



*To Know You More Clearly*

**The Religious Education Directory**

**Reception Scheme of Work**

**Branch 3 – Galilee to Jerusalem**

**Education Department**

## Reception Branch 3 – Galilee to Jerusalem

### Introduction

The overarching theme for Nursery and Reception is **God is Love**.

### Themes

**Galilee to Jerusalem Theme for Reception:** The focus of this branch is for pupils to develop a developing understanding of Jesus.

- **Creation and Covenant – God shows his love by making a wonderful world for us all to live in.**
- **Prophecy and Promise – God shows his love by sending his son, Jesus to live with us.**
- **Galilee to Jerusalem – Jesus shows his love for us.**

### Galilee to Jerusalem

- The Feast of the Epiphany (Matt 2:1-12) will fall at the beginning of this branch, (January 6<sup>th</sup>)
- The visit of the Magi will be experienced in EYFS and then covered in detail in Year Three.

**Prior Learning – Reminder** - *The Bible tells us all about God. We have to keep this in a very special place (prayer space/focus, place the book with the title Bible and the ‘Word’ of God) Can you remember where our special book is? Who can remember what the book is called? Remember this book tells us all about God. Would you like to hear a special story about God today?*

- **Please remember to use a Good News Bible – whilst this is not an accessible read for children, they need to experience what a Bible looks like, and how it is used – just as in other religions in Christianity this is a sacred book and needs to be treated with the utmost respect and care.**
- **Children will see how you as an adult use the Bible – they may not understand the words but it is our job then to retell the story in as many ways as possible – through retelling, crafts, art, dance etc... etc...**

### Skill/Driver words

**Recognise, Retell, Describe, Wonder, Talk about, Ask, begin to make links and connections, begin to give reasons**

### Key Words

### Enhancing the Religious Education Curriculum

*Please find below a list of possible ways to engage learners...*

- Previous Knowledge
- Key Vocabulary
- Timeline
- Equality
- Drama/Role Play
- Poetry
- Catholic Social Teaching
- RSHE
- Parents/ Carers
- Home/school/parish
- Parish Priest
- Parish Deacon
- Parish Catechists
- Governors
- Liturgy
- Sacramental Foundations
- Storytelling

## General Guidance

- Please ***begin with the Scripture story told from the Good News Bible at the beginning of each teaching sequence.***
- Please try to follow the sequences as they appear in the planning. This will allow for timelines and links to be made. However, in some circumstances they may be best suited in a different order especially considering the age and stage of the children.
- Also, there may be times when you may wish to teach Believe, Celebrate and Live in a different order following Hear or together to suit the needs of the children.
- **The activities within the sequences are suggested and you do not need to cover them all! Just ensure you are covering 10% of your curriculum time each week for Religious Education.**

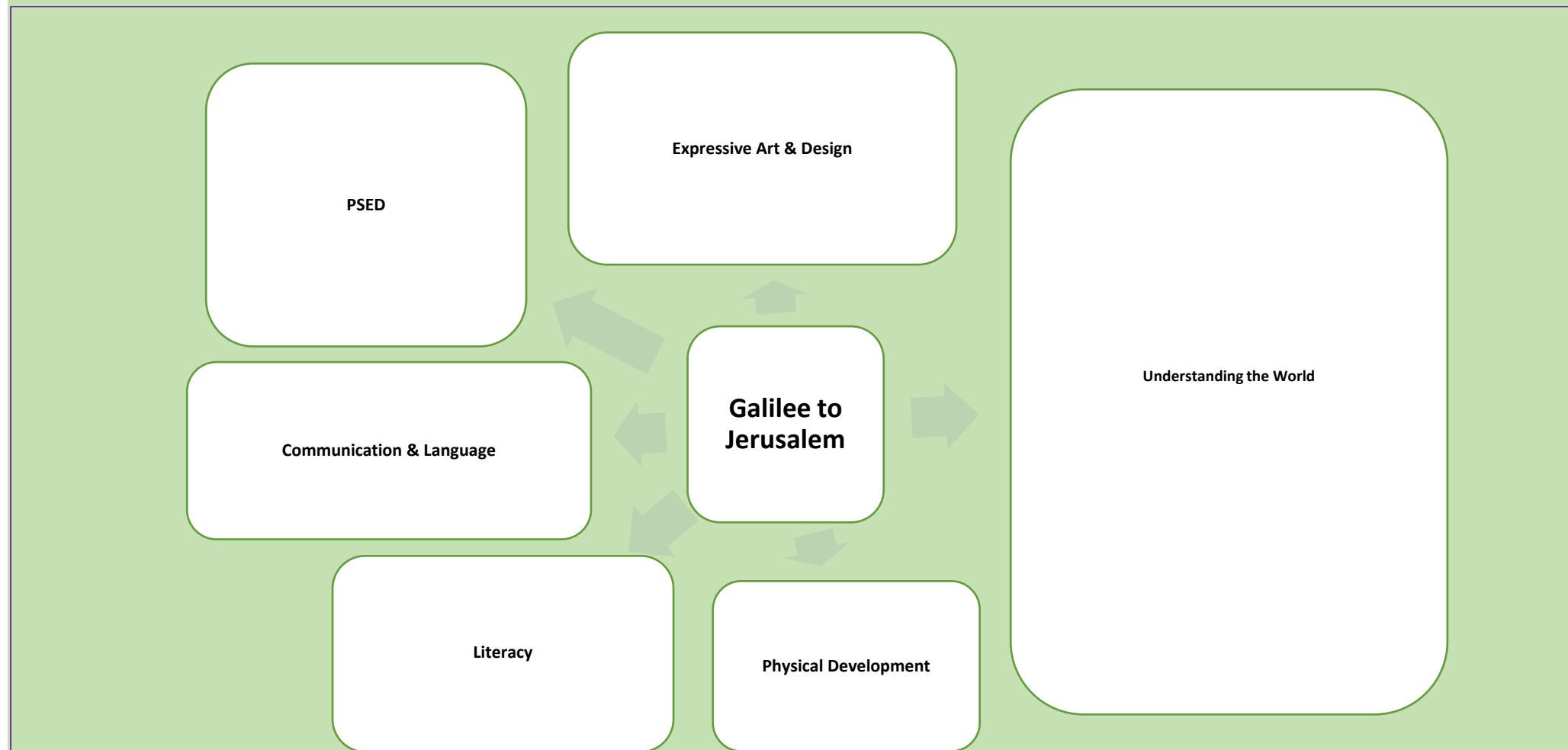
- Liturgical Colour Boxes
- Philosophy
- Inclusion
- Culture
- Awe and wonder
- Seasons/The Natural World
- Beauty
- Senses
- Music
- Art
- Dance

## Cross-Curricular Links

The aim of Religious Education in the Early Years is for it to be taught as far as possible at the ***heart of the curriculum***. The Branch itself can lead all learning.

Please find below the diagram of how RE is central and links to other areas of learning.

