Teaching and Learning

PENTECOST – SERVING:
GOOD NEWS – TOPIC OVERVIEW
NURSERY & RECEPTION 4 WEEKS |
Passing on the Good news of Jesus

#### PENTECOST - SERVING: GOOD NEWS - TOPIC OVERVIEW

NURSERY & RECEPTION 4 WEEKS | Passing on the Good news of Jesus

#### **TEACHERS' NOTES**

For Christians, the Gospel is the Good News of God's love for everyone. At Pentecost, in the gift of the Holy Spirit given for all, Christ's mission of bringing the Good News was entrusted to the community of believers which is the Church

**Scripture:** Mark 16:20 They went out and proclaimed the Good News everywhere while the Lord worked with them and confirmed the message by the signs that accompanied it.

**Catechism of the Catholic Church Prologue 3:** Those who with God's help have welcomed Christ's call and freely responded to it are urged on by love of Christ to proclaim the Good News everywhere in the world.

#### **ABOUT THE TOPIC**

**Prior learning:** The ways in which we grow and that Lent is a time to grow more like Jesus and look forward to

#### This Topic: learning outcomes

Know and understand:

- That everyone has Good News to share Explore
- Pentecost: the celebration of the Good News of Jesus Reveal

Acquire the skills of assimilation, celebration and application of the above – Res

SCRIPTURE	TRADITION				
Acts 2: 1-4, <i>God's Story 1</i> pages 36-37 (Notes page 50)	Pentecost the comin News of Jesus. Church's Story 1 pag (Notes page 56) Church's Story 1 pag				
SOME QUESTIONS OF MEANING & PURPOSE	CORE VOCABULARY				
What is Good News? Who is the Holy Spirit?	good news, share, Gc Holy Spirit, Easter, all				



RESOURCES	AREAS OF LEARNING
God's Story 1 & 2 Church's Story 1 & 2	
Red balloons, kites, bubbles, wind chimes The Jolly Postman by Janet Ahlberg, Allan Ahlberg ISBN: 978-0670886241	Areas of Learning (England) Areas of Learning (Wales)
The Little Egg by Tanya Landman ISBN: 978-0007186778	Relationships and Sex Education (RSE)
Teddy Horsley and the Holy Spirit. by Leslie Francis; Nicola Slee, ISBN: 978-0719710018	
COME & SEE WEBSITE	STANDARD INDICATOR
Dana and Duan article, and a true force	Learning about religion

Beliefs, teaching & sources

Social and moral practices and way of life

Celebrations and ritual

Learning from religion

Drag and Drop activity onto two faces

lonely, frightened)

Drag and drop words: (happy, joyful, laughing, smiling,

pleased, sad, delighted, miserable, upset, afraid, timid,

Pentecost is not a fixed date in the church calendar.

	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, the Trinity, Jesus Christ, Son of God, the Holy Spirit  Area of Study 2: What is the Church? Catholic,  Apostolic, Mission  Area of Study 3: Liturgy, Prayer,	Litany of praise Red for the season of Pentecost Alleluia	See John Burland Grid If you are happy and you know it. This is the day. Alleluia song.	
POINTS TO REMEMBER			

**RECEPTION FOCUS:** That everyone has good news to tell.

#### WHOLE CLASS CORE INPUT

Introduce the topic to the children by reading: The Jolly Postman

#### **SOME KEY QUESTIONS**

- Q Who received the good news?
- Q How did they receive the good news?
- Q How did they feel?

# NURSERY & RECEPTION ADULT DIRECTED GROUP ACTIVITY



- With a talk partner, tell each other a piece of good news and share amongst each other.
- Create a dance with the children that shows their excitement on hear good news with others.
- Collect items of good news i.e. letters, cards, emails, photographs, cel children's good news.
- > Set up a good news board children to bring in their own news e.g. in
- > Share good news in circle time, Twitter, class pages, newsletter etc.

#### **CONTINUOUS PROVISION**

Continue role play sharing good news.

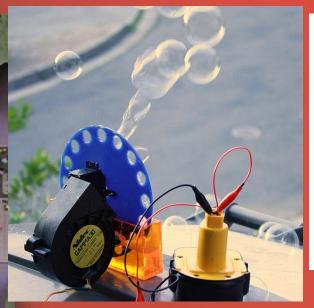
#### **REFLECTION ON SIGNIFICANCE**

Gather around the display or focus. Have a quiet moment together to refl good news.

