why? What are the rules about mealtimes / friends / etc?</p>
<p>To learn about Jesus' teaching on rules and forgiveness To reflect on their view of what is the most important rule</p>	<p>Study "The Golden Rule" - Luke 6:31..... 'Do to others as you would have them do to you' Discuss what it means. Look at the story of the unforgiving servant (Matthew 18: 23 – 34) In small groups, dramatise situations which reflect the golden rule. Devise your own golden rule.</p>	<p>Does your school have golden rules? What does the golden rule mean? Do we need any more rules or does this cover everything? In what situations have you found yourself when the Golden Rule has or has not been applied? Does the servant in Matthew 18 follow the golden rule? How do you know? What does he do wrong?</p>
<p>To learn about trust and faith in Christianity To reflect on their understanding of trust</p>	<p>Try a jelly party, where 2 children have to eat from spoons on long sticks which they must hold by the ends. (The only way of doing this successfully is for them to feed each other- i.e. rely on goodwill and help one another). Discuss the meaning of this. Play some trust games e.g. guiding someone wearing a blindfold Read the story of Peter trying to walk on water (Matthew 14: 29 – 31) Discuss what it says about Jesus helping people and about trust. Write a story about trust and helping each other.</p>	<p>How difficult is it to feed yourself? Did it help when you realised that we need to rely on one another? In what ways do we help each other every day? How do we trust each other every day? Can you think of games where we trust or help each other? Did Peter trust Jesus? How do we know? Was Jesus the sort of person people could trust? Can you think of other examples of Jesus helping or being trusted?</p>
<p>To learn about the life and beliefs of a famous Christian To reflect on how and why they help others</p>	<p>Look at stories of</p> <ul style="list-style-type: none"> • Elizabeth Fry • Grace Darling and / or • Mary Seacole <p>www.bbc.co.uk/schools/famouspeople/standard/seacole/index.s Hot seat some of the characters. Discuss how they helped others Pupils write a diary of a day in the life of Elizabeth, Grace or Mary or groups write and act out scenes from 'This is your Life' on them.</p>	<p>How did Elizabeth Fry / Grace Darling / Mary Seacole help other people? Why did they help them? Would Elizabeth / Grace / Mary have helped anyone who needed their help? Why? How do you help others? Why do you help them?</p>
<p>To learn about Jesus' teaching on forgiving enemies To reflect on their own views about treating enemies</p>	<p>Look at Luke 6:27 - 29 (Jesus teaching on "Love your enemy") Discuss how the children resolve conflicts and how God would want them to Look at the story of David sparing Saul (1 Samuel 19 v 1 – 2 & chapter 24) Discuss what this shows about how David treated King Saul and how it worked out for him (cf Jesus on the cross: Luke 23 v 32 – 34) Pupils decorate the saying "Love your enemies" or produce other artwork on the theme</p>	<p>How do you treat people you do not like? How easy or difficult is it to love your enemy? How important is it to love or forgive your enemy? What was Jesus' purpose in this teaching? What makes this guidance of major importance to us and our world? How would it be if it were applied in war-torn nations of the world today?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
rules authority	investigate interpret reflect empathise apply	Self-awareness Respect for all		Class graph of common home rules Discuss why rules are important	<p>By the end of this unit:-</p> <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> recall the Golden Rule and Jesus' teaching of "Love your enemy" (AT1) identify what they value in these passages and the story of a famous Christian (AT2) <p>Many pupils should be able to:</p> <ul style="list-style-type: none"> identify some Christian beliefs exemplified by a famous Christian (AT1), respond sensitively to the values and concerns of the people in the accounts studied. (AT2) <p>Some pupils should be able to:</p> <ul style="list-style-type: none"> link the Golden Rule and "Love your enemy" to Bible stories or to famous Christians (AT1) link these teachings to their own behaviour. (AT2) 	
Golden rule forgiveness	investigate interpret reflect empathise apply	Open-mindedness Appreciation and wonder	Bible e.g. The Good News Children's Bible 0001071920	Dramas based on the 'Golden Rule' Devise own golden rule.		
trust faith dependence interdependence	investigate interpret reflect empathise apply		Aprons Spoons Jelly Bible	Write a story about helping others.		
faith commitment love bravery care	investigate interpret reflect empathise apply		'Faith in Action' series (RMEP)	A diary account of a day in the life of Elizabeth Fry / Grace Darling / Mary Seacole		
forgiveness commitment love	investigate interpret reflect empathise apply		Bible	Artwork based on the theme of 'love your enemies'		

