

# In God's Name

A Resource for Religious Education in Catholic Primary Schools

Dr. Margaret Carswell<sup>1</sup>

## EYFS

### 'Jesus the Christ'

### Branch 3 - Galilee to Jerusalem

### Spring 1

This resource is intended as the first resource for the Spring Term. It teaches all the content mandated for the EYFS in Branch 3 with its focus on the Gospel of Luke, and so this content could be taught every year. However, if schools wish to synchronise with the rest of the school during Year A (the Gospel of Matthew) and Year B (the Gospel of Mark) alternative content has been provided at the end of the resource. Simply swap any reference to Luke with its equivalent in Matthew or Mark, as indicated.

Schools are reminded that this framework is an exemplar resource that models the linear teaching of content taken from the RED. As always, you are expected to engage with the suggestions this resource contains, make choices and adapt and apply the activities to suit your own school situation.

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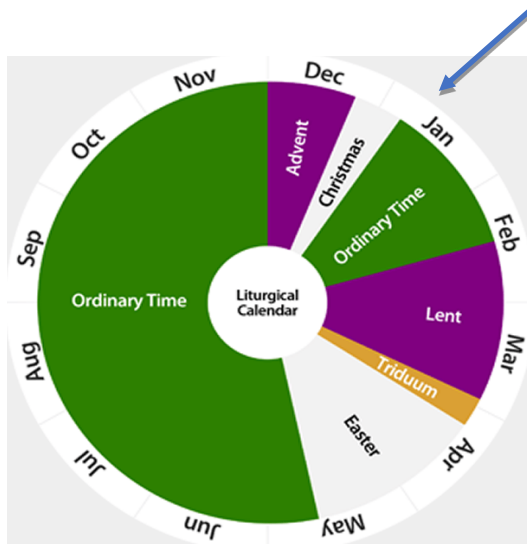
<sup>1</sup> I need to acknowledge and give credit to the wonderful EYFS colleagues who helped to finish this: Louise Ahmet, Lorna Fenwick, Sean Murphy, Jemma Ayton and Louise McAndrew. Thank you!!!

# Jesus the Christ

## In a nutshell!

### The content areas:

- Scripture passages about Jesus (Hear Lens)
  - The visit of the Magi
  - Welcoming the Children
  - Feeding of the 5000
- Jesus' life in prayer and Liturgy (Celebrate Lens)
- Jesus modelled a life of care of others. (Live Lens)



Catholics believe (Believe Lens) that Jesus' birth, celebrated at Christmas and in the visit of the Magi brought about a new era – one in which Jesus would be a kind of King who would rule a world with kindness, justice and inclusion.

Although Jesus is called God's Son, Catholics believe that Jesus was God, in human form. To call Jesus 'son', reminds us that he was of the same 'substance' as God. (see the Nicene Creed)

## KEY INFORMATION for TEACHERS

### The Scripture Passages

This branch has three scripture passages for study. They all come from the lifetime of Jesus – hence their presence in the branch, Galilee to Jerusalem.

### The visit of the Magi. Mt 2:1-12

<sup>2</sup> In the time of King Herod, after Jesus was born in Bethlehem of Judea, wise men from the East came to Jerusalem, <sup>2</sup> asking, ‘Where is the child who has been born king of the Jews? For we observed his star at its rising, and have come to pay him homage.’ <sup>3</sup> When King Herod heard this, he was frightened, and all Jerusalem with him; <sup>4</sup> and calling together all the chief priests and scribes of the people, he inquired of them where the Messiah was to be born. <sup>5</sup> They told him, ‘In Bethlehem of Judea; for so it has been written by the prophet:

<sup>6</sup> “And you, Bethlehem, in the land of Judah, are by no means least among the rulers of Judah; for from you shall come a ruler who is to shepherd my people Israel.”

