

Long Term Plan for Religious Education for Primary Schools in Chester Diocese

Spring Term 1a Christian Concept: Kingdom of God Theme: Jesus' Teaching

Year Group	Enquiry Questions	Essential Knowledge
FS	What kind of king might Jesus have been?	New Testament Life of Jesus as the special teacher/king: Palm Sunday Luke 19:28-40 Recap on what makes a bad and a good king (see FS 'Incarnation')
Y1	What did Jesus say about the Kingdom of God??	New Testament Jesus' teaching: Parable of the Mustard Seed Mark 4:30-32
Y2	Why did Jesus teach his disciples to pray the Lord's Prayer; 'Your Kingdom come?'	New Testament Jesus' Teaching: The Lord's Prayer Luke 11:1-4 'Your Kingdom come, Your will be done on earth as it is in heaven.'
Y3	What do Jesus' parables tell Christians the Kingdom of God is like?	New Testament Jesus' Teaching: Parable of the Sower & the Seed Matthew 13:1-9; 18-23 Parable of the Yeast' Luke 13:20-21
Y4	What could Jesus have meant when he taught about the Kingdom of God?	New Testament Jesus' Teaching: Parable of the Great Feast Luke 14:16-24 Parable of the Pearl of Great Price (hidden treasure) Matthew 13: 45-46 Jesus welcomes little children Mark 13:33
Y5	How does the local church community seek to bring God's Kingdom on earth?	Christian Practice Activity of local church: eg Youth work, toddlers New Testament Jesus' Teaching: Parable of the Talents Matthew 25:14-28; Luke 19:11-26
Y6	How does a belief in the Kingdom of God inspire and influence Christians across the world?	Christian Practice Global church at work in the world: Tearfund; Action Aid

EYFS UNIT Spring 1a: Kingdom of God		Concepts: Kingdom of God; good news		Medium Term Plan FS
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>What kind of King might Jesus have been?</p>	<p>The children will learn:</p> <p>About what might make a good king.</p> <p>About some stories in the Bible about Jesus as a special teacher/good king.</p> <p>How Jesus' life reflected Jesus as a special king.</p>	<p>By the end of this unit:</p> <p>Emerging</p> <p>(Some children)</p> <p>I can talk about some of the things Jesus did as a king.</p> <p>Expected</p> <p>(All children)</p> <p>I can suggest what makes a good king and why Jesus might have been a good king.</p> <p>Exceeding</p> <p>(Few children)</p> <p>I can explain why Jesus was good king using stories from the Bible.</p>	<p>Lesson 1</p> <p>Read the story of 'Farmer Duck' by Martin Waddell or show from YouTube a https://vimeo.com/56772821</p> <p>Discuss what happens in the story. Ask: Is this how the farmer should act? Was the farmer so special he could act like this?</p> <p>Display picture of the farmer and now add a crown. Does this change our mind of how the farmer should act? Is this how a king should act? Collect children's ideas about how a king should act.</p> <p>Lesson 2</p> <p>Set up role play 'king/queen for a day'. Ask the children in groups to pretend they are in role for the day as king/queen/subjects and explore what they might do in the role play area.</p> <p>At the end of the day ask for show of hands ...do you think they were a good king/queen? Why/Why not?</p> <p>Add ideas to list from lesson 1.</p> <p>Lesson 3-4</p> <p>Make a throne in class & place a puppet king on throne. Ask: If you were king or queen what would be</p>	<p>king</p> <p>kingdom</p> <p>Resources</p> <p>Lion Storyteller bible</p> <p>Good News Bible</p> <p>YouTube clips</p> <p>materials for a throne</p> <p>palm branches</p> <p>crown</p> <p>www.reonline.org.uk</p> <p>(Google 'Palm Sunday' and 'Jesus as King' images can provide a range of free images).</p>

			<p>important in your kingdom? Teacher records ideas on post-its and place on throne display. Look at each other's suggestions and agree/disagree and say why.</p> <p>Read Palm Sunday story Luke 19:28-40. Act out story with children using crowns; palm branches and people.</p> <p>Make archways for King Jesus to travel through and cheer shouting 'Hosanna to the King'. Ask: why are the people cheering Jesus? Explore why the people were cheering Jesus as he rode on a donkey into Jerusalem.</p> <p>(Example answers: they thought he was very special; they thought he might rescue them from the Romans; he was a special teacher who had been teaching them how to live).</p> <p>Collect pictures a range of Palm Sunday (see Google images) to show the children. Ask: Does Jesus look like a king? Why/Why not? Explain Christians believe Jesus was a special kind of king sent from God. Show other images of Jesus as king. Look back at list from lesson 1 and 2 about what a good king might do. Ask How is Jesus like a good king? (Example answers: Jesus gave good rules to help people live; he helped/rescued people from hard situations; he spoke with power).</p> <p>Assessment</p> <p>Draw a picture of Jesus the king showing some of the things he might do as king.</p>	
