

LENT/EASTER – GIVING: GROWING – TOPIC OVERVIEW

NURSERY & RECEPTION 4 WEEKS | Looking forward to Easter

TEACHERS' NOTES

Lent is a time to work at growing spiritually in preparation to celebrate the death of Jesus and his resurrection at Easter. This process involves growing in many ways. It is not always easy.

Scripture: Ephesians 4:15-16 We must grow up in every way into him who is the head, into Christ from whom the whole body joined and knit together by every ligament with which it is equipped, as each part is working properly, promotes the body's growth in building itself up in love.

Catechism of the Catholic Church 520: Jesus presents himself as our model. He is th who invites us to become his disciples and follow him.

ABOUT THE TOPIC

Prior learning: experience of activities that are good to do together

This Topic: learning outcomes

Know and understand:

- Spring is a time when things begin to grow Explore
- Lent a time to grow in love to be more like Jesus and to look forward to Easter Rev Acquire the skills of assimilation, celebration and application of the above – Respond

SCRIPTURE	TRADITION
John 13: 34-35 <i>God's Story 1</i> pages 32-33 (Notes page 48) John 19: 25-27 <i>God's Story 1</i> (Notes page 49) Acts 2: 23-24 <i>God's Story 1</i> page 35 (Notes page 49) Luke 2: 51-52	Ash Wednesday, Lent, Easter, ।

SOME QUESTIONS OF MEANING & PURPOSE	CORE VOCABULARY
How do things grow? What do things need to grow? How do I grow 'Inside'?	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday
RESOURCES	AREAS OF LEARNING
God's Story 1 Church's Story 1 CAFOD 'Grow it, Love it, Respect it' posters Once There Were Giants by Martin Waddell ISBN: 978-0744578362	Areas of Learning (England) Areas of Learning (Wales) Relationships and Sex Education (RSE)
COME & SEE WEBSITE	STANDARD INDICATORS
Various pictures of baby/adult animals, seeds/plants etc. Time lapse film of a seed growing, a chick hatching or similar Montage of pictures showing how people live as Jesus asks.	Learning about religion Beliefs, teaching & sources Celebrations and ritual Social and moral practices and way of life Learning from religion Engagement with own & others' beliefs & values Engagement with questions of meaning

RE CURRICULUM DIRECTORY	LITURGICAL/PRAYERS LINKS	SONGS/ HYMNS TO SING
Area of Study 1: Knowing and loving God, the scriptures, creation, the trinity, Jesus Christ, son of God, the Holy Spirit Area of Study 3: Liturgy, prayer Area of Study 4: The dignity of the human person, human community, love of God, love of neighbour	Sign of the Cross	See John <u>Burland</u> Grid This is the wood of the Cross (Taine) Jesus Remember Me (Taizé)

POINTS TO REMEMBER

In Explore, teachers should stress growth rather than change throughout. It is enough for young children to know that Good Friday celebrates the day on which Jesus died.

EXPLORE

Spring is a time when things begin to grow.

AREAS OF LEARNING

Early learning Goals (England/Wales)

STANDARD INDICATOR

Some children will begin to talk about their owr Some children will begin to talk about how they Some children will begin to say what they wond

KEY WORDS

grow, spring, different

COME & SEE WEBSITE

Various pictures of baby/adult animals, seeds/pla Time lapse clip of a seed growing A chick hatching or similar

RESOURCES

- Church's Story 1
- Once There Were Giants by Martin Wado
 CAFOD resource 'Grow it, Love it, Respect it' pos

NURSERY FOCUS: Recognise growth in nature.

WHOLE CLASS CORE INPUT

- Spend time looking at a variety of things that grows in spring time e.g. twigs with buds, bulbs, seeds.
- Display picture and talk about Church's Story 1 page 38.
- Go on a Nature Trail emphasising the wonder of growth and new life.
- Using books, pictures, songs etc. explore the miracle of growth to heighten the children's awareness of how a small, seemingly lifeless seed can become a living plant.
- Look at a time lapse clip of a seed growing or a chick hatching from egg etc.
- Tell stories, read poems, sing songs about growing e.g. Once There Were Giants by Martin Waddell.

RECEPTION FOCUS: Recognise growth in nature and discover the ways in which things grow.

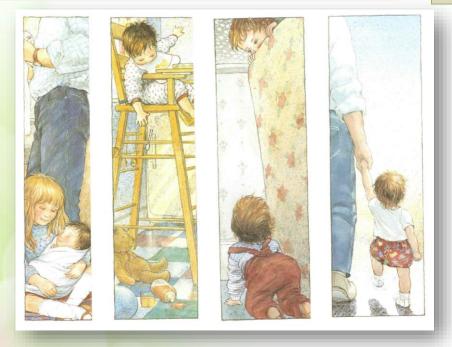
WHOLE CLASS CORE INPUT

- Plant some cress or something similar that grows very quickly. Focus on what is happening over time.
- Visit a farm or look on the internet for lambs and chicks. Consider incubating eggs in school to enable the children to experience the chicks hatching.
- Drama, dance about being a growing seed as for nursery, but include emphasis on conditions for growth. Have different groups acting out various stages and conditions for growth.
- Look at and use the CAFOD resource 'Grow it, Love it, Respect it' posters.
- Tell stories, read poems, sing songs about new life e.g. *Once There Were Giants* by Martin Waddell.

CONTINUOUS PROVISION

- Make the role play area into a green house. Provide plant pots, seeds, watering cans, compost, trowels etc.
- Play with a farm set, matching animals with their young.
- Set up a vet's station to care for animals.
- Provide opportunities for artwork painting, collage etc. showing how things grow.
- Have pictures of various adult animals and their babies. Play matching games or create a drag and drop activity.

1. Set up role play, small play etc for the length of your Growing topic and links to other areas of learning



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https://www.bing.com/videos/search?q=+you+tube+timelapse+from+little+baby+girl&&view=detail&mid=2A43F95FF3C22F6CA1292A43F95FF3C22F6CA129&&FORM=VDRVRV

NURSERY & RECEPTION

ADULT DIRECTED GROUP ACTIVITY

- Plant cress or something similar that grows very quickly. Focus on what is happening over time.
- **Reception** In different pots, change the conditions for growth e.g. no light, no water, no warmth etc. Observe and record what happens during Week 1.
- Plant some summer flowering bulbs outside in the school grounds or in patio pots. Look after them and monitor their growth over time.
- Go on a Nature Trail emphasising the wonder of growth and new life. Record findings in an appropriate way. Take photographs or a video.



REFLECTION ON SIGNIFICANCE

Gather around the display or focus. Have a quiet moment together to reflect on and appreciate Spring as a time when things begin to grow. Reflect on the things which help to make things grow e.g. food, water, sunlight etc.



Lent: a time to grow in love to be more like Jesus and to look forward to Easter.

CONTENT: – scripture – tradition – prayers

AREAS OF LEARNING

Early Learning Goals (England/Wales) Relationships and Sex Education (RSE)

KEY WORDS

Lent, Good Friday, Cross, Easter Sunday

STANDARD INDICATOR

Some children will begin to **recognise** the stories of Good Friday and Easter Sunday as religious stories.

Some children will begin to **recognise** the Cross, the words of the Sign of the Cross and the Easter garden.

Some children will begin to **recognise** that Christians try to 'grow more like Jesus' particularly during Lent.

RESOURCES

- Church's Story 1
- God's Story 1
- Heart shapes
- A tree or a small branch
- material for making an Easter Garden; a tray, soil, spring flowers, stones a piece of white cloth
- Egg shapes

NURSERY FOCUS WEEK 1: learn about Lent; a time for growing in love.

WHOLE CLASS CORE INPUT

ntroduce Lent as a time when Christians think about growing in love. Talk about Church's Story 1 pages 39-41.

