

KEY STAGE 2 UNIT ISLAM: Autumn 1		3 lessons	Concepts: Allah, Shahadah	Medium Term Plan Year 3
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key
What do Muslims say God is like?	<p>The children will learn that:</p> <p>Muslims believe in one God called Allah from whom all life flows.</p> <p>Allah is one</p> <p>There are 99 names that describe Allah's character.</p>	<p>By the end of this unit:</p> <p><i>Emerging (Some children)</i></p> <p>I can use some religious words to say how Muslims describe God.</p> <p>I can talk about some Muslim beliefs about God.</p> <p>I can say what I think about my own ideas about God.</p> <p><i>Expected (All children)</i></p> <p>I can describe what some Muslims believe about God.</p> <p>I can make a link between my own ideas about God and those of others.</p> <p><i>Exceeding (Few children)</i></p> <p>I can show I understand different opinions about God</p> <p>I can compare some Muslims ideas to my own ideas about God.</p>	<p>3 lessons</p> <p>Think about what names might mean.</p> <p>Look up some of the meanings of names of the children in the class.</p> <p>Ask: Do the names describe what the child xx is like? Do nick names describe what a person is like? Share some nice descriptive adjectives about each other.</p> <p>Remind the class of the Yr. 3 'God' unit from autumn term and look back over work completed.</p> <p>Write the word 'God' in the centre of a class wall display board.</p> <p>Think, Pair, Share. Ask: What do you think God is like? Look back at sentences written last time. Write Wordles to describe God.</p> <p>Show the first 5 slides only on the following PPT</p> <p>https://www.tes.com/teaching-resource/99-names-of-allah-subha-6164215 (NB you must be logged in)</p> <p>Explain Muslims call God, Allah which is the Arabic word for God.</p> <p>The Qur'an uses 99 names to describe what Allah is like. Get children to predict what some of those other names might be.</p> <p>Show slides 4-9.</p> <p>Show the song video of the 99 names found at</p> <p>https://www.youtube.com/watch?v=vFh6gXmWdlo or</p> <p>http://creative-motivations.com/lets-explore-allahs-99-names/</p> <p>Can the class count 99 names? Give groups of 4 a list of the 99 names of Allah.</p> <p>http://www.muslimkids.co.uk/namesofAllah/namesofAllah.html</p> <p>Ask pairs to choose the 10 names they like best. Alternatively, you could play one of these videos each have 10 names mentioned.</p> <p>https://www.youtube.com/watch?v=JVW2PRdvQw4</p> <p>Play a game which one am I? Child A choose one of the 10 names and describes it to child B who has to guess which name they are</p>	<p>Allah</p> <p>Qur'an</p> <p>Resources</p> <p>99 names of Allah</p> <p>PPT</p> <p>video links</p> <p>art materials</p> <p>examples of Islamic art</p> <p>eg</p> <p>calligraphy</p> <p>beads of different sizes</p> <p>string or thread</p>

			<p>describing. Make body sculptures to represent one of the names and let the rest of the class guess which one they are illustrating. Ask groups to choose 4 names and to think about how thinking about that name might influence a Muslim person, eg Al-Salam The source of peace might help those who need to feel inner peace.</p> <p>Look at some of the art of Hafeez Shaikh see http://www.arthafez.com/GALLERY/99NAMESOFALLAH/index.html#ad-image-0 or select items from http://www.vam.ac.uk/content/articles/c/calligraphy-in-islamic-art/</p> <p>Ask: What do you notice about the artwork? eg colour, shapes, tone calligraphy.</p> <p>(NB Explain why Allah must not be portrayed in pictorial form or anything created by him, as this would be offensive to Muslims. The picture can contain shapes & colours that represent one of Allah's characteristics. Muslims never represent Allah pictorially as a mark of respect. God can never be contained in a picture or in human creations). Discuss patterns in nature such as seasons, day & night. Look at Muslim patterns & discuss how they are always geometric, never ending, just as Allah is believed to be. Stress the importance of the oneness of Allah.</p> <p>http://www.religionfacts.com/allah</p> <p>'There is no God but Allah who has beautiful names'.</p> <p style="text-align: right;">Qur'an Surah 20.18</p> <p>Decorate one of the names of Allah in the same style as a Muslim artist.</p> <p>Show the rest of the PowerPoint used earlier and a set of Muslim prayer beads called a subhah. Explain how each of the 3 sets of 33 explain how Muslims remember the names of Allah when they are praying.</p> <p>Make Subhas (Muslim prayer beads) using beads and string. Use them to explain to each other the meaning and symbolism of the beads for Muslims.</p>	