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KEY STAGE 1 UNIT <i>Spring 1a: Kingdom of God</i>		Concepts: Kingdom of God; good news		Medium Term Plan Year 1
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What did Jesus say about the Kingdom of God?	<p>The children will learn:</p> <p>About the 'Parable of the Mustard Seed'.</p> <p>What Jesus may have been trying to teach about the Kingdom of God in the parable.</p> <p>How small actions can grow into something bigger.</p>	<p>By the end of this unit:</p> <p>Emerging (Some children)</p> <p>I can talk about some of the things Jesus said in the 'Parable of the Mustard Seed'.</p> <p>Expected (All children)</p> <p>I can talk about the Kingdom of God by referring to the 'Parable of the Mustard Seed'.</p> <p>I can suggest what Jesus may have been trying to teach about the Kingdom of God in the parable.</p> <p>Exceeding (Few children)</p> <p>I can explain what Jesus may have been trying to teach in the parable by</p>	<p>Lesson 1</p> <p>Bring in some mustard seeds. Compare with other seeds to show their size and plant some. Discuss what the seeds need to grow. (NB Measure the growth at intervals and explain they will help you understand a story Jesus told we are going to look at later on).</p> <p>Discuss times when the children have been given a special job to do or something they have been given responsibility for. Ask them to think about the most important person they know. Why are they important?</p> <p>Recap work on the kingdom from FS. Show pictures of kings/queens. Place a crown on someone's head and robe and sit them on a throne in class. Ask: Why are these people important? What are they in charge of? If you were a king/queen what would your kingdom be like? List ideas.</p> <p>Explain Jesus told a story about a mustard seed and the Kingdom of God. Tell the story using some mustard seeds. Mark 4:30-32.</p> <p>Lesson 2</p> <p>Dramatise a growing seed. Make collages of a seed growing over time using seeds; pictures of grown mustard seed plants and graphs. Record underneath</p>	<p>king</p> <p>kingdom</p> <p>Resources</p> <p>mustard seeds soil and pots to plant in</p> <p>Lion Storyteller bible</p> <p>Good News Bible</p> <p>YouTube clips</p> <p>pictures of kings/ queens</p> <p>www.reonline.org.uk</p> <p>(Google 'Palm Sunday' and 'Jesus as King' images can provide a range of free images).</p>

		<p>referring to things in the story and making links to actions Christians do today. (Link: Christian values)</p>	<p>Jesus words; 'The Kingdom of God is like a mustard seed....</p> <p>Ask: Why do you think Jesus told this story? Discuss. Revisit the size of the seeds grown in class so far and explain mustard seeds grow very tall even though the seed starts very small. Sing 'Love is something if you give it away' and reflect on how love grows and if you give it away it becomes something bigger.</p> <p>Ask: Does this help people understand the story a bit more? Add to earlier ideas.</p> <p>Discuss in small groups and write down answers to questions: Why did you think Jesus told this story of a mustard seed? What was he trying to say in the story to the people who were listening? Does the parable say anything to people today?</p> <p>(Example answer: Jesus was saying the Kingdom of God is like a mustard seed that grows from a small seed similarly small good actions can lead to much greater good and spread into a large tree).</p> <p>List any Christian values that might also grow into something bigger in school: eg kindness; love; trust; generosity.</p> <p>Create a class tree of leaves with values written on the leaves of things that can grow if given away.</p> <p>Sing the song again and change the word love for other values. Make links to the idea of the kingdom of God in</p>	<p>stars and chart</p>
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			<p>the parable.</p> <p>(Link Church School Ethos: All through the unit have a star activity chart that records stars given to the children whenever they act as Jesus might want them to using Christian values. Revisit the mustard seed chart at the end of the unit to see how much it has grown).</p> <p>Assessment</p> <p>Provide children with a cut out tree and ask them to write on it a time when they have seen people at home or school do things that would help God's Kingdom grow, (ie acted like the mustard seed in Jesus' story).</p>	