Display the text 'I love you and want you to love one another,' John 13: 34-35, alongside the pictures from God's Story 1 pages 32-33. Talk about the different ways people are showing ove – focus on their expressions, actions, words etc.

SOME KEY QUESTIONS

- Q What do you see?
- What room is this?
- What is the same in your house and what is different?
- What are the people doing and why?
- Q Do you do any of these things at home?

ADULT DIRECTED GROUP ACTIVITY

- Make a list of all the way's children can grow in love: e.g. sha time, love, etc. Talk about what other ways love can be show
- Talk about the pictures Church's Story 1 pages 40-41. What k to show love?
- Give children heart shapes on which to draw, write or scribe (Loving others means doing things and expecting nothing in a
- Create a Lenten tree for the children to add signs of growth i caring and helping.
- Create a display of the way we can care for others and grow understanding.

CONTINUOUS PROVISION

- Add leaves to the Lenten tree showing acts of kindness to the classroom can reward children they have seen showing in love during Lent with leaves or blossom to put on their Le
- Role play activities that demonstrate caring and sharing

NURSERY FOCUS WEEK 2: Good Friday and looking forward to Easter.

WHOLE CLASS CORE INPUT

Teaching point

ix and a half weeks is a long time for very young children, so it is better perhaps to observe 'mini' Lent of two or three weeks, depending on whether they are Nursery or Recepti

h for young children, to know that Good Friday celebrates the day on which Jes

y placing a cross in a place of honour, enshrined with growing plants and flowers, we ma egin to lead young children to recognise the cross as something special to be venerated ith love and respect. They will begin to have a sense of death and life and 'life throug

ace a Cross draped in a purple cloth on the prayer focus. Display the picture fro ory 1 page 34 or Church's Story 1 pages 42-43. What do you see in the pictures? troduce Good Friday. The day on which Jesus died is called Good Friday. On Good Frida ople go to church to remember Jesus and to listen to the story of how he died. The Cro pecial because it helps us to remember God's great love for everyone.

SOME KEY QUESTIONS

- What can you see in the picture?
- Where is the Cross?
- Q Why do you think they have candles? (Make a link to lighting a candle when listening to God's Word.)
- Q What do you think the people are doing?

hen he was dying, Jesus saw Mary his mother and his best friend standing near. He said t

hem, "Take care of each other." And they did. ased on John 19: 25-27.

is a sad day because people remember that Jesus died on the Cross. It is a good of cause people remember how much Jesus loved us all. The Cross is special b lps us to remember Jesus' great love.

SOME KEY QUESTIONS

- Q How did Jesus die?
- Q Who was there with him?
- Q What did he say to them?
- Q How do you think they felt?
- Q Who was Jesus thinking about?
- Q What does the story tell you about Jesus?

alk about *God's Story 1* pages 35, noticing the Easter garden as well as the words based o cts 2: 23-24. Easter Sunday is a happy day. The priest wears white vestments. White is ne special Easter colour. 'Alleluia' is the special Easter prayer. Some churches have an er garden to help people remember that Jesus died and was buried, but God his Fath

ve him new life. Jesus rose from the dead. Spring flowers are a symb ster is the Church's celebration of new life for Jesus and for everyone.

SOME KEY QUESTIONS

- What do you see? (Easter garden, cross, flowers, empty tomb.)
- What are the children doing?
- What is the priest wearing?
- What do you think the people are doing?

he Easter Garden

esus dying was not the end of the story. When Thomas and Jane got to church on Easte unday, they were surprised. It looked so different from when they had been there on ood Friday. The colours were different, everything was bright and golden with flow nners. Everyone in church stood up and sang a hymn.

ather Smith was smiling as he said, "Good morning and a Happy Easter to you all. Today day to be full of joy. Today, we remember God his Father giving Jesus new life on the fit aster day." after Mass, they went to look at the Easter garden. Beautiful flowers bloome l around; yellow daffodils, red and pink tulips, blue grape hyacinths and a beautiful gree

vo wonderful surprises. Their Lenten tree from school was standing there in the middle he garden. On its branches were the leaves and flowers that told of the many ways they d tried to grow during Lent. Beneath the tree was a basket full of chocolate Easter eggs, heir favourites. "There's plenty, for everyone," Father Smith told them.

aster Sunday, the day when Jesus was given new life by God his Father, really is a day lebrate. Everyone is happy.

SOME KEY QUESTIONS

- Why were the children surprised when they went to church on Easter Sunday?
- What did Father Smith say to everyone at the beginning of Mass?
- What did they do after Mass?
- What surprised the children?

ADULT DIRECTED GROUP ACTIVITY

- Make a rustic cross from twigs.
- Help children to make the Sign of the Cross. (From my head to my heart, from shoulder to shoulder, I love you, God.)
- Make an Easter garden.
- Decorate a banner with the words; 'Alleluia, Jesus is alive.'
- Set up an Easter Egg hunt with the words on egg shapes e.g. love, kindness, share etc.
- Provide hot cross buns for snack times. (Check for allergies)

CONTINUOUS PROVISION

- Prepare cross and egg shapes with appropriate words on them for the children to decorate.
- Paint images of Easter.

RECEPTION FOCUS WEEK 1: Learn about Lent: a time to grow more like Jesus.

WHOLE CLASS CORE INPUT

When people listened to Jesus and saw what he did, they knew what goodness, love, care and helpfulness really meant. Luke's story (based on Luke 2: 51, 52.) tells us that Jesus lived in Nazareth with Mary and Joseph and grew up there. He listened to them, learned from them, did all that they showed him which would help him grow in caring and loving. He grew to be the most loving person there ever was. He was loved by his Father in heaven and by everyone around him.

SOME KEY QUESTIONS

- Q Who helped Jesus to grow in love?
- Q How did Jesus learn to grow in love?

Talk about the pictures from *Church's Story 1* pages 39-41. Ash Wednesday marks the beginning of Lent. A Cross is made on our foreheads with ashes to show that we want to grow more like Jesus. Lent is the Church's season of preparation for the celebration of Easter. During the forty days of Lent, Christians are encouraged to work at growing more like Jesus by caring, sharing and helping. This helps us to think about other people. Lent is also a special time when we think about Jesus, how he grew in love and we try to grow in love, goodness, kindness and helpfulness like him.

SOME KEY QUESTIONS

- Q What do we call this special time?
- Q When does Lent start?
- What do we try to do during Lent?

ADULT DIRECTED GROUP ACTIVITY

- Display the pictures from Church's Story 1 pages 40-41 of children living as Jesus asks them to. Talk about what is happening in the pictures and add speech bubbles.
- Explore the ways children can grow to be more like Jesus during Lent. Talk about how we can do things for others and grow in love e.g. pray for them, help them in some way. Write or draw what they can do on leaves and hang them on a Lenten tree.
- Ask the children to draw pictures of sharing, caring and helping, put these on a large cut-out cross with the caption 'Grow in love'
- Make a Lenten promise card showing how 'I want to grow in love like Jesus by...'

CONTINUOUS PROVISION

Role play ways of caring, sharing and helping others.

RECEPTION FOCUS WEEK 2: Good Friday and celebrating Easter.

WHOLE CLASS CORE INPUT

Jesus dies on the cross

Place a Cross draped in a purple cloth on the prayer focus. At the end of Lent, we remember that Jesus died on Good Friday because he loves all of us. During his life some people became jealous of Jesus. They <u>made a plan</u> to get rid of him. Jesus knew that whatever happened, God his Father loved him.

This is the story of what happened on Good Friday.

Mary, Jesus' mother, and his friend John stood beside the cross as he died. Jesus said to his mother, "John will now be your son. Take care of him." Then he said to John, "Mary will be your mother now." When Jesus died, John cared for Mary.

Based on John 19:25-27

SOME KEY QUESTIONS

- Who was there with Jesus when he died?
- Q What did Jesus say to them?
- Q What does the story tell you about Jesus?
- What does the story tell you about Mary?
- Q What does the story tell you about John?

