

Key Stage: 2 Year: 4

Subject: Friendship, David, Ruth, Esther and Harvest of talents

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To reflect on aspects of friendship	Discuss friendship; what qualities make a good friend; why have they chosen their friends? Make a friendship bracelet using coloured beads. Each colour denotes a quality of friendship decided by the class.	What is a friend? What do you want from a good friend? Is it good to have a best friend? How do you show your friendship? Should you ever fall out with a friend? Why (not)?
To learn about the friendship of David and Jonathan in the Bible To reflect on what the pupils have learned about friendship	Recap who David was from Year 2. Explain that after David killed Goliath that he was taken by King Saul to live in the palace. Tell the story of David and Jonathan. How did Jonathan demonstrate he was a good friend? How did David show loyalty to God's chosen king? What would the children have done? Children in talking partners explain what they have learnt about friendship. Devise a "Friendship is" display.	How did David and Jonathan show their friendship? Why was Saul jealous? How does Jonathan support David? Why did David not kill Saul when he had the chance? Why does this make Saul weep? What would you have done if you were in Jonathan's place? What would you have done in David's place? What are the qualities of a good friend?
To learn about the friendship of Ruth and Naomi in the Bible To reflect on what the pupils have learned about friendship	Show a video / DVD of Ruth or tell the story of Ruth and Naomi. Discuss why it was unusual for Ruth to stay with Naomi? Present Ruth's character portraits (eg loyal, kind, hard-working, reliable, caring, honest) as a poster.	Why was it unusual for Ruth to stay with Naomi? (Being of a different race she would be expected to go back to her own people) What qualities did Ruth have as Naomi's daughter in law?
To learn about how Esther was a friend to the Jews To reflect on what the pupils have learned about friendship	Tell the story of Esther (see resources). Children dress up as a character from the story and make a dreadful noise when Haman's name is mentioned. (cf Jewish celebration of Purim). Discuss why Haman is disliked and how Esther is a true friend of the Jews. Make a board game of the ups and downs of Esther's life (eg based on snakes and ladders)	How is Esther able to help the Jews? Why does Haman take a dislike to the Jews? How does Haman influence King Xerxes? How does Esther turn the tables on Haman? How does this show Esther to be a good friend to Jews?
To learn the parable of the talents To reflect on how the pupils might use their talents and abilities	Explore the song 'Magic Penny (Love is something if you give it away)'. Tell the parable of the Talents (Luke 19: 11 - 26) by acting it out. Then discuss its meaning. Discuss with their talking partner what talents the children have. Report back about their partner. Discuss how harvest is not just giving gifts but giving time and skills to the benefit of others. Design a class display of the talents in Year 4.	How can you end up with more love by giving it away? What does 'make the most of what you have' mean? Who in the story makes the most of what they have? How do they do this? What talents / skills / abilities do you have? How can you make more of what you have? How could you help others by doing this? How is this a harvest of your talents?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Friend Friendship	Interpret Reflect Empathise Express	Self-awareness Respect for all	beads thread	Friendship bracelet	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> retell Bible stories and suggest reasons for why the characters behave in the ways they do (AT1) ask, and respond sensitively, to questions about friendship (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> identify the importance of friendship and how religions promote it (AT1) identify what influences their attitudes and behaviour and those of others (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> use religious words to describe and show understanding of what friendship and talents are (AT1) describe what or who inspires and influences their own attitudes and skills or abilities (AT2) 	
David Jonathan Saul Friend Loyalty	Interpret Reflect Apply Empathise Express	Open-mindedness Appreciation and wonder	The Beginner's Bible (Gold 'n' Homey Books 0945564317) The Lion Bible for Children (Lion 780745940465)	Display of 'Friendship is ...' posters / art work / poems / stories		
Ruth Naomi foreigner daughter / mother in law	Interpret Reflect Empathise Express		The Beginner's Bible (Gold 'n' Homey Books 0945564317) The Lion Bible for Children (Lion 780745940465) Ruth (Testament: The Bible in animation, S4C)	Poster of Ruth's character		
Esther Haman Mordecai Jews enemy	Interpret Reflect Empathise Apply Express		http://www.easyenglish.info/bible-outline/esther-summary.htm The Lion Bible for Children (Lion 780745940465)	Board game of the achievements and set-backs in Esther's life		
Love Talent Ability Skill	Interpret Reflect Empathise Apply Express		Matthew 25 vv 14 - 30	Display of the talents in the class.		

