

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

Autumn Term 1b Christian Concept: God Theme: Descriptions of God

Year Group	Enquiry Questions	Essential Knowledge	
FS	What do Christians say God is like?	Old Testament	David & Goliath: 1 Samuel 16:16-17; God as Shepherd: Psalm 23:1-2
		New Testament	Jesus' Teaching: Parables of Lost Sheep and Lost Coin Luke 15:1-7; 8-10
Y1	Why is the idea of God the creator important to Christians?	Old Testament	God the Creator Genesis 1:1- 2:4
		Christian Practice	Caring and looking after the world Genesis 1:28, 2:18
Y2	What do some stories in the Bible teach about God?	Old Testament	Moses and the burning bush Exodus 3:1-21
		New Testament	Jesus' Teaching: Parable of the Good Samaritan (visited in FS 'God') Luke 10:25-37 Parable of Two House Builders (visited in Year1 'God') Matthew 7:24-37
Y3	How do Christians use symbols to explain what God is like?	God in the Bible	Rock: <i>Psalm 18:2</i> ; Father: <i>Matthew 6:9</i> ; King: <i>Psalm 93</i> ; Judge: <i>Psalm 50:6</i> ; <i>Matthew 25:31-46</i> ; Creator: <i>Genesis 2:4</i> ; Provider: <i>Matthew 7:7-11</i> ; Perfection: <i>Matthew 5:43-48</i> ; Shepherd: <i>Psalm 23</i>
	How do Christians use words, prayers, songs or hymns to describe God as 'three in one'?	Christian Practice	Trinitarian Prayers & Hymns The Grace; 2 Celtic prayers Ancient Hymn: St Patrick's Breastplate 'I bin2 d unto myself today'
Y4	What does the story of Daniel teach about God?	Old Testament	Prayer Daniel 2:19-23; 6:10-11 Faith Daniel 3:16-18; 6:17-21
	What did Jesus teach about God?	New Testament	Jesus' Teaching: Parable of the Lost Son Luke 15:11-32 Parable of Ten Girls Matthew 25:1-13 Lord's Prayer: Matthew 6:9-15; Luke 11:1-4 Two Greatest Commandments: Matthew 22:37-39; Luke 10:27-28
Y5	How do Christians believe God speaks to people through the Bible?	Old Testament	Moses and the plagues: Exodus Chapters 7-12
		New Testament	Jesus' Birth: Emmanuel, 'God with us': Matt 1:23 (see Isaiah 7:14)
	Why is it important for Christians to describe God as 'three in one'?	Christian Belief	Trinity: Jesus' Baptism: Matthew 3:1-17; Luke 3:1-23 Apostles' Creed
Y6	How do different Christians describe God?	Christian Belief	God as: Omniscient; Omnipotent; Omnipresent

EYFS UNIT Autumn 1b: God		Concept: Descriptions of God as: loving, powerful, shepherd		Medium Term Plan FS
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What do Christians say God is like?	<p>The children will learn:</p> <p>That Christians believe God is a strong and powerful, (a mighty helper who is also kind and loving).</p> <p>That God is like a shepherd for Christians.</p>	<p>By the end of this unit:</p> <p>Emerging (Some children) I can say what God might be like. I can say that Christians say God loves me and others. I can retell some parts of a story I have heard that shows what God is like.</p> <p>Expected (All children) I can say what God is like for Christians. I can retell a story I have heard about God. I can say that Christians say God loves me.</p> <p>Exceeding (Few children) I can say God is powerful and loving. I can retell a story from the Bible and say what it says about God.</p>	<p>Lesson 1 Recall previous work earlier this term on good news. Introduce story 'David and Goliath' 1 Samuel 16:16-17. Tell a simple version of story. Teach children the song 'My God is so big so strong and so mighty' if appropriate by Ruth Harms Calkin. https://www.youtube.com/watch?v=wbrPc1S06oI To familiarise children with story, play a version of 'Grandmothers Footsteps' game. Children stand in a line/row facing the teacher. Teacher lays down a series of images/ picture cards. Teacher lays first a picture of a sword & shield and asks: 'Who would like to wear these?' Children who want to do so take a step forward volunteering to be the army of 'Israelites'.</p> <p>A second picture this time of a battle is laid down. Other children step forward to be the Philistines. The rest are the Israelite army. Teacher then lays down a picture of a giant and at this the children who are 'Israelites' begin to run towards a fixed point. The teacher roars like a giant and throws foam balls at the children who are pretending to be the 'Israelite army' trying to escape (best played in a hall or outside). The game is played again and this time 'David' comes along with a larger foam ball, sling and paper stones which he throws at the giant who falls down. The children who are 'Philistines' run away and the children playing the role of 'Israelites' cheer as they have won.</p> <p>The teacher then asks; What is the good news in this story? (NB God helped David to win the battle). Link back to song ask was God big, strong and mighty? How? Discuss.</p>	<p>God lost sheep lost coin Goliath David</p> <p>Resources Chester Diocesan Book Parables 2011</p> <p>story props for all 3 stories: Picture cards of story of David and Goliath sling screwed up paper stones</p>