ADULT DIRECTED GROUP ACTIVITY

Talk about Good Friday using pages 42-43. Make a collage of the picture with the title 'Jesus died on Good Friday because he loves us.' Put pictures of the children around the Cross; either ones they have drawn themselves or their photos.

Eastei

Change the purple cloth on the prayer focus to a white cloth. Explain that this is a sign of Jesus' new life, his risen life.

Display the picture and the text from God's Story 1 page 35 and talk about what is happening.

Display the picture and the text from *Church's Story 1* pages 44-45 and talk about what is happening.

SOME KEY QUESTIONS

- Why is everyone happy?
- Q What is the priest giving out?

ADULT DIRECTED GROUP ACTIVITY

- Make an Easter Garden Include fresh flowers eggs, chicks and lambs which are signs of new life.
- Decorate hard boiled eggs with signs of new life and put them into an Easter basket. These can then be used in an Easter Egg hunt.
 - Plant quick growing seeds as signs of new life: e.g. cress or grass. This could be used in the Easter Garden.
- Sing John Burland's songs Early Years CD 1 Tracks 8-10

CONTINUOUS PROVISION

Continue to role play ways of caring, sharing and helping others.

	Continuous Provision	Key Words	Core Input	Key Questions	Adult Directed
	Role play - Green house.	Grow, spring, different	EXPLORE Plant some cress Focus on what is happening over time.		Plant cress Focus on what is happening over time. In different pots, change the conditions for growth e.g. no
	Farm set	, Lent, Good	Visit a farm or look on the internet for lambs and chicks. Consider incubating eggs in school to enable the children to every single the chicks batching.		light, no water, no warmth etc. Observe and record what happens during Week 1.
	Vet's station	Friday, cross,	Drama, dance about being a growing seed as for nursery, emphasis on conditions for growth.		Plant some summer flowering bulbs outside in the school grounds or in patio pots.
	Painting, collage -how things grow.		Groups acting out various stages and conditions for growth. Use the CAFOD resource 'Grow it, Love it, Respect it' posters.		Monitor their growth over time. Go on a Nature Trail Take photographs or a video.
	Pictures of		Tell stories, read poems, sing songs about new life e.g. <i>Once There Were Giants</i> by Martin Waddell.		
	various adult animals and their babies.		REVEAL Luke's story (based on Luke 2: 51, 52.) tells us that Jesus lived in Nazareth with Mary and Joseph and grew up there.	Who helped Jesus to grow in love? How did Jesus learn to grow in love?	Church's Story 1 pages 40-41 Talk about what is happening in the pictures and add speech
	Lenten tree Cross and egg		REVEAL Talk about <i>Church's Story 1</i> pages 39-41. Ash Wednesday marks the beginning of Lent.	What do we call this special time? When does Lent start? What do we try to do during Lent?	bubbles. Grow to be more like Jesus during Lent. Write or draw on leaves and hang them on a Lenten tree.
ĺ	shapes Images of		REVEAL Jesus dies on the cross Place a Cross draped in a purple cloth on the prayer focus.	Who was there with Jesus when he died? What did Jesus say to them? What does the story tell	Good Friday collage
	Easter.		John 19:25-27	you about Jesus? What does the story tell you about Mary? What does the story tell you about John?	
			REVEAL Easter Change the purple cloth on the prayer focus to a white cloth. <i>God's Story 1</i> page 35 Display the picture and the text from <i>Church's Story 1</i> pages 44-45	Why is everyone happy? What is the priest giving out?	Easter Garden John Burland





Labelling, Naming, Matching, Sorting

Recognise

Talk about

Identify, name or label something or someone previously seen, heard or encountered.

Some children will begin to **recognise** the stories of Good Friday and Easter Sunday as religious stories.

Some children will begin to **recognise** the Cross, the words of the Sign of the Cross and the Easter garden.

Some children will begin to **recognise** that Christians try to 'grow more like Jesus' particularly during Lent.

Keveal	wledge and Understanding)
	(Knowle
	-

Standard Indicator

5/03/19

Date:

PUT IN YOUR
STANDARD
INDICATOR AT
THE END OF
TOPIC OR
LESSON!

REVEAL Jesus dies on the cross

Place a Cross draped in a purple cloth on the prayer focus. John 19:25-27

Talk about

Who was there with Jesus when he died? What did Jesus say to them? What does the story tell you about Jesus? What does the story tell you about Mary? What does the story tell you about John?

Group work - Good Friday collage – groups to add to large collage for display. Talk about Good Friday.

AS WN TR PL

(Retell) Write about Good Friday.

I can talk about Good Friday
I can recognise the cross and talk about the story of Good Friday
I can retell the story of Good Friday

Progress

PROGRESS IS
MADE THROUGH
RELIGIOUS
EDUCTION SKILLS!

Chd know that Jesus died on the cross.

They can talk about Good Friday and know a special day is coming soon.

They are making the Sign of the Cross daily

AS WN TR PL Written retell Good Friday

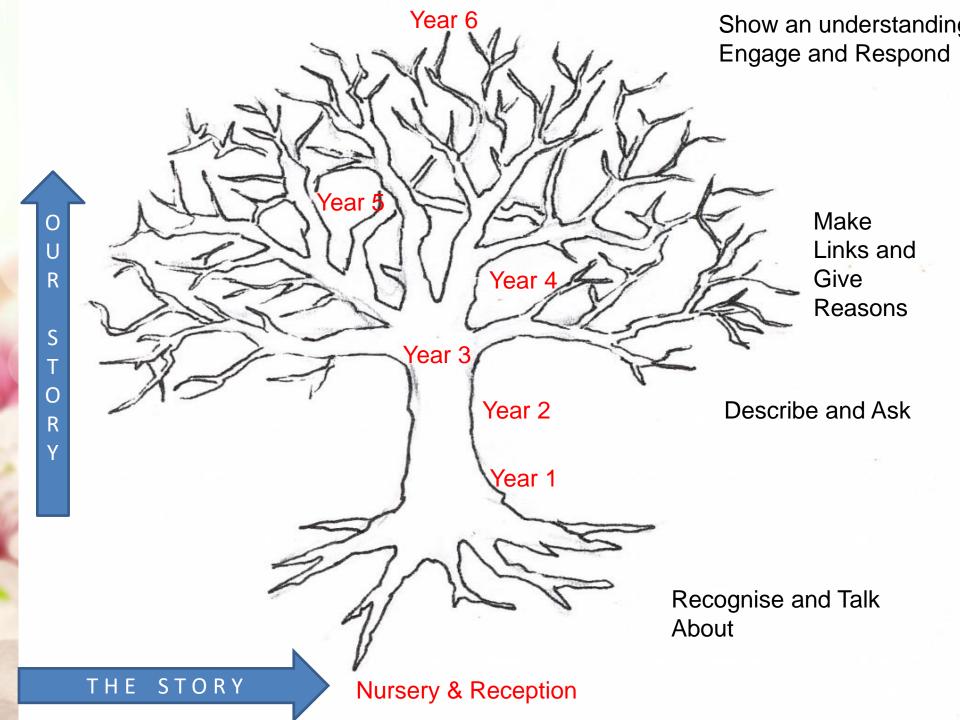
Year 5

LENT/EASTER – GIVING: SACRIFICE – TOPIC OVERVIEW

YEAR 5 - 4 WEEKS | Lent, a time of giving in order to celebrate the sacrifice of Jesus

We are developing the theme GIVING: SACRIFICE

KEY WORDS ... temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, Altar of Repose, love, crucifixion, Easter vigil, Resurrection