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KEY STAGE 2 UNIT ISLAM: Autumn 1		Concepts: prophethood, sacred		Medium Term Plan Year 3
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
Why is Muhammad (pbuh) important to Muslims?	<p>The children will learn:</p> <p>Why Muhammad (pbuh) is called the “Messenger of God.”</p> <p>About that the message Muhammad (pbuh) received nearly 2000 years ago.</p> <p>Why it is still remembered by Muslims today as the “Word of God and is a major influence on their lives.</p> <p>Raise and attempt to answer difficult questions.</p>	<p>By the end of this unit:</p> <p><i>Emerging (Some children)</i> I can explain some details about the role of Muhammad (pbuh) and the revelation of the Qur’an. I can suggest why they are both important to Muslims.</p> <p><i>Expected (All children)</i> I can recall all the key facts about the prophet Muhammad (pbuh) and explain why he is important to Muslims. I can raise and suggest answers to relevant questions about the ‘Night of Power.</p> <p><i>Exceeding (Few children)</i> I can understand and explain why the person of Muhammad (pbuh) is so revered as a prophet by</p>	<p>Lesson 1-2</p> <p>Recall previous work on Islam from the Spring term. Ensure the class remember a Muslim is someone who believes in one god called Allah who can be described using many names.</p> <p>Ask: Have you got any very precious objects that mean something to you? Collect a sample. Explain to each other why they are regarded as precious. Handle with care a selection of precious objects belonging to you or the school. Talk about how they should be respected. Show a school or personal bible and ask the children why this book is very special to Christians. Talk about how it is treated in church eg kept on a lectern.</p> <p>Display an English translation of the Qur’an (rather than an Arabic version as this is more sacred and may cause offence if handled). Display wrapped up on a stand high off the floor. Carefully unwrap the Qur’an in class ensuring you have cleansed your hands first. Display it on the stand. Explain that is the Muslim holy book and is a very sacred object. (Explain a precious object is called a ‘holy or sacred’ object and usually used to describe things that come from God).</p> <p>Generate some questions about the Qur’an. Display in class. Explain you will return to the questions later but are going to concentrate on one main question, ‘Where did the Qur’an come from?’ Show these two short video clips of the story of Muhammad (pbuh) and the ‘Night of Power’ known as Lailat al Qadr. Ask the children to look out for what they think are the most important parts of the story. http://www.bbc.co.uk/education/clips/zymvpcw http://www.bbc.co.uk/education/clips/zv6sb9q or alternatively retell the story. Google ‘Night of power KS2’ for story examples, see</p>	<p>Allah Qur’an Muhammad (pbuh) prophet Night of Power revelation angel Jibril Khahijah cave Hira</p> <p>Muhammad (pbuh) was born around 570 A.D. in the city of Mecca on the Arabian Peninsula. Muslims believe that Muhammad (pbuh) is the last in a line of prophets that includes Moses, Abraham, and Isa (Jesus). Muhammad (pbuh) proclaimed that the Quran was the last Book of God, and that he was the last Prophet.</p>