Lesson 2

'Parable of the Lost Sheep' Luke 15:1-7; 8-10

The teacher hides a toy sheep in class. Children search for the sheep responding as teacher describes if they are getting cold, colder, warm, and warmer until the sheep is found.

Teacher asks: How did you feel when you found the sheep that was lost? How do you think the sheep felt?

Tell story the 'Parable of Lost Sheep' from the children's Bible: tell story using toy sheep or from a guided visualisation technique.

At the end of the story ask: Why do you think the shepherd searched and search for the sheep? Establish that the shepherd loved the lost sheep. Ask: Why do you think Jesus told the story to people? Draw out that Jesus told this story to show the listeners that God is like a shepherd who loves everyone.

Lesson 3

'Parable of Lost Coin Luke 15:8-10. See 'Where to start with a Bible Story: Parables'. Tell the story using the plan on pages 12-13.

Ask; Why did Jesus tell this story? Ask: Can the story help people understand what God is like?

Assessment:

Teacher explains: 'We have listened to three Bible stories one about a giant, one about a lost sheep and one about a lost coin'.

Ask: What can we learn about God from the stories?

Collect ideas.

Idea for a home/ school link: have a box containing a mirror. Ask children to look into the mirror and think about what they have learnt about God. Give them a book to write in what they have learnt. Ask the family to write in it as well.

KEY STAGE 1 UNIT Autumn 1b: God		Concept: God the Creator		Medium Term Plan Year 1
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key
Why is the idea of God the creator important to Christians?	The children will learn:	By the end of this unit:	Lesson 1	God
	The story of creation.	Emerging	Recap on all the children have learnt about God so far. Record ideas. Ask the children to carefully make an object out of play doh and place it on the table in front of them. Get the class to think about the most important thing they have ever made. What did it look like? Why was it important to them?	create
	Christians believe that one God created the world.	(Some children) I can link ideas about God to a Christian story. I can identify some things people believe about God.	Ask: What do you think God looks like? Where is God? What do you think God does? Record as thoughts bubbles, thought showers or as mind maps.	creator
	God loves the world that was made.	Expected (All children) I can remember and retell a Christian story. (creation)	Lesson 2 Use Chester Diocesan PowerPoint Year 1 'Descriptions of God'. Revisit the idea of creation by asking three questions found on slide 5. Allow the children to think quietly about the 3 questions. Think, Pair, Share. Then class feedback.	Resources Chester Diocesan PowerPoint Yr. 1: 'God'.
	God is known to Christians as the creator.	I can describe what people can learn from a Christian story about God.	Draw out that we love the things that we make. Introduce the word CREATE .	natural objects
Christians think they should look after and treat God's world well.	I can use words Christians use to describe God.	Using slide 6 explore how people feel if someone threw away something they had made. Draw out that we love the things we make; they become important to us because we have created them. Ask the children to look around the room and if they can work out who made things found in the classroom. Ask: What objects did man make? What objects are made from natural things? Explain the word 'natural'. (Link science).	man-made objects	
	Exceeding (Few children) I can describe two things Christians believe about God from the creation story	I can explain why God as creator is important to	thought showers	clay
			Ask: What do you think God made? Show PowerPoint slides of natural things. Ask: How do you think the world began? In pairs ask the children to explain how they think the world was made. One pair then tells another pair what they think. Ask the groups of 4 to decide together who has the best idea and why. Class feedback, share 2 or 3 ideas about how the world was made	playdough
				'mini me' materials