Play some quiet music. Celebrate the good news that they have heard. In *know it* with actions.









# Awe and wonder



#### **Key Words**

good news, share,
Good News, Pentecost,
promise, Holy Spirit,
Easter, alleluia,

#### PENTECOST - SERVING -GOOD NEWS

Big Questions
Who is the Holy Spirit?
What is Good News?

Everyone has good news to tell.

The coming of the Holy Spirit

Pentecost: The celebration of the Good News of Jesus

It was wonderful. They knew that Jesus had kept his promise to send a new friend, the Holy Spirit. "Let's go out and join the crowds." Peter said. "Let's tell them the Good News that Jesus is alive."



What do I wonder about the joy good news brings?



I will talk about how I feel when I have good news to share.



Teaching and Learning After Jesus had gone back to his Father in heaven, his friends were sad. They missed him. They felt lonely and afraid without him.

On Pentecost day, they were all together in the house. Crowds of people came to Jerusalem to celebrate the feast. The friends of Jesus did not go out to join them. They stayed all together in the house.

They talked about Jesus and remembered what he had told them. As the wind filled the room, they began to feel different. Joy and happiness filled their hearts. It was wonderful.

They knew that Jesus had kept his promise to send a new friend, the Holy Spirit.

"Let's go out and join the crowds." Peter said.

"Let's tell them the Good News that Jesus is alive."





Continuous Provision	Ongoing	Key Words	Core Input	Key Questions	Adult Directed
Paint or draw good news you have shared. Office-type role-play area with props e.g. telephones, letters, computer etc. so that they can transmit good news. Puppets used to tell good news to each other. Role play Jesus' friends experiencing the coming of the Holy Spirit and sharing the Good News with each other that Jesus is alive.	HWK Good news Talk about Use images such as air and wind to help explain the power of the Holy Spirit.  Talk about good news and share good news in circle time, Twitter, class pages, newsletter etc.	good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia,	EXPLORE Introduce the topic to the children by reading: The Jolly Postman.	Who received the good news? How did they receive the good news? How did they feel?	Talk about Ask questions Collect items of good news i.e. letters, cards, emails, photographs, certificates etc. which recall your or the children's good news. Create a dance with the children that shows their excitement on hearing good news and how they share that good news with others.
	Make windmills and take them outside to see the effects of the wind. Talk about what you see happening to the windmills.		REVEAL Gather around the Easter Garden — make sure there is a white a drape. Recall the Good News of Easter for the friends of Jesus. God his Father gave Jesus new life on Easter Sunday. 'Alleluia' is the Church's special Easter word meaning 'Praise God'. Display the picture from God's Story 1 pages 36-37. 1. Read Luke's story of Pentecost. 2. Share Based on Acts 2: 1-4	How did the friends of Jesus feel after he went back to his Father? Have you ever felt like that? When? What did the friends of Jesus do? What happened on Pentecost day? How did the friends of Jesus feel? What did the friends of Jesus do after the coming of the Holy Spirit?	Recognise and Retell the Pentecost story. Ask the children to use facial expressions and actions to show how the friends of Jesus' feelings changed as the story progresses.
	Retell Sing John Burland's song Early Years CD1 Track 11 <i>The Holy Spirit</i> .  Retell Make streamers with the words 'Share the Good News of Jesus with everyone' and create a dance.		REVEAL Pentecost - the 'birthday of the Church'. The Holy Spirit is a new friend that Jesus had promised to send them Church's Story 1 pages 46-47 Good News for everyone. Talk about people going to church to celebrate the Good News of the coming of the Holy Spirit at Pentecost.	What do you see in the picture? Why are the people celebrating? How are the people celebrating? How would you celebrate the Good News of Jesus?	Recognise/Retell and Talk about  (Compose) a litany of praise. Response; 'Thank you, God!' For my Good News aboutFor the Good News of Easter For the new life of JesusFor the Good News of the Holy Spirit For the Good News of your love

**Communication & Language** Office-type role-play area with props e.g. telephones, letters, computer etc. so that they can transmit good news.

Role play Jesus' friends experiencing the coming of the Holy Spirit and sharing the Good News with each other that Jesus is alive.

