

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		