

## YEAR 2 Unit B2 – Easter

### Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by a joint Hackney & Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

Teaching and learning activities plan for the two attainment targets for religious education - learning **about** and learning **from** religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS1 Christianity programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, paired, group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs

### Enfield Agreed Syllabus 2007 – KS1 Christianity programme of study:

- explore Bible stories of the birth of Jesus which teach the Christian belief that Jesus is God's Son
- **explore Bible narratives of Jesus' death and resurrection, understood by Christians as a promise of new life and new beginnings**
- explore how Christian traditions at Advent and Christmas re-tell the birth of Jesus and teach Christians about God and Jesus Christ
- **explore how Christian traditions at Lent and Easter re-tell the death and resurrection and teach Christians about God and Jesus Christ**
- explore how baptism and infant dedication express the hope that children will grow up to follow the teaching and example of Jesus
- explore how the traditions of Christian Harvest Festival express Christian beliefs about, and responses to, God as Creator eg. thankfulness and sharing with others
- **explore some of the ways in which children learn about their faith by growing up in a Christian home** eg by worshipping together on Sunday and on other days, **reading and studying the Bible, listening to stories, singing & praying**
- explore how belonging to the Christian 'family' means living in the way Jesus taught, especially caring for others eg the poor and those in need
- explore how local leaders of Christian communities (eg priests, ministers, elders) teach about Jesus and belonging to the Christian 'family'
- **explore how Christian songs and prayers, pictures and icons re-tell events from the life of Jesus and express beliefs about God**
- explore how the symbols of light, used by Christians at Advent and Christmas, express their belief that Jesus is the light of the world
- explore how the symbols of baptism (eg. water, light, the sign of the cross and the colour of baptism clothing) mark a new beginning in the Christian family
- **explore how the symbols of Easter (eg. palms, crosses, eggs, hot cross buns, and colours associated with Lent and Easter), remind Christians of Easter events and the theme of endings and new beginnings**

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p><b>Children should learn:</b></p> <p>how objects can help people recall memories</p> <p>in their lives people have a mixture of sad and happy memories</p> <p>artefacts help religious people to recall special times and events</p> <p>some objects help Christians recall events from the life of Jesus</p>	<p><b>SESSION 1</b></p> <p>Read the story: Wilfrid Gordon McDonald Partridge. This is a story which explores memories and how artefacts can bring people's memories alive again for them.</p> <p>The teacher might have a collection of the artefacts to hold as they are mentioned in the story: shell, bird's egg, puppet on strings, medal, football. These could be displayed afterwards.</p> <p><i>Why was Nancy Alison Delacourt Cooper called 'poor old thing'?</i>  <i>How did Wilfrid Gordon help to bring back her memories?</i>  <i>What sort of memories did she have then?</i></p> <p>The teacher shows the class a small collection of her own artefacts (special things) which help to bring back memories.  <i>What memories have you got that make you laugh?</i>  <i>Have you got any memories that make you cry?</i></p> <p><b>Individual activity:</b>  Children identify an object and explain how it reminds them of a happy or sad time.</p> <p><b>Plenary:</b>  The teacher introduces some artefacts which Christians use to remind them of Jesus eg:  Hot cross bun, egg, palm cross, Easter card, Bible (which tells the story of Jesus).</p>	<p><b>Children:</b></p> <p>talk about how artefacts help people recall times and events</p> <p>reflect on sad and happy times in their own lives and objects which recall these memories</p> <p>recognise some Christian artefacts associated with Easter</p>	<p><b>Resources:</b>  Story – Wilfrid Gordon McDonald Partridge  Author - Mem Fox  Publ Picture Puffins  ISBN 0 14 050586 5</p>