#### **Physical**

Retell Make streamers with the words 'Share the Good News of Jesus with everyone' and create a dance. Create a dance with the children that shows their excitement on hearing good news and how they share that good news with others

#### **Expressive arts and design**

Paint or draw good news you have shared. Make windmills - see the effects of the wind. Talk about what you see happening to the windmills.

**Retell** Sing John Burland's song Early Years CD1 Track 11 The Holy Spirit.

#### **Religious Education 10%!**

#### **EXPLORE**

Introduce the topic to the children by reading: The Jolly Postman.

#### REVEAL

Display the picture from God's Story 1 pages 36-37.

- 1. Read Luke's story of Pentecost.
- 2. Share Based on Acts 2: 1-4

Church's Story 1 pages 46-47 Good News for everyone.

Talk about people going to church to celebrate the Good News of the coming of the Holy Spirit at Pentecost.

#### Talk about Ask questions

Collect items of good news i.e. letters, recall your or the children's good news.

#### Recognise/Retell and Talk about

(Compose) a litany of praise. Response; 'Thank you, God!' For my Good News about...For the Good News of Easter... For the new life of Jesus...For the Good News of the Holy Spirit... For the Good News of your love...

## GOOD NEWS

Playing and exploring **Active learning** Creating and thinking

Talk about air and wind to help explain the power of the Holy Spirit.

Streamers

Dance

#### Maths

Measuring streamers Windmills - shapes, counting

#### Literacy

- Puppets used to tell good news to each other.
- · Talk about good news and share good news in circle time, Twitter, class pages, newsletter etc.
- Read share and Jolly Postman

#### Understanding the world



#### Personal, social and emotional development

Recognise and Retell the Pentecost story. Ask the children to use facial expressions and actions to show how the friends of Jesus' feelings changed as the story progresses.

#### **RESPOND**

Remembering, celebrating and responding to the understanding that everyone has Good News and that Pentecost is the celebration of the Good News of Jesus

#### 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 *Good News*.

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

#### Ask the children if there is anything, they wonder about

- Ask about how they and others feel when they have good news.
- Talk about the joy and happiness the Good News brings.
- Ask what they wonder about Pentecost Day.
- Ask what they wonder about the Holy Spirit.

#### Provide the opportunity, possibly by one of the means above, for the children to remember

- That everyone has good news to share.
- The happiness good news brings.
- The stories of Easter and Pentecost Jesus sending his friend the Holy Spirit.
- Pentecost celebrates the Good News of Jesus.
- O How the friends of Jesus felt.

#### Rejoice

Remember to plan an end of topic celebration. (*Download the Rejoice and Gather Form on the Cor and See* website.)

#### Renew

The teacher helps each child to make an individual response to what they have understood and celebrated from their own experience and of the experience of the Church community.

#### Apply their learning

How can I share the Good News?

#### Some suggested ideas

Take home a card with 'The Holy Spirit is our friend' on it to share this good news with their families.

#### **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...

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



#### Renew

An individual response about Sacrifice in their lives begin take up again, resume. make effective for an additional period restore, replenish make, say, do again.



# PENTECOST – SERVING: ENERGY – TOPIC OVERVIEW YEAR 3 - 4 WEEKS | Gifts of the Holy Spirit





#### **SOME QUESTIONS OF MEANING & PURPOSE**

How can the energy of the wind be used for good? How the Holy Spirit inspires Christians?

#### **CORE VOCABULARY**

fire, warmth, wind, energy, power, gifts, Holy Spirit, Rosary, Glorious Mysteries, Pentecost

#### Give children tools to succeed

- ✓ Share the Scripture with the children.
- ✓ Children become aware of what they are to study/read etc.
- ✓ Allow time to reflect/talk about/discuss introduction to Reveal or Plenary discussions.
- ✓ Share with them the skills they will need to use.
- Recognise /Talk about
- Describe/Ask
- Give reasons /Make links
- Show understanding/Engage & respond
- ✓ Help the children to know what skills they know and what they are hoping to achieve.
- ✓ This will ensure they are becoming responsible for their learning.

