

APPENDIX T

Exemplar Unit of Work: KS1 Celebrations

This unit of work contributes towards the principal aim of RE in Wiltshire: to engage pupils in enquiry into key questions arising from a study of religion and belief, so as to promote their personal and spiritual development.

<p>Step 1: Theme</p>	<p>Celebrations: how and why celebrations are important in religion</p>
<p>Step 2: Key question Choose a key question related to that them Or: devise a key question on the theme, referring to two of the fields of enquiry.</p> <p>Make sure that the key question is sufficiently open to allow enquiry.</p> <p>Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas does it link to, if appropriate.</p>	<p><i>Why do we celebrate special times?</i></p> <p>Where does this fit into our Key Stage planning? Most celebrations are part of a cycle, from weekly assembly celebrations to annual birthdays or special days. This unit recurs each year, with a developing exploration of the celebrations of Easter and Christmas.</p> <p>It may fit in with a broader study of celebration with links to literacy, art and design technology.</p>
<p>Step 3: Learning outcomes and assessment Select learning outcomes for the key question (see the programme of study).</p> <p>Use the level descriptions and the outcomes to develop specific levelled “I can..” statements as appropriate to the age and ability of the pupils.</p> <p>These “I can” statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment.</p>	<p>We are focusing on Easter, so have selected the following learning outcomes, applying them to the celebration of Easter specifically:</p> <p>i) identify a special time they celebrate and explain simply what celebration means; ii) retell stories connected with Easter and say why these are important to Christians; iv) ask questions and suggest answers about stories to do with Easter; v) identify some ways Christians celebrate Easter; vi) suggest meanings for some symbols used in the Christian celebration of Easter; viii) talk about features in stories about Easter that made people feel happy or sad and compare them with their own experiences; ix) suggest a meaning in a story of Easter x) make links between Easter celebrations and occasions they celebrate.</p> <p>These learning outcomes are turned into levelled “I can...” statements in the teaching and learning activities below.</p>

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Step 4: Content Select relevant content from the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.	Easter: <ul style="list-style-type: none">• the importance and value of celebration and remembrance in children’s own lives;• learn about Easter in Christianity: the stories and meanings associated with it; For example, <ul style="list-style-type: none">- explore stories of Jesus in Holy Week; such as turning over the tables in the Temple; washing his friends’ feet; being arrested; being deserted; crucifixion; the empty tomb and Easter Sunday morning.- explore feelings of Jesus and the disciples, and- explore how these are shown in the ways Christians celebrate Easter today – Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. <ul style="list-style-type: none">• what the stories and events means for the children themselves.
Step 5: Teaching and learning activities	Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don’t forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.

Please note that this unit of work is detailed in order to provide examples of a wide range of teaching and learning opportunities for children in schools. It is not expected that school planning will be as detailed as this; the key is to follow the planning process above to achieve the learning outcomes in the syllabus.

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Learning outcomes	Teaching and Learning	Levelled pupil outcomes:	Notes
Teaching should enable pupils to...	<p>Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed.</p> <p>This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>	<p>so that pupils can say "I can..." to one or more of the statements below.</p>	
<p>i. identify a special time they celebrate and explain simply what celebration means;</p>	<p>What do you celebrate and why?</p> <p>Thinking about celebrations Ask pupils in pairs to share their 'big days'.</p> <ul style="list-style-type: none"> - What is their favourite day of the week? - What is the best day they can remember? <p>Talk to pupils and work together to create a mind map of 'our favourite celebrations'. This may include birthdays, weddings, sporting achievements, cultural events and religious events.</p> <p>Where? How? Food? Music? Stories? Develop the mind map further to include thoughts about where a celebration takes place decorations used</p> <ul style="list-style-type: none"> - food eaten special songs or dances - special words people attending <p>Pupils write simply about their favourite celebration using the mind map to prompt their thoughts. Alternatively pupils could be asked to work in a group to plan a birthday celebration for a class toy, persona doll or member of staff. What would they need to do to make the event memorable.</p> <p>Discuss why celebrations are important, and establish that each celebration is held for a reason. Introduce Easter. What might Christians be celebrating at Easter?</p>	<p>L1 I can talk about a special time of celebration and say why it is worth celebrating</p>	<p><i>This unit could link to the International Primary Curriculum unit on celebration.</i></p>