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KEY STAGE 1 UNIT Spring 1a: Kingdom of God		Concepts: Kingdom of God; good news		Medium Term Plan Year 2
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Why did Jesus teach his disciples to pray the Lord's Prayer; 'Your Kingdom come?'</p>	<p>The children will learn</p> <p>About the Lord's Prayer and what it says about the Kingdom of God.</p> <p>What Jesus may have been trying to teach about the Kingdom of God in the Lord's Prayer.</p>	<p>By the end of this unit:</p> <p>Emerging (Some children)</p> <p>I can talk about the Kingdom of God in the Lord's Prayer.</p> <p>Expected (All children)</p> <p>I can talk about the Kingdom of God in the Lord's prayer and I can suggest what Jesus may have been trying to teach people about the Kingdom of God.</p> <p>Exceeding (Few children)</p> <p>I can explain three things that are important about the Kingdom of God to Christians and make reference to the prayer and everyday life.</p>	<p>Lesson 1-2</p> <p>Recall work on the Kingdom of God from FS/Yr1. Ask: What could be the actions of a good/bad king? What can we remember Jesus said about the Kingdom of God?</p> <p>Show Diocesan PowerPoint KS1 Kingdom of God slides 5-10 to set the scene. Discuss in groups what the kingdom of God might be like using their senses, ie smells like, looks like, feels like, sounds like, tastes like. Record ideas in written or picture form. Class feedback using an expert from each group.</p> <p>Show PPT Slide 11: Ask: What would it be like if God was King on the earth today?</p> <p>Read Matthew 6:5-14 using PPT slides 12-14.</p> <p>Reread the verses on slide 13: 'Your Kingdom come Your will be done'. In groups ask children to discuss: What do you think Jesus meant by this statement? Write answers on post-its. Give children a set of pictures of people in action, eg fighting, showing love, giving a present, arguing, someone praying, people sharing the peace in church, local vicar leading collective worship in school, fair-trade stall at church. Ask the class to sort the actions into two groups, those that belong in Gods kingdom and those that don't.</p>	<p>king/queen</p> <p>God's Kingdom</p> <p>Resources</p> <p>Diocesan PowerPoint KS1 Kingdom of God from Chester Diocesan website</p> <p>copy of the Lord's Prayer</p> <p>pictures of kings/queens</p> <p>Google images of 'The Kingdom of God', people in action.</p>

			<p>Feedback.</p> <p>Ask: What do you think Jesus meant when he asked the disciples to pray: 'Your Kingdom come; Your will be done'.</p> <p>Ask the children in pairs to create a picture with 2 parts:</p> <ol style="list-style-type: none">1) Showing God's Kingdom eg showing love, forgiveness, kindness, joy.2) Not God's Kingdom/will.eg bad things <p>Lesson 3</p> <p>Explain Jesus was telling his disciples to pray, 'Your Kingdom come; Your will be done' because he wanted the Kingdom of God to be reflected on the earth.</p> <p>Look at a range of pictures about God's kingdom that artists have created (see Google images) and add to ideas about what God's Kingdom might look like. Compare with own pictures from lesson 1.</p> <p>Reflection: How can Christians help God's Kingdom come on the earth? Record ideas.</p> <p>Assessment</p> <p>Create artwork to show what the world would look like if God's Kingdom came on the earth.</p>	
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KEY STAGE 2 UNIT Spring 1a: Kingdom of God		Concepts: Kingdom of God; good news		Medium Term Plan Year 3
KEY QUESTION	Learning	Learning Outcomes	Activities	Key Vocabulary
What do Jesus' parables tell Christians the Kingdom of God is like?	The children will learn:	By the end of this unit:	Lesson 1-2	Kingdom of God
	What Jesus taught about the Kingdom of God.	Emerging <i>(Some children)</i>	Recall all previous work on the Kingdom of God, eg Lord's Prayer, opening few lines, mustard seed, what makes a good king. Ask: What have we learnt so far about the Kingdom of God? List ideas.	Kingdom of Heaven
	About some religious language used in the Bible.	I can talk about one thing Jesus wanted people to know about the Kingdom of God from the parables studied.	Parable of the Sower & the Seed: Matthew 13:1-9; 18-23	Resources