LEARNING FOCUS 1: Lent, the opportunity to turn away from evil. LEARNING FOCUS 3: The arrest of Jesus. CONTENT The betrayal of Jesus by Judas Iscariot. CONTENT CONTENT ing explains why Holy Thursday is also called Maundy Thursday. Near the end of the Last Supper, after I paration for his ministry. It was not an easy time for Jesus. He was tempted by the devil, but he r experience strengthened him for his mission. This is Luke's story of what happened. inge of the money that Jesus and the apostles needed. Judas was not very honest; he was rather weak and though ut himself more than others. When a really big temptation came, he gave in, this is what happened. us, full of the Holy Spirit, returned from the Jordan and was led by the Spirit in the desert, w Latin word for 'commandment, mandatum' became the source for another name for Holy Thursday: Maun ays he was tempted by the devil. He ate nothing at all during those days, and when they were he twelve disciples, went off to the chief priests in order to betray Jesus to then irsday. When Jesus commanded us to "...love one another, as I have loved you," he showed his love thi ished. The Devil said to him, 'If you are God's Son, order this stone to turn into bread'. But ey were pleased to hear what he had to say and promised to give him money. So, Judas started looking fo ice – the washing of the feet - and he commands us to do the same. e scripture says, people cannot live on bread alone'. play the picture from God's Story 3 page 117 and share page 116 Gethsemane based on Mark 14: 32-46. en the Devil took him up and showed him in a second all the kingdoms of the world. 'I will giv wer and all this wealth, the Devil told him. 'It has all been handed over to me, and I can give i n our friends let us down and we too sometimes let our friends down. Later on, after Judas had oose. All this will be yours, then, if you worship me." rayed Jesus, he deeply regretted it, he took the money back to the chief priests and threw it on the floor, saying he ad Church's Story 3 page 103. At the end of the Mass of the Lord's Supper on Maundy Thursday, the priest takes us answered. 'The scripture says, Worship the Lord your God and serve only him ew he was wrong in what he had done. He went off feeling very sad and unhappy. ised Sacrament to a special place, the altar of repose, where people keep watch. This reminds them of Jesus prayi en the Devil took him to Jerusalem and set him on the highest point of the Temple, and said the garden of Gethsemane and asking his friends to "keep watch with me." When Mass is over the altar is stripped e God's Son, throw yourself down from here. For the scripture says, 'God will order his and e and the tabernacle is left empty. are of you'. It also says 'They will hold you up with their hands so that not even your feet will b ones'. But Jesus answered, 'The scripture says, 'Do not put the Lord your God to the test'. Wi SOME KEY QUESTIONS Why do you think Judas may have chosen to betray Jesus? oting Jesus in every way, he left him. How do you think Jesus felt knowing that one of his friends had betrayed him? ke 4: 1-12 Why do we call Holy Thursday, Maundy Thursday Have you ever been let down by someone you cared about, how did it feel? What is important about the new commandment? Have you ever let anyone down, why do you think you did it and how did you feel afterwards Why do you think Jesus gave them a new rule at this time? Teaching Point SOME SUGGESTED ACTIVITIES In the garden Jesus told to his friends that he was terrified. What does that tell us about him? What do you think about his disciples? We experience evil in many forms. We also contribute to the evil that is in our world and help to spread it. Use the Judas' betrayal activity cards from the Come and See website. Sift through the motives and rank them described as a power, or powers, at work in our world. How do you think Jesus knows his time of sacrifice has come? in order of what you think might have happened. Write one idea yourself. Take part in a class discussion Why do you think Judas used a 'kiss' to betray Jesus? afterwards to argue which you thought was the true motive. The Church gives the name Satan or devil to evil. Evil has the power to affect our lives, but with God's help think the disciples felt when Jesus was arrested? the power to resist and overcome all that is evil. Write 50 to LEARNING FOCUS 5: Good Friday - the crucifixion. This understanding underlies the Lent/Easter and Reconciliation topics, and this is what CTIVITIES and Je teachers should bring to the subject when children themselves raise it. Use a eau to depict the events leading to the arrest of Jesus. Use the Taizé chant, 'Watch and Pray'. It is important to stress that temptation itself is not wrong, wrong occurs when temptation is given into. pils' experiences, describe the events and record how this links to the procession to the Altar of nind the children of the Stations of the Cross which they see in church, how it shows scenes from the journey o s from his trial. Pilate washes his hands of Jesus, to his being taken down from the Cross after his death SOME KEY QUESTIONS the paintings The Agony in the Garden by Bellini, The Agony in the Garden by El Greco, or Agony by Andrea Mantegna. Compare the pictures with a Gospel account (Luke 22: 39-46, Matthew ad God's Story 3 page 121-122, Luke 23: 26-43 The Thieves and Mark 15: 21-41 The death of Jesus. In Luke's Gosp Why did Jesus go into the desert by himself? ark 14: 32-46). What do you think are the similarities and differences? Which gospel account do hear Jesus speaking words of forgiveness as he is dying on the cross. Jesus asks His Father to forgive those who ucifying him. One of the thieves said, "Please remember me, don't ever forget me." He forgives the repentant thie nced the artist the most? Reflect quietly on the painting. What did you notice about the way the devil tempted Jesus? ount in Luke 22: 39-40 what do you think it tells us about God's love and care? What does it tell saying, "I will remember you today and you will be with me always." What did you notice about the way Jesus responded each time? at kind of person Jesus was? Write a letter from one of the disciples to a friend, describing the How do you respond when you are tempted to do wrong? SOME KEY QUESTIONS ey felt, what they believed and what they learned from the experience. What helps you to resist temptation? How would you link Jesus' time in the desert to the experience of Lent? What do Jesus' words from the Cross tell us about him? How does Jesus' death help us to understand his humanity? SOME SUGGESTED ACTIVITIES Why do you think the repentant thief asks to be remembered? LEARNING FOCUS 4: The sacrifice of Jesus Easter Sunday What do you think he must have believed about Jesus? > Think about a time when you've b What does the centurion mean when he called Jesus 'the Son of God' and why do you think he pairs role-play the situation, one discussion to identify why you ma What do you think Mary and the women felt? er Jesu<u>s was arrested, he was taken to the</u> High Priest's house for ques responses and how our choices af four Gospel writers tell the story of Jesus' Resurrection on Easter Sunday morning and the empty tom v handed him over to the Roman governor Pontius Pilate; this is Mark's acco SOME SUGGESTED ACTIVITIES Make your own Lenten calendar ead two different accounts of the Resurrection story God's Story 3 pages 126-127 The Empty Tomb 18 Mark 15:1-15, Good Friday or watch the trial of Jesus from the Jesus of a blank square at the end of each atthew's Story based on Matthew 28:1-10 and John's Story based on John 20:1-10. Point out t have shaped your life and the live Depict one of the following Stations: Jesus is nailed to the cross or Jesus dies on the cross. Desc esus makes no attempt to explain himself. He accepts his fate, k ilarities and the differences. ady to make this sacrifice. After his struggle in the Garden of Gethsemane he h happening and why Jesus sacrificed his life making links to any of the scripture used in this topic. stament a sacrifice is an offering to God. In the New Testament Jesus of is on Holy Saturday night with a special Vigil. 'To keep vigil' means to keep watch during th Reflect on the Sorrowful Mysteries of the Rosary ight. The Church had accompanied Jesus through his suffering and death and now waits to share and The Agony in the Garden - when Jesus was afraid and went to the garden to pray ebrate his new life. Talk about the significance of the new fire and the Easter candle. Explore the action The Scourging at the Pillar - when Jesus is taken away by the soldiers and whipped ayers and symbols of the Easter Vigil liturgy on from Church's Story 3 page 108 The Easter Vigil. Explain that ing began with his birth, was his whole life and reached The Crowning with Thorns - when the soldiers take Jesus into the palace; they make f luia is sung again on this night in celebration. It was not used at all during Lent. on the cross we are set free from sin and by his make him wear a crown of thorns The Carrying of the Cross - when Jesus carries his heavy cross to Calvary SOME KEY QUESTIONS The Crucifixion – when the soldiers nail Jesus to the cross and he dies In groups explore each event and say what is happening, why is it happening and where is this h In each story who is first to discover the empty tomb? Compose a prayer or reflection which gives thanks for Jesus' sacrifice. Which version of the story do you like best and why? How does Pontius Pilate try to find the truth about Jesus? Using one or both of the following Graham Kendrick hymns and the Gospel stories of the crucifix In Matthew's Gospel Jesus speaks to the women. Where else do we hear that greeting? Why does Pontius Pilate call Jesus the King of the Jews? and link the religious sources, beliefs, ideas and feelings expressed by Graham in the songs. Why do you think the women were not believed? Why do you think Jesus does not answer him? What do you think about the reactions of John and Peter at the tomb? Phrase from hymn / Scripture What does it mean? What do What does it mean to me? Why do you think the crowd shouted for Barabbas to be released and for the control of the con Christians believe? Why do you think new fire and the Easter candle are important in the Easter Vigil? Q Do you think this is the same crowd who greeted Jesus on his entry into changed their minds? SOME SUGGESTED ACTIVITIES God so loved the world God created the world in love I have to respect creation What do we learn about Jesus from his attitude at his trial? Design a religious Easter card depicting the Good News of the Risen Christ and giving reasons for SOME SUGGESTED ACTIVITIES your choice of words and symbols. Inside the card, include a suitable quote from Scripture and a