		<p>Christians.</p> <p>I can consider how Christians say we can protect and look after the world.</p>	<p>in the beginning.</p> <p>Lesson 3 Explain to the class that Christians tell a story from the bible to explain how the world was made. Introduce CREATOR... Listen to/watch the story from Genesis 1:28 to 2:18. Use the PowerPoint or You tube links or tell the story interactively. Ask the children beforehand if they were making the world to suggest what they would make first. Get them to then guess what was made on each day before telling them. Day 1 light (day) darkness (night); Day 2: waters and the heavens; Day 3:dry land and vegetation; Day 4: sun and moon; Day 5: sea creatures and birds; Day 6: animals and human beings. At the end of the story ask the children to put their heads down on the desk for quiet thinking. Ask: How do Christians describe God? Ask each child to write down their idea on their own thought bubble. Draw out from the children that Christians believe God loves the world and is the creator. Ask: Why might this story be important to Christians? Record ideas. (Possible answers may include: God made the world so it is important to Christians to say thank you. God made the world so Christians should look after it).To finish the lesson get each pupil to say one thing they have learnt about God. Ensure God as creator is identified as an idea to explore through this topic.</p> <p>Lesson 4 Revisit the Genesis story in more depth for further familiarity. Explore through music and drama. Remind the children of the idea of a creator and how important this story might be to Christians. Discuss why it might be important and add to any previous ideas collected last lesson. Ask: What was the most beautiful thing God created? Class</p>	<p>NB Avoid displaying in the classroom the literal 'six days' of creation.</p> <p>Remember the most important</p>
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			<p>feedback and share ideas. Create a 'mini me' to look after for the week using any media eg playdough. Invite the class to write diaries of where they went and what they did each day. Back in class discuss how they looked after the mini me and what the needs of a mini me might be. Identify it can be hard it can be to look after something. Ask: Why should we care for the world? Pupils discuss how they felt if their mini me was spoilt. Teacher draws out that Christians believe God loves the world that has been made. Ask: Do they agree? Why? Why not? What will happen if the world is spoilt? Explore briefly the idea of pollution/waste.</p> <p>Lesson 5 Split the class into two groups and ask the question: Who does the world belong to? Using clay, ask the class to make 2 things:</p> <ol style="list-style-type: none"> Something they love Something else that Christians believe God loves. <p>Make a class display showing 'Things in the world that Christians believe God made and loves'.</p> <p>Ask: Who should be looking after the world? Link idea to Christian stewardship; as God's friends they should be looking after the world. Make up some rules about how the world should be cared for. Refer back to ideas of pollution and waste from last lesson.</p> <p>Assessment What do you think people can learn from the story in Genesis? Ask: What have you learnt about God now? Write down some ideas to add to original ideas.</p>	<p>part to focus on for Christians is: One God the creator made the world and humanity is made in the image of God. Man is placed as the ruler of all living creatures.</p> <p>Useful resource 'Where to start with a bible story Teaching the Old Testament at KS 1 & 2' Chester Diocese 2011.</p>
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KEY STAGE 1 UNIT Autumn 1b: God		Concepts: God; God's love		Medium Term Plan Year 2
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What do some stories in the Bible teach about God?	<p>The children will learn:</p> <p>Some stories from the Bible that teach Christians about God.</p> <p>To reflect on Jesus' teachings about God and what they mean for Christians.</p>	<p>By the end of this unit:</p> <p>Emerging</p> <p>(Some children)</p> <p>I can link ideas about God to a Christian story.</p> <p>I can identify some things people believe about God.</p> <p>I can talk about things that are important to Christians about God.</p> <p>Expected</p> <p>(All children)</p> <p>I can remember a Christian story about God.</p> <p>I can tell someone what Christians believe about God.</p> <p>I can talk about what is important to me and to others about God.</p> <p>Exceeding</p> <p>(Few children)</p>	<p>Lesson 1</p> <p>Ask: 'What is God like? Children work in groups to think of describing words for God. Encourage the children to think of whether God has a physical appearance as well as his personality and to justify their ideas. Children present their ideas to the rest of the class.</p> <p>Discuss as a class where you can go to find out about God and what God is like. List ideas. Show the children a Bible and ask them to identify what it is. Ask: Do you think you would be able to find anything out about God using the Bible? Do you know anything already that the Bible says about God? Discuss.</p> <p>Read the story of 'Moses and the Burning Bush' from the Old Testament Exodus 3:1-21. Hot seat a child who pretends to be Moses. Ask: What did God say to you? What are you going to do now? Why do you think God spoke to you? Discuss. Ask: How did Moses feel? Discuss.</p> <p>Show a clip from 'Prince of Egypt' DVD or see YouTube: https://youtu.be/g5BQWubuC8g). Please check the suitability of the clip first as you may want to find a different clip to show your class eg https://www.youtube.com/watch?v=UA7jZ1KgIM4</p> <p>Think, Pair, Share. Ask: What does God say to Moses to show God</p>	<p>God</p> <p>Jesus</p> <p>parable</p> <p>Bible</p> <p>Samaritan</p> <p>foundation</p> <p>Israelites</p> <p>Egypt</p> <p>Resources</p> <p>'Where to start with a bible story Teaching the Old Testament at KS 1 & 2' Chester Diocese 2011.</p>