		<p>Muslims by making reference to material studied.</p> <p>I can attempt to give answers to questions raised about the 'Night of Power' and support my answers from material studied.</p>	<p>http://www.retoday.org.uk/media/display/110133_Islam_Muhammad_Night_of_Power.pdf</p> <p>Hot seat Muhammad's (pbuh) wife when he returns from the cave. Don't hot seat Muhammad (pbuh) as this may cause offence.</p> <p>Give groups copies of the story to read together. Less able could order simple sentences of the story. Ask the children to underline what they think are the most important parts of the story.</p> <p>Discuss the children's ideas and draw out the important parts eg:</p> <ol style="list-style-type: none"> 1. Muhammad (pbuh) was shocked with the way people worshipped many gods in Makkah (Mecca). 2. He went away to a cave in the hills to pray to get away from it all. 3. He chose to worship the one god, called Allah. 4. One night he heard an angel called Jibril who revealed words to him as a message from Allah. 5. He returned to his wife and told her everything. 6. He returned to the cave several times and heard more messages. 7. He learnt the words the angel told him off by heart exactly as the angel had given them to him and then told others. 8. He received words from the angel over 23 years and later they were written down and they became the Qur'an. <p>Ask the class in groups to generate big questions this story poses eg How did Muhammad (pbuh) remember the words exactly? Was he dreaming? Could he see the angel? Why did God choose him?</p> <p>Use the Round Robin technique to suggest initial answers.</p> <p>Lesson 3-4</p> <p>Recall the story of the 'Night of Power'. Explore aspects of the story further with the class eg</p> <p><i>Within role play:</i> Individually using suitable music extracts, eg ethereal music that has sudden moments in it, explore things that causes them to</p>	<p>Resources</p> <p>Qur'an and stand and cloth</p> <p>hand cleanser</p> <p>video links</p> <p>art materials</p> <p>some Muslims learn all 114 Surahs (chapters) of the Qur'an in Arabic which has 6000 verses in it off by heart. They are called a hafiz.</p> <p>story of the Night of Power</p>
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			<p>stop and think and draw away from their friends. Examine what it feels like to draw away, to be still and think about things that really matter. Explain when Muhammad (pbuh) told others, some wouldn't listen. Through small group role play think about what it feels like to stand up for the truth they believe in when friends disagree or what it is like to say no when friends try to lead you astray.</p> <p>Explain the story is called the 'Night of Power' and Muhammad is known as 'the Messenger of Allah'. Ask the children why they think this is. Think, Pair, Share.</p> <p>Ask: What do you think a prophet is?</p> <p>Look at the definitions below and discuss in groups which is the best definition to describe the role of Muhammad (pbuh) and why.</p> <p>Give a selection of definitions, eg</p> <ol style="list-style-type: none"> 1. A person chosen by God to guide his people. 2. A person who foretells events that are to come. 3. A founder of Islam. 4. A person who delivers messages from God. 5. A person who has had a special encounter with God. 6. A person who speaks on behalf of a special cause. <p>Define the word together and vote on the best definition. (NB all definitions are correct to some degree)</p> <p>Muhammad (pbuh) became known as the last and final prophet of Allah. Ask: What do you think this means to a Muslim?</p> <p>Explore what the word authority means? Ask: Who has authority in our school/family? Discuss. Explain the Qur'an is the guidance and authority all Muslims live by.</p> <p>Lesson 5-6</p> <p>Recall the knowledge the children have learnt in previous lessons. Show them the following clip and ask them to record on white boards all they learn here that is new to them about Muhammad (pbuh).</p>	<p>suitable music</p> <p>scenarios written out for groups</p> <p><i>Qur'an 3:132 And obey Allah and the messenger,</i></p>
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			<p>https://www.truetube.co.uk/film/how-islam-began-ten-minutes</p> <p>Revisit the list of questions the children generated about the story from lesson 2, can the children add any answers to the questions they asked? Choose one or two of the big questions asked previously and suggest answers. Ask the class to suggest and vote on answers, supporting their views by referring to the things learnt in previous lessons.</p> <p>Explore one or two further stories that reveal Muhammad's (pbuh) character and teaching. There is a full collection found at: https://www.facebook.com/notes/prophet-muhammad-sallal-la-ho-alihe-wa-aalihi-wa-ashabhe-wabarak-wasalam/12-stories-from-the-life-of-prophet-muhammad-peace-be-upon-him/10151682990754918/</p> <p>Invite a Muslim visitor/pupil into class to explain why the prophet Muhammad (pbuh) is so important to them.