For God so loved the world

That he gave his only Son

And all who believe on him

Shall not die

But have eternal life No, they shall not die But have eternal life

Write a report from Pontius Pilate to Caesar, the Roman Emperor, inform

Describe and give reasons for the actions of Jesus, the High Priest and th

What difference does Jesus' sacrifice make to Christians? Discuss the in

of Christians. Research the lives of people who have sacrificed their live

as a PowerPoint, speech or magazine article.

greeting to share with others.

Make a leaflet entitled 'Why Easter is important to Christians' describing how belief in the Easter

Write a letter to a local shop describing why they should stock religious Easter cards, relating your

argument to Christian beliefs, scripture, your ideas, feelings and experiences.

story shapes the lives of Christians and encourages them to give of themselves in sacrifice as Jesus

- Make your own Lenten calendar showing how you will spend the forty days of Lent preparing for Easter. Leave a blank square at the end of each week to fill in after reflecting on your actions giving reasons for how they have shaped your life and the lives of others.
- Use a Conscience Alley activity to explore Judas' betrayal of Jesus. Two rows of children give different advice to the pupil playing Judas. At the end 'Judas' has to decide which advice to take and explain why.
- Explore any of the paintings The Agony in the Garden by Bellini, The Agony in the Garden by El Greco, or Agony in the Garden by Andrea Mantegna. Compare the pictures with a Gospel account (Luke 22: 39-46, Matthew 26: 36–48; Mark 14: 32–46). What do you think are the similarities and differences? Which gospel account do you think influenced the artist the most? Reflect quietly on the painting.
- What difference does Jesus' sacrifice make to Christians? Discuss the impact this has had on shaping the lives of Christians. Research the lives of people who have sacrificed their lives because of their beliefs. Present this as a PowerPoint, speech or magazine article.
- Reflect on the Sorrowful Mysteries of the Rosary –
- 1. The Agony in the Garden when Jesus was afraid and went to the garden to pray
- 2. The Scourging at the Pillar when Jesus is taken away by the soldiers and whipped
- 3. The Crowning with Thorns when the soldiers take Jesus into the palace; they make fun of him and make him wear a crown of thorns
- 4. The Carrying of the Cross when Jesus carries his heavy cross to Calvary
- 5. The Crucifixion when the soldiers nail Jesus to the cross and he dies
 In groups explore each event and say what is happening, why is it happening and where is this happening today?
- Design a religious Easter card depicting the Good News of the Risen Christ and giving reasons for your choice of words and symbols. Inside the card, include a suitable quote from Scripture and a greeting to share with others.
- I can give reasons about the Good News of the Risen Christ
- I can give reasons and make links to Scripture about the Good News of the Risen Christ
- I can give reasons, make links to Scripture and say why we share the Good News of the Risen Christ.
 STANDARD INDICATOR Some children will be able to show understanding of how belief in the sacrifice
 Jesus made, and belief in the Resurrection shapes lives.

REVEAL

Lent a time of giving in preparation for the celebration of the sacrifice of Jesus

CONTENT: – scripture – tradition – prayers

STANDARD INDICATOR

Some children will be able to **make links** between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.

Some children will be able to use a developing religious vocabulary to **give reasons** for religious actions and symbols used during Holy Week and the Easter Vigil.

Some children will be able to give reasons why Christians make sacrifices during Lent.

Some children will be able to **describe and show understanding** of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.

Some children will be able to use religious terms to show an understanding of the different liturgies of Holy Week and the Easter vigil.

Some children will be able to **show understanding** of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.

Some children will be able to **engage with and respond** to questions about sacrifice in the light of religious teaching.

LEARNING FOCUS Lent, the opportunity to turn away from evil.

CONTENT

Introduce the liturgical season of Lent. Read Chur Teaching Point

After Jesus had been baptised by John in the river We experience evil in many forms. We also contribute to the evil that is in our world and needed to be alone to pray in preparation for his thelp to spread it. Evil is described as a power, or powers, at work in our world. He was tempted by the devil, but he resisted him,

his mission. This is Luke's story of what happened The Church gives the name Satan or devil to evil. Evil has the power to affect our lives, but with God's help, we have the power to resist and overcome all that is evil.

Jesus, full of the Holy Spirit, returned from 'If you are God's Son, order this stone to tu

desert, where for forty days he was tempte This understanding underlies the Lent/Easter and Reconciliation topics, and this is what during those days, and when they were oveteachers should bring to the subject when children themselves raise it.

scripture says, people cannot live on bread It is important to stress that temptation itself is not wrong, wrong occurs when temptation is given into. Then the Devil took him up and showed him in a second all the kingdoms of the

world. 'I will give you all this power and all this wealth, the Devil told him. 'It has all then, if you worship me.'

been handed over to me, and I can give iLearning focus 1: Lent, the opportunity to grow spiritually

Luke 4:1-12

and said to him, 'If you are God's Son, th scripture says, 'God will order his angels Luke 4: 1-12

Jesus answered, 'The scripture says, Wol It will be helpful for you, as teachers, to read and reflect on the passage of Luke, Then the Devil took him to Jerusalem an occurring just before Jesus goes into the desert. (Luke 3:1-22).

John the Baptist tells the people to change their ways, and

will hold you up with their hands so that "Prepare a way for the Lord, make his paths straight..." (3:4)

stones'. But Jesus answered, 'The script Throughout the ages, the desert has always been seen as a place for silence and reflection, test'. When the Devil finished tempting for spending time alone with God, having no distractions to 'escape' into, opening mind and heart to the Spirit of God. In our time, too, the concept of 'desert,'

Discuss what happened to Jesus in the desert all Luke tells us that the devil tempted Jesus three times: he knows Jesus will be hungry and goes for his weak spot:

"If you are the Son of God, tell this stone to turn into a loaf of bread..."

SOME KEY QUESTIONS

- Why did Jesus go into the desert by himself?
- Q What did you notice about the way the devil tempted Jesus?
- What did you notice about the way Jesus responded each time?
- How do you respond when you are tempted to do wrong?
- Q What helps you to resist temptation?
- How would you link Jesus' time in the desert to the experience of Lent?

SOME SUGGESTED ACTIVITIES

- Think about a time when you've been tempted to do something you know to be wrong and have resisted. In pairs role-play the situation, one as the tempter, one as the resister. Having watched examples, hold a class discussion to identify why you made the choice you did, the similarities and differences between each other's responses and how our choices affect our lives.
- Make your own Lenten calendar showing how you will spend the forty days of Lent preparing for Easter. Leave a blank square at the end of each week to fill in after reflecting on your actions giving reasons for how they have shaped your life and the lives of others.