Ways of Knowing



## Planning Overview Nursery/Reception

EYFS Galilee to Jerusalem – Nursery					EYFS Galilee to Jerusalem – Reception			
Sequences over 5/6 weeks	HEAR	BELIEVE	CELEBRATE	LIVE	HEAR	BELIEVE	CELEBRATE	LIVE
<b>First sequence of lessons</b>	The visit of the Magi <b>Matthew 2:1-2, 10-11</b> <i>Please note the edited Scripture version for Nursery.</i>	The Magi visited Jesus with gifts. Jesus is God's son and came for everyone.  Jesus' birth is celebrated at Christmas.	<b>The Feast of the Epiphany</b> will fall at the beginning of this branch, (January 6 <sup>th</sup> )  The Church prays The Glory Be as a response to the coming of Jesus		<b>Matthew 2:1-2, 10-11</b> <i>Please note the edited Scripture version for Reception.</i>	The Magi visited Jesus with gifts. Jesus is God's son and came for everyone.  Jesus' birth is celebrated at Christmas.	<b>The Feast of the Epiphany</b> will fall at the beginning of this branch, (January 6 <sup>th</sup> )  The Church prays The Glory Be as a response to the coming of Jesus	
<b>Second sequence of lessons</b>	Luke 2:40 Jesus grows up in a loving family.  <i>*Please note that this is an addition to the Scripture listed in the RED.</i>	Christians believe that Jesus grew up in a loving family.  Jesus, Joseph and Mary were known as the Holy Family.			Luke 2:40 Jesus grows up in a loving family.  <i>*Please note that this is an addition to the Scripture listed in the RED.</i>	Christians believe that Jesus grew up in a loving family.  Jesus, Joseph and Mary were known as the Holy Family.		
<b>Third sequence of lessons</b>	Jesus blesses the little children. <i>Mk 10:13-16</i>	Jesus came to show God's love and welcomes everyone.	The Church prays The Glory Be as a response to the coming of Jesus	Show love to everyone like Jesus.	Jesus blesses the little children. <i>Mk 10:13-16</i>	Jesus came to show God's love and welcomes everyone.	The Church prays The Glory Be as a response to the coming of Jesus	We welcome and show love to everyone in our words and actions as Jesus does.

Fourth sequence of lessons					Feeding of five thousand <i>Jn 6:1-14</i>	Jesus takes care of everyone.	The Church prays The Glory Be as a response to the coming of Jesus	We are called to help the poor and hungry. <b>CST</b> You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. <b>An Option for the Poor and Vulnerable</b>
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FIRST TEACHING SEQUENCE RECEPTION BRANCH 3		
The visit of the Magi		
HEAR & BELIEVE	CELEBRATE	WAYS OF KNOWING
<ul style="list-style-type: none"><li>• The Wise Men visit Jesus.</li><li>• Matthew 2:1-2, 10-11 <i>Please note the edited Scripture version for Reception.</i></li><li>• The Magi visited Jesus with gifts.</li><li>• Jesus is God’s son and came for everyone.</li><li>• Jesus’ birth is celebrated at Christmas.</li><li>• Hear about/take part in <b>The Feast of the Epiphany</b></li></ul>	The Church prays The Glory Be as a response to the coming of Jesus	<b>UNDERSTAND</b> <i>What will I see and hear to help me understand?</i> <ul style="list-style-type: none"><li>• The Bible as a special book.</li><li>• Remember that Mary had a special baby called Jesus.</li><li>• Hear about the Wise men who visited Jesus.</li><li>• Listen to/talk about <b>The Feast of the Epiphany</b> as a whole school/class/year group</li><li>• God loves me.</li><li>• Jesus loves me</li><li>• Listen to and talk about The Glory Be prayer.</li></ul>
		<b>DISCERN</b> <i>How will I discover more? What can I do now?</i> <ul style="list-style-type: none"><li>• Wondering about the Magi</li><li>• Recognising and retelling the story of the Magi in different ways</li><li>• Beginning to understand that Jesus was visited by the shepherds who were poor and rich Kings.</li></ul>
		<b>RESPOND</b>
Scripture (HEAR) Good News Translation		
Jesus was born in the town of Bethlehem in Judea, during the time when Herod was king. Soon afterwards, some men who studied the stars came from the East to Jerusalem 2 and asked, “Where is the baby born to be the king of the Jews? We saw his star when it came up in the east, and we have come to worship him.”		

10 When they saw **the star**, how happy they were, what joy was theirs! It went ahead of them until it stopped over the place where the child was. 11 They went into the house, and when they saw the child with his mother Mary, they knelt down and worshipped him. They brought out their gifts of gold, frankincense, and myrrh, and presented them to him.

## HEAR

### Teacher Notes – The Magi

The Bible story of the **Three Wise Men, from the gospel of Matthew, is also known as the biblical Magi or the Three Kings**. This Bible story regards a group of scholars who travelled from another country to visit Jesus after his birth, bearing gifts of gold, frankincense, and myrrh. They were probably astrologers more than Kings. As directed by King Herod, they went on their way, and the star they had seen in the East went before them until it stopped over the area where the child lay. Upon arriving at the house, they observed the child with his mother, Mary, and they knelt down and worshipped him. Then they opened their treasures and presented him with gold, frankincense, and myrrh gifts. They were then miraculously warned in a dream not to return to Herod, as he planned to kill Jesus to preserve his authority and returned to their home by an alternative route.

### ***Names & Characteristics of the Three Wise Men***

Accounts have been told about the Three Wise Men, and they have been given names. This is how they are sometimes portrayed although we can only assume there were three Kings as the Bible refers to three gifts only – we can only guess that there were three. What we also don't know are where they were kings – various resources name a variety of places...

Gaspar (or Caspar) wears a green cloak and a gold crown with green jewels. He is the King of Sheba. Gaspar represents the Frankincense brought to Jesus.

Melchior has long white hair and a white beard and wears a gold cloak. He is the King of Arabia. Melchior represents the Gold brought to Jesus.

Balthazar has a black beard and wears a purple cloak. He is the King of Tarse and Egypt. Balthazar represents the gift of Myrrh that was brought to Jesus.

### ***Meaning of the Gifts for Jesus***

When the Wise Men discovered Jesus and Mary, they would have been residing in a modest house in Bethlehem because, by this time, Jesus would have been aged between one and two. The story however, seems to always be depicted as the three men visiting a baby. Their gifts seem somewhat unusual to give to a baby. However, Christians consider that they had the following purposes and meanings:

Gold: is affiliated with Kings, and Christians believe that Jesus is the King of Kings.

Frankincense: is used in liturgical worship in traditional Churches and represents that people would worship and praise Jesus.

Myrrh: is a fragrance that is embedded on dead bodies to make them smell pleasant and represents that Jesus would endure persecution resulting in his death.

### **Background and celebration of The Feast of the Epiphany – 6<sup>th</sup> January**

***“Epiphany” means “manifestation.” It comes from Greek roots that mean “to show, to display” (phainein) and “on, to” (epi-). An epiphany is thus a time when something is shown, displayed, or manifested to an audience.***

For Christians, this feast day is part of the liturgical calendar and will be celebrated in Mass on the nearest Sunday to the date. It will be marked in some way in a Catholic school, usually by a gathering, prayers, hymns, etc., and will certainly form part of the whole school's prayers and liturgy. Traditionally, the hymn 'We Three Kings' is sung. However, for younger children, the words are quite difficult, but as children hear this each year, they will come to recognise its tune and words.

