|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Activity Outline** | **Knowledge and Skills** | **Learning outcomes** |
| **1** | **What is new life and what are the signs of new life?**  New life: finding it in nature:  Go for a class walk, looking for signs of spring and examine seeds and bulbs before and after growth. Talk in the class about the development of a butterfly.  Share some relevant poems and stories that include the idea of new life and examine posters and pictures of baby animals in groups, reporting findings to the class.  Children might develop a movement piece, a dance to a piece of music, or write a class or group poem about new life.  Use a secular story about new life or a fresh start (maybe about a new baby in the family, or starting at school). Role play some scenes from the chosen story. Identify and discuss vocabulary that is appropriate to emotions revealed in the scene or story. | Pupils should be taught: To develop awareness of potential for and signs of new life in physical life. | Children will learn that Easter represents a fresh, new start for Christians.  Links can be made to science – the seasons are changing from dark and cold to light and warm.  I can identify a seed or bulb as a thing from which life may start.  I can talk about new life.  I can recognise a ‘fresh start’ in a story and respond sensitively. |
| **2** | **What is a fresh start?**  New life: what is a fresh start?  Read and share a story of a new start from New Testament. A good example is the story of Zacchaeus, found in Luke 19:1-10. Talk about the story and the new start.  You could get the pupils to ‘freeze frame’ 4 key moments in the story – how are the characters feeling?  At the end ask for volunteers to be ‘Zacchaeus in the Hotseat’ and try to answer questions other children ask.  Children can talk about how these sentences might end: o ‘I liked this story because…’ o ‘At first Zacchaeus was…’ o ‘Zacchaeus changed because…’ o ‘It was a new start because…’  Do the children have experience of a new start in their life or their family? Would they like to share? Are there stories similar in any way to the one from the Bible? | To become aware of examples of new life found in stories about Jesus.  To think and talk about ideas such as ‘fresh start’ or ‘new life’ with adults and other pupils. | I can recognise and talk about how Jesus’ actions brought about change.  I can empathise with a character in the story, and respond sensitively |
| **3** | **What is the Easter Story?**  The lesson will begin with a brief discussion to assess prior knowledge. The teacher will ask students if they know what Easter is about and to share any stories or traditions related to it. Key vocabulary will be introduced and written on the board.  The teacher will read the Easter Story, highlighting significant events such as the Last Supper, Crucifixion, and Resurrection. Visual aids, such as images or a simple PowerPoint presentation, can be used to illustrate the key moments in the story. Students will be encouraged to listen attentively and collect details to share later.  Students will be divided into small flexible groups. Each group will receive picture cards representing different events in the Easter Story (e.g., Last Supper, Crucifixion, Resurrection). They will work together to arrange the cards in the correct sequence and create a short verbal retelling of the story to present to the class. Scaffolding strategies may include providing sentence starters and discussion prompts to support learners who struggle with verbal expression.  Each group will present their arranged story cards to the class. The teacher will facilitate this process, encouraging students to ask questions and providing positive feedback. This peer interaction will help reinforce the lesson content.  The teacher will conclude the lesson by summarizing the key points of the Easter Story and its significance. Students will be invited to reflect on what they learned and how the story makes them feel. They will also be encouraged to think about the importance of the concepts of faith and hope. | Students will understand key events and themes of the Easter Story. |  |
| **4** | **What can we learn from the Easter story?**  You could read a version of the story, getting children to perform a set action when a particular name is mentioned e.g. stand up and throw a fishing line when Peter is mentioned. Do ‘thumbs down’ when Pilate is mentioned. This sets up consideration later of different people in the story.  Tell all the stories of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the nativity, even though pupils have only celebrated Christmas three months earlier!)  You might set up an Easter outdoor trail for pupils. From the following information choose ONE clue and ONE sentence or piece of the story; 1) The entry into Jerusalem (John 12:12– 15; 2) Jesus asks his followers to remember him with bread and wine; 3) Jesus’ betrayal and arrest at the Mount of Olives (Luke 22:47–53; 4) Jesus dies on the cross (Luke 23:26–56; 5) The empty tomb (Luke 24:1–12; 5) Jesus’ appearance to Mary Magdalene and the disciples (John 20:11–23).  