	To consider and reflect what Jesus meant when he used the term, 'Kingdom of God' in his parables.	Expected <i>(All children)</i>	Ask the children if they have ever listened to a parent and/or teacher and done exactly what they had been asked to do. Can they explain why? Explore the process of thinking that happens; (i.e. hears their words; understands them; agrees to do it and follows it through with an action). Ask: Have you ever chosen not to hear what has been said and disobeyed? What happened? Have your friends ever encouraged you not to listen and act/obey? Have you ever been distracted by other things? Give an example of each type of response. Tell a suitable story eg 'Don't forget the bacon' by Pat Hutchins.	Lion Storyteller Bible
How Jesus used parables to teach about the Kingdom of God.	I can describe what people can learn about the Kingdom of God from both the parables studied. I can explore some questions people ask about the Kingdom of God and compare my answers with others.	Ask the children to quickly think about and make up a story of their own about a character in a school situation where there were 2/3 choices in how to act. Teacher gives their own example if necessary. Possible choices: listen and act; get distracted by friends; get distracted by something else; listen but can't be bothered to act. Retell the stories in pairs to each other. Choose one scenario and use Thinking Skills strategy: 'Conscience Alley' to explore the possible choices.	Good News Bible	
		Exceeding	Show the class some seeds and discuss what conditions help the seeds to grow. Show 4 different pots; pictures of the sun; path; birds; rocks; thorn bush and some soil. Use the objects to tell the story of 'Parable of	copies of the 'Parable of the Sower'
				images from Google of the Sower
				YouTube clips

		<p>(Few children)</p> <p>I can suggest a number of meanings for the parables studied and link it to ideas about the Kingdom of God.</p>	<p>the Sower and the Seed'.</p> <p>Leave seeds to grow in different pots in different conditions over the next few lessons.</p> <p>Explore the Parable of the Sower in dance/drama taking freeze frame photos of the children's work. Discuss what type of seed grew best and why. Give copies of the freeze frame photos to groups of 4. Ask them to write on each photograph a reason why the seed did/didn't grow</p> <p>Play passing on the good actions game (See Chester Diocesan Parables Book, page 31) to illustrate how good actions lead to more good actions.</p> <p>Reflection: Ask: What do you think the story means? What would the world be like if everyone was like the seed in good soil and reacted well?</p> <p>Ask: Why did Jesus tell this story? What did Jesus want people to hear? What did he want Christians to know about God? What did he say about the Kingdom of God? List ideas. Vote as a class on the best meaning. (Possible answers: hearing God's words makes a difference; good actions make for more good actions; distractions will come; people can influence one another).</p> <p>(Teachers Note: Matthew 13: 18-23 gives the interpretation of the parable Jesus gave to the disciples).</p> <p>Lesson 3</p> <p>Parable of the Yeast and the Kingdom Matthew 13:33</p> <p>Play the 'passing on the golden ticket' game: each child is given a small</p>	<p>seed pictures</p> <p>copies of the text of</p> <p>'Parable of the Yeast & the Kingdom' Matthew 13:33</p> <p>yeast</p> <p>water</p>
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			<p>pile of coloured tickets and one ticket which is golden. They are then asked to give away their tickets to each other and when they receive a golden ticket from someone else they give away the rest of their tickets and sit down. The game continues until every child has a golden ticket.</p> <p>Ask: How did everyone get a ticket? Reflect on the way this happened.</p> <p>Make some bread mix some with yeast some without. Predict what will happen when it is cooked. Collect ideas to describe what may happen eg it grows; gets bigger; rises; adds flavour. While the bread is cooking teacher takes some dried or fresh yeast and mixes it into warm water and leaves it to stand.</p> <p>The class watch what happens. Reflect: Why did the yeast cause the liquid to froth up and grow? Discuss.</p> <p>Tell the story of 'Parable of the Yeast and the Kingdom'.</p> <p>Ask: What would people think Jesus meant when he taught this parable? Look at the differences in the cooked bread. Refer back to earlier words collected. Link the idea of yeast rising to the idea of the Kingdom of God growing and spreading.</p> <p>Ask: How does this story help people understand more about God's Kingdom? What is the message Jesus wanted people to spread?</p> <p>(ie good news, the way to live, forgiveness, love, the difference Jesus makes to people's lives).</p> <p>Ask: Does the parable say anything to Christians about the Kingdom of God?</p> <p>Class share ideas in pairs and write sentences; 'I think Christians think</p>	<p>Chester Diocesan Parables Book 2011</p>