The Epiphany reminds Christians of how special Jesus is and that we should spend our lives seeking Him, just like the Magi did. Jesus is the light for everyone; if we follow Him, we will never go astray. At the end of the hymn, We Three Kings the line ***Star of wonder, star of night, star with royal beauty bright – westward leading, still***

*proceeding, guide us to the perfect light.* For children in their Early years, a focus on the star is a good focus – the star, the light leads us to God/Jesus. It called the shepherds and the kings – the rich and the poor because Jesus welcomes and loves everyone.

### Continuous Provision

- Make their own Magi picture using shapes provided
- Imaginative play – dressing as the Magi
- Outdoor provision - The three kings travelling – finding a star up high outside
- Reenact the meeting of the Magi with Jesus – what are they saying/doing?
- Using sand to depict the desert use small world figures to retell the story

### Learning activities/Objectives

*What will I see and hear to help me understand?*

**Recognise - name, remember, recall, label, identify, match, sort**

- Read directly from the Good News Bible, and then place in your special area of class. In this area keep the nativity scene and baby Jesus.
- We have talked about God who made our wonderful world.
- Can we remember what happened to Mary and Joseph?
- Talk about the events from the last topic – use previous work/pictures etc to identify.
- This wasn't the end of the story. After the shepherds visited the baby Jesus the Magi came to see him.
- Identify who the Magi were and that they had travelled a long way.
- Talk about this new word Magi and it's meaning (see notes)
- Focus on the baby – Jesus – what is very special about Jesus? Talk about God's love and Jesus' love for us.
- Retell/Golden Box – revise and extend the story to the Wise Men visiting.
- Use a timeline to revisit from Creation – Prophecy & Promise and add the Wise Men. Add the Magi or use peg people to the prayer table next to Jesus and the Bible.



- In the first week back from Christmas the children may take part or witness The Feast of the Epiphany in school this may be as part of a whole school or year group liturgical gathering. You may wish to do this in class. Please read the teacher's background notes. For young children focus on the star the Magi were following. The star of wonder – because they didn't know what they were going to find, they were wondering about it as they travelled.  
Some ideas of how to celebrate the feast might be to...  
- Bake/eat star-shaped biscuits



- *Star-shaped snacks/sandwiches*
- *Make and wear a crown like the kings/Magi for the day*
- *Use role play as the three kings to follow a star*
- *Annotate on an image of the three kings – what were they wondering about? (see activity below)*

#### Learning activities/Objectives

How will I **discover** more?

What can I do now?

**What if? Wonder about? Awe and Wonder, Imagining, similarities, differences, views, preferences, identify, names, experiences, creative and artistic expression**

#### Art/Craft



<https://www.artsy.net/artwork/andrea-mantegna-adoration-of-the-magi>

- What do you wonder about the Magi?
- Use the images and perhaps photographs of your school's nativity with the three kings to talk about what they can see.
- Use speech bubbles or words to match what they think the wise men/Magi are saying
- Talk about the gifts/what might they bring to baby Jesus today. Use this as an opportunity to write their own names on a piece of card to place next to baby Jesus – say they are giving their names or words such as love, share, give etc... to Jesus who loves them all. The words could then be used in Collective Worship/Celebration of the Word.



- Depict their own Magi uses different shapes
- Make hand puppets to retell the story using large spoons or sticks.
- Make a crown – talk to the children about who wears crowns – why do you think they do?



- Make a camel headdress for outdoor/indoor play talk about why camels were used for travel in the desert  
<https://www.etsy.com/uk/listing/659775391/camel-paper-crown-kids-costume>

### Music & Roleplay

- <https://www.youtube.com/watch?v=47SidY4VRnE> Watch and sing the actions of children from St Luke's CE, Formby.
- <https://www.youtube.com/watch?v=20aLxVrAbX0> **Three Kings came riding from the East.** You may wish to play this song in parts as it's quite long but good for retell.

## CELEBRATE

### Teacher Notes

Glory be to the Father, and to the Son, and to the Holy Spirit,

**as it was in the beginning, is now, and ever shall be, world without end. Amen.**

The Glory Be prayer is a traditional prayer of the Catholic faith. For children in Early Years, they will only need to experience the prayer being said out loud and not to be learnt by rote! The key message of the prayer for children of this age are the words '**Glory Be**' – which is a sign of praise, a thank you to God for sending his Son. Our theme this year concentrates on building the knowledge that God loves everyone. God is love.

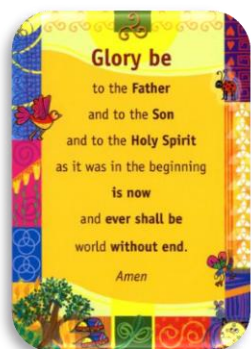
### Background

- The **Glory Be** Prayer is a simple but powerful prayer that is widely used by Catholics around the world.
- Glorifies the Holy Trinity – God the Father, Son, and Holy Spirit – and acknowledges their power and majesty.
- Although it is a short prayer, the Glory Be has deep meaning and significance that can help Christians deepen their faith and connection with God.
- End of each decade of the Rosary, during the Liturgy of the Hours, and during other Catholic liturgical celebrations.
- Commonly used as a way to begin and end personal prayers, to give thanks for blessings, and to ask for guidance and protection from God.
- The phrase "world without end" in the Glory Be prayer emphasizes the idea that God's power and love will endure forever.

*The children will have experienced The Sign of the Cross and can use their actions for this prayer too. It is important not to get too detailed on Father, Son and Holy Spirit – so far the children have only learnt about God and now Jesus. The actions and experience of prayer is enough at this age and stage of learning.*

*\*Please be mindful of the use of the word Father (God) – a well-known difference between Islam's god and Christianity's God is that Islam's god is never described or known as "Father", but in both Christianity and Judaism, God is known as Father.*

### Suggested Resources



- Prayer posters can be bought from ...

### Learning activities/Objectives

*What will I see and hear to help me **understand**?*

**Recognise - name, remember, recall, label, identify, match, sort**

- Please read the teacher's notes about the Glory Be prayer before teaching.
- What words could we use for the Wise Men? – **important, beautiful clothes, gifts, special great.**
- This is a new word that means all of these words – that tells us about Jesus the word is **GLORY! (Display)**
- We could say something is glorious etc. Remind children of a similar word they have talked about – the angels singing Gloria!
- There is a prayer for GLORY – Glory be to the Father etc..
- Introduce children to The Glory Be prayer by reading it to them and perhaps using this clip to say together <https://www.youtube.com/watch?v=8Pywcp-hBcw>
- Say the prayer to children.