Learning Objectives	Activities and Experiences	Key Questions
<p>To understand how God helps the Jews through Samson's death; To reflect on how disappointment can be turned into success</p>	<p>Discuss whether the children have ever let a friend down. Tell the story of Samson and Delilah. Explain how the story is part of God's plan to save the Jews from their enemies. Discuss how Delilah betrays the friendship of Samson. How does God's plan win in the end? Discuss how the pupils can turn disappointment into success. Make a cartoon sequence of the story.</p>	<p>Have you ever let someone down or been let down? How is Samson betrayed? Why does Delilah do this? Who is doing what God wants? How does God's plan win in the end? Have you ever been successful after being disappointed or in difficulty? How were you successful? How did you bring about success?</p>
<p>To understand how many hymns or songs are based on the Bible; To make links between their spiritual development and hymns or songs</p>	<p>Listen to worship songs and identify their origins in the Bible eg 'You shall go out with joy ...' (Psalm s 96 v 12 and 98 v 8) 'The Lord's My Shepherd' (from The Vicar of Dibley) (Psalm 23); 'Seek ye first the Kingdom of God' (Matthew 6 v 33); 'I, the Lord of sea and sky' ('Here I am Lord') (Samuel 3). Children choose to illustrate one either be designing a shape poem or taking a word or theme from the song as the basis of an acrostic.</p>	<p>What is the song / hymn about? What pictures do you see when you hear the words? What do you feel when you hear or sing the words? What do the words convey? Which are the strongest words? What shape do you think of when you hear the song or specific words? What shape is joy / death's dark vale / Kingdom of God / God's saving hand?</p>
<p>To describe how praising God is important to religious people; To link what they value to that of others, including people of religion(s)</p>	<p>Read Psalm 150 to the class. Discuss the meanings of words and the ideas in it. Pupils, in small groups, prepare to act it out (with or without the specified instruments) and present their results to the full class. Discuss how successfully the idea of praising God has been achieved. Tell the story of the juggler of Notre Dame. Pupils reflect on other means of praising God and write out their ideas.</p>	<p>What does 'praise' mean? Why do some people want to praise God? Is making a loud noise the only / best way of praising God? What else could you do to praise God? How successful have we been in showing what praise is? How did the juggler of Notre Dame praise God? How might a teacher / nurse / shopkeeper / child praise God? What would you want to praise?</p>
<p>To understand how Mary would feel about the news she would give birth to Jesus; To link their own attitudes and behaviour to that of Mary</p>	<p>Tell the stories of the annunciation and of Mary and Elizabeth from Luke 1:26 - 45. Small groups devise fortune lines for Mary. Discuss this as a class and see if the class can agree on one line. Children draw their own fortune line for Mary and write her thoughts at each stage. Discuss who the children go to when they have good news. / worrying news. Discuss who religious people turn to.</p>	<p>What is the correct order of events? What would Mary be feeling when the angel appeared / the angel told her not to be afraid / the angel told her the news of Jesus / she heard how important Jesus would be / ... ? Why do you think Mary would be feeling like this? Who else agrees? Why? Who do you go to when you have good news / are worried? Why? Is there anyone religious people would go to at these times? Why?</p>
<p>To learn about the meaning of the Christingle; To identify who or what influences them and to link this to other people's experiences</p>	<p>Children make christingles, then draw and label one. After the teacher's explanation they indicate what each part symbolises. Discuss why Jesus is described as the light of the world. (enables seeing right from wrong, good from bad; leading people in the right way; etc) Children recount who is a light for them and for whom they can be a light.</p>	<p>What does each part of the christingle mean / symbolise / stand for? Why is Jesus described as the light of the world? Who or what shows you right from wrong, etc? Who or what is a light for you? Do you agree with anyone else on this? Why (not)? Who can you be a light (good influence) to? Why?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Friend Betray God's plan	Interpret Empathise Reflect Express	Self-awareness Respect for all	The Lion Bible for Children (Lion; ISBN 780745940465)	Cartoon version of the story of Samson and Delilah	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> identify different ways in which people can praise and worship (AT1) ask, and respond sensitively to, questions about their own and others' feelings and experiences (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe some forms of worship and praise (AT1) identify what they and others consider worthy of praise and worship (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> describe the impact religion has on some people's lives (AT1) describe what inspires and influences themselves and others (AT2) 	
Worship (key words from the hymns / songs chosen)	Interpret Reflect Synthesise Express	Open-mindedness Appreciation and wonder	Hymns and songs known to the children / sung in collective worship	Shape poem or acrostic poem		
Praise God	Interpret Empathise Reflect Express		The Lion Bible for Children (Lion; ISBN 780745940465) http://www.crtn.org/catalogue/production.php3?id=84	Drama of Psalm 150 Written ideas of how people praise God		
Annunciation Angel Feelings	Interpret Empathise Reflect Evaluate Express		The Lion Bible for Children (Lion; ISBN 780745940465)	Group and / or individual fortune lines for how Mary would feel		
Christingle Symbol Light of the world Influence	Interpret Empathise Reflect Evaluate Express		oranges, red ribbons, glue, cocktail sticks, small sweets	Christingle Discussion on who influences the pupils and who they influence		