REVEAL

Lent a time of giving in preparation for the celebration of the sacrifice of Jesus

CONTENT: – scripture – tradition – prayers

STANDARD INDICATOR

Some children will be able to **make links** between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent. Some children will be able to use a developing religious vocabulary to **give reasons** for religious actions and symbols used during Holy Week and the Easter Vigil. Some children will be able to **give reasons** why Christians make sacrifices during Lent.

(Knowledge and Understanding)

Date:

Standard Indicator

5/03/19

Some children will be able to give reasons why Christians make sacrifices during Lent.

In pairs make ways we can prepare for Lent.

HA I can show understanding why we (Christians) make sacrifices in Lent. I can say what we believe and how

I live. How would you link Jesus' time in the desert to the experience of Lent?

MA I can give reasons why we (Christians) make sacrifices in Lent

How do you respond when you are tempted to do wrong? What helps you to resist temptation?

LA

I can give reasons why we (Christians) make sacrifices in Lent. Supported.

How do you respond when you are tempted to do wrong?

Make your own Lenten calendar showing how you will spend the forty days of Lent preparing for Easter. Leave a blank square at the end of each week to fill in after reflecting on your actions giving reasons for how they have shaped your life and the lives of others.

Chd knew about Lent and sacrifices made in their own lives.

Progress – Linking understanding to Scripture, why Jesus did this and why we do.

LEARNING FOCUS 2: The betrayal of Jesus by Judas Iscariot.

CONTENT

Temptation comes in many ways, Judas was one of those chosen by Jesus to be his follower. It was his job to be in charge of the money that Jesus and the apostles needed. Judas was not very honest; he was rather weak and thought about himself more than others. When a really big temptation came, he gave in, this is what happened.

Then Judas Iscariot, one of the twelve disciples, went off to the chief priests in order to betray Jesus to them. They were pleased to hear what he had to say and promised to give him money. So, Judas started looking for a good chance to hand Jesus over to them.

Mark 14: 10-11

Learning focus 2: The betrayal of Jesus by Judas Iscariot

Mark 14:10-11

on, after Judas had betrayed Jesus, he de-

SOME KEY QUESTIONS

- Why do you think Judas may have

- afterwards?

Sometimes even our friends let us down Maybe the choice of Judas as one of the Twelve, is a surprising one? Maybe it is also an chief priests and threw it on the floor, say example we can learn from, of how Jesus wants to give everyone a chance. We all make our He went off feeling very sad and unhappy own choices and Judas, when tempted with money for himself, could not resist it. Even though he was specially chosen by Jesus, when it came to the crunch and a choice had to be made, money was more important to Judas than anything else, even his relationship with Jesus. Having chosen and trusted Judas, it is not difficult to imagine how hurt Jesus must have felt, when Judas betrayed him.

Q How do you think Jesus felt knowi Like us, Jesus has experienced how deeply we can be hurt by those we love and trust. We Q Have you ever been let down by salso have to be honest and admit that most of us have, at some point, let down or betrayed a Q Have you ever let anyone down, wfriend. The important thing then is what we do about it and we have a choice as to how we behave. As adults leading such a discussion, it is important to reflect on the way we deal with being let down, or letting another down.

SOME SUGGESTED ACTIVITIES

- Use the Judas' betrayal activity cards from the Come and See website. Sift through the motives and rank them in order of what you think might have happened. Write one idea yourself. Take part in a class discussion afterwards to argue which you thought was the true motive.
- Write a diary entry for Judas using either the scripture from Mark 14: 10-11, 43-46, or Matthew 26: 14-16, 47-50 to help you. Include Judas' private thoughts and emotions throughout his conversations with the priests and Jesus showing an understanding of his struggle between betrayal and loyalty.
- Use a Conscience Alley activity to explore Judas' betrayal of Jesus. Two rows of children give different advice to the pupil playing Judas. At the end 'Judas' has to decide which advice to take and explain why.

STANDARD INDICATOR

Some children will be able to **make links** between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.

Some children will be able to use a developing religious vocabulary to **give reasons** for religious actions and symbols used during Holy Week and the Easter Vigil.

Some children will be able to give reasons why Christians make sacrifices during Lent.

Some children will be able to **describe and show understanding** of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.

Some children will be able to use religious terms to **show an understanding** of the different liturgies of Holy Week and the Easter vigil. Some children will be able to **show understanding** of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.

Some children will be able to **engage with and respond** to questions about sacrifice in the light of religious teaching.

	Date:	Standard Indicator		Learning Receipt
	5/03/19	Some children will be able to describe	I can describe and show understanding why Judas betrayed Jesus.	Faith for Life/Heart moment/Cloud moment
Reveal and Understanding		and show understanding of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.	Prepare a reason why he should/shouldn't betray Jesus. Challenge: From reasons given, describe Judas' situation. Show understanding of both points of view. Which advice should Judas take? Why? What does Scripture tell us?	Have you ever been let down by someone you cared about, how did it feel? Have you ever let anyone down, why do you think you did it and how did you feel afterwards?
(Knowledge		Whole class activity	Use a Conscience Alley activity to explore Judas' betraya of Jesus. Two rows of children give different advice to the pupil playing Judas. At the end 'Judas' has to decide which advice to take and explain why.	

I can talk about the betrayal of Jesus by Judas Iscariot. I can describe the betrayal of Jesus by Judas Iscariot. I can give reasons for the betrayal of Jesus by Judas Iscariot and the struggle between betrayal and loyalty.

Year 5 –

- discussion with talk partners
- Group
 discussion

conscience alley

LEARNING FOCUS 3: The arrest of Jesus.

CONTENT

The following explains why Holy Thursday is also called Maundy Thursday. Near the end of the Last Supper, after Judas had left early, Jesus said to his disciples, "A new commandment I give unto you: that you love one another, as I have loved you."

John 13:34-35

The Latin word for 'commandment, mandatum' became the so Holy Thursday: Maundy Thursday. When Jesus commanded us have loved you," he showed his love through his service – the v commands us to do the same.

Display the picture from *God's Story 3* page 117 and share page Mark 14: 32-46. Discuss what happened.

Read Church's Story 3 page 103. At the end of the Mass of the Thursday, the priest takes the Blessed Sacrament to a special p where people keep watch. This reminds them of Jesus praying and asking his friends to "keep watch with me." When Mass is bare and the tabernacle is left empty.

SOME KEY QUESTIONS

- Q Why do we call Holy Thursday, Maundy Thursday?
- Q What is important about the new commandment?
- Why do you think Jesus gave them a new rule at this tin
- In the garden Jesus told to his friends that he was terrif about him?
- What do you think about his disciples?
- Q How do you think Jesus knows his time of sacrifice has or
- Why do you think Judas used a 'kiss' to betray Jesus?
- Q How do you think the disciples felt when Jesus was arre

SOME SUGGESTED ACTIVITIES

Create a tableau to depict the events leading to the arrest of Jesus. Use the Taizé chant, 'Watch and Pray'. Reflect on pupils' experiences, describe the events and

record how this links to the procession to the Altar of Repose.

- Explore any of the paintings *The Agony in the Garden* by Bellini, *The Agony in the Garden* by El Greco, or *Agony in the Garden by* Andrea Mantegna. Compare the pictures with a Gospel account (Luke 22: 39-46, Matthew 26: 36-48; Mark 14: 32-46). What do you think are the similarities and differences? Which gospel account do you think influenced the artist the most? Reflect quietly on the painting.
- Using the account in Luke 22: 39-40 what do you think it tells us about God's love and care? What does it tell us about what kind of person Jesus was? Write a letter from one of the disciples to a friend, describing the story, how they felt, what they believed and what they learned from the experience.