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			<p>the kingdom of God is like yeast because.....'</p> <p>Assessment</p> <p>Ask each child individually to write a letter to an imaginary person who has just decided to become a Christian explaining how they should live in order to make God's Kingdom grow. The children must use advice and information from the parables studied to advise the person.</p> <p>Ask the children to read each other's advice in small groups and decide on 4 things that would be most important for Jesus.</p>	<p>www.biblegateway.com</p>
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KEY STAGE 2 UNIT	Spring 1a: Kingdom of God		Concepts: Kingdom of God, good news		Medium Term Plan Year 4
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities		Key Vocabulary
What could Jesus have meant when he taught about the Kingdom of God?	<p>The children will learn:</p> <p>What Jesus taught about the Kingdom of God.</p> <p>About some religious language used in the Bible.</p> <p>To consider and reflect what Jesus meant when he used the term, 'Kingdom of God'.</p> <p>Parables teach about the Kingdom of God.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p>(Some children)</p> <p>I can talk about why the Kingdom of God is important to Christians.</p> <p>I can talk about things in the Bible that make people ask questions about the Kingdom of God.</p> <p><i>Expected</i></p> <p>(All children)</p> <p>I can describe what people can learn from a story about the kingdom found in the Bible and say why.</p> <p>I can suggest some good questions people ask about the Kingdom of God and compare my answers with others.</p>	<p>Lesson 1</p> <p>Teacher dresses a child in a crown and robe and shows various pictures of kings/queens. Teacher asks the class: If you were king/queen what would your life be like? What would your kingdom be like? How would you rule? How much power would you have? What would you do to make it a better world? Would people come to see you? D</p> <p>Think, Pair, Share.</p> <p>Ask: Can you think of any times the crowds have cheered and waited for the Queen of England? Have they ever seen/met the queen?</p> <p>Ask: Can you think of Bible stories you know where it speaks of God as King or Jesus taught about the Kingdom of God? What kind of king might God be? How might Christians describe God as King? (Psalm 47).</p> <p>Show a series of <i>carefully selected images of God portrayed as a king</i>. How is God portrayed? Post it comments around pictures of how the children think the artist portrayed God as King. Collect a set of children's comments about how God is depicted in the images. Reflect together. Think, Pair, Share.</p> <p>Ask: Do the images give clues to what God's kingdom might be like? Collect ideas about the Kingdom of God.</p>		<p>Kingdom of God</p> <p>Kingdom of Heaven</p> <p>Resources</p> <p>crown</p> <p>pictures of kings and queens</p> <p>kings/queens robe</p> <p>Lion Storyteller bible</p> <p>Good News Bible</p> <p>YouTube clips</p> <p><i>(NB Google Images 'God as King: Christianity'. This gives you a range of free images. Choose only those images that portray God or Jesus clearly as king. Some may be abstract. Similarly</i></p>

		<p>Exceeding (Few children)</p> <p>I can suggest a number of meanings for parables about the Kingdom of God.</p>	<p>Lesson 2-3 Parable of the Great Feast Luke 14:16-24</p> <p>Play party music as the children come into the lesson.</p> <p>Explore special parties the children may have been to. Ask: What did you think when you got the invitation? What did it look like? What was the party like?</p> <p>Set up a real party. Design party invitations to all staff asking staff beforehand to all write a RSVP giving an excuse why they cannot come along. Read these to the class on the day of the party. Teacher says: 'Oh no what shall we do? How do you feel that no one wants to come?' Decide who to invite instead.</p> <p>Use Diocesan PowerPoint Yr. 4 Kingdom of God. Show the invitation to the palace. In groups of 3-4 ask the children to quickly think of as many excuses as they can not to go to the very special party at the palace. Feedback ideas and make a list on a working wall. Discuss: Which is the best excuse? Which is the worst excuse? Why? How did you feel when everyone refused to come to our party?</p> <p>Retell the story of the 'Parable of the Great Feast' using the PowerPoint slides or alternatively play the story from this video link https://www.youtube.com/watch?v=42PuQjgxOj4</p> <p>Re-enact this parable with the class using appropriate props at hand and encourage them to take different roles in the story. Take freeze frame photos.</p>	<p><i>search Google images for Psalm 47.</i></p> <p>'Where to start with a Bible story, Parables Chester Diocese 2011.</p> <p>Chester Diocesan PowerPoint</p> <p>Yr.4 Kingdom of God</p> <p>Chester Diocesan website for Family of schools</p>