Key Stage 2

Year 4

Jesus the teacher

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>to learn about parables and the story of the lost sheep; to reflect on the effectiveness of storytelling and other forms of teaching and learning</p>	<p>Use some short examples of different learning styles eg from memory: copy a simple picture, write down some facts, retell a short story to your discussion partner, copy a simple task. Discuss different ways of learning and what the children find most effective and enjoyable. Explain how Jesus frequently used stories to help people learn about God. Tell the story of the lost sheep (Luke 15: 1 – 7). Discuss what it means. Allow pupils to either draw or write the story or make models and act the story out.</p>	<p>Did you remember the picture, the facts, story or task best? Which do you enjoy most? Does everyone in the class do best at / enjoy most the same activity? Why not? Why did Jesus often use stories? What do you think the lost sheep was feeling at first / later on? What did the shepherd think / feel? In what ways is the shepherd like God? Does the story have any messages? What could they be? Do all stories have a message? Can you think of other examples?</p>
<p>to learn about the story of the lost son; to reflect on meanings of the story and an image of God</p>	<p>Tell the story of the lost son (Luke 15: 11 – 32). Discuss the story. Pupils draw up storyboards for the various scenes: son asks father for his money and leaves home; son has a good time; son runs out of money and looks after pigs; son returns home; the party takes place. In groups of about five, act the scenes out. Make up titles for the story: ‘The young man’; ‘The ... older brother’; ‘The father’; ‘The mother’ and tell the story from their point of view. Continue the story:</p>	<p>Why does the son want to leave home? Do think his family want him to go? Why (not)? What does the young man do with his money? Is that sensible? What is wrong with looking after pigs? (non-kosher) How do we know he was desperate? What reception is he expecting at home? Why is he surprised? How is he welcomed? Why does his father do this? In what ways is the father like God? Why is his brother upset? Who are you most like? Does it end happily ever after? What happens next?</p>
<p>to learn about Jesus’ story of the banquet; to reflect on meanings of the story and an image of God</p>	<p>Tell the story of the banquet / party (Luke 14: 15 – 24). Discuss the characters in the story: the character of the man and the sorts of people who went and those who did not go to his banquet. Discuss what God’s kingdom (heaven?) may be like. Draw the image of God’s kingdom (heaven?) in the parable and the pupil’s own idea(s). Write an explanation of their own idea(s).</p>	<p>What is a banquet? In what ways is the man who gave the banquet like God? Why do some people not want to go to the banquet? Why do some people not want to be with God? Why do others want to be with God? How do we know that God likes to have people celebrating? In what ways is the banquet like God’s kingdom? Are God’s kingdom and heaven the same? What do you think heaven is like? Where is it? When is it?</p>
<p>to learn about Jesus’ story of the unforgiving servant; to reflect on meanings of the story and an image of God</p>	<p>Tell the story of the unforgiving servant (Mt 18: 23-34). Discuss the characters of the king and the servant. Discuss whether the king is right to act in the ways he does. Pupils can act the story in groups of three. Pupils describe a time when they were able to forgive and a time when they could not.</p>	<p>When the king let the servant off paying back the money what does it tell us about the king? What do you think of the servant’s behaviour towards the other servant? Should he be let off paying completely? Did he go too far? Did the king take the right action when he heard what the servant had done? Why (not)? When were you able to forgive? When could you not?</p>
<p>to learn about Christian understandings of God; to reflect on how God is represented in parables</p>	<p>Remind pupils of symbols for God in the parables: shepherd, father, party-giver and king. Pupils draw their pictures of these characters (you may wish to encourage them to draw contemporary versions rather than Biblical types). Discuss and write down characteristics of the four roles and write them around the pictures. Discuss any ideas common to several images. Look at a range of images (see resources) and discuss which are preferred and why.</p>	<p>What pictures do you have of a shepherd, father, party-giver and king? What words do you think of when they are mentioned? Are there any words which are attached to more than one image? Which of these words do you think link to God? Why? Which of the images representing God do you prefer? Why? Which do you not like? Why?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
parable story lost sheep shepherd God sheep	Investigate interpret apply reflect express evaluate	Self-awareness Respect for all	The Lion Bible for Children (Lion; ISBN: 0745940463) pp.248 - 249	Written, drawn or model-making response to the story of the lost sheep	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> retell some parables and suggest meanings for them (AT1) ask, and respond sensitively to, questions about their own and others' experiences and feelings (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> make links between parables and beliefs about God and people (AT1) ask important questions about beliefs about God and people, linking their own views to those of others (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> describe and show understanding of beliefs about God and people's relationship to God in some parables (AT1) raise, and suggest answers to, questions about their own identity and the meanings of Christian beliefs (AT2) 	
parable story lost son father God	interpret reflect express evaluate	Open-mindedness Awe and wonder	The Lion Bible for Children (Lion; ISBN: 0745940463) pp. 250 - 251	Acted versions of the lost son; Alternative titles for the story of the lost son		
parable story banquet party God Kingdom of God heaven	interpret reflect express evaluate		Bible	Drawing of a Biblical image of heaven and their own idea of heaven with written explanation		
parable story king God servant forgive	interpret reflect express evaluate		Bible	Acted versions of the story of the unforgiving servant		
shepherd father party-giver king God images	interpret apply reflect express evaluate		http://www.jesuswalk.com/names-god/artwork_names-god.htm	Drawings of shepherd, father, party-giver and king with words describing the roles		