		<p>I can describe what people can learn from a Christian story about God.</p> <p>I can describe 3 things Christians believe about God from the Bible.</p> <p>I can make links between how I behave and how God influences behaviour.</p>	<p>cares for people?</p> <p>Give the children four options for the most important things that this story might tell Christians about God e.g.</p> <ul style="list-style-type: none"> • That God wanted Moses to be in charge. • That God wanted to frighten Moses. • That God cared for the Israelite people & wanted Moses to help them. • That God is strong and powerful. <p>Ask the children to choose which they think is the most important thing the story teaches and write their response on a post-it note, collect and display. Ask some children to justify their choice.</p> <p>Discuss how Christians believe that God cares for people and what can be learnt about God from the story of Moses. Explain that Christians believe that God cares for everyone.</p> <p>Lesson 2</p> <p>Discuss how Jesus told stories to teach people about how they should behave including caring for others (link to God caring for people). Introduce the word 'parable' to describe a type of story Jesus told with a meaning.</p> <p>Ask the children to identify and write down a short list of people that they really care about on a whiteboard. Discuss in pairs what they do to show that they care for those people. Ask: How would you feel if someone didn't care about you?</p> <p>Ask: Who does God care for? Does God care about everybody? Think, Pair, Share. Feedback. List ideas. Explain that Jesus told a story in the Bible that shows a bit more how people should care for</p>	<p>post-its</p> <p>Bible (Lion Storyteller)</p> <p>video clips</p> <p>cards with statements on</p> <p>Lego/play dough</p> <p>different surfaces to build on</p> <p>large stones</p> <p>paint</p>
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			<p>everybody.</p> <p>Tell the story of the 'Parable of the Good Samaritan' interactively (Lion Storyteller Bible - Luke 10:25-37). Explain before telling the story that Jews and Samaritans were enemies.</p> <p>At the end explain the Jewish people listening to Jesus would be very surprised to hear that it was the Samaritan who was so kind to the man who was hurt. It was not how they would expect the story to end.</p> <p>Lesson 3</p> <p>In small groups, roleplay the story to show how the Good Samaritan cared for the injured man. Ask: What does this story teach about God? Why do we call the Samaritan 'good'?</p> <p>Ask: What do you think Christians can learn about God from this story? Why did Jesus tell this story? Draw out: God expects Christians to care for others; God cares for everyone and expects everyone to be treated equally.</p> <p>Sit the class in a circle. Discuss how they can care for others and ask the children to all say one thing they are going to do for someone else to show they care.</p> <p>Create posters to show that God cares for everybody to display around the room or around school.</p> <p>Lesson 4</p> <p>Give groups of 4-6 children some building materials eg playdough. Ask them to work together to build a house in a short time limit.</p>	
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			<p>Give them different surfaces to stand the houses on eg sand, water, a table. Show models and discuss what surfaces make the best base to stand their house on. Draw out it was harder to stand houses on some of the surfaces eg sand.</p> <p>Explain to the children what the word 'foundation' means and how they are important for creating solid buildings. Think about what foundations the school building is built upon and what makes a good foundation.</p> <p>Tell the 'Parable of the two house builders' Matthew 7:24-37 Lion Storyteller Bible; Nick Butterworth version or short video https://youtu.be/VIPMid7ScU0). Ask the children what they think Jesus wanted people to learn from this story. Discuss.</p> <p>Lesson 5</p> <p>Explain as well as 'physical' foundations we can also have foundations we can't see but are we build our lives on, eg love. Give the class a post-it note challenge, using the technique 'Round Robin'. Ask: What foundations can we build our lives upon? What foundation do Christians build their lives on? eg love, hope, trust.</p> <p>Discuss how Christians have a love of God as their main foundation. Ask: What does this teach about God?</p> <p>Draw out how this teaches Christians that God is someone they can trust and rely upon. Trusting in God's love and care for them is their foundation. Christians believe it is important to keep building</p>	