</p> <p>Give each child a cut out moon and star shape. Ask them to record all they have learnt about the prophet Muhammad (pbuh) on them. Include facts, ideas and questions his life poses. Use different colours for each.</p> <p>Revisit the rest of the initial questions from lesson 1-2 and see if they have been answered.</p> <p>Assessment</p> <p>Display the original enquiry question: 'Why is Muhammad (pbuh) important to Muslims?' Ask the children to write on post-its their suggested answers to the question, using evidence from all they have learnt previously.</p>	<p><i>that ye may find mercy.</i></p> <p><i>Qur'an 4:59a</i> <i>You who believe!</i> <i>obey Allah and</i> <i>obey the</i> <i>Messenger and</i> <i>those in authority</i> <i>from among you;</i> <i>then if you quarrel</i> <i>about anything,</i> <i>refer it to Allah and</i> <i>the Messenger.</i></p> <p><i>Qur'an 33:40</i> <i>Muhammad is not</i> <i>the father of any of</i> <i>your men, but (he</i> <i>is) the Messenger</i> <i>of Allah, and the</i> <i>Seal of the</i> <i>Prophets: and Allah</i> <i>has full knowledge</i> <i>of all things.</i></p>
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KEY STAGE 2 UNIT		Autumn 2b: Incarnation	Concepts underpinning study: incarnation	Medium Term Plan Year 3
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
Why do you think there are different stories about Jesus' birth?	<p>The children will learn:</p> <p>About the different birth narratives in Matthew & Luke's gospels.</p> <p>The difference and similarities between the birth narratives.</p> <p>About possible reasons why there are different birth narratives.</p>	<p>By the end of this unit:</p> <p>Emerging (Some children)</p> <p>I can identify the different birth narratives and suggest some differences between them.</p> <p>I can suggest one reason why they are different.</p> <p>Expected (All children)</p> <p>I can compare and contrast the detail in the different stories about Jesus' birth found in the Bible.</p> <p>I can suggest at least two reasons which explain why there are different birth narratives.</p> <p>Exceeding (Few children)</p> <p>I can suggest a number of reasons which explain why there are different birth narratives.</p> <p>I can make links between the different stories of Jesus' birth in the Bible and modern interpretations.</p>	<p>Lesson 1-2</p> <p>Ask: What do you celebrate at Christmas time? What do Christians celebrate at Christmas time? Ask each child to write and recall the story of Jesus' birth in 5 sentences. Give a time limit. Ask the class to retell the Christmas story in pairs to each other. Ask: Was each version of the story we told exactly the same? Why not? Discuss. Tell the class a suitable modern version of the story, eg http://www.whychristmas.com/story/the_christmas_story.shtml</p> <p>Identify the differences and similarities between the stories told so far.</p> <p>Give groups of 4 children a copy of the nativity stories found in Luke 1: 26-28; 2:1-7, 2:8-20; Matthew 1:17-25; 2:1-24. Explain they are different version of the same story found in the gospels from the New Testament part of the Bible. Read aloud the texts to each other in groups. Ask the groups to underline in one colour all the similarities and in another colour all the differences. Ask each group to produce a chart of similarities and differences they found. Ask: Why might there be different versions of the same story in the Bible? Give the class groups 10 minutes to come up with as many answers as they can:(eg written by different authors; written at different times; authors wanted to emphasise different ideas; written by witnesses to some or all of the events; written for different audiences).</p>	<p>nativity stories</p> <p>Luke's gospel</p> <p>Matthew's gospel</p> <p>Advent</p> <p>Resources</p> <p>Lion Storyteller Bible</p> <p>Good News Bible</p> <p>Advent candles; wreaths; calendars; carols; prayers</p> <p>text from Good News Bible: www.biblegateway.com</p> <p>Background:</p> <p>Both gospel accounts speak of Jesus born to a woman called Mary who was engaged to Joseph. They state that Mary was a virgin when she became pregnant.</p> <p><i>Luke's account:</i> Mary was visited by an angel who brought the message that she would give birth to God's son. Luke tells how shepherds were led to Bethlehem by an angel.</p> <p><i>Matthew's account:</i> Joseph was visited by an angel who persuaded him to marry Mary rather than send her away or expose her pregnancy. Matthew writes about some wise men that followed a star that led them to Jesus' birthplace and presented him with</p>

