

<p>Christianity - Easter- forgiveness and sacrifice Year 3 or Year 3/4 on a two year rolling programme</p>	
<p><u>Key Areas of Enquiry</u> C- Forms of Expressing Meaning F-Values and commitments</p>	
<p>Background Story/ Information The symbols Christians use today to celebrate Easter often stem from Jewish festivals or Spring festivals. The Jewish festival of Passover was being celebrated by Jesus and his disciples on the night of his arrest prior to His trial and crucifixion. This meal is now known as the Last Supper. Some of the symbols used in the church today come from this meal. The meal included bread and wine and Jesus took these ordinary things and told his disciples they represented his blood and his body; they were to remember him each time they drank wine and ate bread - the implication that he should be remembered every day. Many denominations of the Christian Church have adopted these symbols as part of their Holy Communion/Mass/Eucharist services. Other symbols adopted re symbols of New Life - eggs, lambs, bunnies etc. These are linked to spring and Easter celebrated in spring in the UK. (In other countries Easter is not a spring festival e.g. in Australia it is Autumn!)</p>	
<p>Cross Curricular Links Poetry Letter writing in Literacy Geography - different countries</p>	<p>Key Vocabulary Passover, Holy Communion, Eucharist, Mass, Remembrance, Celebrate, covenant, unleavened bread (leaven = yeast)</p>
<p>Skills I can interpret words, actions, events, symbols and artefacts. I can explain meaning given by others. I can suggest meaning of my own - I think because Links Easter Celebrations are important to Christians humans like to celebrate because ...</p>	<p>Attitudes Respect for others' beliefs Open-mindedness - being willing to learn and gain new understanding</p>
<p>Key questions What symbols are important to Christians at Easter? Whose memory is important to me? How do Christians remember the last Supper? Why did Jesus wash his disciple's feet? What can I learn from the Easter story about serving others? Who serves me? Who can I serve? What happened at the Crucifixion and Resurrection of Jesus? How is Easter celebrated in</p>	

different parts of the world?			
Assessment opportunities are indicated by a 😊			
Learning Objectives To raise questions about the idea that that our friends give us things to remember them by. These may be material things or skills and values. When people die some people reflect on that person's life and celebrate the good things they have done.	Possible Teaching/Learning Activities 1.PARTING GIFTS <ul style="list-style-type: none"> Read Badger's Parting Gifts with the children. Lead into discussion about things our friends/family teach us. Some children may have things they have been given by people who have since died or gone away. How do these help us to remember? Can children think of any skills or values others have taught them? Will these things live on in their memory? Feelings - loss of friend causes sadness but if there are good things to remember it helps us to deal with the sadness Children could express and write a thank you card/letter for the gift/skill/value and say how it helps them now (being sensitive to recent or close loss) Children bring in the family heirlooms! Children could think about what they would like their friends to remember them by - have they given good things/values to their friends. <p>.....</p> <p>or</p> <ul style="list-style-type: none"> Take the life of a celebrity who has died. Are there any special things or actions that person is remembered for? Do these things have an impact on our lives today? Do the values the person held affect the way we behave towards each other? Write an obituary for the person chosen including what he/she taught us - How do we use this skill/value? Does this help us to remember the person 	Learning Outcomes AT2 Children understand that when friends or family die it is a sad time and some people take time to remember the good things about that person's life and to celebrate these things. AT2 Children can identify what inspires them about people they have known.	Resources Badger's Parting Gifts by Susan Varley ISBN 0688115187

	<p>in a good way?</p> <p>.....</p>		
<p>Learning Objectives</p> <p>Children learn about the idea that Christians believe that Jesus is a friend and he has left special memories for them.</p> <p>The gifts Jesus left have come from everyday life, are simple and available for everyone.</p>	<p>Possible Teaching/Learning Activities</p> <p>2. REMEMBER ME</p> <ul style="list-style-type: none"> Look at pictures of the Last Supper. Give background to the last supper – Passover Festival, Jesus was a Jew and was celebrating the festival with his friends. Jesus knew this was his last meal they would have together – he wanted his friends to have something to remember him by – Jesus had no material gifts to leave. He took the bread and wine from the meal and told his disciples these represented his body and blood. He told them to remember him each time they ate bread and wine. Many Christian churches use the symbol of bread and wine as part of their regular worship to remember the Last Supper and Jesus' instructions to his followers. <p>Possible Activities</p> <ul style="list-style-type: none"> Jesus said two words when he shared this meal with his friends "Remember Me". Children could design a communion cup with appropriate symbols and write a convincing letter to the vicar suggesting that this should be made for the church. Children could read poem by Christina Rossetti called 'Remember Me' and write their own version based on the style of the poem / own lives. 	<p>Learning Outcomes</p> <p>AT1 Can children identify why Jesus might have chosen a meal as a way of being remembered?</p> <p>Why Jesus chose such simple things as bread and wine.</p>	<p>Resources</p> <p>Pictures of the Last Supper.</p> <p>Chalice and Plate with bread or picture of bread and wine.</p> <p>'Remember Me' poem by Christina Rossetti</p>