<sup>7</sup> Then Herod secretly called for the wise men and learned from them the exact time when the star had appeared. <sup>8</sup> Then he sent them to Bethlehem, saying, ‘Go and search diligently for the child; and when you have found him, bring me word so that I may also go and pay him homage.’ <sup>9</sup> When they had heard the king, they set out; and there, ahead of them, went the star that they had seen at its rising, until it stopped over the place where the child was. <sup>10</sup> When they saw that the star had stopped, they were overwhelmed with joy. <sup>11</sup> On entering the house, they saw the child with Mary his mother; and they knelt down and paid him homage. Then, opening their treasure-chests, they offered him gifts of gold, frankincense, and myrrh. <sup>12</sup> And having been warned in a dream not to return to Herod, they left for their own country by another road.

### **Jesus welcomes the children. Mk 10:13-16**




<sup>13</sup> People were bringing little children to him in order that he might touch them; and the disciples spoke sternly to them. <sup>14</sup> But when Jesus saw this, he was indignant and said to them, 'Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. <sup>15</sup> Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it.' <sup>16</sup> And he took them up in his arms, laid his hands on them, and blessed them.

### **The Feeding of 5000. Mk 6:30-44**

<sup>30</sup> The apostles gathered around Jesus and told him all that they had done and taught. <sup>31</sup> He said to them, "Come away to a deserted place all by yourselves and rest a while." For many were coming and going, and they had no leisure even to eat. <sup>32</sup> And they went away in the boat to a deserted place by themselves. <sup>33</sup> Now many saw them going and recognized them, and they hurried there on foot from all the towns and arrived ahead of them. <sup>34</sup> As he went ashore, he saw a great crowd, and he had compassion for them, because they were like sheep without a shepherd, and he began to teach them many things. <sup>35</sup> When it grew late, his disciples came to him and said, "This is a deserted place, and the hour is now very late; <sup>36</sup> send them away so that they may go into the surrounding country and villages and buy something for themselves to eat." <sup>37</sup> But he answered them, "You give them something to eat." They said to him, "Are we to go and buy two hundred denarii worth of bread and give it to them to eat?" <sup>38</sup> And he said to them, "How many loaves have you? Go and see." When they had found out, they said, "Five, and two fish." <sup>39</sup> Then he ordered them to get all the people to sit down in groups on the green grass. <sup>40</sup> So they sat down in groups of hundreds and of fifties. <sup>41</sup> Taking the five loaves and the two fish, he looked up to heaven and blessed and broke the loaves and gave them to his disciples to set before the people, and he divided the two fish among them all. <sup>42</sup> And all ate and were filled, <sup>43</sup> and they took up twelve baskets full of broken pieces and of the fish. <sup>44</sup> Those who had eaten the loaves numbered five thousand men.

## Ways of Knowing: How do we learn?

The new RED recognises ‘the holistic ways human beings experience education: as a growth in understanding, as a creative and critical assimilation, and as a recognition of the application of learning to one’s own life. The three ways of knowing are ‘understand’, ‘discern’ and ‘respond’.’ RED 2.2.2

	Understand 	Discern 	Respond 
Aim	In this way of knowing, you are aiming to help pupils to be able to <b>understand deeply</b> the <b>meaning</b> of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	In this way of knowing, you are aiming to help pupils to be able to <b>judge wisely</b> in response to <b>different interpretations</b> of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	In this way of knowing, you are aiming to help pupils <b>reflect personally</b> and <b>with integrity</b> on what they have learned and consider the <b>implications for action</b> these may have for their own lives and the world in which they live.
Skills	In this way of knowing, pupils will deepen their understanding by developing the skills to: <ul style="list-style-type: none"> <li>Remember and apply the meanings of key texts, beliefs, and concepts.</li> <li>Provide explanations by making links between religious texts, beliefs, and practices.</li> <li>Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections.</li> </ul>	In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to: <ul style="list-style-type: none"> <li>Think creatively and critically, testing ideas by imagining other possibilities.</li> <li>Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews.</li> <li>Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful.</li> </ul>	In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to: <ul style="list-style-type: none"> <li>Reflect on the meaning of what they have learned for their own lives.</li> <li>Dialogue with others to understand themselves and others better.</li> <li>Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.</li> </ul>

‘Early years children will use the same process by using age appropriate language’ (2.4) and three questions which lean towards each way of knowing:

Understand: What will I see and hear to help me understand?