<p>Why is Advent important to Christians?</p>	<p>The children will learn:</p> <p>About Advent and its customs.</p> <p>About the symbolism of Advent customs.</p> <p>Why Advent is important to Christians.</p>	<p>By the end of this unit:</p> <p><i>Emerging (Some children)</i> I can identify and explain the meaning of two different Advent customs.</p> <p><i>Expected (All children)</i> I can identify several different Advent customs and explain their symbolism for Christians. I can suggest why Advent is important to Christians.</p> <p><i>Exceeding (Few children)</i> I can make links between the Advent customs of Christians and the Christmas story found in the Bible.</p>	<p>Lesson 3/4</p> <p>Have Advent music playing as children come into class</p> <p>Ask: Have you ever waited for something for a long time? How did you get ready for an exciting event? Discuss. Briefly recall together the Christmas story. Explore Advent customs:</p> <p>Set up different items of several tables representing different Advent customs in the classroom eg two different Advent calendars; Advent candle; Advent crown or wreath; Christmas cards; Advent carol eg 'O come O come Emmanuel'; Jesse Tree example; Advent simple prayers/collects. If objects can't be found use photographs and written material. See:</p> <p>http://request.org.uk/?s=advent http://www.whychristmas.com/customs/advent.shtml http://resources.woodlands-junior.kent.sch.uk/customs/advent.html http://www.reonline.org.uk/specials/advent/More/traditions.html</p> <p>Ask groups of children to visit each table and write down on post its next to the items what they think they are for. Explain to the class the items shown are all about Advent which means 'coming' and it is a time for Christians to get ready and prepare for the coming King Jesus. Ask: Who are Christians preparing for? Why is preparation needed? How do we prepare for Christmas? Discuss. Explain the 4 key themes of Advent are: hope; peace; love; joy. Look in more detail at each custom and for each one ask the class to link back to their recollection of the Christmas story. For example: Advent wreath: Look closely at the wreath. Discuss the symbolism related to each candle eg Patriarchs (God's people); Mary & Annunciation (Luke 1:26-38); John the</p>	<p>gifts of gold, frankincense and myrrh.</p> <p>Advent is the start of the Christian Year. The word "advent," comes from the Latin word <i>adventus</i> (Greek <i>parousia</i>), means "coming" or "arrival."</p> <p>The Advent Season focuses on the "coming" of Jesus as Messiah (Christ or King). Christian worship, Bible readings, and prayers prepare Christians spiritually for Christmas (his first coming) and also help them focus and look forward to the second coming.</p> <p>Advent wreath/crown:</p> <p>Traditional symbolism: the circle of greenery symbolises God's eternity. Each candle represents people who were waiting for the messiah. First candle represents the patriarchs God's people; the candle of hope. The second candle reminds people of the Old Testament prophets who foretold the birth of the Messiah: the candle of peace. The third candle; a symbol of John the Baptist known as the candle of love. The fourth candle: Mary the mother of Jesus: the candle of joy. The fifth white candle is lit on Christmas day marking Jesus' birth.</p>
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KEY STAGE 2 UNIT		Spring 1a: Discipleship	Concepts: discipleship; love; covenant	Medium Term Plan Year 3										
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary										
