

Year ¼ RE medium term planner
CHRISTIANITY- EASTER
Year B Spring 2

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> • WRITING POETRY/ROLE PLAY/SPEAKING AND LISTENING ACTIVITIES/GUIDED READING EXCERPTS
Mathematics links	<ul style="list-style-type: none"> • TIME AND SEQUENCING
Computing links	<ul style="list-style-type: none"> • PRESENTATIONS
Other links	<ul style="list-style-type: none"> • PSHE ISSUES SURROUNDING DEATH AND PASSING
Possible Experiences including visits/visitors/other: VISIT TO CHURCH AT EASTER	
Consider what could augment your planning to really enthuse the children in your class:	
<ul style="list-style-type: none"> • IMAGES AND DISPLAYS • OPEN THE BOOK • EASTER SCHOOL EGG COMP • CARD MAKING/PALM CROSSES 	
Display/Resources:	
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:	
PERSONAL RESEARCH/ DRAWING ON PERSONAL EXPERIENCES	

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	To learn about the events of Palm Sunday.	<ul style="list-style-type: none"> • What do you already know about Easter? Invite children to share their ideas. Explain that Easter is a Christian festival that celebrates the resurrection of Jesus. What do you know about Jesus? Who was he? Why is he important to Christians? Go through the brief information on the slides. • Show children the picture of a palm cross on the slides and ask if they can explain what it is. • Explain that Christians celebrate Palm Sunday on the Sunday before Easter Day and that palm crosses are used to remind Christians of when Jesus entered Jerusalem. • Read the story on the slides. Have you ever been to a procession (e.g. a carnival)? What was it like? What was the atmosphere like? Invite children to share their ideas. • How do you think the people in the crowd were feeling? What did they expect of Jesus? • How do you think Jesus was feeling as he prepared to face death? Children to think, pair, share their ideas. • Why do you think some churches give out palm crosses on Palm Sunday? Invite children to share their ideas. <p>Lower ability: On worksheet 1A, children to use adjectives to describe what the crowd and Jesus would have been feeling at the procession.</p>	<p>PLENARY: How do you think the Roman soldiers would have been feeling about Jesus' entrance into Jerusalem? Children to think, pair, share their ideas.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> • Can children talk about the fact that the crowd welcomed Jesus because he was the Messiah? • Can children recount the story of Palm Sunday? • Can children explore the feelings of Jesus as he Faced death? </p>	

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		<p>Middle ability: On worksheet 1B, children to choose either someone from the crowd or Jesus and write a description in the first person of how they were feeling at the procession.</p> <p>Higher ability: On worksheet 1C, children to write a description of how someone from the crowd was feeling and compare it to how Jesus would have been feeling. Children to write in the first person and encourage them to describe the atmosphere and setting.</p> <p>ADDITIONAL:</p> <ul style="list-style-type: none"> • Make palm crosses with the children. There are lots of ways of doing this and lots of websites with step-by-step instructions: • http://www.kingofpeace.org/palmcrosses/ • http://request.org.uk/teachers/wpcontent/uploads/sites/2/2013/08/palmcross_ks2.pdf • Choose the method most suited to the class's need and provide them with strips of cards (or palm leaves if available). 		
2	<p>To learn about the significance of the Last Supper.</p>	<ul style="list-style-type: none"> • When do you have special meals with family or friends? Children to think, pair, share their ideas. • Explain that Jesus knew he was going to die and he used a special meal with his disciples as a way of making them understand what he was doing. • Read through the story of the Last Supper on the slides (taken from Mark 14:12-26). Explain that in the Gospel of John (13:1-17) it describes how Jesus washed his disciples' feet. What does this tell you? Ensure children understand that Jesus came to be a servant and that he was showing his disciples how to follow his example. • Explain that Christians today still follow the example of the Last Supper and share bread and wine in Remembrance of Jesus' death. This is called the Eucharist. <p>Lower ability: Provide children with the Information Sheet and ask them to answer the questions on the Eucharist on worksheet 2A.</p> <p>Middle ability: Provide children with access to the internet and ask them to find out some information about the Eucharist and how it is celebrated by Christians today. Children to answer the questions on worksheet 2A.</p> <p>Higher ability: Provide children with access to the internet and ask them to find out some information about the Eucharist and how it is celebrated by Christians today. Children to complete the Fact File on worksheet 2B</p> <p>ROLE PLAY: Ask children to get into groups to prepare a role-play showing Jesus washing his disciples' feet and the sharing of the bread and wine at the Last Supper. Encourage children to try and evoke what Jesus and the disciples would have been feeling at this time.</p>	<p>PLENARY: Jesus came to earth as a servant. How is this different to how most kings and rulers are portrayed? Children to think, pair, share their ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children understand what Jesus was trying to tell his disciples at the Last Supper? • Can children explain why Jesus described himself as a servant? • Do children understand what the Eucharist is? 	