At each stop on the labyrinth, pupils should hear part of the story and touch and ask about the clue (an image, artefact or item from the story). Examples of clues; palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell or taste for the crucifixion. Use different strategies to get pupils familiar with the story (e.g. role play, freeze framing, diary entries for different characters, story-boarding, putting images in chronological order, retelling events, modelling symbol with Play Doh).  Count & order the different characters in the story. Have their names on flash cards to get the talking going.  Use a web based or filmed version of the story in pictures to go with the telling of the story.  Ask children to choose their favourite moment, the saddest moment, the most scary moment, to most dangerous moment and the moment that is most about new life. Responding to the story.  Sequence pictures or simple sentences, or organise children to produce art works depicting the sequence of events in the Easter narrative or decorate some leaves for a tree with some key moments from the story.  Share the story & act out the suggested feelings of the character e.g. who might have felt these feelings? Can the children make the faces? Frightened, shocked, happy, surprised, tearful, excited, joyous, proud, thrilled, amazed. | Become familiar with some of the major events of the Easter story. Begin to understand that Christians believe Jesus died and came back to life to give new life to his followers. To retell an outline of the Easter story. To identify and express feelings through role play, story and activity. | I can remember and talk about some of the events of the Easter story.  I can get involved in a group activity and share my work with other children.  I can make faces for different emotions, and guess the emotions other children express, suggesting what they mean.  I can retell an outline of the Easter story myself. |
| **5** | **Can we tell the Easter story in 5 scenes?**  Give each pupil a 5-page booklet to make 5 drawings in. You could pre-print simple outlines of the story onto facing pages and get pupils to draw their own story book for Easter.  Listen to the Palm Sunday story: Jesus is welcomed by excited crowds, riding a young donkey. Talk about how people felt, why people loved Jesus, what the occasion was like. Luke 19:28-40  Read / tell the story of Jesus and the money changers in the Temple. Talk about what makes us angry, and why this made Jesus angry. Did it help Jesus to make friends, or make enemies? Luke 19: 45-48. Is it sometimes OK to be angry?  Next, take the story of Jesus’ last supper with his disciples. Children might look at bread and wine, and spend a two minute time of silence thinking about the story and its meaning. Luke 22: 1-23.  The fourth part of the story is the crucifixion of Jesus. Use some carefully chosen images to talk about this. The story is well told in the BBC’s video version for this age group – see resources section above. Talk about the people who cried, and times when we cry.  The story of the Empty Tomb brings a happy ending to the story. Talk about why Christians believe in heaven and life after death. Connecting 6 pictures to the story  Look at the 6 simple pictures on the final page of this unit. Ask children to work out how each one is connected to the stories of Holy week and Easter. Can they put them in the right order? In some ways the pictures are all reminders – or symbols – what does each one remind Christian people about? Press for deeper answers to this question by giving children time to think. | That there were many characters involved in the story who each had their part to play. That the story is about the death of Jesus and the Empty Tomb, the beginning of Christianity. | I can say how some of the characters might have felt.  I can express feelings from the story sensitively.  I can identify and sequence events from the story, retelling it myself. |
| **6** | **What are some symbols of new life?**  Getting creative with the story and the symbols:  Set up some creative activities linked to these characters. Use the artefacts of Easter (these may be borrowed from, or seen at a local church, or use pictures from an artefacts web site, or drawn by pupils) and get children to create some of their own.  These could include a lego Easter, or a play dough Easter, or a finger puppets play activity, or one based on drawing round the children in suitable poses for Palm Sunday, the argument with the money changers or the Empty Tomb on large sheets of paper and then painting them for a wall display. Make the creative work as exciting as possible, keeping the focus on new life.  