How does the Bible help Christians to live?	<p>The children will learn:</p> <p>Some verses from different books in the Bible: Proverbs 15:4; Revelation 3:20; Deuteronomy 5:1-2; Isaiah 6:1-13; 8:1-14.</p> <p>The story of the ‘Widow’s Mite’ Mark 12:41-43; Luke 21:1-4.</p> <p>What different Bible verses might mean to Christians?</p>	<p>By the end of this unit:</p> <p><i>Emerging (Some children)</i> I can tell you some of God’s ideas in the Bible that may be important to follow.</p> <p><i>Expected (All children)</i> I can explain what might be important in the Bible for Christians to follow.</p> <p><i>Exceeding (Few children)</i> I can relate important Christian values to a Christian’s life.</p>	<p>Lesson 1:</p> <p>Ask: What are important rules to follow at school? Share experiences of keeping and breaking the rules. Ask: What is the most important rule? Discuss.</p> <p>Provide the class with a set of 9 cards with rules from examples at school. Ask groups of children to rank them in order of importance and justify their ranking. Ask each group feeds back to the class justifying their ideas.</p> <p>Ask: What different genres/kinds of books do we find in the Bible? What can you remember from previous work? Discuss.</p> <p>Recap and record on working wall all the children can remember about the Bible including any genre of books they know.</p> <p>Ask: How does the Bible say Christians should live? Recall any previous work. Give the children a set of cards that say the following:</p> <table><tr><td>Don’t kill</td><td>Don’t steal</td><td>Love your neighbour</td></tr><tr><td>Don’t be jealous of what your friend has.</td><td>Don’t lie</td><td>Don’t work on a Sunday or go Shopping.</td></tr><tr><td>Love God</td><td>Do what mum and dad tell you to do.</td><td>Don’t swear using God’s name.</td></tr></table> <p>Explain these are rules and advice that come from the Bible. They are called commandments Deuteronomy 1-22, Exodus 20.</p> <p>Ask: Which is the most important advice we find in the Bible? Repeat earlier ranking exercise. Class feedback and justify answers. Vote as a class on most important rule/advice.</p>	Don’t kill	Don’t steal	Love your neighbour	Don’t be jealous of what your friend has.	Don’t lie	Don’t work on a Sunday or go Shopping.	Love God	Do what mum and dad tell you to do.	Don’t swear using God’s name.	<p>rules commandments</p> <p>Resources sets of nine cards for each group with nine of the 10 commandments on</p>	
	Don’t kill	Don’t steal	Love your neighbour											
Don’t be jealous of what your friend has.	Don’t lie	Don’t work on a Sunday or go Shopping.												
Love God	Do what mum and dad tell you to do.	Don’t swear using God’s name.												

			<p>Lesson 2/3</p> <p>Explain to the class that you are going to look at verses from the Bible they may not have heard before. Give groups of 4 in the class a set of Bible verses/passages of different genre: Proverbs 15:4 (proverbs); Revelation 3:20 (revelation); Deuteronomy 5:1-2 (law); Isaiah 6:1-13; 8:1-14 (prophecy). Ask the groups to discuss what each passage may mean and prepare a sentence or two explaining what your group thinks. Share ideas and visit other groups. Add to their ideas. Vote on answers to see the class consensus on the meaning of the passages.</p> <p><i>Some activity ideas to explore passages further:</i></p> <p>Proverbs 15:4: ‘Kind words bring life but cruel words crush your spirit’: ICT Wordle: kind words. Pictures to show how a person may feel if their ‘spirit is crushed’ and the change that happens when a kind word is spoken.</p> <p>Isaiah 6:1-13; 8:1-14: Write descriptions of how Isaiah’s encounter with God changed him.</p> <p>Revelation 3:20: ‘I stand at the door and knock’. Explore Holman Hunt’s symbolism of the famous picture of ‘Jesus Light of the World’.</p> <p>Deuteronomy 5:1-2: Explore the idea of covenant.</p> <p>Lesson 4 – 5 The Story of the Widow’s Mite</p> <p>Explain to the class there are four gospels that describe Jesus’ life and teaching. Explore the ‘Widow’s Mite’ story from the gospels (a new genre). Mark 12:41-43; Luke 21:1-4. Tell the story using a guided visualisation technique. Explore using role play. Hot seat the widow. Discuss: What is important about this story? What questions does it raise? What would you have done? What was Jesus trying to teach Christians in the story? Record ideas.</p> <p>Lesson 6</p> <p>Ask the class to prepare questions for a Christian visitor based on two questions: What is most important to follow in the Bible? How does the Bible help Christians to live?</p>	<p>sets of cards for each group with Bible passages on.</p> <p>Internet access</p> <p>sets of cards for groups with Bible passages on</p> <p>Holman Hunt’s picture, ‘Light of the World’</p> <p>Good News Bible texts</p>
