

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

Time allocation: 1 hour per week

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

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