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			<p>their lives on God and how God helps them through life.</p> <p>Have some large stones and ask the class to paint the word 'God' on one side to remind them that Christians believe God is a reliable, sure and good foundation, just like the rock is solid and hard and good for 'building' foundations. Alternatively, do this on a picture of a rock. On the other side of the rock ask the children to write a word that shows love is the main foundation. Display.</p> <p>Sing 'The wise man built his house upon the rock' to reinforce the ideas.</p> <p>Assessment</p> <p>Draw a picture that shows what you have learnt about God through the different stories of 'Moses and the Burning Bush'; the 'Parable of the two house builders' and the 'Parable of the Good Samaritan'.</p>	
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KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How do Christians use symbols to explain what God is like?</p>	<p>The children will learn:</p> <p>Christians believe God can be described in many different ways: creator, sustainer, almighty, father, and judge.</p> <p>Christians believe there is one God in three persons. (Trinity).</p> <p>How Christians identify the three parts of the Trinity.</p> <p>To talk about God using Christian symbolism.</p> <p>To talk about their own ideas about God.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p><i>(Some children)</i></p> <p>I can use some religious words to say how Christians describe God.</p> <p>I can talk about some people's beliefs about God.</p> <p>I can say what I think about my own ideas about God.</p> <p><i>Expected</i></p> <p><i>(All children)</i></p> <p>I can describe what some Christians believe about God.</p> <p>I can make a link between my own ideas about God and those of others.</p> <p>I can suggest some meanings in Christian symbols about God</p>	<p>Lesson 1</p> <p>Recall previous learning about God from different year groups.</p> <p>Ask: What have you learnt about how Christians view God?</p> <p>Ask: What does the word 'God' mean to you? Write the word in the centre of a class wall display board. Think Pair Share. Add to wall. Ask: What do you think God is like? Provide sentence starters where necessary: 'God is like...because...' If God had a name it would be...</p> <p>(NB Using metaphors for God might help stimulate children's thinking: If God was a shape ...if God was a vegetable God would be... because.....if God was a fruit ... etc).</p> <p>Collect ideas from the class. Add to the working wall. Using the 'Spirited Poetry' web site as a resource, read children's poems about God. Discuss what they are saying God is like and underline and annotate ideas. www.natre.org.uk/spiritredarts/poetry Add ideas to the working wall. Ask: How do the children use pictures in their poems to help describe God? www.pcfre.org.uk/db also has children's ideas about God.</p> <p>Lesson 2</p> <p>Ask: What do Christians say God is like? Can you think of a bible story where you have heard God described in any way? (eg Prodigal son, Lost sheep, Moses, Creation). Do these stories describe who God is and/or what God does? (Revisit the stories if needed). Add ideas to display wall. Hold class vote on what they think is the most important thing said so far about what</p>	<p>Trinity</p> <p>Holy Spirit</p> <p>Jesus</p> <p>God the Father</p> <p>symbol</p> <p>creator</p> <p>sustainer</p> <p>spirit</p> <p>'three in one'</p> <p>Resources</p> <p>Chester Diocesan PowerPoint resource Yr. 3, see Chester Diocesan website for family of schools.</p> <p>samples of poetry about God from</p>