<a href="https://www.mccrimmons.com/shop/cardscertificates/prayer-poster-cards/">https://www.mccrimmons.com/shop/cardscertificates/prayer-poster-cards/</a>	<ul style="list-style-type: none"> <li>• Display the prayer and words <b>Glory be</b> – make words to surround what Glory means – happy, kind, love, caring or make signs and symbols etc for them to understand.</li> <li>• Christians celebrate using the words <b>Glory be</b> because it makes them think of Jesus and how kind, happy, loving and caring he is.</li> <li>• Remind children of their previous use of the Sign of the Cross which is another important prayer they know – they can use the actions in this prayer to – this time we are praising and thanking God and Jesus.</li> <li>• Use the words Glory Be in prayer and liturgy – giving praise to God/Jesus – by simply saying after a prayer – <b>“Glory be to God.”</b></li> </ul>
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Assess Pupils' ...WAYS OF KNOWING	Informal / Formal Assessment Comments
<p><b>UNDERSTAND</b></p> <p><i>What will I see and hear to help me understand?</i></p> <ul style="list-style-type: none"> <li>• The Bible as a special book.</li> <li>• Remember that Mary had a special baby called Jesus.</li> <li>• Hear about the Wise men who visited Jesus.</li> <li>• Listen to/talk about <b>The Feast of the Epiphany</b> as a whole school/class/year group</li> <li>• God loves me.</li> <li>• Jesus loves me</li> </ul> <p>Listen to and talk about The Glory Be prayer.</p>	
<p><b>DISCERN</b></p> <p><i>How will I discover more? What can I do now?</i></p> <ul style="list-style-type: none"> <li>• Wondering about the Magi</li> <li>• Recognising and retelling the story of the Magi in different ways</li> <li>• Beginning to understand that Jesus was visited by the shepherds who were poor and rich Kings.</li> </ul>	
<p><b>RESPOND</b></p>	

SECOND TEACHING SEQUENCE RECEPTION BRANCH 3			
Jesus grows up in a loving family			
HEAR & BELIEVE		WAYS OF KNOWING	
Luke 2:40 Jesus grows up in a loving family.  <b>*Please note that this is an addition to the Scripture listed in the RED.</b>	<ul style="list-style-type: none"><li>Christians believe that Jesus grew up in a loving family.</li><li>Jesus, Joseph and Mary were known as the Holy Family.</li></ul>	<b>UNDERSTAND</b> <i>What will I see and hear to help me <b>understand</b>?</i> <ul style="list-style-type: none"><li>Talk about Jesus, Mary and Joseph as the Holy Family</li><li>Talk about and hear about Jesus as a boy</li></ul>	
		<b>DISCERN</b> <i>How will I discover more? What can I do now?</i> <ul style="list-style-type: none"><li>Wonder about the Holy Family and what they did together</li><li>Talk about similarities and differences between their own family and the Holy Family</li></ul>	
		<b>RESPOND</b>	
Scripture (HEAR) Good News Translation			
Luke 2:40			

<sup>39</sup> When Joseph and Mary had done everything required by the Law of the Lord, they returned to Galilee to their own town of Nazareth. <sup>40</sup> And the child grew and became strong; he was filled with wisdom, and the grace of God was on him.

#### Teacher Notes

**\*Please note that this is an addition to the Scripture listed in the RED.**

#### Jesus as a child

In Year 1 the children will hear about Jesus as a child in the temple. In between the stories of His birth, the shepherds and Kings who came to visit, there are no stories of how Jesus grew as a child. This is hard for children and even adults to understand and we are left wondering about what his younger years were like. By helping children to fill those gaps, they will be able to make links between their own younger years growing up in their own family along with how Jesus grew in his family.

Jesus' childhood home was in Nazareth, a city of Galilee (Matthew 2:19-23; Luke 2:39). We hear in Luke's Gospel ... Luke 2:40 <sup>39</sup> *When Joseph and Mary had done everything required by the Law of the Lord, they returned to Galilee to their own town of Nazareth.* <sup>40</sup> *And the child grew and became strong; he was filled with wisdom, and the grace of God was on him.*

#### Jesus' family life

Jesus grew up in a bustling, growing family. Matthew's Gospel does give reference to brothers and sisters and Jesus was the oldest of possibly seven children. Matthew 13:55-56 <sup>55</sup> *Isn't he the carpenter's son? Isn't Mary his mother, and aren't James, Joseph, Simon, and Judas his brothers?* <sup>56</sup> *Aren't all his sisters living here?*

Joseph was a carpenter (verse 55). This occupation is generally understood to be someone who works with wood yet it can also mean carpenter or even builder in a time when most people's houses were made of mud brick. This occupation would require skill, patience and hard work—all traits Jesus would have observed during His childhood. As the oldest son in the household, it seems probable that Jesus would have been trained and employed as a carpenter.

#### Jesus was raised in a religious home

Jesus was raised in the Jewish faith, Mary and Joseph raised Him in a religious home, celebrating the Jewish religious festivals. Luke's Gospel states that Jesus' family made annual pilgrimages to Jerusalem for the feast of Passover and Days of Unleavened Bread (Luke 2:41-42). <https://lifehopeandtruth.com/god/who-is-jesus/jesus-childhood/>

#### Suggested Resources

#### Learning activities/Objectives

*What will I see and hear to help me understand?*

*Recognise - name, remember, recall, label, identify, match, sort*

**Recognise and retell Jesus growing up in loving family.**

**Recognise Jesus, Joseph and Mary are known as the Holy Family.**

- Talk to the children who is in the Holy Family – think about why they think it is such a special name – *The Holy Family?*



<https://uk.pinterest.com/elminthebreeze/jesus-around-the-world/>

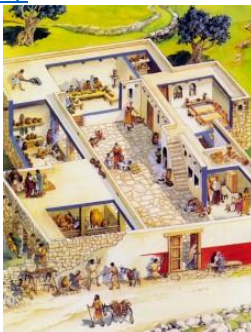
## Hymns/Songs

Sing together **The Holy Family** by John Burland

### Continuous Provision

- Role play Jesus at home in Nazareth – please find below some ideas...  
P.S. I'm not suggesting you make the house with mud or stone! 😊

- <https://blog.adw.org/2014/07/what-were-typical-homes-like-in-jesus-time/attachment/070114/>



<https://dailylifeinthetimeofjesus.weebly.com/daily-life-at-the-time-of-jesus.html>

- Houses were made of clay bricks or stones held together with mud and straw and had dirt floors.

- Read directly from the Good News Bible, and then place in your special area of class. Place an image/picture/statue of the Holy Family.
- Retell/Golden Box – revise and extend the story to after the Wise Men had left. Retell the story of the Holy Family's return to Nazareth. Use sand and reenact using peg people to travel to the home where Jesus grew up. You might wish to use a small cardboard box as His house would have had a flat roof.
- Talk about the things that Jesus may have done growing up. His dad worked with wood and was a carpenter. He might have helped his mum Mary to grow things and cook. The family will have prayed together – use the images below.
  - *Recognise Jesus' life as a child.*
  - *Use the images to sort as Jesus grew.*
  - *Ask children to bring in photographs of them helping the family at home and or in school. If children pray at home and or in school. Playing with friends or family at home/school.*
  - *Ask children questions/scribe/write/complete sentences to compare what Jesus is doing to their own lives*
  - *For example, Jesus helps his mum. I help my mum when I .....*



\*Please note the images used are clips from an online story. The whole story would not be suitable for children in our schools, therefore please just use the images provided.