Key Stage 2

Year 4

Jesus' Parables; Easter

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>to learn Jesus' parable of the Good Samaritan; to reflect on the meaning of the parable</p>	<p>Give a Godly Play presentation on the parable of the good Samaritan. Allow the children to respond as for a Godly Play response. Look at artists' representations of the story and discuss the colours, layout and ideas in the pictures.</p>	<p>For Godly Play 'questions' see the resource list. What is happening in the picture? Do you think this is the most important part of the story? If not, what is? What do the faces show?</p>
<p>to learn Jesus' parable of the houses built on sand and rock; to reflect on their own and others lives in today's society</p>	<p>Tell the story of the houses built on sand and rock (Matthew 7: 24 – 27). Try this out using building blocks, sand trays and a large flat stone. Discuss the metaphor of building lives on sand and rock. Look at newspaper stories and sort them into examples of lives built on sand / rock. Make a collage of the stories. Discuss what Christians believe God wants of people's lives.</p>	<p>Why is it not good to build on sand? Why is it safer to build on rock? If we tell lies / invite someone to our party / bully / help someone / fight / .. are we building our lives on sand or on rock? Why? What does it mean to build your life on sand / rock? Which stories are about people who have built their lives on sand / rock? Why? Which of these would God want Christians (Muslims / Jews / etc) to do? Why?</p>
<p>to learn about Jesus' answer to the rich young man; to learn about the lives of monks and nuns; to reflect on giving everything to the poor</p>	<p>Tell the story of the rich young man (Matthew 19: 16 – 24). Discuss the answer and the young man's response. Recap the story of St Francis (Y2) and his renunciation of wealth. Research and record the lives of present day monks and nuns, especially their vow of poverty. Hot seat a child as monk or nun. Write a diary entry for a day in the life of a monk or nun today.</p>	<p>How easy is it for anyone to do what Jesus asks? Why is the young rich man sad at Jesus' answer? Why are some people more generous than others? What (fairy) stories do you know with rich, greedy people / poor, generous people? Why does Francis give his clothes to the beggar? Why do people give up all their possessions when they become monks / nuns? What sort of lives do they lead <u>today</u>?</p>
<p>to learn about the last week of Jesus' life; to understand how Peter and others felt about the events; to reflect on their own feelings and experiences in relation to Jesus' death and resurrection</p>	<p>Recap on some of the events of Holy Week e.g. the Last Supper, the arrest, the trials, Peter's denial, the scourging and crucifixion and of Easter Sunday, perhaps using a video version such as The Miracle Maker to reinforce knowledge and understanding. Look at and discuss artists' pictures of these events (see resources). Pupils paint a picture or make a collage which moves from the Last Supper (?on the left / bottom) to resurrection (?on the right / top). Discuss symbolic items they might use to depict events and colour, shapes and application techniques they might use to symbolise emotion. Pupils explain their picture to the class. Use the 'fortune line' strategy to think about and discuss Peter's feelings from Maundy Thursday to Easter Day. Pupils compare their own feelings about Jesus' death and resurrection with those of people in the Bible.