#### **Holy Spirit Art Gallery**

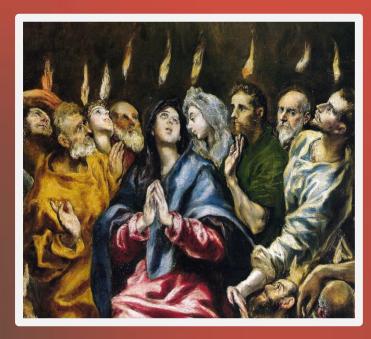
Mixed ability in pairs
What/who do you
recognise in the paintings?
Can you describe what is
happening?
Can you think why it is
happening?











#### **LEARNING FOCUS 2 and 3:**

The coming of the Hd

#### CONTENT

Recall the promise of the Holy Spirit based on Acts 2:1-18, 43 *The Coming of the Ho* Mary and the apostles were in Jerusalem living quietly together. They were uncert do but wait. There were lots of people in the city at that time because it was the Je Pentecost, that is thanksgiving for the harvest.

This reading from the Acts of the Apostles describes what happened:

When the day of Pentecost came, all the believers were gathered together Suddenly there was a noise from the sky which sounded like a blowing, and it filled the whole house where they were sitting like tongues of fire which spread out and touched each person with the Holy Spirit and began to talk in other languages, as speak.

The first remarks and the crowd. The crowd. The publicity designs a publicity designs a speak.

There were Jews living in Jerusalem, religious people who had the world. When they heard this noise, a large crowd gather because all of them heard the believers talking in their own low wonder they exclaimed, "These people who are talking like then, that all of us hear them speaking in our own native lang different countries yet all of us hear them speaking in our ow things that God has done!" Amazed and confused, they kept does this mean?" But others made fun of the believers, sayin

Then Peter stood up with the apostles and in a loud voice beg "Fellow-Jews and all of you who live in Jerusalem, listen to m means. These people are not drunk, they are filled with God'

This is what the prophet Joel spoke about: God says: "I will po and they will proclaim my message." Awe and wonder came wonders and signs were being done by the apostles.

Acts 2: 1-18, 43

#### SOME KEY QUESTIONS

- Q Why were the friends of Jesus hidden away when the crowds were celebrating in Jerusalem?
- Why do you think that the coming of the Holy Spirit was likened to strong wind and tongues of fire?
- Q Are there any questions that you could think of, after listening to this passage that might be difficult to answer?

The first result, was that these people, who had been anxiously wondering what to do next, and how the crowd would react to them, forgot their fear and went straight into the crowd. Even more striking was that they were led by Peter, who had previously publicly denied Jesus, and abandoned him. Transformed by the Spirit, and filled with confidence and conviction, Peter addressed the crowd, "Fellow Jews, and all of you who live in Jerusalem, let me tell you what this means..." (Acts 2:14)

Peter immediately addressed the message of Jesus to ALL. Peter and his companions were changed, transformed by the power of the spirit, and the external signs of this transformation were wind and fire. The followers of Jesus were no longer afraid; they wanted to share the joy of the \good news with everyone.

Perhaps 2 of the questions which may arise in everyone's mind after reading this account, are -

'How did Peter suddenly become so eloquent?',

and

 'How could these (mainly uneducated) people speak in different languages, so that everyone understood...?

Maybe this is a sign that the message of the Good news is for all, and is not bound by education or language? There is no problem in the children (and adults) having questions. The coming of the Spirit was a dramatic and miraculous event, giving us an inkling of the power of God in the lives of all.

The Good News of God's love and power spread like sparks from a fire and warmed the people's hearts towards God and one another. The people who were watching were astonished when they saw how much they loved one another. The Holy Spirit inspired a new way of living.

#### STANDARD **INDICATOR**

Some children will be able to **retell** the story of the Ascension and the coming of the Holy Spirit at Pentecost.

Some children will be able to use religious words and phrases to **describe** what happened to the apostles at Pentecost, what they saw and felt.

Some children will be able to **describe** some ways in which Christians live when they use the energy and gifts of the Holy Spirit.

Some children will make links between the Pentecost story and Christian belief in the power of the Holy Spirit.

Some children will be able to give reasons for the love Christians show because they are inspired

by the Holy Spirit.

Date:

# (Knowledge and Understanding)

# Standard Indicator 5/03/19 Recognise /Talk about Describe/Ask

Give reasons

understanding

/Make links

/Engage &

respond

Show

Why do you think that the coming of the Holy Spirit was likened to strong wind and tongues of fire?

