CHRISTIANITY YEAR 6 TERM 4

PRAYER, THE LORD'S PRAYER, PRAYER AT HOME AND WORSHIP TOGETHER, WORSHIP,

EASTER – WHO WAS JESUS?

KS2 Religious Education

JULY 2014

Board of Education

Serving children, schools and young people

The Diocese of Canterbury
THE CHURCH OF ENGLAND

Lesson 1

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
AT 1 Show understanding I can describe some similarities and differences that exist within a religion and across several religions (L4) **AT 2 Apply** I can comment, with some reasons, on religious teachings, values and ideas (L4)	What is prayer? Who do people pray to? Who prays? What do people pray for? What do people pray for?	I know that prayer means communicating (L4) I know that people pray to a supreme being (L5) I know that Christians pray to God (L4) I can name some things that Christians pray for (L4)	*Prayer* Tell the children that over the next few lessons, we will be talking about Prayer. Ask the children what they understand by this. Take answers. Explain that for Christians prayer is communicating or talking with God. They may not be able to call God on the telephone or send Him a letter, but prayer is just as real as e-mail or newspapers. Why should Christians pray? (Because it makes their relationship with God stronger). Could you imagine trying to have a best friend without communicating with them? Prayer is seeking God and His direction for life. Praying also helps keep Christians out of trouble. Jesus told His followers, "Watch and pray so that you will not fall into temptation." (Matthew 26:41) **Read James 5:13-16 (The Prayer of Faith)** Give questions 1-6 in the column opposite to the children (working in pairs) to answer, using the text. The answers in red are for the teacher! Do only Christians pray? Discuss with the children. Show the children the Power point from TES	1. What is prayer? *(Prayer is spiritual communication between us and God.)* 2. Can you pray when you are in trouble? *(Yes.)* 3. Can you pray when you are happy? *(Yes.)* 4. What is another name for happy prayers? *(Praises.)* 5. What are some of the examples of why to pray mentioned in James 5:13-16? 6. What else can we pray for? *(Some examples include: Guidance, Protection, Strength, and Wisdom.)* 7. Is the prayer of a righteous man powerful? Is it effective? *(Yes the Bible tells us in James 5:16b that the prayers of the righteous are both powerful and effective.)* TES Power point on Prayer

Board of Education

Serving children, schools and young people

The Diocese of Canterbury
THE CHURCH OF ENGLAND

Lesson 2

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
AT 1 Show understanding I can make clear links between religious beliefs and sources and religious practices and experiences (L4) **AT 2 Apply** I can comment, with some reasons, on religious teachings, values and ideas (L4)	What prayers do Christians say regularly together or use for their own times of prayer? Why is the Lord's Prayer so important for Christians? What are the main themes of the Lord's prayer?	I know that the Lord's prayer is the most regularly used prayer by Christians (L4) I know that it is the Prayer Jesus taught the Disciples (L3) I know the main themes in the Lord's prayer (L4)	*The Lord's Prayer* Read the Lord's Prayer with the children and remind them that they studied this in KS1. Ask them what they remember. Ask the children to tell the person next to them which part they particularly like and why. • In small groups, using a copy of the Lord's Prayer, explore how many small prayers there are within the Lord's Prayer (e.g praise, thanks, help) Bring the class back together and discuss the findings. Possible activities: • Improvise a dance to the 'African Sanctus' by David Fanshawe which expresses the meaning of the prayer. Explain to the children what to expect – see notes opposite. • Make models of praying hands based on the work of Albrecht Durer • Storyboard in words, paint, fabric or collage the themes of the Lord's Prayer. • Children to draw round their hand and write the themes from the Lord's Prayer on the fingers.	Traditional and modern day versions of the Lord's Prayer can be found here Images for Durer's Praying Hands You tube clip David Fanshawe's 'African Sanctus' This is a mixture of Traditional African dance/song with Western-style Choral music. A very interesting combination.

Board of Education

Serving children, schools and young people

The Diocese of Canterbury
THE CHURCH OF ENGLAND

Lesson 3

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
AT 1 Show understanding I can make clear links between religious beliefs and sources and religious practices and experiences (L4) **AT 2 Apply** I can describe who or what is important to me and other people (L4)	What prayers do Christians say regularly together or use for their own times of prayer? Do pupils find the prayers helpful? Why/why not? Are the words of any of the prayers * helpful for you?	I know that Christians pray at home (L4) I know that Christians worship together (L4) I know some prayers written by famous people and have talked about the meanings of those prayers(L4)	*Prayer at home and worship together* Remind the children of last lesson and the work they did on the Lord's Prayer. Discuss with the children whether they think Christians have to go to Church to pray. Establish that they can pray anytime, anywhere, aloud or in their heads Read the REquest clip 'How do Christians pray?' Watch the clip 'How do you pray?' • In pairs, discuss what kinds of prayers Christians might pray. What might they use to help them e.g. candles, pictures etc. Now watch Listening to God. Look at the prayers written by * Ignatius Loyola, St. Patrick, and St. Richard of Chichester . Possible activities: Child to use one of the prayers and use it as • a model to write his/her own prayer. • a stimulus for art work or poetry Introduce the idea that next lesson, pupils will be preparing an Act of Worship and writing their own prayers.	REquest How do Christians Pray? Text REquest How do you pray? Video clip Listening to God Video clip on how Christians have a two-way conversation with God. Prayers of Ignatius Loyola and St. Richard can be found here Prayer of St. Patrick