Learning focus 3: The arrest of Jesus

Mark 14; 32-46 God's Story 3 pg 116

As the result of the betrayal by Judas, the Garden of Gethsemane becomes the place of the arrest of Jesus. In this place, Jesus shows us how deeply he shares our human condition: he takes his three trusted friends with him, Peter, James and John, (the same three who were with him at the Transfiguration Matthew 17:1-8), and confides in them, "I'm so terrified of what is going to happen to me."

We know that Jesus understands how we feel, because he has experienced it, too. He knows what it is to be afraid, and he knows what it is to need our friends- especially when times are very hard. He shares his thoughts and feelings because he wants some support...but each time he returned from praying,

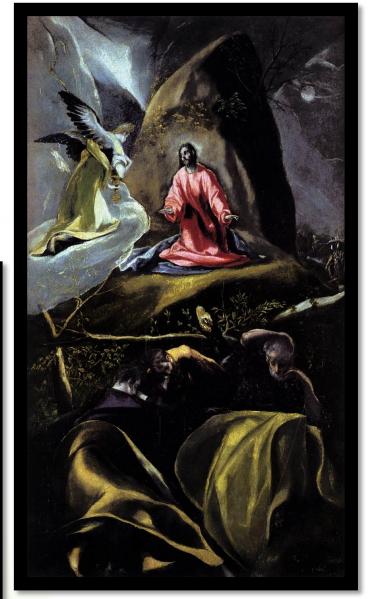
"...he found his friends asleep...they could not keep their eyes open...he said to them, sleep on now..."

Once again, Jesus has been let down, by his closest friends. In his hour of greatest need, there was nobody there for him. In his fear and loneliness, Jesus knows his time is near and prays to his Father

"Father, you can do anything. Take this suffering away from me. But I will do what you want, not what I want."



temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, Altar of Repose, love,



LEARNING FOCUS 5: Good Friday – the crucifixion.

CONTENT

Remind the children of the Stations of the Cross which they see in church, how it shows scenes from the journey of Jesus from his trial, Pilate washes his hands of Jesus, to his being taken down from the Cross after his death.

Read God's Story 3 page 121-122, Luke 23: 26-43 The Thieves and Mark 15: 21-41 The death of Jesus. In Luke's Gospel we hear Jesus speaking words of forgiveness as he is dying on the cross. Jesus asks His Father to forgive those who are crucifying him. One of the thieves said, "Please remember me, don't ever forget me." He forgives the repentant thief, by saying, "I will remember you today and you will be with me always."

SOME KEY QUESTIONS

- Q What do Jesus' words from the Cross tell us about him?
- Q How does Jesus' death help us to understand his humanity?
- Q Why do you think the repentant thief asks to be remembered?
- Q What do you think he must have believed about Jesus?
- Q What does the centurion mean when he called Jesus 'the Son of God' and why do you think he said this?
- Q What do you think Mary and the women felt?

SOME SUGGESTED ACTIVITIES

- Depict one of the following Stations: Jesus is nailed to the cross or Jesus dies on the cross. Describe what is happening and why Jesus sacrificed his life making links to any of the scripture used in this topic.
- Reflect on the Sorrowful Mysteries of the Rosary
 - 1. The Agony in the Garden when Jesus was afraid and went to the garden to pray
 - 2. The Scourging at the Pillar when Jesus is taken away by the soldiers and whipped
 - 3. **The Crowning with Thorns** when the soldiers take Jesus into the palace; they make fun of him and make him wear a crown of thorns
 - 4. The Carrying of the Cross when Jesus carries his heavy cross to Calvary
 - 5. The Crucifixion when the soldiers nail Jesus to the cross and he dies

In groups explore each event and say what is happening, why is it happening and where is this happening today?

- Compose a prayer or reflection which gives thanks for Jesus' sacrifice.
- Using one or both of the following Graham Kendrick hymns and the Gospel stories of the crucifixion describe and link the religious sources, beliefs, ideas and feelings expressed by Graham in the songs.

Phrase from hymn / Scripture	What does it mean? What do Christians believe?	What does it mean to me?
God so loved the world	God created the world in love	I have to respect creation

For God so loved the world That he gave his only Son And all who believe on him Shall not die But have eternal life No, they shall not die But have eternal life

And God showed his love for you When he gave his only Son And you, if you trust in him Shall not die But have eternal life No, they shall not die But have eternal life

Graham Kendrick Copyright © 1988 Make Way Music, www.grahamkendrick.co.uk

My Lord, what love is this That pays so dearly That I, the guilty one May go free!

And so, they watched him die Despised, rejected But oh, the blood he shed Flowed for me!

And now, this love of Christ Shall flow like rivers Come wash your guilt away Live again!

Chorus:

Amazing love, O what sacrifice
The Son of God given for me
My debt he pays, and my death he dies
That I might live, that I might live
(Last time only) That I might live!

Graham Kendrick Copyright © 1989 Make Way Music

Learning focus 5: Good Friday - the Crucifixion

Luke 23:26-43/ Mark 15:21-41 God's Story 3 pg 121-122

In these words of Scripture, we follow Jesus on his journey to the moment of his death. The words he speaks on this journey to Calvary, give us an insight to his love for others. To the grief-stricken women, he says

, "Do not weep for me. Weep for yourselves and your children."

He prays for the men who crucify him,

"Father, forgive them, they do not know what they are doing,"

At the moment of his death the repentant thief makes an act of faith in the saving power of Jesus, who responds with words of comfort and hope,

"I will remember you today, and you will be with me always."

In death, as he did in life, Jesus shows the care and concern for those in need. He also shows us that he is human and scared, and as he faces this moment, which he shares with every human being, he calls out for help,

"My God, my God, why have you abandoned me?"

St Mark tells us that, "The centurion...saw how he died..." and this clearly made such an impression on him, that he, like the repentant thief, made his own act of faith, "This man really was the Son of God." In life, people were drawn to Jesus, both by the way he behaved and the words he spoke. In death, the centurion, a Roman soldier, was drawn to Jesus, both by the words he spoke as he was dying, and the manner of his death.

The women who, "...had followed Jesus and helped him when he was in Galilee." remained loyal and faithful to Jesus, and stood there, "...watching from a distance." At that moment, their hopes for the future must have seemed very bleak. If the children are taken prayerfully and reflectively through the accounts of the Passion and Death of Jesus, and helped to feel involved, they are more likely to be able to express sympathy with and understanding of, how Mary and all the women must have felt as they saw Jesus die.

STANDARD INDICATOR

Some children will be able to **make links** between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.

Some children will be able to use a developing religious vocabulary to **give reasons** for religious actions and symbols used during Holy Week and the Easter Vigil.

Some children will be able to give reasons why Christians make sacrifices during Lent.

Some children will be able to **describe and show understanding** of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.

Some children will be able to use religious terms to **show an understanding** of the different liturgies of Holy Week and the Easter vigil. Some children will be able to **show understanding** of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.

Some children will be able to engage with and respond to questions about sacrifice in the light of religious teaching.

Complete following task or at end of topic. Adapted task Using one of the Gospel stories of the crucifixion describe and link the religious sources, beliefs, ideas and feelings expressed.

Group task – Progressive...
Show at end of tasks. What drivers have we hit?
Where have we achieved today?

I can describe the crucifixion and say how it can help me today. (given phrases)
I can make links to Jesus' crucifixion and say how it can help me today.

I am beginning to show more understanding of Jesus' crucifixion.

Challenge

HA How does Jesus' death help us to understand his humanity?
What do Jesus' words from the Cross tell us about him?
What does the centurion mean when he called Jesus 'the

Son of God' and why do you think he said this?

What do you think Mary and the women felt? What does this tell us?

Wonder Wall

The Son of God? Jesus as a human?

Progress

Chd making links to Scripture understanding why. Good use of key words. MD and PH are engaging with questions and developing the why? Questions for further discussion

People passing by insulted Jesus. They shook their heads and said, "Come down from the cross and save yourself."