</p>	<p>What does the artists' picture show? What do the faces show? Why are the colours used? Etc How will you depict x event? What colours will you use? How will characters be standing? What will their faces show? Etc How would Peter feel at the last supper / in Gethsemane / at the arrest / when he was asked if he knew Jesus/ when Pilate was trying Jesus/ when the cock crowed / etc? Would you have felt the same as Peter / Pilate / Judas / ? Why? Why not? What else might you have felt? Do you think Jesus deserved to die? Why (not)? What do you feel about his being raised from the dead? Why? What do you think about it? Why?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Jesus parable rabbi levite Samaritan neighbour	Interpret Empathise Reflect Evaluate Express	Self- awareness Respect for all	Margaret Cooling: Jesus through Art (Religious and Moral Education Press; ISBN: 185175119X) Jerome W Berryman: the complete guide to Godly Play vol 3 (ISBN: 1889108979)	Pupil-chosen response to the story of the Good Samaritan	By the end of this unit: most children will be able to: <ul style="list-style-type: none"> retell some parables and recount the events of Holy Week and Easter (AT1); ask, and respond sensitively to, questions about their own and others' experiences and feelings in relation to these stories and events (AT2) many children will be able to: <ul style="list-style-type: none"> link Christian beliefs to Bible stories and describe artistic responses to Bible events (AT1); make links between their own values & beliefs and those of Christians, artists & people in the Bible (AT2) some children will be able to: <ul style="list-style-type: none"> describe the impact of religion on peoples' lives (AT1) describe what inspires and influences themselves and others (AT2) 	
Jesus parable house sand rock	Interpret Empathise Reflect Evaluate Express	Open- mindedness Awe and wonder	The Lion Bible for Children (Lion; ISBN: 0745940463) p. 247 Newspaper stories (available on paper or internet)	Collage of newspaper stories of lives built on sand and on rock		
Jesus wealth poverty Francis monk nun vow	Interpret Empathise Reflect Evaluate Apply Express		The Lion Bible for Children (Lion; ISBN: 0745940463) pp. 265 – 266 http://www.walsinghamanglican.org.uk/education/visit_programmes.htm	Diary entry for a modern monk or nun		
Jesus Last supper betray Judas arrest trial Pilate Chief priest Peter deny crucifixion resurrection Easter	Interpret Empathise Analyse Discern Reflect Evaluate Express		The Lion Bible for Children (Lion; ISBN: 0745940463) pp. 280 – 296 The Miracle Maker Margaret Cooling: Jesus through Art (RMEP; ISBN: 185175119X) The Misereor Hunger Cloth from Haiti (from Misereor, Mozartstrasse 9, 52064 Aachen, Germany)	Pictures of the events of Holy Week and Easter; Fortune lines for Peter or others in the story		