#### In pairs

#### **Holy Spirit Art Gallery**

Mixed ability

What/who do you recognise in the paintings?

Can you describe what is happening?

Can you think why it is happening?

#### **Introduce Scripture**

- Highlight all the words in the passage which describes people who are bursting with energy or have no energy.
- Make a pinwheel with energy words on the sails. Use 'energy' colours. Take it outside when completed and blow it in the wind to see the effect.
- Make links between the energy the wind gives to move the pinwheel and that given by the Spirit to 'move' the apostles. Pin onto the topic display.

Make links between energy and the Holy Spirit

Display

Wonder? Pin wheels

Answers?





Explore – 1 week
Reveal – 2 weeks
Respond – 1 week

Then Jesus said to them "These are my words that I spoke you while I was still with you — that everything written abo me in the Law of Moses, the prophets and the psalms mus fulfilled". Then he opened their minds to understand the scriptures and he said to them, "Thus it is written that the Messiah will suffer and rise from the dead on the third day that repentance and forgiveness of sins is to be proclaimed his name to all nations beginning from Jerusalem. You are witnesses to these things. And see, I am sending upon you what my Father promised; so, stay here in the city until you have been clothed with power from on high."

Luke 24: 44-49

The eleven disciples went to the hill in Galilee where Jesus told them to ao. When they saw him, they worshipped hin

Stephen, filled with the power of God's Spirit, did marvellous work among the Jewish people in Jerusa who had come from North Africa and Asia. Many a them were in Jerusalem on pilgrimage. Some of th tried to argue with Stephen but they found it too difficult. Stephen was very wise, and the Holy Spiri with him. They were angry and told lies about Step

They turned the scribes and elders against him as vas some of the people. Stephen was arrested. Whe

We set sail from Troas and took a straight course to S the following day to Neapolis, and from there to Philip a leading city of the district of Macedonia and a Romo We remained in this city for some days.

On the Sabbath day we went outside the gate by the we supposed there was a place of prayer; and we sat spoke to the women who had gathered there. A certa named Lydia, a worshiper of God, was listening to us; from the city of Thyatira and a dealer in purple cloth. opened her heart to listen eagerly to what was said by When she and her household were baptised, she urge "If you have judged me to be faithful to the Lord, com at my home." And she prevailed upon us.

Acts 16: 11-15

So, when they had come together, they asked him when you will restore the kingdom to Israel?" He r you to know the times or periods that the Father hi authority. But you will receive power when the Ho you; and you will be my witnesses in Jerusalem, in a Samaria, and to the ends of the earth."

When he had said this, as they were watching, he was cloud took him out of their sight. While he was go

#### Mrs. Maricho is a witness

Mrs. Maricho is a modern missionary, who grew Philippines, Manila. She had a good job in the c completely happy. She remembered that, as a of an organisation called Mission Together, and 'Children helping Children'. As an adult, she tho decided that she still wanted to help children. S trained as a teacher, and moved to an island cal the children needed help.

On the island, you will often see children and w men. Some of the men have travelled overseas fishermen and are out at sea during the day. The lots of trees, so the people can grow some fruit, everyone. There is no electricity or fresh water from the island go by boat to the neighbouring is then shared around the island by a man on a

This is the school on the island where the childr Mrs. Maricho is the only teacher and there is or children attend school in shifts. Around 600 chi they have lessons for about forty at a time. The (7.30- 10.30, 11:00-1:00, 2:00-5:00) and each chift per week.

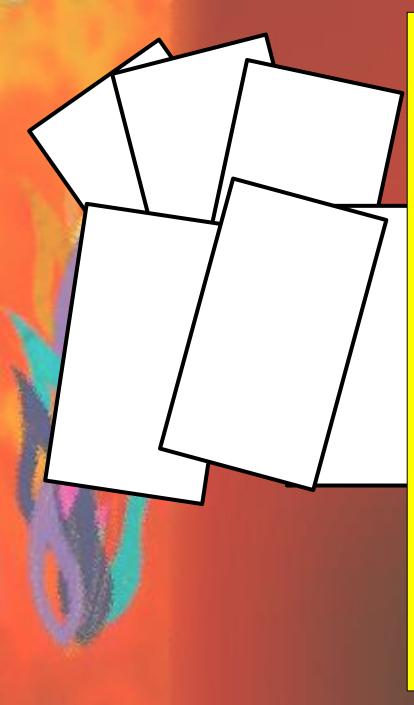
A group of missionary Sisters helped Mrs. Maric Maricho and the children make everything in the their toys to the posters on the classroom walls from rubbish the children find on the island. It is resources, but before Mrs. Maricho came to the at all. Mrs. Maricho gave up everything she had inspirational person.