- The average family lived in one-room, two-level dwellings with living quarters separated from and raised above the animal stalls. Jewish extended families often lived together.
- The poor lived in one-room houses built of mud brick on a stone foundation. External steps led up to the flat roof which provided storage space and somewhere to sit.
- Inside the house a raised platform at one end of the room provided quarters for eating and sleeping. The lower level was used mainly as a stable.  
- Some items in the house included a table, a spinning wheel, wooden bowls, an olive oil lamp.



- Men's jobs were typically farmers, craftsmen, or fishermen
- Women learned cooking and household duties.
- The more fortunate would have been taught a trade by their father—Joseph would have taught Jesus.



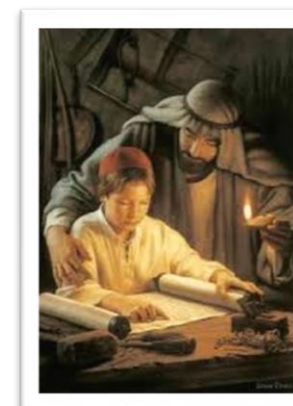
- The range of food was much more limited than it is today.
- Seasonal vegetables (e.g. beans, onions, lentils, leeks, cucumbers), flavoured with herbs and salt, and bread (made from wheat or barley flour) provided the basis of a staple diet.
- There would also have been fruit (though not the citrus fruits for which Palestine is known today), together with nuts, honey and cheese.
- Fish were plentiful, especially around Galilee, and could be preserved by drying and salting.
- Wooden cooking utensils

*Below are a few more images that you may find useful...The first image depicts Jesus wearing a small hat known as a kippah, this is a skullcap. Most Jews will cover their heads when praying, attending the synagogue or at a religious event or festival. The most common reason (for covering the head) is a sign of respect for God. Mary is wearing a headscarf, which is also a sign of her faith when praying and respecting God. In the second picture, it looks as though Jesus is studying the Scriptures carefully which will have been part of His education of the Jewish faith.*

*On both occasions, His family are helping and supporting Him.*

<https://www.bbc.co.uk/religion/religions/judaism/customs/yarmulke.shtml>

**How do the children's families help them to do things?**



### Learning activities/Objectives

*How will I **discover** more?*

*What can I do now?*

***What if? Wonder about? Awe and Wonder, Imagining, similarities, differences, views, preferences, identify, names, experiences, creative and artistic expression***

- Role playing the life of Jesus when he was a boy.
- Talk about and wonder about Jesus as a child.
- What questions/thoughts and ideas do they have about Jesus as a boy
- Say that we can't answer all the questions, but we can find clues through pictures and images from Nazareth today.





- Clothing was much simpler. Most garments were made from wool, though linen was also used
- Both men and women would normally wear an ankle-length tunic next to the skin, often held at the waist by a belt (which could also be used as a purse). A cloak could be worn over this, especially at night or if the weather was cool during the day.
- If shoes were worn at all, they would generally have been leather (or perhaps wooden) sandals.



- The languages spoken were: Aramaic, the common, daily language, Hebrew, the language used for prayer and Greek, the language of the land – perhaps some of your children/families can speak or have experienced these languages.
- Daily activities may have sometimes included - Feasting, singing, story-telling and dancing all had their place as recreational activities.
- Games, both indoor and outdoor, were also popular. Archaeologists have discovered a few gaming boards with playing pieces.

- Talk about their role play and what they imagined Jesus was doing

Assess Pupils' ...WAYS OF KNOWING	Informal / Formal Assessment Comments
<b>UNDERSTAND</b> <i>What will I see and hear to help me <b>understand</b>?</i> <ul style="list-style-type: none"> <li>• Talk about Jesus, Mary and Joseph as the Holy Family</li> <li>• Talk about and hear about Jesus as a boy</li> </ul>	

<b>DISCERN</b> <i>How will I discover more? What can I do now?</i> <ul style="list-style-type: none"> <li>• Wonder about the Holy Family and what they did together</li> <li>• Talk about similarities and differences between their own family and the Holy Family</li> </ul>	
<b>RESPOND</b>	

THIRD TEACHING SEQUENCE RECEPTION BRANCH 3				
Jesus blesses the little children				
HEAR & BELIEVE		CELEBRATE & LIVE		WAYS OF KNOWING
Jesus blesses the little children. Mark 10:13-16	Jesus came to show God’s love and welcomes everyone.	The Church prays The Glory Be as a response to the coming of Jesus	We welcome and show love to everyone in our words and actions as Jesus does.	<b>UNDERSTAND</b> <i>What will I see and hear to help me understand?</i> <ul style="list-style-type: none"><li>• Hear about Jesus as a man blessing the little children.</li><li>• Jesus welcomes everyone.</li><li>• Continue to hear the Glory Be prayer in thanks and praise to God and Jesus.</li><li>• We can be like Jesus and welcome everyone.</li></ul>
				<b>DISCERN</b> <i>How will I <b>discover</b> more? What can I do now?</i> <ul style="list-style-type: none"><li>• Use the words <b>Glory be</b> as a way to praise and give thanks to Jesus.</li><li>• How can we act like Jesus?</li></ul>
				<b>RESPOND</b> <i>What can I do now?</i> <ul style="list-style-type: none"><li>• We can use our actions and words as Jesus has shown us.</li></ul>
Scripture (HEAR) – Good News Translation				
Jesus Blesses Little Children				

Some people brought children to Jesus for him to place his hands on them, but the disciples scolded the people. <sup>4</sup>When Jesus noticed this, he was angry and said to his disciples, “Let the children come to me, and do not stop them, because the Kingdom of God belongs to such as these. I assure you that whoever does not receive the Kingdom of God like a child will never enter it.” Then he took the children in his arms, placed his hands on each of them, and blessed them.

## HEAR and BELIEVE

### Teacher Notes

**\*In this teaching sequence we now jump to when Jesus is older. Make this clear to the children on a timeline.**

At the time of Jesus, having children blessed by a Rabbi was a long-held tradition from when Jacob blessed his grandsons by laying hands on them (Gen 48:14-16). At the time it was the fathers who had the responsibility for the spiritual development of the children (Deut 6:4-7, Eph 6:4) It is most probable that it was the fathers who were bringing the children to Jesus as the spiritual heads of the household.

Children (those under the age of 12) were seen as weak and powerless and of lesser importance, hence the disciples trying to stop the children from being brought to Jesus to be blessed.

The story of Jesus blessing the children sits as part of a suite of teachings about welcoming God and being faithful to what God is asking and greatness (Mk 9:33- 10:31). and is sandwiched between two predictions of Jesus’ death. It is written in a narrative structure, with a beginning and a middle, together with a problem resolved in the end.

We find Jesus and the disciples in a house in the region of Judea beyond the Jordan (Mk 10:1). Jesus had finished an encounter with some Pharisees (Mk 10:2) and a debriefing with his disciples, (Mk 10:10).

As you begin the text it gives the reader the impression that there were a considerable number of people bringing their children forward to be blessed. This may have annoyed the disciples who were still perhaps talking with Jesus. They spoke sternly to the people bringing the children but Jesus became “indignant” and told the disciples that if they wanted to enter the Kingdom (to be with God) they would have to be open to the embrace of the Lord just as the little children the fathers were bringing to be blessed were open (Mk 10:15). He then takes them in his arms and blesses them.