The chief priests and the teachers of the law jeered at Jesus, saying to each other, "He saved others but he cannot save himself. Let the Christ, the King of Israel, come down from the cross now and we will believe in him."

The two who were crucified with him insulted him too.

At midday the whole country became dark. This lasted three hours.

At three o'clock, Jesus cried out, "Eloi, Eloi Lama Sabactani," which means, 'My God, my God, why have you abandoned me?'

Some of the people there heard him and said, "Listen, he is calling for Elijah."

Someone soaked a sponge in cheap wine and put it on the end of a stick. He held it to his lips saying, "Let's see if Elijah will come and take him down from the cross."

Then Jesus gave a loud cry and died.

When the centurion, who was standing opposite saw how he died he said, "This man really was the Son of God."

Some women were there watching from a distance. They were Mary of Magdala, Mary the Mother of the younger James and of Joseph, and Salome.

They had followed Jesus and had helped him when he was in Galilee.

Many other women were there who had come up to Jerusalem with him. Based on Mark 15: 21-41 (God's Story 3)

Phrase from Scripture

What does it mean? What do Christians believe?

They didn't believe him. They

They said, 'Come down from the cross and save yourself.'

People passing by insulted Jesus

mocked him because he thought he was special.

They wanted him to prove he was the Son of God.

What does it mean to me? How can it help me?

Sometimes I have seen this with my friends. I will try to help those who are being hurt.

Should I ask people to prove things if they tell me something?

CONTENT

All four Gospel writers tell the story of Jesus' Resurrection on Read two different accounts of the Resurrection story God's St Matthew 28:1-10/ John 20:1-10 God's Story 3 pg 126-127 similarities and the differences.

night. The Church had accompanied Jesus through his sufferinwent to look at the tomb." (28:1), celebrate his new life. Talk about the significance of the new prayers and symbols of the Easter Vigil liturgy on from Church' Alleluia is sung again on this night in celebration. It was not u

SOME KEY QUESTIONS

- In each story who is first to discover the empty tomb
- Which version of the story do you like best and why?
- In Matthew's Gospel Jesus speaks to the women. W
- Why do you think the women were not believed?
- Why do you think new fire and the Easter candle are i

SOME SUGGESTED ACTIVITIES

- greeting to share with others.
- taught us.

Learning focus 6: Easter Sunday

Matthew's Story based on Matthew 28:1-10 and John's Story The two accounts of the Resurrection, related in Matthew and John, differ in some of the details, but in one important detail they agree – both tell us that it was women who first found the empty tomb. From Matthew, we hear,

Easter begins on Holy Saturday night with a special Vigil. 'To k "After the Sabbath, very early on Sunday morning, Mary of Magdala and the other Mary

and John tells us,

"Very early, on the first day of the week, while it was still dark, Mary of Magdala went to the tomb..." (20:1).

Their faithfulness and their love for Jesus have remained steadfast, through all the pain and grief of the preceding days. As Jesus meets the women, he greets them with the words, "Peace be with you...." (Matthew 28:9) After his Resurrection, this is the blessing which Jesus wishes on his followers, and in John's account of the Resurrection appearances of Jesus to his disciples after his Resurrection, we find the greeting again:

"...on the evening of that day...Jesus came and stood among them and said, 'Peace be with you" (John 20:19);

What do you think about the reactions of John and PeThomas the Doubter was not present on this occasion, and a week later, Jesus comes again

"...the disciples were in the house and Thomas was with them...Jesus came and said, 'Peace be with you..." (John 20:26)

The account of Peter and John's behaviour when they go to the tomb (having been given the Design a religious Easter card depicting the Good Newinformation by a woman!), seems to indicate that even at that early stage, Peter was already your choice of words and symbols. Inside the card, in acknowledged and accepted as the leader of the Twelve. The 'other disciple', commonly accepted as being John, "...the disciple whom Jesus loved..." (John 20:2), ran and reached the tomb before Peter, looked in, but waited; in doing so, he gave precedence to the Make a leaflet entitled 'Why Easter is important to Chleadership of Peter, who, without hesitation "...came up and went into the tomb. (John 20:6) story shapes the lives of Christians and encourages thin the time of Jesus, the witness of a woman did not have the same weight as that of a man. This seems very strange to us now, but in Biblical times, it was the norm. The fact is that in Write a letter to a local shop describing why they short each of the 4 Gospels, women are named as those who find the tomb first. They remained argument to Christian beliefs, scripture, your ideas, fe

STANDARD INDICATOR

Some children will be able to **make links** between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.

Some children will be able to use a developing religious vocabulary to **give reasons** for religious actions and symbols used during Holy Week and the Easter Vigil.

Some children will be able to give reasons why Christians make sacrifices during Lent.

Some children will be able to **describe and show understanding** of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.

Some children will be able to use religious terms to **show an understanding** of the different liturgies of Holy Week and the Easter vigil. Some children will be able to **show understanding** of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.

Some children will be able to **engage with and respond** to questions about sacrifice in the light of religious teaching.

	<u>Date:</u>	Standard Indicator	What will the children learn about?	Quality Evaluation
ng)		Complete following task or at end of	How will they progress?	Wonder Wall
andi		topic.		Working Wall
erst				Greater Depth
eal Und				Mastery?
Reveal and Understanding)		<u>task</u>		Progress made?
			Challenge?	
(Knowledge				
(Knc				

RESPOND

Remembering, celebrating and responding to giving and refusing to

give and appreciating the cost of giving and Lent as a time of giving in preparation for the celebration of the sacrifice of Jesus

Renew

period

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience of Sacrifice.

Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder and ask questions about:

- O How people decide whether or not to give.
- O How those decisions are informed by beliefs and values.
- O What the costs or rewards of giving can be

Provide the opportunity, possibly by one of the means above, for the

- How Jesus was tempted in the desert.
- That Lent is a season of giving to prepare for the Easter.
- How Jesus was betrayed by Judas.
- The commandment Jesus gave his friends before his death.
- O His agony in the Garden of Gethsemane.
- How Jesus sacrificed himself for us.
- The Sorrowful Mysteries of the Rosary.
- Some of the Stations of the Cross.
- How we celebrate Christ's death and Resurrection in the liturgies of Maundy Thursday, Good Friday and the

Rejoice

Remember to plan an end of topic celebration. (Download the Rejoice and Gather Form on the Come and See well

Renew

The teacher helps each child to make an individual response to of the experience of the Church community.

Apply their learning

Can we be more willing to make sacrifices in our lives, especiall

Some suggested ideas

After a time of quiet reflection and prayer:

- Look back over the Lenten calendars. Have we prepared
- O Make Easter cards for our families, showing Christ's sacrif

Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

Remember
Scripture they have used, perhaps on tables, in books etc...

An individual response about

begin take up again, resume.

make effective for an additional

Sacrifice in their lives

restore, replenish

make, say, do again.

Rejoice is a celebration of their progress in learning. It is time to reflect with God in a collective worship.

rifices throughout Lent? parish Easter services.



Learning Journals

- During the Respond week it is difficult to capture all of that new knowledge, skills and understanding and sometimes it gets lost or at worst doesn't even happen.
- Remember, Rejoice and Renew aims to consolidate all of the new learning that has happened over the last three weeks of the topic.
- It is a reflection of time spent exploring, understanding, introducing and learning about Scripture and or Church Tradition and linking faith to life.

- To help children to continually remember and make links to previous Scripture, exploration and learning, the Christian Education Team are proposing from September with the launch of the new Standards schools use one learning journal per class that will follow the children throughout the school.
- This will enable children to remember previous topics and to be used for pre-learning in the next class. For example, if you are teaching Baptism in Year 2. They could use their learning from previous years to help children links from Early Years and Year 1.

 The class learning journal could contain for example; photographs of group remembering sessions, display work, key topic vocabulary, the class Rejoice planner, photographs of Rejoice worship and celebrations, maybe the Renew message

used in class or for home?