#### Fr. Balashowry: Providing refuge.

Fr. Balashowry is the director of the Don Bosco Centre for street children in Hyderabad, India. The centre rescues children from the streets and provides counselling, food, clothing, medicine, education, recreation, and aims at eventually rehabilitating the children to their families. There are currently over 50 boys at the centre. Most of them will have been found by the staff, begging at the train and bus station. Over a third of them are orphans and the rest have run away from broken homes. Fr. Balashowry offers a loving home for them in which they can feel safe and regain hope for their future.

As well as funding the children's education, the centre has workshops where it provides training in trades like carpentry, tailoring, and engineering. They also have a bakery where a former resident of the shelter now teaches baking to the children. These classes all help to furnish the boys with the skills and motivation to find employment in the future. While the centre aims to rehabilitate children to their families, they are not forced back to their homes. The boys are encouraged to return to their families and spend some time with them, but they are welcome to return to the shelter and continue their studies. The boys need the stability and assurance that they will be supported and helped to finish their education. Fr. Balashowry is there for them until they are ready and able to move on.

The staff at the shelter have to be available at all hours of the day. Sometimes, there might be a knock at the door in the middle of the night, and someone needs to be ready to let the child in and look after them. The centre is open seven days a week and staff are always available. Fr. Balashowry and the staff need to provide care and guidance and show the children that they are loved. When told he was inspirational, Fr. Balashowry humbly responded, "It is God's work".



#### Give children tools to succeed

- ✓ Share the Scripture with the children.
- Children become aware of what they are to study/read etc.
- ✓ Allow time to reflect/talk about/discuss introduction to Reveal or Plenary discussions.
- ✓ Share with them the skills they will need to use.
- Recognise /Talk about
- Describe/Ask
- Give reasons /Make links
- Show understanding/Engage & respond
- ✓ Help the children to know what skills they know and what they are hoping to achieve.
- ✓ This will ensure they are becoming responsible for their learning.

### **Choose a variety of activities that engage children**

- 1. Imagine you were present in Galilee and heard Jesus' message about going out to 'peoples everywhere'. In the light of what you heard, what would you do next? How would your actions begin to shape other people's lives? Record your response in groups to present to class
- 2. Show understanding of the task ahead for the apostles by drawing up an action plan that outlines details of your preparations when you become a witness for Jesus.
- 3. We are often called upon in school to fundraise or collect food for the foodbanks to help those who cannot afford or struggle to find food to eat. In doing this we are like Stephen, chosen to help in the distribution of food. How might we continue to follow Stephen's example and witness to the Good News? Art for parish and school newsletter
- 4. How do you think that Lydia's example reflects on the life of women today? Debate
- 5. Lydia, Paul and Mrs Maricho all made sacrifices because of their beliefs. Identify similarities and differences between their responses to their belief in the message of the Spirit and the courage and risk involved. Written long write
- 6. Write a report on how you are a living witness at school with others, at home with family and friends and individually. Describe your actions and give reasons why you do them. Say how your actions are shaping your life and others around you.

KINING FOCUS 1: Jesus appears to his disciples.

#### CONTENT

Jesus appeared to his disciples on a number of occasions after the Resurrection. He greeted them, shared food with them and then he sent them out to continue the message of the Good News. Luke tells how, after his Resurrection, Jesus reassures his disciples that they will not be alor

Then Jesus said to them "These are my words that I spoke to you w I was still with you – that everything written about me in the Law o Moses, the prophets and the psalms must be fulfilled". Then he opened their minds to understand the scriptures and he said to the "Thus it is written that the Messiah will suffer and rise from the dec on the third day and that repentance and forgiveness of sins is to b proclaimed in his name to all nations beginning from Jerusalem. You are witnesses to these things. And see, I am sending upon yo what my Father promised; so, stay here in the city until you have been clothed with power from on high."