The idea of Jesus taking them in his arms would suggest that the children presented were around 5 or 6 years of age highlighting their powerlessness and need for protection (Mk 10:16). Jesus also challenges the idea of people being too self-reliant and in the gesture of embrace and blessing he highlights the need to be like a child who has complete trust in a parent to love and care for them as they cannot care for themselves independently. They are not self-reliant and need to be cared for as they are vulnerable and powerless.

Inviting the indignant disciples challenges their view of themselves as those with status: here Jesus commends those among the most vulnerable...this would not have been an easy message for the 12 to take on.

### Continuous Provision and adult-guided

Additions to the Jesus Welcomes Everyone poster – hearts, colouring, adding etc

### Learning activities/Objectives

*What will I see and hear to help me understand?*

*Recognise - name, remember, recall, label, identify, match, sort*

**Recognise and retell the story of Jesus blessing the little children.**

**Recognise that Jesus blesses the children because he wants to show God’s love.**

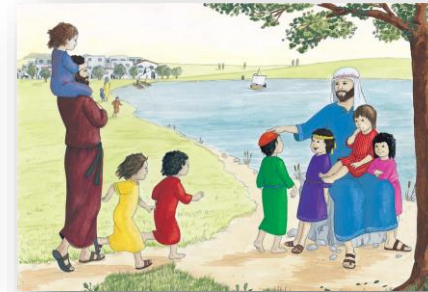
**Recognise that Jesus wants to show love and welcome everyone.**

- Remember the stories the children have heard – The Magi visiting baby Jesus, Jesus as a boy. Make it clear to the children that in this story Jesus has grown up into a man. Indicate this with the use of a timeline using



some of the images from both stories. *You may wish to make this a more permanent fixture in the classroom – adding to it each time a new story happens.*

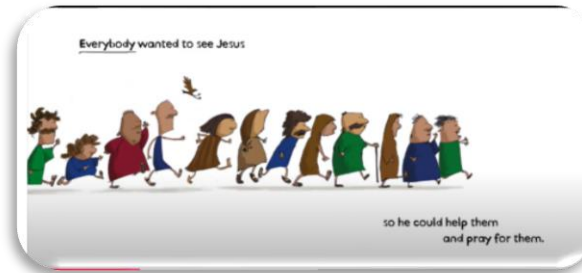
- Retell the story of Jesus blessing the children. You may wish to use role play to reenact what Jesus and the disciples were saying.
- You may wish to use the images for children to add what is being said by Jesus and the children.



- The image from God's story pp.30-31 can be used to further understanding
  - *What do you see?*
  - *What are the children doing?*
  - *What are the people doing?*
  - *What is Jesus doing?*
  - *Would you like to be there too? Why?*
  - *What did the people want Jesus to do?*
  - *Why was Jesus cross?*
  - *What did Jesus say?*
  - *What did he do?*
  - *What does the story tell you about Jesus?*
- Place items in the Golden Box for children to use as small-world figures to retell the story.
- Read and retell the story using *Never Too Little* by Steph Williams (The Good Book Company)  
<https://www.youtube.com/watch?v=Z9K08o1URnU>

*\*\*Thank you to one of our fabulous teachers who recommended these books for Early Years – more can be found at The Good Book Company*

*<https://www.thegoodbook.co.uk/authors/steph-williams>*



### Art/Craft

- Jesus had a very important job to do and this story shows how much love He had to share. He wants to welcome everyone and tell everyone about God's love. You may have a welcome poster in school or in the classroom, you may wish to add to this or make a new poster.
  - Use a large roll of paper and write the words Jesus welcomes everyone. Place a suitable image of Jesus in the centre, add Joseph, Mary, the shepherds and Magi (Kings) talking to children about how all people were welcome at his birth along with his family.
  - Add some of the images of children from God's story to the poster and remind children that he welcomed children. He also welcomed his friends the disciples after they understood to let all be blessed by Him.
  - Say to the children who else can we add? Who else do we think Jesus welcomes? What about ourselves?
- Find a suitable way to represent the children and class teachers on the posters – this might be their own family photograph, handprints etc... as people visit the classroom they can write their name on the poster, draw a picture to represent themselves or add a love heart with their name on. Over time the poster should be filled to develop children's understanding of **JESUS WELCOMES EVERYONE**

## CELEBRATE & LIVE

### The Church prays The Glory Be as a response to the coming of Jesus

- Please follow the guidelines from the Teacher's Notes in the first teaching sequence. In this sequence pick up again The Glory Be Prayer where children can use the prayer as praise and thanks.

### Continuous Provision

- Images of what Jesus is like ... children can sort pictures such as... Love, making friends, helping Joseph and Mary, praying, tidying, cleaning up, welcoming etc...

### Learning activities/Objectives

*What will I see and hear to help me understand?*

*Recognise - name, remember, recall, label, identify, match, sort*

### Recall and recognise the Glory Be prayer

- Say the prayer and watch the clip to remind children of the Glory be prayer.
- What words could we use for Jesus blessing the children and welcoming everyone – *kind, loving etc*
- Words for feeding of 5000 – **happy, giving, kindness, loving, caring etc...**
- Remind children of the words Glory Be means all of these words

### Learning activities/Objectives

*How will I **discover** more?*

*What can I do now?*

***What if? Wonder about? Awe and Wonder, Imagining, similarities, differences, views, preferences, identify, names, experiences, creative and artistic expression***

**Create prayers using the beginning of The Glory Be as a response to the coming of Jesus.**

**How can we act like Jesus?**

- Share with the children a new way of using Glory Be in praise and thanks to Jesus.
- Ask children to offer words – what was Jesus like in the story – was he kind/loving etc...
- Display the words Glory be – write a prayer together using one line and reading with the children Ideas for prayer ...
- Glory be to Jesus for welcoming everyone.
- Glory be to Jesus for being kind.
- Glory be to Jesus for being loving.
- Give children the words Glory be to Jesus – allow them to choose words with images such as kind, love, welcome etc to make/write/build their own sentences. The prayers can then be used in Prayer and Liturgy.



### Learning Activities/Objectives

*What can I do now?*

**Talk about - feelings and experiences. Begin to make links from Scripture ...feelings, behaviour, life, live.**

**Talk about how we can show love to everyone in our words and actions as Jesus does.**

- Talk about the images used in Glory be prayer and sorting the pictures of how Jesus behaved. What do you think Jesus was trying to show us? Why do you think he showed us how to be kind, loving, helping etc?

Assess Pupils' ...WAYS OF KNOWING	Informal / Formal Assessment Comments
<b>UNDERSTAND</b> <i>What will I see and hear to help me understand?</i> <ul style="list-style-type: none"> <li>• Hear about Jesus as a man blessing the little children.</li> <li>• Jesus welcomes everyone.</li> <li>• Continue to hear the Glory Be prayer in thanks and praise to God and Jesus.</li> <li>• We can be like Jesus and welcome everyone.</li> </ul>	
<b>DISCERN</b> <i>How will I <b>discover</b> more? What can I do now?</i> <ul style="list-style-type: none"> <li>• Use the words <b>Glory be</b> as a way to praise and give thanks to Jesus.</li> <li>• How can we act like Jesus?</li> </ul>	
<b>RESPOND</b> <i>What can I do now?</i> We can use our actions and words as Jesus has shown us.	