Key Stage 2

Year 4

Dependency

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>To explore dependence as a Christian value To reflect on their own dependence</p>	<p>Recap the work (Y3) on the Church being people rather than buildings. Look at Matthew ch 16 v16 – 18: ‘Peter being the Rock on which Jesus’ church is built’ and John ch 21 v 15 – 17: Jesus’ parting words to Peter Discuss how these link to the Church Discuss the meaning of the word peter (= stone; cf French: Pierre) Read text on “Living Stones” (1Peter ch 2 v:4 - 6). Each pupil chooses a pebble or stone, memorises it, puts it back in the pile; then, tries to recognise it again. They decorate their stone with a symbol of what they depend on</p>	<p>Is the church a collection of people or of buildings? Why? In what way is Peter a ‘rock’? What does ‘peter’ mean? Is the church / Christianity built on a person, on people or on stones? How and why did Jesus depend on Peter? What are the qualities of ‘Living Stones’? How do you recognise your stone? What do you depend on in your life? How can you make a symbol for this on your stone?</p>
<p>To explore interdependence as a Christian value To reflect on everyone’s interdependence</p>	<p>Read 1 Corinthians ch 12 v 12 - 31 “One body with many parts” Discuss Paul’s teaching about the Church Make a link with Science: discuss how the brain, limbs, heart, lung, liver, blood and nervous systems etc are all interdependent and necessary for our bodies to function healthily. Discuss interdependence in school, among families and people generally. Write a poem about dependence or interdependence or a story about a nose or other body part which ran off on its own.</p>	<p>Who or what is Christ? What is Christ’s body? In what way(s) is every Christian / (everyone?) part of Christ’s body? How might everyone in a church depend on each other? Why does our body depend on all its parts? Can it manage without any part? What, how and why? Would such a person be disabled? Who do we need to help our lives to go well? Do we need some people more than others? Why? What happens if we always try to do things on our own?</p>
<p>To learn about interdependence on a world-wide scale To reflect on world-wide interdependence</p>	<p>Discuss interdependence world-wide, focusing on poverty. Discuss ways of helping those in need: Pupils research either:</p> <ul style="list-style-type: none"> • the homeless locally and those who help e.g. Salvation Army • an aid organisation e.g. Tear Fund or Christian Aid 	<p>Do you think you have a duty to look after others? Why (not)? How fair is the distribution of wealth in the world? Can you give examples? What should / can we do to help? How do we benefit from many poor people abroad? Is our country being fair?</p>
<p>To explore dependence and independence through the life of Helen Keller To reflect on dependence and independence in their own lives</p>	<p>Pupils research and learn about the life and dedication of Helen Keller Discuss how she helped and was helped by others Hot seat Helen and Annie Sullivan, incorporating questions of dependence. Discuss who the pupils depend on and who depends or may depend on them. Write and act out short dramas about depending on someone.</p>	<p>How did Helen depend on Annie Sullivan? How did people later come to depend on Helen Keller? Who do you depend on? Who depends on you now? Who may come to depend on you? Why?</p>
<p>To explore the Christian concept of interdependence To reflect on the need for interdependence</p>	<p>Discuss the words of Jesus on the cross: ‘Mother, here is your son; ...’ John 19: 25 – 27. Look at Jesus’ appearance to his followers after his death Luke 24: 36 – 49. Discuss why the disciples needed Jesus and why Jesus needed them. Dramatise the story in Luke 24. Write out five instructions for what the disciples have to do. (they will have to invent some)</p>	<p>What does Jesus mean by, ‘Mother, here is your son; ...’? Why does he say this? Is he being considerate? Why do the two people need help? Why do the disciples (in Luke 24) need to see Jesus again? Why does Jesus need the disciples? What does he ask them to do? How are they going to do these things? (Two ideas are in the story but encourage the children to go into further detail.)</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
belonging morality values commitment dependence interdependence	investigate interpret reflect empathise apply	self- awareness respect for all	Stones	Stones decorated with symbols of dependence	<p>By the end of this unit:-</p> <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> recognise ways in which people, including Christians, and charities help each other (AT1), state what they find important in the work of these people and organisations (AT2) <p>Many pupils should be able to:</p> <ul style="list-style-type: none"> link the Bible stories and that of Helen Keller to the idea of interdependence, (AT1) make links between their values and commitments & those of charities and Christian people. (AT2) <p>Some pupils should be able to:</p> <ul style="list-style-type: none"> describe different ways of living a Christian life, (AT1) describe what influences themselves and others. (AT2) 	
belonging morality values commitment dependence interdependence	investigate interpret reflect empathise apply	open- mindedness appreciation and wonder	Bibles	Poem about dependence or interdependence or a story about an independent body part		
belonging morality values commitment dependence interdependence	investigate interpret reflect empathise apply		Visitor Written and video material from international charities www.globalgang.org.uk http://www.tearfund.org/ http://www.l.salvationarmy.org.uk/uki/www_uki.nsf/vw-dynamic-arrays/CAFE7068ED40181180256F1900533E0A	Research on either: those who help the homeless or an aid organisation		
care/concern morality values commitment dependence interdependence	investigate interpret reflect empathise apply		In His Service book 2 (RMEP, ISBN: 0080370799) Video of story of life of Helen Keller http://www.afb.org/braillebug/helen_keller_bio.asp	Write and act out a short drama about depending on someone		
care/concern morality values commitment dependence interdependence	investigate interpret reflect empathise apply		Bibles	Five instructions for the disciples on continuing Jesus' work		