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<p>ii. retell stories connected with Easter and say why these are important to Christians;</p> <p>viii. talk about features in stories about Easter that made people feel happy or sad and compare them with their own experiences;</p> <p>iv. ask questions and suggest answers about stories to do with Easter</p>	<p>What happened at Easter and how does it make people feel? This section could be done in an RE day, or in short bursts over a week, following the story.</p> <p>Engaging with the story Tell the key parts of the story of Holy Week. The story can be told simply or interspersed with extracts from the miracle maker film or snippets from the BBC Learning Zone website:</p> <ul style="list-style-type: none"> • Procession into Jerusalem (Palm Sunday) • Turning over the tables in the Temple • Washing his friends' feet and the Last Supper • Being betrayed by Judas, arrested and denied by Peter • Crucifixion • The empty tomb and Easter Sunday morning <p>As a response to the story you could</p> <ul style="list-style-type: none"> - organise children to produce art works depicting the sequence of events in the Holy Week and Easter narrative - decorate some leaves for a tree with some key moments from the story - write the story in 30 simple sentences and give each child one sentence to illustrate, then create a 30 page class book of the story in the children's pictures 	<p>L1 name some people in the Easter stories recognise how they felt in the stories <i>talk about the feelings that go with the stories.</i></p> <p>L2 retell a part of an Easter story identify some music that makes people happy, joyful, sad or sorrowful <i>respond sensitively to stories, characters and emotions.</i></p>	<p><i>The Miracle Maker (DVD) is an invaluable help to teaching about Jesus. This 90-minute animated life of Jesus is supported by teaching ideas from the Bible Society: See:www.biblesociety.org.uk/miraclemaker</i></p> <p><i>Clips of the story can be found at See:www.bbc.co.uk/learningzone/clips Palm Sunday -clip 290 Turning over the tables -clip 4584 Last Supper –clip 4444 or 676 Crucifixion- clip 677 or 7023</i></p> <p><i>The story of Easter is available in many child friendly versions (see resources)</i></p> <p><i>The story can be found in several places in the Bible for example Luke19 v28- Luke 24 v12</i></p>

