



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE UC God	What do Christians believe God is like?	2	Spring 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	What do Christians believe God is like?	<p>Give pupils part of a piece of art of the Lost Son (see Resources section) to work out what they think is happening.</p> <p>Use a photo frame to isolate parts of the picture and allow pupils to focus upon them. Encourage pupils to say what they can see in each part of the picture, colours used and mood conveyed. Ask pupils to imagine what the rest of the story might be, then complete the picture to show the rest of the story</p> <p>Explain that Jesus told stories that often had something called a moral or secret meaning. This would be a message from God telling people how to live their lives the way God wanted.</p> <p>Parables of Jesus: The Prodigal Son - YouTube - Google Search</p> <p>Using a child-friendly version, tell the story of the Lost Son (Luke 15:1-2, 11-32) in an interesting way. For example, use xGodly Play or story</p>	

			<p>sacks with 'I wonder' questions. Pupils can answer the 'I wonder' questions or write their own. Record these questions, perhaps in a display, and refer back to them through the unit.</p> <ul style="list-style-type: none"> • Use drama (for example, hot-seating or thought-tapping theatre) to explore the differing perspectives and feelings of the father and both sons. <p>Ask pupils to talk about their responses to the story: favourite character, most important moment, surprises, anything that made them laugh/smile or cry/sad. Draw out the forgiveness and love shown by the father. Wonder: What might this teach Christians about God? Is God like a father? How?</p> <ul style="list-style-type: none"> • Explain that the Lost Son is a parable, which is a special sort of story that was told by Jesus to help people learn or understand ideas. Parables might be harder to understand than some other stories because they have hidden meanings. They can seem to be saying one thing, but are really teaching something else. Help pupils to understand the concept of a story meaning something else. <p>Share story- stopping at different points to talk about emotions. This links to task to be completed in the lesson. After discussing the story- can children think of 2 single words linked to Christian values.</p> <p>Children will cut out the shape of a cloud and write chosen words inside. Children will be adding to this each week. In class floor book write</p> <p><i>What do Christians believe God is like? Draw a cloud and add words weekly at the end of each lesson.</i></p>	
Lesson 2 and 3	1 hour	<i>What do Christians believe God is like?</i>	<p>Look together at a stained-glass window depicting the story of Jonah: for example, the roundel from the Redemption Window in Canterbury Cathedral. Ask pupils what they notice first, second and third when looking at the image — this gives you scope to help pupils understand</p>	

elements of the picture. Invite pupils to share their opinions of the image. They might like some parts of it whilst disliking others. In twos or threes, pupils create a title for the window.

A Google search will bring up many examples of Jonah portrayed in art to support work in this unit.

Using a child-friendly version, tell the story of Jonah in an interactive way. For example, ask pupils to help you devise relevant sounds or actions for them to perform whenever a key word is read in the story (such as 'Jonah', 'Nineveh' (the wicked city), 'God', 'fish', 'storm' and so on)

. At appropriate points in the story ask pupils what they think Jonah must have been feeling. Suggest some alternatives: was he scared or sorry, angry or worried?

- Talk about pupils' responses to the story, and their ideas about it. Ask them about the best bits, or which part is most puzzling, and why. What were their feelings during the story? Ask what they think the story is about; this text is not a parable, but if there is a 'hidden meaning' in it, what might that be? • In light of their thinking about the story so far, ask pupils: What happened when Jonah tried to run away from God? How did God find Jonah? Was it important for Jonah to go to Nineveh — why?

Pupils work in their group members to decide

a) which emotions Jonah is feeling at each stage; for example, using an 'emotions dice' or the emoticons on Resource Sheet 6, perhaps making a 'Wordle'; and

b) what their part of the story might teach a Christian about God.

Some groups may be able to work independently, whilst others may need support. For example, have a selection of cards with a range of ideas about God — pupils choose one that is shown by their part of the story and justify their choice.

			<p>Groups feed back to the rest of the class.</p> <ul style="list-style-type: none"> • From the group feedback, work as a class to start to create a bank of ideas showing what a Christian might learn about God from stories and songs. Save this ideas bank to refer and add to in following lessons. <p>Add any other words to describe God in the clouds- don't forget the class floor book .</p> <p>End with a song- My Lighthouse</p> <p>https://www.youtube.com/watch?v=OaW_LMWSE6I</p>	
Lesson 4	1 hour	What do Christians believe God is like?	<p>Start with a song.</p> <p>https://www.youtube.com/watch?v=OaW_LMWSE6I</p> <p>Parable of the Lost Sheep</p> <p><u>Bible story "Lost and Found" Primary Year D Quarter 1 Episode 5 Gracelink - YouTube</u></p> <p>Discuss as previous lesson and talk about emotions in the story. What does this story show us about God?</p> <p>Everyone matters to God, all are of equal importance and if one strays away God will look for them and bring them back to his fold.</p> <p>Add to clouds any more word to describe God.</p>	
Lesson 5	1 hour	What do Christians believe God is like?	<p>Same format for this lesson which shows God as powerful.</p> <p><u>Moses Parts The Red Sea - Exodus 12: Bible Story For Kids - Sharefaithkids.com (Full Movie) – YouTube</u></p>	

			<p>Discuss 'Great is our Lord, and abundant in power' Psalm 147.5 What does this mean? Does God use his power for good or ill? Can children give examples? Add new words to clouds.</p>	
Lesson 5	1 hour		Easter Story Share Palm Sunday, Last Supper	.
Lesson 6	1 hour		<p>Easter Story Share Arrest and crucifixion . Resurrection-</p>	.