Key Stage 2

Year 4

Pentecost and worship

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>To learn about Pentecost, the birthday of the Church To reflect on, interpret and communicate their views on how the Church began</p>	<p>Read and discuss Acts 2 and follow a visualisation (guided fantasy) of the event. Explore children's reactions to the visualisation Make Pentecost symbols of fire, wind or design a banner or devise a music and drama presentation for the birthday of the Church. Plan an interactive act of collective worship for church or school</p>	<p>What do the symbols of wind and fire indicate? What emotions would Jesus' disciples have felt at that time? Why? Why is it important that they spoke in different languages? How does this show the power of God? What were the feelings you experienced as you visualised the event? Why is Pentecost called the Church's birthday? If this is the birthday of the church, is the church a building or people?</p>
<p>To learn about church worship To reflect on school and church worship</p>	<p>Discuss collective worship in school: its features and activities and what the children enjoy or would prefer improved. Use a church order of service to compare assembly to an Anglican service of hymns, Bible readings from the two Testaments, prayers and sermon. Discuss similarities and differences between school and church worship.</p>	<p>What types of activities do we have in collective worship / assembly? What do you like in assemblies? What would you change? Why? What are the similarities and differences between assembly and a church service? Why should this be? Do you have to be a Christian to go to church? Why not?</p>
<p>To learn about hymns and religious songs and the meanings of some of them To reflect on a theme and communicate their own ideas in hymn or song format</p>	<p>Look at and listen to several hymns and songs (traditional and modern) on a Christian theme eg the Nativity, Harvest, creation or Easter. Discuss which the pupils preferred and why? Discuss the similar ideas and words in all songs / hymns on the theme. Compare the song / hymn with a relevant Bible text and discuss what the writer has added, removed or changed and why. Pupils write a hymn or song of their own on the theme. They could try writing them to a particular tune or style of music e.g rap</p>	<p>Can you tell which of the hymns / songs are old and which are recent? How? Which do you like best? Why? Do you like all of them? Are there any similar words or ideas in the songs? What? Why? What is different and / or similar in the Bible story? Why? Are the words or the music more important? Are either unimportant? Why?</p>
<p>To learn about prayer and particularly the Lord's Prayer To reflect on the meaning of the Lord's Prayer</p>	<p>Discuss what prayer is and the different types of prayer. (see Y2 Church) Look at the Lord's prayer and discuss the meaning of each line. (See the ideas in the resources section in addition to the Key Questions) Pupils write their version of the Lord's Prayer, either in their own words or in phone text version</p>	<p>What is a prayer? Why do people pray? What do they pray for? Why does Jesus call God 'Father'? What is a good father like? Why is God's name holy? What else is holy? What does 'holy' mean? If God has a kingdom what is God? How do good kings behave? What powers do they have? Why do Christians want God's kingdom? What will it be like? What is God's 'will'? What might God want for people? Is heaven the same as God's kingdom? Where is heaven? etc</p>