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<p><i>(Opportunities for children to ask and answer questions about Easter should occur throughout this unit and are not necessarily referred to in specific learning activities.)</i></p>	<p>Creating a timeline Choose or create pictures of the parts of the story you have shared and ask the children to work together in groups place these in order on a time line. Add in extra pictures showing Jesus being born, choosing disciples, performing miracles and telling parables. This helps the children to understand the life of Jesus as a whole.</p> <p>Creating a mystery play After hearing the story children could use figures and props to re-tell part of the story on a small scale. Different groups could use different props and materials to create three or four key parts of the story. For example:</p> <ul style="list-style-type: none"> - Playmobil figures showing Palm Sunday - The Last Supper in Lego - Playdough figures and scenery for the garden of Gethsemane - Good Friday painted and the story retold - The empty tomb created under a table <p>Each group could act as storytellers as the class perform their own mystery play which could be performed for a partner class or photographed to create a class retelling of the story.</p> <p>A happy or sad story? Tell the children that the stories of Holy Week and Easter are special or holy for Christian people because they are about turning sadness to happiness, or turning sorrow to joy. Ask children to make a face which can be sad if turned one way up or happy if turned upside down. When pupils have made their face 'happy or sad' get them to talk by asking questions of wonder like these:</p>	<p>L3 describe how Christians use music at Easter describe what Christians believe about Jesus coming back from the dead <i>Make links between my experiences and feelings and those found in the stories of Holy Week and Easter.</i></p>	<p><i>Further ideas on teaching about Easter and copies of the mask and music referred to can be found in</i></p> <p><i>Opening Up RE: Easter RE Today Services</i></p>
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	<ul style="list-style-type: none"> • I wonder - can anyone think of what makes us turn from sadness to happiness? • I wonder- why it is hard to turn from sadness to happiness? • I wonder - can anyone talk about how the Easter story turned the disciples' feelings upside down? <p>Make a card for Easter with a collage of dark/sad colours on the outside and inside the card a collage of the cross with happy/bright colours, depicting the happiness felt at Jesus' risen again.</p> <p>Music for Holy Week and Easter You will ideally need four pieces of music that express the story of Easter. Choose a mixture of contemporary music and classical pieces e.g. Woah, He is Alive and Down to Earth by Stephen Fischbacher, Crucifixion by John Stainer and The Hallelujah Chorus by G.F. Handel Ask the children to: Think of the music that they like to hear when they are happy and when they are sad.</p> <ul style="list-style-type: none"> • Talk about any music that can make them happier when they are sad. Ask them to say why. <p>Play them these four items, one by one. While they listen ask the children to:</p> <ul style="list-style-type: none"> • Create four 'swirly patterns' on paper, to go with the music. The patterns should be made in colours and shapes that fit the mood of the music • After each of the pieces of music ask the children to answer a series of questions related to the words and the music. These questions will need to be specific to music chosen. Some general questions could include What parts of the Easter story is this song about? Which character from the Easter story might connect with this music? Which would be the best day in holy week for a Christian to listen to this music? Why? 		<p><i>Other possible music for use in this work is suggested in the spirited music section of the NATRE website. It is good to connect with learning in the music curriculum in this work, and to use both child friendly and more challenging music.</i></p> <p>See: www.natre.org.uk.</p> <p><i>Woah, He is Alive by Stephen Fischbacher, from the CD 'Something Fischy' 2000, Down to Earth by Stephen Fischbacher, from the CD 'Down to Earth' 2009,</i> See: www.fischy.com</p>
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Teaching should enable pupils to...	Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. (This material need not be taught as a whole unit but can be linked to work in other subject areas).	so that pupils can say "I can..." to one or more of the statements below.	
<p>v. identify some ways Christians celebrate Easter;</p> <p>x. make links between Easter celebrations and occasions they celebrate;</p> <p>iv. ask questions and suggest answers about stories to do with Easter; (<i>Opportunities for children to ask and answer questions about Easter should occur throughout this unit and are not necessarily referred to in specific learning activities.</i>)</p>	<p>How do Christians celebrate Easter?</p> <p>Identifying symbols Give the children a selection of objects to look at e.g. a palm leaf, a piece of bread and a glass of red wine, bowl of water and a small towel, a prickly branch woven into a circle, a hot crossed bun, an empty cross. Talk with the children how in Holy Week Christians try to remember what happened to Jesus. Ask the children to think about each of the objects and say what it might help Christians to remember.</p> <p>Remembering Easter Introduce the four most common services that Christians might attend in Holy week; Palm Sunday, Maundy Thursday, Good Friday.</p> <ul style="list-style-type: none"> • Can the children suggest what Christians might do within this service? • Which of the objects might they use? • Which of the following words would best describe each of these services: serving, weeping, praising, rejoicing? <p>Ask the children to work in pairs to create an advert for one of the 4 services. Encourage them to consider the symbols they use and the colours they use in the poster. Many churches show the story of Easter in their stained-glass windows. This could be explored as part of a visit.</p> <p>Rejoicing and weeping Ask the children to think about times when they have had a chance to rejoice at a special occasion. What did they do to make that occasion memorable and important? Share with the children that unfortunately there also times when we come together to weep because something sad has happened. Can they think of a time like this in their life? What did they do to make that occasion memorable and important?</p>	<p>L1 Choose an object that helps tell part of the Easter story <i>Talk about a happy celebration and a sad occasion.</i></p> <p>L2 Say three things that make Holy Week a special time for Christians <i>Suggest ways that Easter celebrations make Christians feel and talk about whether I sometimes feel like this</i></p> <p>L3 Describe what three symbols tell us about the story of Easter <i>Make links between my experiences and feelings and those found in the stories of Holy Week and Easter.</i></p>	<p><i>A video showing a Good Friday and an Easter Sunday service can be found in the Infants section of the RE Quest website</i> See:www.request.org.uk</p>