In Matthew, Jesus is not only reassuring the disciples but telling of their future mission.

The eleven disciples went to the hill in Galilee where Jesus had told them to go. When they saw him, they worshipped him even though some of them doubted. Jesus drew near and said to them, "I have been given all authority in heaven and on earth. Go then to all peoples everywhere and make them my disciples. Baptise them in the name of the Father, the Son and the Holy Spirit and teach them to obey everything that I have commanded you. And I will be with you always to the end of the age."

Matthew 28: 16-20

Luke 24: 44-49

#### **Not a Learning Objective!**

#### **SOME KEY QUESTIONS**

- Q How do you think the disciples felt when they heard these words?
- What did Jesus mean when he said "...the prophets and the psalms must be fulfilled?"
  - What do you understand by the disciples being the witnesses of

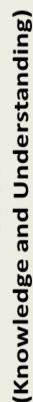
#### **SCRIPTURE NOTES**

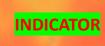
Luke 24:44-49 / Matthew 28:16-20

As it dawned on the disciples that as witnesses, they were called to fulfil what was written in Scripture by proclaiming to the world what they had seen and heard, they must have experienced a mixture of elation and pride, as well as fear and a sense of inadequacy. Words alone would not be a sufficient form of witness, the way they lived their lives would have to bear witness to the life and actions of Jesus. Some of them must have doubted that they could actually do this, and were probably afraid of the challenge it presented.

Then Jesus reassures them that they are not alone, reminding them of his Father's promise, made at the Last Supper, "...the Father will give you another Advocate to be with you forever...I will not leave you orphaned...the Holy Spirit whom the Father will send in my name will teach you everything and remind you of all I have said to you..." John 14:16,18, 26.

Imagine you were present in Galilee and heard Jesus' message about going out to 'peoples everywhere'. In the light of what you heard, what would you do next? How would your actions begin to shape other people's lives? Record your response.





#### **REVEAL**

Pentecost: The Holy Spirit enables people to witness to the Easter message **CONTENT:** – scripture – tradition – prayers

#### STANDARD INDICATOR

Some children will be able to make links between Scripture and belief in the power of the Holy Spirit.

Some children will be able to give reasons for the witness to Jesus Christ by believers. Some children will be able to **show how** understanding of belief in the power of the Holy Spirit shapes lives.

Some children will be able to describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them.

Some children will be able to engage and respond to questions concerning the courage it takes to witness to the Good News of Jesus Christ.

#### Date:

#### Standard Indicator

#### 5/03/19

#### In groups

Go out to peoples everywhere and tell them...?

LA Say and describe what Jesus is asking us to do. MA Give reasons why he wants us to do this?

HA Can we make links to another time he asked us to share his work?

Recognise /Talk about

- Describe/Ask
- Give reasons /Make links
- Show understanding /Engage & respond

#### Challenge

What did Jesus mean when he said "...the prophets and the psalms must be fulfilled?"

Imagine you were present in Galilee and heard Jesus' message about going out to 'peoples everywhere'. In the light of what you heard, what would you do next? How would your actions begin to shape other people's lives? Record your response.

Link work to other Scripture in Reveal share thoughts and highlight

# Improving Teaching and Learning



- Scripture storytellers the art of oral storytelling
  - O What happens next? What would happen if?
- ➤ Pause after asking a question—and again after getting an answer
  - Philosophy 4 Children P4C



- Craft fewer—but deeper—questions
  - O What if? or How might?
  - Don't have an undisputed yes or no answer and that don't rely on simple recalling of facts. Foster mature thought and collaborative discussion.
- Debate link to current affairs and Scripture
- Knowledge gap background knowledge needs to be delivered by direct instruction; then a combination of guidance, self-direction, and curiosity can propel learning
- What's in it for me? "Why should I know this?" How will they use it later in life? How do people use it in the real world? Faith for Life The Story of the Blind Man
- Collaboration small-group work
  - Do this in an environment that's engaging because it's social.
- Purposeful topic webs!