		<p>I can use a metaphor to describe God.</p> <p>Exceeding (Few children)</p> <p>I can describe the impact of believing in God on some Christian people.</p> <p>I can show I understand different opinions about God</p> <p>I can compare some Christian ideas to my own ideas about God.</p>	<p>Christians think God is like.</p> <p><i>Use Chester Diocesan PowerPoint resource Year 3 'Descriptions of God' for next 2 lessons:</i></p> <p>Lesson 3</p> <p>Ask: What ideas do you think come into a Christian's mind when they think about God? Think, Pair, Share. Ask: How do Christians describe God? Add ideas to class learning wall. Use sentence starters if necessary: I think Christians think of God as ' .</p> <p>Explain as a class Christians use special symbolic ideas to explain what God is like. Explain symbols are things that represent or stand for something else, often a 'material' object representing something you can't see (abstract).'</p> <p>Ask: Can you think of any ways Christians might use symbols to describe God? Think, Pair, Share. Feedback. Explain you are going to show the class several pictures that artists have drawn, each one showing how sometimes Christians think about God. Sometimes the artists use symbols to help them represent God.</p> <p>Show slides 9-13 of the PowerPoint. During the showing of each slide ask the class the questions provided in the teacher's notes. eg Slide 10: Ask: What is the artist trying to show us about God? What could each symbol/object mean? What is the man doing in this picture? Why? What else is in the picture? Why is it there? Give groups an A4 copy of slides 9-13. Ask them to answer the questions: What is each artist trying to say God is like? What symbols are used to describe God? What can we learn about God from each picture? Using post – it notes ask each group to write their ideas and place them around each picture. Show slide 15. Explain that sometimes Christians use a circle like</p>	<p>Spirited Arts website</p> <p>large copies of slides</p>
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			<p>this one to describe God. It is called a Mobius strip. http://www.youtube.com/watch?v=BVslAa2XNKc Ask: Why might Christians sometimes use a circle to describe God? Can we learn anything about God from this film? (NB Some Christians might say: God is never ending; infinite; able to hold the whole but also hold lots of parts; one but also three).</p> <p>Lesson 4</p> <p>Explain that sometimes it can be hard to find the right words to describe God so people use pictures of creation, objects or ideas to think about what God is like.</p> <p>Give groups of 3-4 a copy of slides 17-22. Check they understand what each Bible quotation on slide 22 means. Ask them to match up the quotations to the photographs explaining why they think they go together. (NB There maybe more than one answer). Ask: Can you justify your choices? Class feedback.</p> <p>Ask the class to close their eyes and think about an object, a place or a thing that would help explain what Christians think God is like. Ask: What idea or object would you draw to show what God is like? How would you explain your picture? Draw these symbols and explain the pictures. As they leave the class show slide 25 which is what one 8 year old once thought about God.</p> <p>Lesson 5</p> <p>Ask: What helps us in our description of someone? List children's ideas. Explain people describe each other using labels that describe what they do and what they are like, eg jobs, character, hobbies; swimmer; footballer; shopper. Teacher explains that we</p>	<p>video clip</p>
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			<p>can also describe people in different ways but they are still the same 'one' person. They can be a man/woman, a wife/husband, brother/sister; niece/nephew; a friend/neighbour; a Mr/Mrs/Miss xxx. Explain these descriptions tell us more about who a person is but they are still only one person with different roles. Ask each child to give three examples of who they are described in three different ways, eg boy, girl, friend, brother, sister, niece, nephew, grandson, granddaughter. (NB for this exercise avoid describing what people are like or what they do). Reinforce the fact they are still only one person.