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KEY STAGE 2 UNIT		Spring 2b: Salvation	Concepts: salvation, repentance, sacrifice	Medium Term Plan Year 3
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
Why do Christians believe Jesus rescued people?	The children will learn:	By the end of this unit:	Lesson 1	rescue repentance salvation sacrifice Last Supper Maundy Thursday Good Friday
	<p>About how Jesus rescued Zacchaeus and the 10 lepers.</p> <p>How Christians believe Jesus might rescue people today.</p>	<p>Emerging (Some children) I can talk about one way Jesus rescued people in the Bible.</p> <p>Expected (All children) I can explain how Jesus rescued people. I can explain how the healing stories might be important to Christians.</p> <p>Exceeding (Few children) I can suggest a number of meanings of how Christians believe they are rescued. I can link those ideas to what Christians believe about being rescued today.</p>	<p>Ask: Have you ever been lost? What happened? Who found you? Ask: What films have you seen where a rescue took place? eg 101 Dalmatians, Snow White. Ask: Were those who were lost able to rescue themselves? Teacher leads discussion on what it means to be rescued from something that you can't rescue yourself from, e.g. using current news story. Explain you are going to look at a Bible story where someone was rescued.</p> <p>The story of Zacchaeus: Luke 19:1-10 Recall anything the children can remember about the story of Zacchaeus from Yr.1 Retell the story using a guided visualisation from 'Seeing the Story'. Explore the story in dance/drama freeze frame scenes and take photographs. Add bubble captions to show Zacchaeus' thoughts as the story unfolds. Put children into small groups of 4-5. Ask one child to be in the hot seat as Zacchaeus thinking about how he may have been before he met Jesus. Ask the other children to make up and ask questions about his life before. Give them ideas to get started eg Why were you a tax collector? Why were you taking more money from people than you should have done? What do you think people felt about you? Are you important to other people? Are people scared of you? Do you want to be rescued from this kind of life? Do you sleep at night? Why do you want to see Jesus? Discuss what state Zacchaeus may have been in that meant he needed rescuing. Now ask the children to hot seat Zacchaeus the day after he had met Jesus. Ask children to design questions as before. Suggested question examples: Why did you change after Jesus had come to your house? What did he say to you? How did Jesus 'rescue'</p>	<p>Resources Lion Storyteller Bible Good News Bible camera</p> <p>'Seeing the Story' Chester Diocese 2014 Optional Robe for role play for Zacchaeus 'Season to Season' Chester Diocese 2010</p> <p>Images from Google of Last Supper Researched information on customs on Maundy Thursday & Good Friday</p>

			<p>you from your previous life? How did your actions; feelings and lifestyle change? Ask: What did Jesus say about the change in Zacchaeus? ('Salvation has come to your house today', ie he had been rescued). Establish Jesus helped him to say sorry for the bad things he had done and change his mind about how to live. He then took actions to change his lifestyle, (repentance).</p> <p>(Possible activity: paper weaving; draw a Zacchaeus' face on a paper plates. Write on the face what Zacchaeus' life was after meeting Jesus eg free, forgiven. Cut a set of paper strips. Use sad colours. Ask the children to write words/sentences on the sad strips describing what life was like before meeting Jesus. Cut the plates to enable you to weave paper strips through. In turn weave the strips through the face of Zacchaeus. Ask: What has happened to the face? Establish it has been spoilt/the original image is hidden. Explain that Christians believe that they are made in God's image and the image is spoilt/hidden when humans fail to live up to God's rules or disobey them. When Jesus came he removed that barrier he rescued mankind. See Google images: 'Paper weave Zacchaeus' and 'Paper Weaving'.