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		<ul style="list-style-type: none"> When children have had a chance to practise their role-plays, invite them to share them with the class. Discuss the emotions that were portrayed and whether or not the rest of the class thought they reflected what Jesus and the disciples would have felt. 		
3	To learn about the events that led up to Jesus being arrested.	<ul style="list-style-type: none"> What have we learnt so far about Jesus and his time in Jerusalem? Invite children to share their ideas, then recap on the slides. Tell the story of the events in the Garden of Gethsemane on the slides. Why was Jesus disappointed in his disciples? Have you ever been very disappointed? Why do you think Jesus needed the disciples to stay awake? How do you think the disciples felt? Read the story about Peter's denial. Why do you think he would deny Jesus when he was one of his followers? Explain that Peter was scared about what would happen to him. Have you ever betrayed a friend to keep in with a crowd? <p>ASK HELEN A TO COME TO CLASS AND TALK ABOUT WHAT OT WAS LIKE WHEN SHE VISITED THE GADEN OF GETHESAMANE</p> <ul style="list-style-type: none"> Ask children to get into groups of 4 and give each group a copy of worksheet 3D. Children to each choose one of the scenes to draw or paint from the story on a sheet of A4 paper. When children have finished drawing their scene, put the images in the order they happened in the story and compile on a large sheet of paper. Children to write descriptions of the events the pictures are portraying to stick underneath the drawings. 	<p>PLENARY: How do you think the disciples felt now that Jesus had been taken away? How would you have felt? Children to think, pair, share their ideas.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> Can children retell the main events of the Garden of Gethsemane? Can children begin to understand the emotions involved in the events leading up to Jesus' death? Can children express their ideas in a variety of ways? </p>	
4	To find out about the events and emotions surrounding the crucifixion of Jesus.	<ul style="list-style-type: none"> What do you already know about the events surrounding the crucifixion? Invite children to share their ideas. Read the story of the crucifixion on the slides. Emphasise that the crowd that had welcomed Jesus had now turned against him. Why do you think this was? Why did the Romans want to put Jesus to death? Draw up a list of reasons on the slides. How do you think the disciples felt at the crucifixion? How do you think Jesus' family felt? How do you think Jesus felt? Hot Seat - invite children to come to the front and pretend they are one of the characters from the crucifixion story (e.g. one of the disciples, Jesus' mother Mary, Mary Magdalene, etc.). The rest of the class to ask the character questions about how they felt at the crucifixion. <p>AS A WHOLE CLASS VERBALLY Provide children with a set of the Picture Cards in small groups showing different depictions of the crucifixion for Jesus. Give children some time to discuss what they can see, then answer the questions on worksheet 4A.</p> <ul style="list-style-type: none"> Ask children to write a poem from the point of view of one of Jesus' disciples or family members at the crucifixion. Encourage children to think about how hard it would have been to see Jesus in so much pain, to describe what they could see and feel and to show how they felt about the Romans for putting him to death. Children can create their own poems or use the Acrostic Poem template. When children have finished their poems, invite those who wish to share them to do so with the class. 	<p>PLENARY: On what day do Christians remember the crucifixion of Jesus? Explain that the Friday before Easter Sunday is known as Good Friday and it is on this day that Christians commemorate the death of Jesus.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> Can children describe the events of the crucifixion? Can children talk about the feelings of the disciples, Jesus, his friends and family? Can children explain some of the reasons why Jesus was put to death? </p>	

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5	To find out about the events of the resurrection and to explore Christian beliefs in life after death.	<ul style="list-style-type: none"> • What have we found out so far about the events surrounding the death of Jesus? Invite children to share their ideas, then recap on the slides. • Tell the story of the resurrection of Jesus on the slides. Explain that this is what Christians celebrate on Easter morning. • How do you think the women would have felt when they found the tomb empty? Create a list of adjectives on the slides reflecting on the contrast of emotions (e.g. confusion and elation, distress and wonderment). • What do you think happens to us when we die? * Children to think, pair, share their ideas. • Explain why Christians believe that life continues after someone dies. How do these pictures of a crucifix and an empty cross show this? • Lots of Christians make Easter gardens at Easter. What do you think the garden symbolises (e.g. new life)? <p>*Be aware that this question will need to be handled sensitively if children have suffered a bereavement, or where a bereavement is expected.</p> <p>Children to work in pairs to produce a poster showing what different symbols surrounding Easter mean (e.g. spring flowers, eggs, lambs.). Use the Picture Cards of different Easter symbols as a starting point for ideas. Make sure children understand that Easter is about the promise of new life.</p>	<p>PLENARY: Do you think the story of the crucifixion and resurrection of Jesus is true? Why? Why not? Invite children to share their ideas.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> • Can children talk about the resurrection and give reasons why Christians believe in life after death? • Can children explain the symbolism of the cross and crucifix for some Christians? • Can children interpret the different responses of people involved in the resurrection of Jesus? </p>	
6	To learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week.	<ul style="list-style-type: none"> • Explain that the week from Palm Sunday to Easter Sunday is known as Holy Week. What events can you remember from this week that we have learnt about? • Look at the calendar of Holy Week showing when each of the events took place. • Easter is one of the most important events in the Christian calendar. Why do you think this is? • Explain that Holy Week is a time when Christians particularly remember that Jesus was sent to earth as the Messiah, meaning 'anointed one'. The Messiah was the name given to the one who would deliver the people of Israel as their redeemer and saviour. • Read the story of the woman who anointed Jesus on the slides (Mark 14:1-11). What did she understand about Jesus as the Messiah? <p>AS A CLASS Describe each of the events for the special days in Holy Week and what Christians remember on those days Children to choose one of the activities from the Activity Cards to complete depending on their preferred learning style.</p>	<p>PLENARY: Do you celebrate Easter at home? If so, what do you do on Easter Sunday? Why do you think people give Easter eggs? Invite children to share their ideas.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> • Can children describe the main events of Holy Week? • Do children understand what the word 'Messiah' means? • Can children interpret different understandings of the role of the Messiah? </p>	