</p> <p>Explain Christians go further than this in their description of God. Christians describe God as 'three equal persons in one person' at the same time. Introduce the idea of the Trinity using an image of a shamrock; three leaves on 'one shamrock (See St Patrick Story). One leaf with 3 equal parts. For a free image see https://commons.wikimedia.org/wiki/File:Shamrock_leaf.jpg</p> <p>Explore the description of the Trinity in Trinitarian Prayers & Hymns: 'The Grace' and Celtic prayers which describe what each of the persons of the Trinity do; http://www.glendaloughhermitage.ie/glendalough/celtic-spirituality/trinity/</p> <p>Discuss and underline ideas: How do these prayers describe the Trinity? Do they give us clues to how Christians understand each role of the 'three persons in one' (Father, Son & Holy Spirit? Can we add any ideas to our working wall?</p> <p>Lesson 6</p> <p>Similarly explore the lyrics of the ancient hymn: St Patrick's Breastplate: 'I Bind unto myself today'. See http://www.oremus.org/hymnal/i/i024.html</p> <p>Can the children add any ideas to the Christian idea of each person of the Trinity? (<i>Father</i>: creator; sustainer; <i>Jesus the Son</i>; saviour of the world and the <i>Holy Spirit</i>: cares; comforts and assists Christians to live their lives).</p>	
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<p>How do Christians use words, prayers, songs or hymns to describe God as 'three in one'?</p>			<p>Children could compare their own ideas. Ask: What do you think God is like? NB Be sure to include those who don't believe in God in this exercise by encouraging them to share and if possible justify their views.</p> <p>Assessment</p> <p>Using all the previous learning ask the questions: How do Christian people view God? How does all their research show where they get their ideas from? Can they create an abstract design/symbol that shows how Christians view God?</p>	<p>Copy of St Patrick's story picture of a shamrock</p> <p>Copies of: Trinitarian Celtic prayers; The Grace</p> <p>hymn lyrics: 'St Patrick's breastplate'.</p>
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KEY STAGE 2 UNIT Autumn 1b: God Concepts: Descriptions of God			Medium Term Plan Year 6	
KEY	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
How do different Christians describe God?	The children will learn:	By the end of this unit:	Lesson 1	<i>Words that might help the Wordles:</i>
	What the Bible teaches about God as:	Emerging (Some children) I can talk about how the Bible describes God as: all seeing; all powerful and present everywhere.	Ask: What is the most powerful person you can think of? Can you draw a person who has the most powerful qualities you can think of? Think, Pair, Share. Feedback encouraging all groups to give reasons for their choices. Using all the children's ideas create a large diagram of that person on the wall. Ask: Which top 3 things would you have in the idea of a powerful person. Why? Circle those three ideas.	father, son, Holy Spirit,
	omniscient, omnipotent, omnipresent.	Expected (All children) I can say how a belief in God as omniscient; omnipotent and omnipresent inspires and influences Christians. I can suggest some puzzling questions these beliefs raise and begin to consider answers.	Recall previous work on the Christian idea of God. Give groups 15-20 minutes to create a word bank/Wordle of words they would use to describe the Christian idea of the God. You may want to differentiate and provide some words to assist (see list of key vocabulary). Play 'God is....' game by passing an object from one person to another calling out all the Christian descriptions of God they can think of until all descriptions run out. Play a range of Christian hymns/songs that describe God eg How great thou art or Chris Tomlin's song 'Indescribable'. https://www.youtube.com/watch?v=gWdM4B1HEyI https://www.youtube.com/watch?v=7-zJHgaoVa4	king, creator, judge, lord, provider, spirit, shepherd, indescribable, almighty, great, healer, holy, awesome, friend, redeemer, saviour,
	How these beliefs affect Christians' lives. To consider some of the puzzling questions these beliefs raise.	Exceeding (Few children) I can explore these beliefs in the context of	Discuss the words and add any new ideas from these songs to the word banks. Display the three words: omniscient; omnipotent; omnipresent. Ask groups of 3 to define what these words might mean. Explain these are words some Christians use to describe God. Use the 'Round Robin' technique to add ideas to each other's sheets until you have an agreed class definition. Finish by looking up these words in a dictionary.	comforter, potter, rock, light, fortress, eternal,
To become aware of their own beliefs				Resources word bank paper music