</p> <p>Lesson 2</p> <p>The Healing of the 10 lepers Luke 17:10-19</p> <p>Recall anything the children can remember about the story of the 10 lepers from Yr.2. Retell the story using the Bible text first. Watch one of the following videos and answer: What were the lepers rescued from?</p> <p>https://www.youtube.com/watch?v=GVBZH8oRp0&nohtml5=False (Lego version made by children) or (puppet version)</p> <p>https://www.youtube.com/watch?v=fIXJVVEGIg&nohtml5=False</p> <p>Ask: How did Jesus make each person in the story feel better</p> <p>a) inside b) outside? How did he rescue them? What did he rescue them from? How did he do this? Make a list.</p>	
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<p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>The children will learn:</p> <p>About Christian customs on Maundy Thursday.</p> <p>About Christian customs on Good Friday.</p> <p>What some Christians believe about Jesus' death.</p> <p>Why Christians speak of the day Jesus died as 'Good Friday'.</p>	<p>By the end of this unit:</p> <p><i>Emerging (Some children)</i> I can talk about some of the ways Christians remember Maundy Thursday.</p> <p><i>Expected (All children)</i> I can name a number of ways Christians remember Maundy Thursday.</p> <p><i>Exceeding (Few children)</i> I can link the idea of being rescued/saved with Christian practices on Maundy Thursday.</p> <p><i>Emerging (Some children)</i> I can talk about some of the ways Christians remember Good Friday. I can suggest one reason Christians call Good Friday, 'good'.</p> <p><i>Expected (All children)</i> I can name a number of ways Christians remember Maundy</p>	<p>Ask: How do Christians think Jesus rescues people today? (Class discussion: eg peace through prayer; possibly forgiveness from sin (feeling bad when doing something wrong); love (knowing you are loved by God).</p> <p>Lesson 3/4 Maundy Thursday and the Last Supper Luke 22:1-52 Ask the class if they can remember a special celebration or event in their lives? What do they do to remember it? Explain the last supper is about an event Christians have remembered ever since Jesus died. Ask the class to record all they know about the last supper by completing a mind map using What? When? Why? Where? Who? How? Retell the story using a guided visualisation from 'Seeing the Story' Pg.18: The Last Supper from Peter's point of view. Play the song 'Remember me' from Friends and Heroes video: http://www.godtube.com/watch/?v=76YGKGNX Discuss how and what the song helps Christians to remember about the Last Supper. Look at variety of images of the last supper eg Leonardo de Vinci, Blackburn Diocese Last Supper pack. Think about how Christians today might remember this event today. Show a video clip of holy communion and link it back to the last supper event. Talk about other ways some Christians might remember.</p> <p>Good Friday Luke 23:26-43. Recall the events of Good Friday by giving the class a quiet moment to remember all they can about the story of Jesus' death. Make a list together. Watch the Lego Easter story which is found at: http://www.bing.com/videos/search?q=crucifixion+videos+for+kids&qpv=crucifixion+videos+for+kids&view=detail&mid=8EE4EC1698F76890E7628EE4EC1698F76890E762&FORM=VRDGAR Explain Christians remember Jesus' death in special quiet services on Good Friday all over the country which can be held at any time of the day. It is a time of fasting and penitence, remembering the suffering,</p>	<p>Background Information</p> <p>Maundy Thursday is on the Thursday before Easter. Christians hold special communion services to remember the Last supper Jesus took with his disciples on the night he was betrayed. They drink bread and wine to commemorate this last Passover meal. Some churches may strip the altar and wash each other's feet as a way of remembering. The queen gives Maundy money to pensioners in recognition for work in church and community.</p> <p>Good Friday marks the day on which Jesus died by being crucified on a cross with a thief on either side. Following a trial and public flogging Jesus is handed over to the Romans and crucified. For Christians it is traditional to eat warm 'hot cross buns' which have a mix</p>
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