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			<p>Alternatively retell the story using the following link: https://www.youtube.com/watch?v=42PuQjgxOj4</p> <p>Hot seat characters in the story eg king servant; poor asking them how they felt to be invited. Make links to the class party. Explore why Jesus may have told this parable using the PowerPoint slides. Explain that Jesus said this story was to help people understand what he called the Kingdom of God, (also called the Kingdom of Heaven).</p> <p>Reflect: How did the man feel when his invitation was refused? What was the worst excuse and why? Who did he invite instead? Why do you think Jesus told the story? What might Jesus be thinking about when he says this story is about the Kingdom of God? What might this story be saying about people and the way they think about God? What is the story saying to Christians today? (Possible answers: everyone is invited to be with God; some people say no and make excuses.)</p> <p>Draw pictures and provide sentence starters to help children write about what Jesus may have meant when he told this parable about the kingdom. Example sentence starters:</p> <p>eg 1 I think Jesus was trying to say..... eg 2: Christians today might read the story and think..... eg 3 I think the Kingdom of God is all about.....</p> <p>Share pictures and sentences. Ask: Which do you think is the best picture and writing that explains what Jesus is saying the Kingdom of God is like?</p>	
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			<p>Ask the class to wander around them choosing which picture/words they think best explains what Jesus was trying to say. Ask them to vote for their top 3 being ready to give a reason for each choice. Give them stickers or post its to do this. Feedback.</p> <p>Lesson 4</p> <p>Ask: Have you ever had something you really wanted and were desperate to have, eg Christmas or birthday present. What would you have given up for it? What wouldn't you have given up for it? Children answer each question in pairs making two lists.</p> <p>Parable of the Hidden Treasure' (Pearl of Great Price)</p> <p>Teacher shows the video of the 'Parable of the Hidden Treasure' (Lego version).</p> <p>http://www.youtube.com/watch?v=ZTV8FYZ1jVs&feature=related</p> <p>Give copies of the text of 'Parable of the Hidden Treasure' and the 'Parable of the Hidden Pearl' Matthew 13: 44-45 to a group of 3-4. Ask the children to read the two stories and underline the similarities. Ask the groups to discuss the following questions: What did the person in each story find? What made the treasure and pearl so important? Why did Jesus tell these stories and use these picture metaphors? What might the stories be telling us about God's Kingdom? What questions are raised and are difficult to answer about the Kingdom of God? (NB explain to the class it is also referred to often as the Kingdom of</p>	
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			<p>heaven). The ideas and questions produced by the class are added to a working wall within the classroom.</p> <p>Make links to other stories the children have heard that Jesus told about the Kingdom of God eg mustard seed; sower.</p> <p>Lesson 5</p> <p>Jesus welcomes the little children</p> <p>Tell the story of Jesus welcoming the children from Lion Storyteller Bible page 128 Mark 10:13-16. Ask small groups in the class to produce 'freeze frames' of a scene from this story. Their drama picture must show what they think was the most important part of the story. Take digital photographs. Ask the same groups to produce a second freeze frame to show what the children think Jesus was saying about the kingdom of God. Photographs are taken. The photographs are then annotated to show character's thoughts and feelings and added to the working wall.</p> <p>Assessment</p> <p>Ask each child individually to produce a collage of word and pictures, showing what they think Jesus was teaching about the Kingdom of God, (use information from the parables studied.)</p>	<p>copies of the text of 'Parable of the Hidden Treasure' and the 'Parable of the Hidden Pearl'.