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<p><b>Children should learn:</b></p> <p>those who have died are kept alive through the memories people have of them</p> <p>in the world around us there are endings followed by new beginnings</p> <p>in most religions there is a belief that there is life after death</p>	<p><b>SESSION 2</b></p> <p>Show video: Watch, Festivals and Celebrations – Endings (Extract 1) Pause after the story of Granny May. <i>Why was Alma sad?</i> <i>What did Alma remember about Granny May?</i> <i>What helped Alma to feel happier again?</i> <i>What helps Alma to keep Granny May alive in her heart?</i></p> <p>Return to the video and show Adjua talking to the curate in the cemetery (Extract 2). Stop at the end of that clip. <i>Why was Ann putting flowers on the grave?</i> <i>Why do people write things on the gravestones of people who have died?</i> <i>What do some people believe happens after they die?</i> <i>What helps us to remember people after they have died?</i> <i>Has anyone you know or love died recently? What helps you to keep their memory alive?</i></p> <p>The last clip shows a montage of ‘endings’ (Extract 3). Before playing the video, ask the children to watch carefully so that afterwards the class can make a list of the different endings they saw. (Stop the video finally after the burned out candles and before the St Patrick’s Day sequence.) <i>What are some of the endings we saw on the video:</i> the end of a tunnel, the end of a dandelion, a house knocked down, the end of a book, the end of the day, the end of a play or performance, the end of a race, the end of a TV programme, the end of a party, the end of a journey, the end of a phonecall, the end of a life (funeral), flowers blooming and then dying, candles alight and then burning down to nothing. <i>How did some of those endings make you feel?</i> At the beginning of the programme, Adjua says “one road ends but just around the corner another begins.” <i>Can you think of any new beginnings that may happen after some of the endings we saw?</i> dandelion seeds float away on the wind and somewhere a new plant will grow, at the end of the day we rest and then another new day begins, at the end of a play the performers have a rest and then start to rehearse something new,</p> <p style="text-align: right;"><b>continued/</b></p>	<p><b>Children:</b></p> <p>talk sensitively about how some people remember someone after they have died</p> <p>describe patterns in life involving beginnings and endings</p> <p>realise that experiences of bereavement are painful and difficult for people</p>	<p><b>Resources:</b> Video – Watch: Festivals and Celebrations (programme 4: Endings) Publ: BBC ISBN: 0 563 39781 0</p> <p><b>Teacher’s note:</b> This session deals with death, memories and new beginnings. The theme is a hopeful one: about ways in which we can keep the memory of someone who has died alive in our hearts. However teachers will need to be aware beforehand of children who have been recently bereaved and will need to consider how appropriate this session will be for them.</p> <p><b>Notes on the video Alma &amp; Granny May:</b> Alma was sad because so much seemed to be changing now that Granny May had died. Nothing was the same. Alma remembered things Granny May used to say and do. When Alma found the pasque flower under the tree it reminded her of Granny May and of what Granny May had said about these flowers. The flowers seemed a hopeful sign that not everything was dead and over. The pasque flower with its little head pointing straight up to the sun reminded Alma of Granny May sunbathing.</p> <p><b>The cemetery:</b> Anne says she is putting flowers on the grave because this helps her to remember the person who has died</p>

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Children should learn:		Children:	
	<p><b>SESSION 2 continued</b></p> <p><b>Individual activity:</b>            Children make an 'endings and new beginnings' book. Children complete the first box with a caption to explain the picture. In the second box they write about what the ending is likely to be. In the third box they describe a possible new beginning. More able children will not need the picture cue in the first box but can make up their own sequences from ideas given in the video or their own knowledge of cycles of life, death and new life eg the seasons.</p>		<p>and then she won't feel so sad. On gravestones an inscription is written forever. It helps the person to live on as people read what that person meant to them. Some people believe there is life after death (some call it heaven) n a place where there is no more pain or suffering. Many people, not necessarily religious, believe that although someone has died, they will live on in the hearts and minds of those who loved them</p>

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<p><b>Children should learn:</b></p> <p>for Christians Easter is a time of hope, new beginnings and new life</p> <p>symbols help many Christians to remember Jesus and the first Easter</p>	<p><b>SESSION 3</b></p> <p>Play some sad music and some happy music. <i>How does the music make you feel?</i></p> <p>Read the Easter story to the class: Sunshine Books – Easter</p> <p><i>What is the ending in this story? This account of the death of Jesus is found in the Christian Bible. The Bible says that when Jesus died the sky went dark. What do you think this might mean to Christians? How do you think Jesus’s friends and family felt when he died? How does the story of Jesus’s death make Christians feel? Why do Christians have a celebration at Easter? Why are they happy? Is Jesus’s death the ending of the story for Christians?</i></p> <p>Cut and share hot cross buns What is the shape on top? Why a cross?</p> <p>Show a Salvadoran cross telling the Easter story. Show a box of eggs and a picture of a chick hatching out</p> <p><i>Does the egg look alive? Yet out of an egg comes a new life.</i></p> <p><b>Individual activity:</b> Children design a card to send to a Christian family. They should chose appropriate Christian symbols to reflect the sad/happy feelings of Christians during this time and which help to tell the story. Inside they should write a greeting showing that for Christians this is a time of endings and new beginnings.</p>	<p><b>Children:</b></p> <p>retell the Christian story of Easter</p> <p>talk sensitively about why Easter is a time of celebration for Christians</p> <p>recognise meanings of some Christian Easter symbols</p>	<p><b>Teachers should tell the class that: this unit is concerned with developing knowledge and understanding of Lent and Easter and what those events mean to Christians. Muslims do not share the Christian belief that Jesus died and rose again. It is important that children know that these beliefs are not wrong but different. It is also important that anti-semitism is avoided when telling the story of the death of Jesus. Jesus himself was a Jew, as were most of his followers. Jews and non-Jews were involved on both sides. People opposed Jesus for a variety of reasons: racial hatred was not one of them.</b></p> <p><b>Resources:</b> The Story of Easter Sunshine Books – Religious Stories Publ Heinemann ISBN 0 431 07754 1</p>

# My endings and new beginnings book

<p><b>First there is.....</b></p>	<p><b>Then....</b></p>	<p><b>And then it begins again!</b></p>
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