Board of Education

Serving children, schools and young people

The Diocese of Canterbury
THE CHURCH OF ENGLAND

Lesson 4

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
AT 1 Explain I can recognise the emphasis placed on religious expression within a religion (L5) **AT 2 Apply** I can apply religious teachings, ideas and values to my life and other people's (L4)	What is the theme for our Act of Worship? What Bible readings and Prayers will we include?	I have worked collaboratively with others to plan an Act of Worship, including prayers written by ourselves (L4)	*Worship* Remind the children that this week they are going to plan an Act of Worship (either for the class or for a whole school assembly, depending on your own school arrangements). • In groups, pupils plan the Worship, including writing their own prayers. They should decide on a theme before they start (or you may wish to designate topics to save time). AT 2Assessment opportunity	Bibles Work from previous lessons.

Board of Education

Serving children, schools and young people

The Diocese of Canterbury
THE CHURCH OF ENGLAND

Lesson 5

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
AT 1 Show understanding I can describe in detail, using correct religious words and phrases, key features of a religion (L4) **AT 2 Apply** I can ask questions about meaning, truth and identity (L4)	Who was Jesus? What did he look like? What was he like and how do we know?	I have thought about what Jesus may have looked like (L) I have talked about what Jesus was like and what evidence there is (L4)	Easter -Who was Jesus and what was He like? Ask the children to describe to each other what Jesus looked like. • WITHOUT taking responses, ask the children to draw a picture of what they think Jesus looked like. Afterwards, talk with the children about whether we actually know. Show some images of what artists have painted. Show the video clip 'What was Jesus like'. We don't know what Jesus looked like, but we know what He was like, through the Bible. Ask pupils for words which describe Jesus and examples of how Jesus showed these things. Look at 'What was Jesus like' TES Power point. Possible activities: • Write a character description of Jesus • Use a writing frame to present the evidence of what Jesus was like. The last two slides of the Power point have examples of how to do these activities.	BBC clip What was Jesus like? TES power point What was Jesus like? Last two slides have examples of the activities.

Board of Education

Serving children, schools and young people

The Diocese of Canterbury
THE CHURCH OF ENGLAND

Lesson 6

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
AT 1 Show understanding I can describe in detail, using correct religious words and phrases, key features of a religion (L4) **AT 2 Express views** I can explain someone else's perspective on an issue (L5)	Who was Jesus? How did different sections of society see Jesus? What was their opinion?	I have worked in a group, using evidence from the Bible, to explain how a particular group felt about Jesus (L4) I have helped to prepare the findings to present to the class (L4)	*Easter: Who was Jesus?* Recap on last lesson. This week, focus on different groups of people and their opinion of Jesus. Read this poem with the children – **Jesus Recognised** Here is a man who was born in an obscure village, the child of a peasant woman. He worked in a carpenter's shop until he was thirty, and then for three years he was an itinerant preacher. He had no credentials but himself. While still a young man, the tide of popular opinion turned against him. His friends – the twelve men who had learned so much from him, and had promised him their enduring loyalty – ran away and left him. He went through the mockery of a trial: he was nailed upon a cross between two thieves; when he was dead he was taken down and laid in a borrowed grave through the pity of a friend. Yet I am well within the mark when I say that all the armies that ever marched, and all the parliaments that ever sat, and all the kings that ever reigned put together have not affected the life of man upon this earth as has this one solitary life Anon What do the children understand by this? Possible activity: Divide the class into three groups The Disciples, the Jewish Leaders and the People. Each group to research that group's opinion of Jesus, using Bible stories to support their opinions. Present their argument to the class.	**The Disciples' View** Mark 1 v 16-34 Be Bold! P Bissell et al Jesus calls the Disciples text (DLTK) Luke 9:18-20 Luke 22: 31-33 **The Jewish Leaders** Mark 11:27-33 (The question about Jesus' Authority) **The People** Matt 21:1-11 Jesus' triumphal entry into Jerusalem. The Jesus Journey Picture Pack 13 Jesus' Triumphal Entry into Jerusalem Mark 10:46-52 Blind Bartimaeus The Lion Children's Bible – Blind Bartimaeus