Key Stage 2

Year 3

The Church

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>To learn about the parts of a church</p> <p>To reflect on their own experience of churches</p>	<p>Use the interactive whiteboard to name church furniture and place them on a plan of a church (e.g. place font to the left of the north or south door, whichever is appropriate)</p> <p>Children draw and label plans / pictures of churches.</p> <p>Introduce and discuss the furniture: e.g. altar, font, pulpit, lectern, pews</p> <p>Use virtual tours of churches on the internet.</p> <p>Prepare for visiting the parish church e.g. look at photographs, discuss what to look for.</p>	<p>Does anyone know what this (altar, font, etc) is / is called?</p> <p>Where is it (altar, font, etc) found in a church?</p> <p>What is it (altar, font, etc) used for? e.g. In what service is the font used? Is it used in every service in church?</p> <p>Why is it (altar, font, etc) placed where it is?</p> <p>Have you visited a church? When? Why?</p> <p>What do you like about churches?</p>
<p>To learn about the parts and uses of churches</p> <p>To reflect on the use of churches</p>	<p>Church visit</p> <p>Discuss what happens in each area.</p> <p>Discuss evidence that people go to church e.g. notice board, kitchen/hospitality area</p> <p>Follow up to visit e.g. draw a new labelled plan / picture to fit the visit:</p>	<p>Do you remember the names of (altar, font, etc)?</p> <p>What happens at the altar, font, etc?</p> <p>How is this church similar to the one(s) we looked at last lesson?</p> <p>How is it different?</p> <p>What do people do in church? Why?</p>
<p>To learn about the roles of people in church</p> <p>To reflect on how pupils help in other situations</p>	<p>Discuss the roles of people other than the vicar in church e.g. flower arrangers, cleaners, musicians, warden, vergers, tea-makers, sidespersons</p> <p>Prepare a questionnaire for (some of) these people</p> <p>Invite some of them to visit to answer questions</p> <p>Discuss how the children help in various organisations.</p>	<p>as appropriate to formulating the questionnaire (e.g. Do you come into church each day? If not, how often do you visit the church to carry out your responsibilities? What do you do? Why do you do it? How does this help the church?)</p> <p>What do you do to help at home? / at school? / elsewhere?</p>
<p>To learn about different ideas of what a church is</p> <p>To reflect on their own interdependence</p>	<p>Discuss whether school is a building or the people</p> <p>Discuss whether or not there can be church if there were no building.</p> <p>Discuss how people worship God in many different places, including outdoors. Discuss people as 'Church'</p> <p>Look at and discuss the story of Jesus naming Simon as Peter? (Matthew 16:18 - 19)</p> <p>Read/Learn the words of "I am the church, You are the Church, We are the Church, together"</p>	<p>Is the school more than the building(s)? Can the school go on a visit?</p> <p>How are the relationships between pupils and staff? How do we need each other?</p> <p>How can the church be more than the building? Which is more important: the people or the building?</p> <p>How could Peter be described as a "rock"?</p> <p>What would we expect people who are 'Church' to be like?</p> <p>What is the meaning of "This person is as solid as a rock"?</p>
<p>To learn about the variety of churches</p> <p>To reflect on what churches are</p>	<p>Visit a different denominational church e.g. Methodist, URC, Society of Friends (Quaker) or Baptist OR</p> <p>Look at pictures of churches around the world.</p> <p>Discuss their similarities and differences and how and why they differ. Compare and contrast them with the Anglican church</p> <p>Pupils design their own church.</p>	<p>What are the features of the church(es) you have looked at?</p> <p>Is there anything all churches have in common?</p> <p>Why are churches different?</p> <p>What would you put in a church if you were to build one?</p> <p>Why?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express	self- awareness respect for all open- mindedness	ICT facilities Pictures / photographs / images of church furniture	Labelled plans / pictures of churches	<p>By the end of this unit:-</p> <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> name some people and items linked with a church (AT1) talk about what they find interesting about churches and the people connected with them (AT2) <p>Many pupils should be able to:</p> <ul style="list-style-type: none"> identify similarities and differences between two churches (AT1) respond sensitively to the work of people involved in the church. (AT2) <p>Some pupils should be able to:</p> <ul style="list-style-type: none"> describe how church furniture is used in different churches, (AT1) compare their own experiences with those of the people involved in the church. (AT2) 	
awe/wonder belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express	appreciation and wonder	Local Anglican church	Labelled plan or picture of the church visited		
belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express		Appropriate visitors from church	Questionnaires on the roles of people who contribute to church work		
belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express		Words and Music by Richard K. Avery and Donald S. Marsh, 1972 (Praise God Together No. 150) Bible	Learn the words of "I am the church, you are the church, we are the church together."		
awe/wonder belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express		Local church other than Anglican	Designs (pictures or models) of churches		