<p>To learn about the use of silence in worship To reflect on silence in their own life To undertake a visualisation</p>	<p>Discuss when the children like to be silent. Discuss the use of silence in worship. Look at the use of silence in Quaker worship. Carry out a stilling exercise (eg tightening and relaxing muscles and / or concentrating on breathing) Carry out a visualisation using a Bible story, psalm, hymn, song or prayer</p>	<p>When are you quiet? Can you do anything better when you are quiet than when you are noisy or busy? What? Why do people like to be quiet in worship? What do they do then? Why do Quakers like to be quiet for most of their meeting for worship? What did you think about during the stilling / visualisation? What did you feel during them? Would you be able to do it better next time?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Pentecost God Holy Spirit worship Church Birthday	investigate reflect interpret evaluate apply	self-awareness respect for all open-mindedness	Bibles/ story account art materials, musical instruments etc.	Design Pentecost symbols or a dramatisation of Acts 2 using music and drama Interactive act of collective worship celebrating Pentecost	By the end of this unit:- Most pupils should be able to: <ul style="list-style-type: none"> identify features of church worship (AT1) and <ul style="list-style-type: none"> ask and respond sensitively to questions about their own experience of prayer, silence and worship (AT2) 	
worship service prayer liturgy hymns sermon	investigate interpret empathise evaluate apply express	appreciation and wonder	Church service sheets	Comparison of school and church worship	Many pupils should be able to: <ul style="list-style-type: none"> describe some key features of church worship, (AT1) and <ul style="list-style-type: none"> identify their own ideas about worship and link these to those of other people (AT2) 	
hymns religious songs	investigate interpret empathise evaluate apply express		Hymn and song books	Written (and performed) version of a hymn or religious song	Some pupils should be able to: <ul style="list-style-type: none"> show understanding of elements of church worship, describe some similarities and differences between churches and suggest meanings for the use of silence in worship (AT1) and <ul style="list-style-type: none"> raise and suggest answers to questions about the purpose of several elements of worship. (AT2) 	
prayer, Lord's Preayer, Father hallowed/holy kingdom, will, heaven. sins / trespasses, forgive, temptation, evil, power, glory, amen	investigate interpret empathise evaluate apply express		Lucy Moore: The Lord's Prayer unplugged (BRF 1841012629) Lois Rock: The Lord's Prayer (Lion 0745939018) Debbie Trafton O'Neal: I Can Pray with Jesus (Augsburg, ISBN: 080663328X)	Discussion of the meaning of the Lord's Prayer Each child's version of the Lord's Prayer		
silence, stilling, visualisation	investigate interpret empathise evaluate apply express		Mary Stone: Don't just do something, sit there (RMEP 185175105X)	Stilling and / or visualisation exercise		