</p> <p>www.biblegateway.com</p> <p>digital cameras or I pads</p> <p>collage materials</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How does the local church community seek to bring God's Kingdom on earth?</p>	<p>The children will learn:</p> <p>What Jesus may have meant when he taught about the Kingdom of God in the 'Parable of the Talents'.</p> <p>How the church uses gifts and talents with the Holy Spirit's help to bring about God's Kingdom on earth</p> <p>How that belief affects Christians' lives</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I can talk about gifts and talents in the parable suggesting how Jesus expected Christians to use them for the Kingdom of God</p> <p>Expected <i>(All children)</i></p> <p>I can explain what influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth. I can refer to their local activity and make links to Bible texts that may inspire them.</p>	<p>Lesson 1-2</p> <p>Ask: What talents can you identify in your friends? Think Pair Share.</p> <p>Show the pictures in Chester Diocesan resource: 'Growing a Gift'. Explain the story of the young man invested in by a kind headteacher and how his gift was developed despite his disabilities.</p> <p>Give each child a piece of a predesigned jigsaw that has the school's name on the back or printed on the front as a watermark. Ask them to draw their 'gift/talent/skill in action' on their piece. This may be based on their partner's recommendations. Make up the jigsaw piece as a class and explain how each piece has the school logo on and makes up part of the school community.</p> <p>Reflect together on the impact these talents make in the school community. Widen the discussion to include the contribution of midday assistants, caretaker, teachers, parents and everyone they can think of that forms part of the school community.</p> <p>Parable of the Talents: Matthew 25:14-28 (Luke 19:11-26)</p> <p>Watch the parable first of all on Max 7 (this has no words) see: https://www.youtube.com/watch?v=bbPKhYBaWRg</p> <p>Ask the children, as they watch to write down on white boards, what they think are the key events in this story. Think Pair Share.</p>	<p>talent</p> <p>Kingdom of God</p> <p>Resources</p> <p>Chester Diocesan Pack 'Growing a Gift' 2015</p> <p>blank Jigsaw pieces</p> <p>Good News Bible passages</p> <p>Background Information</p> <p>Christians believe that the Kingdom of God is not a physical place here on earth. In other words, you cannot visit. The Kingdom of God is the place, domain or arena where God reigns as King. Wherever God</p>

		<p>Exceeding (Few children)</p> <p>I can suggest ways the actions of local Christians might further God's Kingdom on earth by linking beliefs and actions. I can evaluate the impact they have locally.</p>	<p>Watch a modern version of the story eg http://request.org.uk/restart/wp-content/uploads/sites/3/2015/11/40acts-The-Parable-of-the-Talents.mp4 Get the children to add to their original ideas.</p> <p>Tell the 'Parable of the Talents' from the Good News Bible using objects to assist. Ask the class to role-play the story in groups of 4 from memory. Explain talents were often sums of money but the parable can equally apply to gifts/skills. Compare the different versions of the story.</p> <p>Take the 3rd person in the story and create groups who give advice to the person on looking after the money. (Use Thinking Skills strategy: 'Conscience Alley'). Ask: What would you do if you were the 3rd person? Vote as a class on the best response.</p> <p>Ask the children to write reflective responses on the parable including any other thoughts, questions they may have about the parable.</p> <p>Ask: What was Jesus trying to teach people about the Kingdom of God in this parable? Are there questions the parable raises? Could the parable have more than one meaning? List questions and ideas.</p> <p>(Example answers: all need to use their gifts to further the work of God on the earth; as you use a gift/talent it grows and you have more to steward; the power of God within you helps you to bring about God's Kingdom on earth; use whatever you have been given for God's purposes).</p> <p>Lesson 3-4</p>	<p>is 'in charge', that is where his Kingdom is.</p> <p>Christians believe when God gives you a talent, he expects you to use it. It's like a muscle. If you use it, it will grow. If you do not, you will lose it. If you have a talent but are afraid to use it, or if you get lazy and do not use it to benefit others, you will lose it. As in this parable if you don't use what God has given you, he will take it away and give it to someone else who will. What will happen to people upon Jesus' return or on one's own death is one of the key messages behind this parable.