#### **Greater depth/Mastery/Using skills in a variety of contexts**

#### From...

- Surface learning temporary to…
- Supported learning to meet the expectations to...
- Greater level of understanding to...
- Transferring knowledge and understanding in different contexts.
- Within the standards in their phase/year group

#### How?

- By working...Independently, consistently,
- By ...re-visiting Scripture, recognising, retelling, describing, making links, show understanding,
- Through ...their experiences, comparisons, expressions, awe and wonder, reflections

#### 'Heart moments'



- Give pupils a Heart shape to reinforce ways in which they can 'live out' the Scripture they have been using.
- Incorporated within a lesson pupils reflect on how they might 'live out' the theme of / messages within the scripture at home, school and parish.
- Feedback on work the heart shape as an invitation for the pupil to respond on ways they can 'live out' the message.

#### Wonder cloud / bubble

One per topic within their books

- Pupils' record any key words / reflections within this bubble - often the things that have been expressed orally and often not recorded.
- Cloud shape can also be used as an invitation for pupils to record further aspects they wonder about -
- Provide a cloud template for the pupil to record their thoughts and reflections.



Use Big Questions to:

Open up a topic

Revisit at the end of the topic

Use as an opener in lessons

lesson as a challenging question/to wonder about

THEMES & TOPICS EARLY YEARS 1 & 2 YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 YEAR 6

SUGGESTED 'BIG QUESTIONS'

		•	Oddested bi	G QUESTIONS	•		
Domestic church	Myself	Families Why do we have a	Beginnings	Homes	People	Ourselves	Loving
family	Why am I precious?	family and who is my family?	Who made the world and everything in it?	What makes a house a home?	Where do I come from?	Who am I?	Do you have to earn love?
Baptism/	Welcome	Belonging	Signs & symbols	Promises	Called	Life choices	Vocation & commitment
confirmation belonging	Why Is welcome important?	What does it mean to belong?	Are signs & symbols important?	Why make promises?	What does it mean to be called and chosen?	Is commitment important?	What is commitment in life?
Advent/	Birthday	Waiting	Preparations	Visitors	Gift	Hope	Expectations
Christmas loving	Why do we celebrate Birthdays?	Is waiting always difficult?	Do we need to prepare?	Are visitors always welcome?	What's so special about gifts?	What does it mean to live in hope?	Should we have expectations in life?
Local church	Celebrating	Special people	Books	Journeys	Community	Mission	Sources
community	What and why do people celebrate?	What makes a person special?	Why do we need books?	Is life a journey?	What makes 'community'?	Do we all have a mission in life?	Are books enriching?
Eucharist	Gathering	Meals	Thanksgiving	Listening & sharing What's so important	Giving & receiving	Memorial sacrifice	Unity
relating	Why do people gather together?	What makes some meals special?	Why should we be grateful people?	about listening and sharing?	What's more important - giving or receiving?	Why do we need memories?	Why are we happiest when we are united?
Lent/Easter	Growing	Change	Opportunities	Giving all	Self discipline	Sacrifice	Death & new life
giving	How and why do things grow?	How and why do things change?	How does each day offer opportunities for good?	What makes some people give everything for other people?	Is self-discipline important in life?	Why do we need to make sacrifices?	Can any good come out of loss and death?
Pentecost	Good News	Holidays & holydays	Spread the word	Energy	New life	Transformation	Witnesses
serving	What is good news?	Do we need holidays and holydays?	Why should we spread Good News?	What's the use of energy?!	What's so important about new life?	How can energy transform?	What do I want to witness to in my life?
Reconciliation Inter-relating	Friends	Being sorry	Rules	Choices	Building bridges Why are bridge-	Freedom & responsibility	Healing
	Is it good to have friends?	Why should we be sorry?	Do we need rules?	What helps me to choose well?	builders important in life?	How do rules bring freedom?	Who needs healing?
Universal Church	Our world	Neighbours	Treasures	Special places	God's people	Stewardship	Common good
world	What makes our world so wonderful?	Who is my neighbour?	Is the world a treasure?	What makes a place special?	Why do some people do extraordinary things?	Can I be a steward of creation?	How can we work together to build a just and fair world?

# **Talking Tubs**

- Place a collection of objects in a tub or container
- Invite pupils to choose an object from the tub
- Invite the pupil to say something about the object
- Hoops are arranged on the floor
- Pupil places their object in the hoop
- Next pupil can choose to place their object in a different hoop or, if they think there is a link between them, in the same hoop.





# **Technology**

iPad - eBooks - iMovie's APP's -





Linking analogue to digital through QR research/big questions/trails etc