**FOURTH TEACHING SEQUENCE**  
**RECEPTION BRANCH 3**

**A little boy shares his food to help other people**

HEAR & BELIEVE		CELEBRATE & LIVE		WAYS OF KNOWING
Feeding of five thousand <i>Jn 6:1-14</i>	Jesus takes care of everyone.	The Church prays <b>The Glory Be</b> as a response to the coming of Jesus	We are called to help the poor and hungry. <b>CST</b> You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. <b>An Option for the Poor and Vulnerable</b>	<b>UNDERSTAND</b> <i>What will I see and hear to help me understand?</i> <ul style="list-style-type: none"> <li>Hear about the little boy who helps Jesus' feed 5000 people.</li> <li>Jesus takes care of everyone.</li> <li>Continue to hear the Glory Be prayer in thanks and praise to God and Jesus.</li> <li>We can be like Jesus and help other people.</li> </ul>
				<b>DISCERN</b> <i>How will I <b>discover</b> more? What can I do now?</i> <ul style="list-style-type: none"> <li>Use the words <b>Glory be</b> as a way to praise and give thanks to Jesus.</li> <li>How can we help other people?</li> </ul>
				<b>RESPOND</b> <i>What can I do now?</i> <ul style="list-style-type: none"> <li>We can use our actions and words as Jesus has shown us.</li> </ul>

**Scripture (HEAR) – Good News Translation**

**\*Please adjust the reading as suggested below, some details at the age are unnecessary.**

*John 6:1-14*

After this, Jesus went across Lake Galilee (or, Lake Tiberias, as it is also called). A large crowd followed him, because they had seen his miracles of healing the sick. Jesus went up a hill and sat down with his disciples. The time for the Passover Festival was near. Jesus looked around and saw that a large crowd was coming to him, so he asked Philip, "Where can we buy enough food to feed all these people?" (He said this to test Philip; actually he already knew what he would do.)

Philip answered, "For everyone to have even a little, it would take more than two hundred silver coins<sup>[a]</sup> to buy enough bread."

Another one of his disciples, Andrew, who was Simon Peter's brother, said, "There is a boy here who has five loaves of barley bread and two fish. But they will certainly not be enough for all these people."

"Make the people sit down," Jesus told them. (There was a lot of grass there.) So all the people sat down; there were about five thousand men. Jesus took the bread, **gave thanks to God**, and distributed it to the people who were sitting there. He did the same with the fish, and they all had as much as they wanted. When they were all full, he said to his disciples, "Gather the pieces left over; let us not waste a bit." So, they gathered them all and filled twelve baskets with the pieces left over from the five barley loaves which the people had eaten.

Seeing this miracle that Jesus had performed, the people there said, "Surely this is the Prophet<sup>[b]</sup> who was to come into the world!"

**HEAR and BELIEVE**

**Teacher Notes**

**\*\* Introducing a miracle story to young children**

- Start with the most spectacular miracle of all ... **the child's birth**.
- Tell the children what miracles are – they are special moments of wonder... **not magic!**



- Remind children of the many **miracles they see every day**. The sun shining, the moon's glimmer, the green grass, the way their hands move, the power of their smiles. Take your children places where they will be deliberately exposed to miracles – outside in a playground, forest school, sand, water flowers, trees etc...
- Explain that you might not be able to explain fully why a miracle does or does not happen, yet we can still believe.
- It is God who is behind all the miracles they encounter. For example, when you stand with them and look at the sunset, you can say, "Look how amazing the sunset is," or you can say, "Look how amazing the sunset is that God created."
- Pay attention to the **miracle of every moment**.
- Teach children how blessings are a way for us to thank God for everything around us.
- Blessings are tools that help us do two things. Some are used to **request** things from God while others give **praise** to God.
- Blessings help us to recognise the **uniqueness of every moment**, both difficult moments and joyous moments.
- We can celebrate miracles by saying/praying the Glory Be prayer to say thank you.
- We can share the miracle of Feeding of the 5000.
- Keep it as just the story – the background notes are for adults only! **Remember we can't answer every question a child may have – leave room for them to wonder in awe!**

#### The popularity of Jesus was spreading

- No one had performed **wondrous miracles** like this man, and no one had **spoken with authority** like this teacher.
- People everywhere wanted to be in the presence of Jesus, either to reap the **physical benefits** (like healing), the **spiritual benefits** (like preaching), or the **social benefits** (it was the most popular thing to do).
- Jesus was tired, physically and emotionally. To find respite and to spend time with his closest friends, he went to the other side of Galilee and up a mountain.
- That didn't work – the crowd followed him up the mountain! But Jesus, being the compassionate Savior that he is, didn't try to escape. He began to make arrangements for the organised chaos that was about to ensue.

#### THE EYES OF CHRIST

- Jesus first saw that the crowd was hungry.
- Jesus also recognized that **these people had larger spiritual needs** than a one-off meal. Even though they didn't know it, **they were following Jesus because their hearts were empty**.
- This story is a great **reminder for us to have eyes like Christ**, always on the lookout for opportunities to care physically and spiritually for those in our path.

#### REMEMBER THE BOY

- Whenever we learn about the feeding of the five thousand, we typically hear about Jesus, the crowd, or the disciples, but we neglect this central character. His story teaches us so much.
- No one in the crowd would have thought that this boy mattered.

- No one would have imagined that what he was carrying in his little basket would not only be the provision of the moment, but the basis of one of the most significant sermons Jesus ever preached.
- We will never know which little person God will use, and how. That means that **we're never just lost in the crowd**. We're never without anything to offer. We never know who the Lord will claim and use in ways that we can't predict or haven't intended.
- **The Lord knows us all. He knows where we are, what we have, and how we can be used. He can do eternally amazing things with the little fragments of our lives that we're carrying around and that we tend to think aren't worth much.**

### Continuous Provision

- Golden box small world play – retelling the story
- Print off images of the painting onto large paper for children to talk about, draw themselves in the painting and their friends – what are they doing in the painting?
- Recreate the story outside with play food and what Jesus and the disciples are saying to the people, what does Jesus say to the little boy?

### Learning activities/Objectives

*What will I see and hear to help me understand?*

*Recognise - name, remember, recall, label, identify, match, sort*

**Retell the story of Jesus feeding lots of people.**

**Recognise how a little boy helped Jesus by sharing his food.**

**Recognise how Jesus cared for others.**

- Remind the children of their learning so far – The Magi visiting baby Jesus, Jesus growing as a little boy, Jesus blessing the children, Jesus feeding the 5000.
- Please ensure you have read the teacher's notes as this will be the first miracle story the children may encounter – remember that we cannot answer every question but we can say that God is powerful, by giving thanks to God, he can help us. Read the story from the Bible and place the Bible back onto the prayer/space.
- Retell the story/golden box etc... use items such as lots of peg people, and main people – Jesus, boy and disciple.
- It is difficult for young children to understand the large number of people – 5000 one way would be to...