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<p>vi. suggest meanings for some symbols used in the Christian celebration of Easter;</p> <p>ix. suggest a meaning in a story of Easter</p> <p>iv. ask questions and suggest answers about stories to do with Easter. (<i>Opportunities for children to ask and answer questions about Easter should occur throughout this unit and are not necessarily referred to in specific learning activities.</i>)</p>	<p>What really matters at Holy Week and Easter?</p> <p>Remember Ten</p> <ul style="list-style-type: none"> • Set up a table or tray with ten items that are associated with Holy Week and Easter on it. My examples are: a hot crossed bun, a chocolate egg, a cuddly toy rabbit, a daffodil, a palm cross, a crucifix and an empty cross, an Easter card, a glass of wine (or a small bottle) and a toy plastic donkey. Variations on this are all possible. <p>Count and Learn</p> <ul style="list-style-type: none"> • Play 'Kim's game': ask the children to look at the tray, then cover it and ask them if they can remember all ten things on the tray. <p>What links...</p> <ul style="list-style-type: none"> • Ask one child to suggest two of the objects that belong together, and say why: "rabbit and donkey are both animals" / "these two are both crosses" / "bun and egg can both be eaten". Give several children the chance to do this, and accept all answers – none are wrong here! • Ask children to identify which objects link to different times in Holy Week e.g. Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. <p>Take away one by one</p> <ul style="list-style-type: none"> • Discuss with the children whether you can have Easter without these things. Talk about the different answers. It's probably true that without the cross, there is no Easter, so is the cross the most important thing? <p>Three reminders - Invite children to choose 3 of the objects that they think are the best reminders of the story.</p> <p>Most important?</p> <ul style="list-style-type: none"> • Invite them to say which of the objects might matter most to a Christian person, or might help them to remember Jesus' story. Ask pupils to use a paper template – a big circle divided into 3 is good – and make three drawings of the things that matter most at Easter. Give time to make this a beautiful piece of work. In small groups, children speak and listen about these pieces of work. 	<p>L1 Name some Easter artefacts <i>Talk about how one of the objects might help someone remember the Easter story</i></p> <p>L2 Suggest a meaning for two of the Easter artefacts <i>Suggest three things that matter most to a Christian when they are remembering Easter.</i></p> <p>L3 Describe the link between a selection of Easter artefacts and the story of Easter <i>make connections between the story of the death of Jesus and Christian ideas and celebrations in Holy Week.</i></p>	

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Resources

Websites

- The National Association of Teachers of RE (NATRE) hosts a web gallery of children's art work. Here children can look at works of art by other pupils, including images associated with festivals: www.natre.org.uk/spiritedarts
- Animated World Faiths, Programme1, Life of Christ: www.channel4.com/programmes/stop-look-listen-animated-bible-stories
- RE:Quest is a very useful site for learning about Christianity: www.request.org.uk
- CLEO has a collection of excellent video resources for RE in all key stages: www.cleo.net.uk
- The Welsh Virtual Teacher Centre contains some good materials for teaching Easter to this age group: www.ngfl-cymru.org.uk
- REonline is a good gateway site: www.reonline.org.uk
- Rejesus provides a good range of images of Jesus and interesting points of view: <http://rejesus.co.uk>
- The National Society supports RE with some books and a website on 'Encountering Christianity': www.encounterchristianity.co.uk
- The BBC's Learning Zone Broadband Clips Library provides short clips on a wide variety of RE topics in 6 religions: www.bbc.co.uk/learningzone/clips

Books

- A range of different versions of the stories of holy Week, Easter and Pentecost
- Versions of the Easter story that are appropriate in terms of language level
- Recordings of simple Easter songs and music. Bibles and story books depicting the Easter story
- *The Lion Story Teller Bible*, Bob Hartman, Lion ISBN 978-0-745949-80-2
- *Faith Stories* (Developing Primary RE Series), ed. Joyce Mackley, RE Today, ISBN 978-1-904024-23-1
- *Exploring Celebrations* (Exploring a Theme series), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-09-6
- *Opening Up RE: Easter*, ed. Fiona Moss, RE Today

Artefacts

- Articles of Faith: www.articlesoffaith.co.uk
- Religion in Evidence: www.tts-group.co.uk
- Local Christian bookshops
- Vanpoules, a major supplier of vestments and church textiles: www.vanpoules.co.uk

Video, CD/DVD and Audio

- *The Miracle Maker* (DVD) is an invaluable help to teaching about Jesus. This 90-minute animated life of Jesus is supported by teaching ideas from the Bible Society UK: www.biblesociety.org.uk/miraclemaker
- *Faiths & Celebrations* (CD), contains six talking reference books, Sherston Publishing: www.sherston.com
- *Festivals 2* (DVD), Child's Eye Media Ltd: <http://shop.retoday.org.uk>