<p>Learning Objectives</p> <p>Children know more detail of the Last Supper and how the symbols remembered from this relate to the beliefs and values Christians hold and how they might use this in their everyday life.</p> <p>Children ask important questions about their own values giving examples of actions by others that have inspired them.</p>	<p>Possible Teaching/Learning Activities</p> <p>3. SHOWING HUMILITY AND SERVICE</p> <p style="text-align: center;">- WASHING DISCIPLES FEET</p> <ul style="list-style-type: none"> Children explore the story of the Last Supper - refer to previous lesson. Before travellers sat down to eat they would wash. Traditionally the servant would wash the master's feet. Before the Last Supper Jesus took a bowl and towel and washed his disciples' feet. This went against their belief - they thought he was the master and they should wash his feet. Read or tell the story of the washing of the disciple's feet -John 13 This could be done practically. Ask the children why they think Jesus washed his disciple's feet? What message was Jesus giving to his disciples - did this give them an idea about the way he wanted them to carry on his work? Does this give Christian people today clues about how Jesus would want them to behave and act towards others? How does this help them develop their own values? Washing the disciple's feet was a symbol of service - Can children think of services or jobs which need to be done which are unpleasant but essential to help others? Think of an activity that someone has done for us that is not pleasant for them but made us feel more comfortable? Washing our clothes; looking after us if we are ill etc. Does the way people treat us have an effect on the way we treat others? Write about someone who normally serves you How could you reverse roles? Why would we do this - love, gratitude, kindness. Suggest why Jesus wants his followers to adopt these values?😊 	<p>Learning Outcomes</p> <p>AT1</p> <p>I can identify why Jesus washed his disciples' feet and relate this to the values Christians try to follow today.</p> <p>AT2</p> <p>I can suggest how people who inspire me affect my values and approach to life. I can share these ideas with others.</p>	<p>Resources</p> <p>Bible</p> <p>Copy of 'Children Learn what they Live.'</p> <p>Towel and Bowl as visual aid.</p>
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<p>Learning Objectives Children learn about the story leading up to Jesus' arrest and crucifixion.</p>	<p>Possible Activities</p> <ul style="list-style-type: none"> • Children could look at the poem/writing 'Children Learn what they Live'. Pick out the values they think Jesus was trying to show when he washed his disciples feet. • Children could draw around their own feet and annotate with qualities they think Jesus was showing to his disciples - this could make a class display ☺ (SEN) <p>Possible Teaching/Learning Activities</p> <p>4. JESUS ARREST AND CRUCIFIXION</p> <ul style="list-style-type: none"> • After the Last Supper Jesus told his disciples that one of them would betray him. They were confused by this and Peter exclaimed he would never let him down; Jesus told him he would deny him three times before the cock crowed. Judas left the group. • Jesus walked with his disciples to the Garden of Gethsemane. He asked his disciples to keep watch whilst he went to pray. The disciples could not keep awake and, as they slept Judas came with the soldiers and betrayed Jesus by kissing him on the cheek (the traditional greeting of a student to the teacher!) • Peter followed and denied Jesus three times • Jesus is tried and crucified whilst his friends watch. <p>This story could be told or read to the children - children should be aware that the story is written in the gospels.</p> <p>Possible Activities</p> <ul style="list-style-type: none"> • Children could write a diary entry for Peter starting with the celebration of Passover - happy feeling with friends, Jesus strange actions during the meal, Judas disappearing, the walk in the garden, falling asleep, Jesus arrest, Peter being brave enough to follow the arrest party, Peter denying Jesus three times as predicted, watching as Jesus is crucified. How did he 	<p>Learning Outcomes</p> <p>AT1</p> <p>I can ask relevant questions about the story of Jesus' arrest and crucifixion.</p> <p>I can consider why the cross has become such an important symbol for Christians today.</p>	<p>Resources</p> <p>Bible (Matthew26-27))</p> <p>Art materials if collage task used.</p>
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	<p>feel throughout the day? (alternatively use a "Feelings Graph")☺</p> <ul style="list-style-type: none"> • Children could write to an 'Agony Aunt' - explain the recent events saying he has let his best friend down - What should he do? • Children could make cross in collage/paint using colours they think would reflect Peter's feelings at the crucifixion. • Reflect on why the cross is such an important symbol for Christians everywhere.☺ 		
<p>Learning Objectives Children know that Christians believe that Jesus rose from the dead on Easter Sunday and that this is a very important celebration for them.</p> <p>Children can ask important questions about the resurrection and it's significance to Christians</p>	<p>Possible Teaching/Learning Activities EASTER DAY - Seeing Jesus.</p> <ul style="list-style-type: none"> • In CS Lewis' book 'The Lion, the Witch and the Wardrobe', Aslan dies and rises again - Read this section of the story as an introduction to this part of the Easter story. • Highlight the part of the story where Aslan dies and rises again. For each part children record how Aslan felt.... The girls felt.... How do you know? • The Easter story does not end with the crucifixion. Ask children to find references and extracts from the Bible, telling of events from the crucifixion to the resurrection - (Matthew Chapters 26 - 27; Mark Chapters 16-17; Luke Chapters 23 - 24; and John Chapters 19 and 21 - 22) Select verses from the crucifixion and the resurrection • Children record how: Jesus felt His disciples felt How do you know? • Relate this back to the Lion the Witch and the Wardrobe. Does the death/ rising of Aslan help you to 	<p>Learning Outcomes AT1 I know Christians believe Jesus rose from the dead on Easter Sunday and know that Sunday is an important day for Christians. Christians are reminded that Jesus rose from the dead on a Sunday.</p> <p>AT2 I can ask important questions about the resurrection and suggest meanings this may have for Christians.</p>	<p>Resources Bible Copy of 'The Lion the Witch and the Wardrobe' by CS Lewis Or Copy of the DVD</p>