*"Let's count how many people are in our classroom right now!" Then count out that many sticks/or something similar and hold them in my hand. (Just show the children a large amount in a bag – please don't count them!)*

*"This is how many people are in our classroom right now. Our story today is about FIVE THOUSAND people." I hold up a bag full of objects in the other hand. "That is A LOT of people! In our Bible story today, there were five thousand people that came to listen to Jesus."*

**picnic lesson**

*If the weather permits, take the children outside to experience this story! Lay a blanket or sheet in the grass for the kids to sit on as you tell the story with your basket of bread and fish. If going outside is not an option, lay down a blanket or sheet in your classroom, and imagine with the children that you are outside.*

***basket of bread and fish***

*The little boy with his basket is the character in this story that the children can relate to. He was very kind to share his lunch with Jesus. Bring out a basket with 5 rolls of bread and two cardboard fish, covered with a cloth. Count the bread and the fish together. Hold up my bag of objects again, and ask, "Is this enough food to feed all of these people? No, it's not! There is a little bit of food in the basket. Maybe enough for everyone in your family to eat, but not enough to feed ALL of these people." I lift the basket up to pray just as Jesus did.*

*At the conclusion of the story, "Only Jesus could feed all those people with a little bit of food."*

- Retell the story by using a child-friendly version – [https://www.youtube.com/watch?v=wV8O\\_uctBhE](https://www.youtube.com/watch?v=wV8O_uctBhE)  
*This book is part of a series of books and can be bought from the Good Book Company.*

The Boy Who Shared His Sandwich by Steph Williams | LIL' DISCIPLES READ ALOUD | A Bible Story



- Throughout the retells and small world play ask children questions about the little boy and how he and Jesus helped.
  - *What are they wondering about?*
  - *Would you have shared your food?*
  - *Why did Jesus want to feed all of the people?*
  - *What would you have done? Why?*
  - *How did the disciples help?*
  - *When all of the food was shared how do you think the people felt?*
  - *What happens when everyone goes home? What do they tell their family about?*

- Share the painting with the children let them take the lead in describing the scene and allow them to make links to the feeding of the 5000 *You may wish to do this activity as a large group or smaller group with adult guidance.*



<https://www.youtube.com/watch?v=9PRiWBHFIKU>

**Ask the children to...**

- Look at the painting – what do you see? What part of the painting do you like the most?
- Close your eyes and imagine you are someone in the painting
- What are you doing? Are you watching, talking, helping?
- As children respond – write words to describe what they are seeing

**CELEBRATE & LIVE**

- The Church prays The Glory Be as a response to the coming of Jesus
- We are called to help the poor and hungry. **CST** You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. **An Option for the Poor and Vulnerable**

**Continuous Provision  
& adult guided**

**Learning activities/Objectives**

*What will I see and hear to help me understand?*

*Recognise - name, remember, recall, label, identify, match, sort*

- To tie in with any other areas of learning such as **people who help and care for us** – role play outside/inside or use Golden Boxes to sort – *use ideas from CST - You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you.*
- Role play inviting people to a party/meal where they will share food, kindness and love with others.
- Decorating paper heart sandwiches for guests invited to the sandwich party.

**Recall and recognise the Glory Be prayer**

**Recognise Jesus helped the poor and hungry in the story**

**Recognise that we have people who can help us**

- Continue to .... Say the prayer and watch the clip to remind children of the Glory be prayer.
- What words could we use for Jesus feeding of 5000 – **happy, giving, kindness, loving, caring etc...**
- Remind children of the words Glory Be means all of these words
- You may wish to use the Golden Box differently... Include ways people are helped by doctors, nurses, mums, dads, teachers etc - such as medical boxes, stethoscopes, food, drinks, packed lunches, pens, pencils etc... ask children to sort them and identify those people who help us. This may tie in with other areas of learning.

#### Learning activities/Objectives

*How will I discover more?*

*What can I do now?*

***What if? Wonder about? Awe and Wonder, Imagining, similarities, differences, views, preferences, identify, names, experiences, creative and artistic expression***

**Create prayers using the beginning of The Glory Be as a response to the coming of Jesus.**

***\*Please be sensitive to any families/children who may be experiencing or have experienced any difficulties, be positive with the children that in school we can always find ways just like Jesus did to help others lead children to know that ...What if some people don't have a doctor or a vet or can buy food?***

**How can we help others like Jesus?**

- Continue to share with the children a new way of using Glory Be in praise and thanks to Jesus.
- Ask children to offer words – what was Jesus like in the story – caring, happy, kindness
- Display the words Glory be – write a prayer together using one line and read with the children  
Ideas for prayer ...
- Glory be to Jesus for helping everyone.
- Glory be to Jesus for caring for everyone.
- Glory be to Jesus for feeding the hungry people.

- Give children the words Glory be to Jesus – allow them to choose words with images such as caring, feeding, helping etc to make/write/build their own sentences. The prayers can then be used in Prayer and Liturgy.
- Share with the children that **they can pray together to help others**. Create time in Prayer and Liturgy to share their Glory Be prayers for people who need our help.

### Learning Activities/Objectives

*What can I do now?*

***Talk about - feelings and experiences. Begin to make links from Scripture ...feelings, behaviour, life, live.***

**Talk about what the children can do to help others just as Jesus did.**

- Learn and sing ***Love is something if you give it away***. This is quite an old classic sung in schools for many years. For actions and lyrics to the song - <https://www.youtube.com/watch?v=8eqCuEQbSrY>  
For ideas of actions from children - <https://www.youtube.com/watch?v=cCVb1qa85zk>
- Class/school/year group project to fundraise for a cause – you may have a particular one in school at this time of year or you may wish to choose a project linked to CAFOD or Mission Together. You may decide to
  - collect food for foodbanks,
  - clothes for the homeless,
  - money for the school library, or parish, or the local environment...
  - you may even be linked to a school in need
  - Local care home/hospice/elderly – make gifts for them
- ***Or/AND*** You may wish to host a sandwich party for people in your school community – friends in the next-door classroom, parents, parish members etc... Make sandwiches together (or perhaps heart sandwiches or biscuits) and share them just as Jesus shared the food. Say to the guests you have invited – We have been hearing about Jesus caring for everyone, Jesus prayed so that everyone could have something to eat. We have prayed for you and we would like to share and share food just like Jesus. Sing – Love is something. This activity may make links to other areas of learning – the objective for RE would be ***helping others just like Jesus***.

Assess Pupils' ...WAYS OF KNOWING	Informal / Formal Assessment Comments
<b>UNDERSTAND</b> <i>What will I see and hear to help me understand?</i> <ul style="list-style-type: none"> <li>Hear about the little boy who helps Jesus' feed 5000 people.</li> <li>Jesus takes care of everyone.</li> <li>Continue to hear the Glory Be prayer in thanks and praise to God and Jesus.</li> <li>We can be like Jesus and help other people.</li> </ul>	
<b>DISCERN</b> <i>How will I <b>discover</b> more? What can I do now?</i> <ul style="list-style-type: none"> <li>Use the words <b>Glory be</b> as a way to praise and give thanks to Jesus.</li> <li>How can we help other people?</li> </ul>	
<b>RESPOND</b> <i>What can I do now?</i> We can use our actions and words as Jesus has shown us.	