</p> <p>access to ICT</p> <p>website of local church community</p> <p>Background</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How does a belief in the Kingdom of God inspire and influence Christians across the world?</p>	<p>The children will learn:</p> <p>What Jesus taught about the Kingdom of God.</p> <p>How that belief affects Christians' lives.</p> <p>To become aware of their own beliefs concerning the Kingdom of God and the impact of the Kingdom in their own lives.</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I can talk about the values of the Kingdom of God. I can explain that this is what Christians strive for.</p> <p>Expected <i>(All children)</i></p> <p>I can say how the belief in the Kingdom of God inspires and influences Christians across the world.</p> <p>Exceeding <i>(Few children)</i></p> <p>I can say how and why the belief in the Kingdom of God inspires and influences Christians across the</p>	<p>Lesson 1-2</p> <p>Ask: What would your perfect world look like? Provide a set of pictures that show different aspects of the world and ask the children in small groups to sort the pictures into two groups: 'Things we would have in our perfect world' and 'Things we would not have in our perfect world'. Feedback encouraging all groups to give reasons for their choices.</p> <p>Ask the children to walk round the different groups to see their sorting exercise to get a view of all the images. Play the game "I see a...." No hands up or shouting out, children should say 'I see a....' and finish the sentence.</p> <p>Using post-its children should put their name on the image they think most represents the perfect world and be prepared to give a reason for their choices.</p> <p>Compare and contrast all groups' ideas. Debate: Which top 3 things would we definitely have in our idea of a perfect world? Why? What makes these things worth striving for? List ideas on a working wall.</p> <p>Recall previous work on the Kingdom of God. Revisit images chosen earlier in the lesson and identify the top 3 that they think most represent the Kingdom of God.</p> <p>Create a word bank/Wordle of words they would use to describe their idea of the Kingdom of God. You may want to provide some words to assist them (see list of key vocabulary)</p>	<p><i>Words that might help the Wordles:</i></p> <p>Parables, service, love, faith</p> <p>Lord's Prayer, Christianity charity, belief, acceptance</p> <p>tolerance, equality, sin, war</p> <p>peace, reconciliation</p> <p>Holy Spirit</p> <p>Resources</p> <p><i>Images of the world for sorting:</i></p> <p>local church</p> <p>school</p> <p>heaven</p> <p>war</p> <p>refugees</p>

		<p>world.</p>	<p>Ask: What images would our local church community choose to be important in their idea of God's perfect world? Can children explain why they chose them?</p> <p>Ask: What inspires and influences Christians to seek to bring about God's Kingdom? (eg Holy Spirit in them, desire to do God's will, change the world, draw people towards God). Record ideas.</p> <p>Lesson 3</p> <p>Ask: What charities do you know about? Do you support any charity? How do you support it? What do you do? Refer to Comic Relief and what the children are doing to serve their wider community. Show children the Sport's Relief single. What happens when Sport Relief is over? Ask: How is this helping others? What school fundraising is happening and why?</p> <p>Ask: What do different Christian charities do to create or bring the Kingdom of God through their work? Pupils research in groups the work of Tearfund, Action Aid, Mercy Ships and ones they themselves support at home or school; identifying which are Christian and specifically what they do to advance and bring in God's Kingdom. Each group creates a presentation to show their charities' key messages and campaigns to the rest of the class using a marketplace, I Pad movie or mantle of the expert.</p> <p>http://www.charitychoice.co.uk/charities/religious/christian</p> <p>Tearfund www.tearfund.org</p> <p>Action Aid https://www.actionaid.org.uk/about-us/who-we-are</p>	<p>celebrities</p> <p>banks</p> <p>politicians</p> <p>family</p> <p>Christian Aid</p> <p>Tearfund</p> <p>abstract</p> <p>artist's visions</p> <p>current media stories</p> <p>images of Kingdom of God.</p> <p>art resources</p> <p>Sport Relief single</p> <p>Access to ICT I Pads</p>
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