	<p>understand what Christians believe happened happened at the Crucifixion and Resurrection? What do you think? ☺ Consider using human bar chart to express the class views on this- Give the statement ' I believe Jesus rose from the dead' and ask them to say how strongly they agree/disagree with the statement. By selecting a number 1-5 where 1 is strongly agree and 5 is strongly disagree. Place answers in a box and shake well. Children select from the box another child's view and stand in a human bar chart to indicate range of beliefs.</p>		
<p>Learning Objectives Children can use their knowledge of the Easter story to research Easter Celebrations in other countries and cultures.</p>	<p>Possible Teaching/Learning Activities EASTER CELEBRATIONS IN DIFFERENT COUNTRIES AND CULTURES</p> <ul style="list-style-type: none"> • When something good happens to us we celebrate this in different ways - e.g. birthdays - party, special trip, sleepover, etc. • Christians celebrate the resurrection of Jesus in different ways. Can children suggest different ways they know of celebrating Easter? - Can children find links between these celebrations and symbols from the gospel accounts? • Children research how Easter is celebrated in different parts of the world. Do the symbols we are familiar with feature in other countries or cultures. Are there any other symbols in other cultures that reflect parts of the Easter story we do not use? ☺ <p>Children work in groups to research other cultures. Children give feedback to the class - Easter display using symbols and related stories could be made or research used to build up a Holy Week theme for Collective Worship.</p>	<p>Learning Outcomes AT1 I can describe some similarities and differences in different cultural celebrations of Easter.</p> <p>AT2 I can consider the significance of Jesus to Christians and relate this to my own ideas and values. I can say who influences me and how I remember and celebrate the things this person has done for me.</p>	<p>Resources</p> <p>Research Materials into Easter Celebrations in other countries and cultures.</p> <p>Possible Internet access for research.</p>

Assessment Opportunities ☺

Children can describe and suggest meaning for key Christian symbols.

Children can describe how Easter is celebrated in different cultures.

Children can raise questions about the meaning and significance of the resurrection of Jesus for Christians and themselves