All children might look at signs of new life in nature: bulbs, buds, leaves, flowers, baby animals, eggs and chicks. Give them a green leaf outline and ask them to choose what signs of new life they want to put on the leaf. Hang all the leaves the class makes on a ‘tree of new life’ Choosing symbols of new life  Ask pupils to choose the three symbol for new life they think are best from a list – or even better from a collection of objects and artefacts. Choices can include: rabbit / hen’s egg / chick / bar of chocolate / daffodil / flower bulb / snowdrop / ‘Congratulations on a new Baby’ card / seed / leaf / chocolate egg. | To enjoy play and thinking about the story.  To develop their creative skills while working with others.  To use the Easter story as an opportunity for thinking about new life. | can recount an outline of part of the story working with other children.  I can use my creative talents to show the outline of the story. |
| Half Term | | | |
| **Spring 2 –**  **1** | **How is Easter a festival of new life?**  Talk about how we celebrate a special occasion. In Circle time, discuss children’s experiences of celebration. Ask questions such as, ‘What do you like about birthdays?’ ‘Are there any other special days in your family?’ ‘How do celebrations make us feel?’ Pupils could collect emotional words for the ‘best day of the year’ and contrast them with some for an ordinary day or a sad day.  We often do the same things in celebrating a festival. Think about food, drink, gifts, cards, words to say, music, events, company and other aspects of celebrating.  Find out about how churches celebrate different parts of Holy Week, eg. Palm Sunday crosses; Good Friday (church services, hot cross buns, stations of the cross); Easter Sunday (joyful songs, decorating cross in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations.  Connect the idea of eggs, new life and the belief in Jesus’ resurrection. Look at decorated Easter eggs. Children could draw onto 2 sides of a card egg shape a scene from Good Friday and one from Easter Sunday.  Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of ‘salvation’ – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering – a place of joy.  Talk about Easter being a special event to celebrate Jesus rising from the grave for Christians. Use artefacts, video or pictures to show what happens in Church for Easter. Talk about the turn around in the story: hot crossed buns are symbols for ‘Good Friday’, a reminder of the cross, but the symbols of Easter Sunday are all about new life.  Listen to some of the music of Easter and talk about the feelings that go with it.  Teach the children that Easter is a sign of Christians that when people die, they live again in heaven with God. Invite the children to ask all the questions about this that they possibly can. Record the questions and talk about why some of them cannot be answered.  Extension: What do the children think God would say to answer their questions? | What do people do on a special day such as Easter Sunday?  To know that Easter is a Christian celebration of Jesus’ resurrection.  To think about what Christians believe about heaven. | can tell someone how my family celebrate special days in our home.  I can talk about thoughts and feelings I have when I am celebrating a special day.  I can say three things that make Easter a special day for Christians.  I can make lists of the things that make a good celebration. |
| **2** | **What really matters at Easter?**  For Christians, the meaning of the stories of Easter includes the hope for life after death in which Christians believe and the idea that love can conquer death. These hard concepts are the background to this final lesson.  In circle time, set up a table of 6 to 10 artefacts, including Easter ones such as hot crossed buns, chocolate eggs and rabbits, crosses, painted eggs, an image of an Easter garden, fresh flowers, an Easter card and others similar. Invite children to choose 3 artefacts (or pictures) that matter most to Christians, including at least one that they think is a sign of new life, from the table and say why I chose them. You might also include some others that are nothing to do with Easter.  Ask pupils to use a template – a big circle divided into 3 is good – and choose three drawings or images of what really matters at Easter. Ask them to include one that is a sign of new life.  Give time to make this a beautiful piece of work, something they can be proud of. Link to the art curriculum. In small groups, children speak and listen about these pieces of work.  Talk in circle time about the words ‘sorry’ and ‘forgive’. Why are these important words. In the story, there are lots of people who should have not done the things they did. Tell children about what Jesus said when he was crucified: ‘Father, forgive them, they don’t know what they are doing’ When someone forgives you, then you can make a fresh start.  To conclude, making links with the things that matter to Christians at Easter, present artefacts of pictures of things that sum up the work: show pupils pictures of the crown of thorns, the cross, the empty tomb, the disciples rejoicing, or the bread and wine of Holy Communion / Eucharist. Talk about the significance of these things.  