	concerning God.	puzzling questions and suggest how Christians might answer them.	<p>Lesson 2</p> <p>Recap on the definitions of the words from the last lesson. Ask: What questions do these ideas of God raise in your minds? List questions they would ask God about these descriptions. Display.</p> <p>Give groups of children a copy of a selection of Good News Bible verses. (Differentiate as required, see below).</p> <p>Ask the groups to match up the 3 words to Bible verses that speak of these characteristics of God, they should be able to justify their answers.</p> <p>Omniscience: All knowing nature of God. Psalm 139:1-6,13-16. Job 38:1-4</p> <p>Omnipotent: All powerful nature of God. John 1:1-5; Isaiah 40:15-17,21-26</p> <p>Omnipresent: God's ability to be everywhere at the same time.</p> <p>Read together: Psalm 139:7-12; 15-16, Isaiah 40:27, Jeremiah 34:24, I Samuel 16:7 (God sees the heart). Ask: Do these Bible verses help us to better understand the 3 ideas we have looked at?</p> <p>Provide a range of art materials. Ask pairs to choose one of these descriptions of the Christian idea of God and produce a piece of real or abstract art that demonstrates these qualities. (NB Emphasise you are not drawing God but representing qualities, as this may be sensitive for Muslim or Jewish pupils and would need to be abstract).</p> <p>Lesson 3-4</p> <p>Revisit pieces of art from last lesson. Talk about which they think really</p>	<p>art resources</p> <p>words to display:</p> <p>omniscient; omnipotent; omnipresent</p> <p>dictionaries</p> <p>large sheets to write on</p> <p>Good News Bible texts on card.</p>
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			<p>expresses the 3 Christian ideas looked well. Encourage children to say why. Explore the ideas in music and/or movement (body sculptures). Write acrostic or Kennings poems to develop the ideas further.</p> <p>Think about the puzzling questions recorded and the verses looked at in the last lesson. Ask: Do the verses help answer any of the questions? Discuss and add ideas to the display. Interview local Christians or members of staff about these questions. Record their ideas with photographs and in speech bubbles on the display. Find out what other Christians think about God and consider whether they have looked at these 3 ideas in particular. Think about, 'If God is all powerful why are people starving in the world?'</p> <p>You can find out some limited information by using the following:</p> <p>http://old.natre.org.uk/db/addstart.php</p> <p>http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/</p> <p>http://www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2015/ (See Where is God?)</p> <p>http://www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2014/ (See God Who are you?)</p> <p>http://www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2011/ (See God: Who? Where? How?)</p> <p>For extra ideas see 'RE Ideas: God' (RE Today resource 2013).</p> <p>To complete the topic, ask children to reflect in writing and present their own response to these descriptions of God. Writing frames maybe necessary.eg</p>	<p>a range of art materials</p> <p>pictures, poetry and art from spirited arts website</p>
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The omniscience of God is about.....Christians think.....

This means they..... The Bible says.....

I think..... because.....

Some say God is omnipotent..... This means that God is..... The Bible says.....

I think..... because.....

Some Christian people believe God is everywhere (omnipresent). You can find in the Bible it says.....

This means that God

I think.....because.....

What still puzzles me is.....

Some Christians might say.....

Assessment

Design a mind map showing the three 'omni' descriptions of God and use words and sentences to explain what they mean and make links to Bible texts. Record questions the ideas raise and add own ideas.