Discern: How will I discover more?

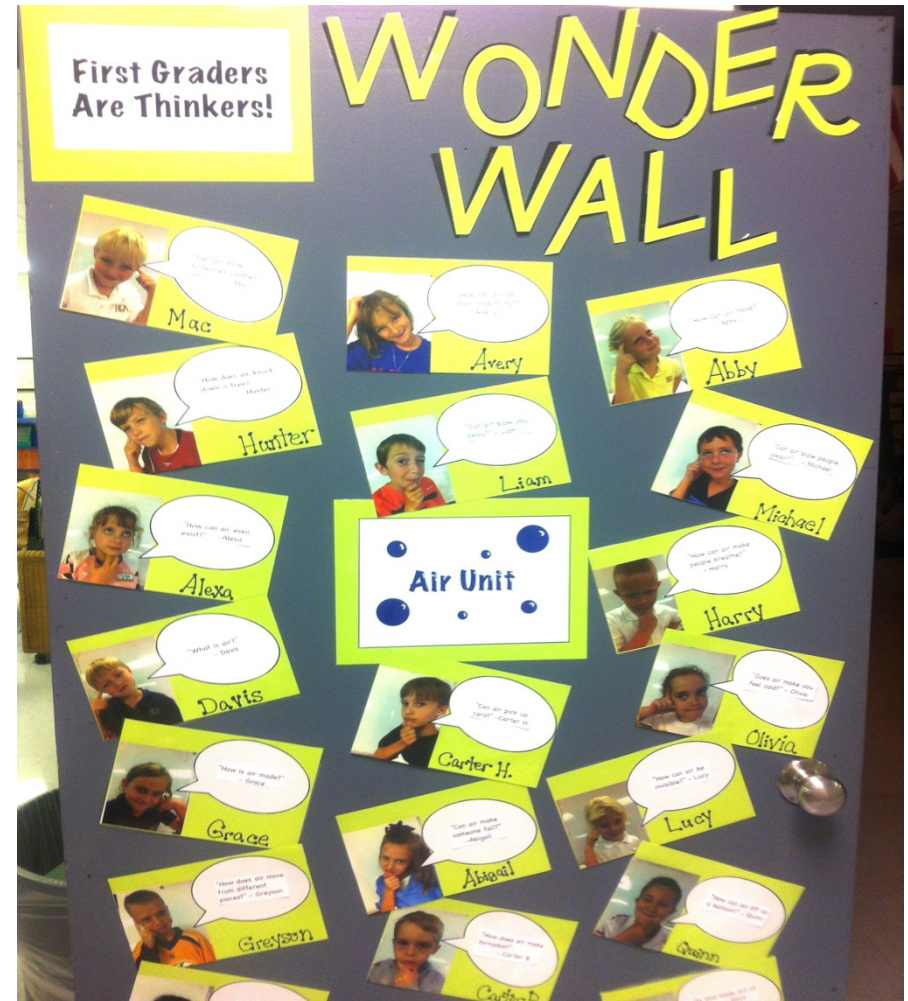
Respond: What can I do now?

Many EYFS Pupils will have limited language and/or communication skills so modelling of this skill is important. Don't think it's a waste of time – you 'seed' what we want, expect and will, when they are ready, invite.

A useful tool for both **Discern** and **Respond** questions is a Wondering Wall. This wall provides a place to **visually 'post' questions and responses** and thus keep them active in mind and thought. It also allows you to model the process of wondering with your own questions as you encourage children to wonder themselves in an 'I do, we do, you do' pedagogy. Finally, it reminds us that some questions may be tricky or impossible to answer, even by grownups!