Ask the children to write well about Easter at the end of the unit if this fits with your school wiring policy and practice. Connect to literacy work on recounts and self expression. You could ask pupils to do diary entries for some different characters in the story at particular moments. You could ask them to write descriptions of the meanings of three key objects / artefacts that express Christian belief in what matters about Holy Week and Easter. | To understand that Easter is about new life. To think about the fact that we all need fresh starts sometimes. | I can talk about and draw some of the most important things in my life.  I can choose 3 artefacts (or pictures) that I think matter most to Christians from a table and say why I chose them.  I can say what I have learned about important things in Christian life. |
| **3** | What is a Christingle?  Begin with a brief discussion to recap what students know about Easter. Ask questions like, "What do we celebrate at Easter?" and "Can anyone tell me what symbols are used during Easter?"  Introduce the concept of Christingles. Show a simple Christingle model and explain its purpose in celebrating the light of Christ.  Read a short version of the Easter story. Emphasise the themes of light and hope, connecting it to the meaning of Christingle.  During the reading, pause to ask comprehension questions and encourage students to make connections to their earlier discussions about Easter.  Explain the parts of a Christingle (the orange, the candle, the red ribbon, and the sweets). Discuss what each component represents: the orange as the world, the candle as the light of Christ, the red ribbon as the blood of Christ, and the sweets as the fruits of the earth.  Demonstrate how to make a Christingle step-by-step. Activity: Making a Christingle. Distribute materials for each student to create their own Christingle. Materials should include:   * 1. Oranges – apple as alternative for allergies   2. Candles   3. Red ribbon strips or tape   4. Assorted sweets (ensure allergy awareness)   5. Child-safe scissors   6. Toothpicks (for holding the sweets)   As students work, circulate the room to provide support and encouragement. Remind students of the symbolism of each part as they assemble their Christingles.  Allow students to show their completed Christingles to the class. Ask each student to share one thing they learned about the Christingle or the Easter story.  Conclude with a reminder of the meaning behind the Christingle and its importance in the Easter celebrations. | Students will understand the significance of the Easter story and learn how to make a Christingle. |  |
| **4** | **Why is Easter important to Christians?**  Begin the lesson with a circle time where students can discuss what they know about Easter. Ask guiding questions such as "What do you celebrate at Easter?" and "Do you know why it's important to Christians?" This will activate prior knowledge and encourage participation.  Introduce the Easter story using a picture book or a visual story map. Highlight the key events: Jesus' last supper, his crucifixion, and his resurrection. Use questions during storytelling to keep students engaged, such as "How do you think Jesus felt?" and "What happened on Easter Sunday?"  In small groups, encourage students to discuss the importance of Easter for Christians. Provide sentence starters to support learners who might struggle, such as "Easter is important because..." or "Christians celebrate Easter to...". Allow each group to share their insights with the class.  Ask students to create their own Easter cards. They can use symbols from the Easter story, such as the cross, flowers, or a tomb. Provide materials like coloured paper, markers, and glue. As they work, circulate around the room to support students, reminding them to think about what Easter means to Christians.  Gather the class together and discuss what they learned about the Easter story. Ask them to share their cards and explain what they included. Summarise the key points and reinforce the lesson objective. | Students will understand the Easter story and its importance to Christians. | **I can recall the Easter story.**  **I know why the story of Easter is important to Christians.**  **I can make links between Christian beliefs and the Easter story.** |
| **5** | **Assessment** | **As above** |  |
| Key strands addressed by this unit:  • knowledge and understanding of religious beliefs, teachings and sources • knowledge and understanding of religious practices and lifestyle • skill of asking and responding to questions of meaning, purpose and truth attitudes focus • self-awareness; pupils have the opportunity to feel confident about their own beliefs and identity, sharing them with others • open-mindedness: pupils will have opportunities to learn and gain new understanding about Christian celebrations and the idea of new life. | | | |