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| Unit of work: 10/12 | Topic title: Let's praise! | Half term: Spring B |
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| Outline | Details |
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| <p>Learning Objectives ~</p> <ul style="list-style-type: none"> • To show awareness of space, themselves and others (ELG from Physical Development ~ Movement and Dance) • To sing simple songs from memory (ELG from Creative Development ~ Music) • To think about losing and finding in relation to the children's own experience. • To hear the Jewish story of the Passover • To begin to find out about the cross as the symbol of Easter • To hear the Christian Easter story and to take a small part in its re-telling | |
| <p>Week 1: Pancake Day (A seriously messy session!)</p> | <p>Listen to a simple re-telling of the Passover story and find out about the origins of Pancake Day. One small group of children to help to make small pancakes at any one time with an assistant. The others either to be sponge printing A4 sheets of sugar paper, adding different textures to each sheet with eg glitter, sand, flour, sawdust and glue, sequins, string and anything else you can use to vary it. Or to be making pancakes from playdough ready for the pancake race using small plastic bats in the playground. Eat the pancakes! (The sheets are for weeks 4 and 5 when the children will be making their own cross.)</p> |
| <p>Week 2: Losing and finding</p> | <p>Talk with the children about their own experiences of being lost and found, and of losing and finding. Concentrate on the joy over being re-united and play read "Dogger" in big book format. Then play "Hunt the ..." in the hall or classroom using a favourite soft toy. Make the hiding place occasionally very challenging. If you have time, make little card puppets to hide in envelopes and stick into RE books.</p> |
| <p>Week 3: Singing and dancing in celebration</p> | <p>Hide the soft toy from last week and ask a pair to find it. Then remind the children about the story and work with them to plan a song and dance of celebration. It is easiest to use a familiar tune and a circle dance, though two small circles are easier than one if you have help. Get the children used to walking around in one direction and changing to go the other way, moving towards the centre and out again, raising their arms and turning on the spot. Look at a variety of crosses and ask what they mean. Tell a simple version of the Easter story that Christians celebrate and show gently how the cross is a reminder to Christians of what they believe Jesus has done for everyone.</p> |

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| <p>Week 4: Planning the cross.</p> | <p>Remind the children of the Easter story that they heard last week and tell them that they are going to make their own cross using the paper that they prepared in Week 1 and that you have cut up for them. They can work individually to make a cross for their books, or in pairs to make their own crosses for a classroom display, using a variety of materials. Make the big cross out of very good card, and staple it to a softwood baton before you begin, so that the mosaic covers the staples. Show the children the cockerel from the Cornflakes packet, and see if any of them knows what it means. Explain that the cockerel is the symbol for cornflakes, just as the cross is a symbol of Easter, and see if they can bring you any other symbol for homework. (There may, of course, be someone who knows that the cockerel is also a Christian symbol, particularly of you live in the parish of St. Peter...play it by ear!)</p> |
| <p>Week 5: Planning the Assembly</p> | <p>Plan the assembly that the children are going to lead. Tell the story of the Lost Sheep that Jesus told in the Bible (Luke 15:1-7) and then act it out in the Hall. Rehearse their song and dance of celebration and remind them of the meaning of the cross. Encourage the bringing of symbols and provide a short caption for each. If you have time (captioning in the Literacy Hour?) you could make simple sheep to illustrate the story.</p> |
| <p>Week 6: Leading the Assembly</p> | <p>(If possible set up a mobile display board, ready marked in chalk so that the children's symbols go around the centre, leaving room for the cross. Take photographs of assembly and displays.) Light the candle and ask some of the children to come out with their symbols. Can the other children in the Hall say what they mean? Have the captions ready to add to the symbols as each is identified. Finally have two children carry up the cross to the front and add it to the display board. Tell the children that your class is going to explain how the cross is the Christian symbol of Easter. Re-tell the story of the Lost Sheep with some actors miming and then all dance and sing in celebration of the sheep being found. Finish with a simple prayer and give the children time to reflect upon what they have done.</p> |
| <p>Assessment:</p> | <p>How did each child contribute to the assembly? What did they think about it afterwards? Can they say what the cross means to Christians?</p> |

Book focus ~ Dogger by Shirley Hughes 0-09-926709-8
 Passover Story from The Children's Illustrated Bible pub Dorling Kindersley
 ISBN 0-7513-5480-5 or similar
 Easter Story from A First Bible Story Book pub Dorling Kindersley
 ISBN 0-7513-5480-5