**Discern and Respond questions are included in the planning tables, in Pink and Blue writing.**

## Wonder wall



## Focus Question 1: What does the Church say about Jesus' life? (Hear Lens)

### Key Information for Teachers:

#### **The Visit of the Wise Men. Matthew 2: 1-12**

This passage is only found in the Gospel of Matthew. It is a narrative in structure; the conflict focuses on whether the Wise Men will tell Herod where Jesus is. The basic storyline tells very well with concrete materials to tell and retell it. Adapt the reference to Bethlehem and simply say it was written by the prophet in the Old Testament that God's new leader, the Messiah, would come from Bethlehem.

Frankincense and Myrrh are resins (they look like little grains or stones) - dried 'blobs' of strongly smelling oil taken from trees. They have a strong fragrance when burned. Your Priest will have some in the Church as they are used as incense now.

#### **Jesus welcomes the Children. Mark 10:13-16**

This passage (a narrative) again highlights the confusion of the disciples, who try to keep some of the most vulnerable, children, away from Jesus. Children had few rights in the time of Jesus, yet in this passage Jesus links the kingdom of God to them; somehow being like a child is perfect for life in "God's place". Much has been said about whether, in likening those to whom the kingdom belong to children Mark is making reference to the vulnerability of the children, their innocence or their acceptance and trust. All are probably correct.

#### **Feeding the 5000. Mk 6:30-44**

The Feeding of the 5000 is found in all four Gospels, twice in Mark's Gospel. It is a narrative – with the central problem being the lack of food for all those who have gathered to be with Jesus. A more subtle problem is found in the disciples confusion about whose role it is to feed to people. With defined characters, a clear setting and conversational dialogue the passage is easy to tell with concrete materials or role play. It could be set up in a play area, with baskets of cardboard fish and bread, for children to play with independently.

If you wish to extend pupils in reception, focus on the verbs which describe what Jesus does when he receives the bread and fish: he takes them, blesses them, breaks them and gives them to the disciples to distribute. These actions are those we see replicated in the Mass in the Liturgy of the Eucharist – take, bless, break and share. Activities using images of your Priest doing these could be part of your on-going provision.



RED Content HEAR Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding The World
<p><b>We HEAR</b></p> <p><b>The Wise Men visit Jesus.</b> <b>Mt 2:1-12</b></p> <p><b>Jesus welcomes the children.</b> <b>Mk 10: 13-16</b></p> <p><b>Feeding of 5000</b> <b>Mk 6:31-42</b></p>	<p><b>Wondering Wall</b></p> <p><b>I wonder...who you like to visit?</b></p> <p><b>I wonder...who do you like visiting you ?</b></p> <p><b>I wonder which story about Jesus you like best?</b></p> <p>Feeding 5000: Focus on Sharing</p> <p>Jesus welcomes children – how do we respond to situations of conflict?</p>	<p><b>START 3.</b></p> <p><b>Feeding 5000.</b></p> <p><b>Retell the story</b></p> <p><b>See Resources</b></p> <p>Jesus blesses the food and there is enough for everyone – we call this story a miracle story because something strange and unusual happens. It reminds us that Jesus is God!</p> <p>Do some craft – see resources.</p> <p>Make bread: what would you take on a picnic with Jesus?</p>	<p><b>START 2.</b></p> <p><b>Jesus welcomes Children.</b></p> <p><b>Tell the story using pupils.</b></p> <p><b>Role play the passage as you explain what happened that day. See Resources</b></p> <p>Talk about how we welcome people with appropriate touching –...hand shake, high five, hug</p> <p>What happens when we don't want to meet someone?</p> <p>Use dialogue in text to explore ways of saying 'no, stop that' don't do that'.</p>	<p>Wise Men:</p> <p>Arrange outside play area for the journey to Jesus: Put up signposts to Jesus. Make sure you detour around Herod.</p>	<p><b>THEN:</b></p> <p><b>Become familiar with each passage through play and ongoing provision:</b></p> <ul style="list-style-type: none"> <li>•In role play</li> <li>•In picture sequencing</li> <li>*Craft etc</li> </ul>	<p><b>START 1:</b></p> <p><b>Explain that they have learned Luke's story of the birth of Jesus but there is another one – which tells us that some other people visited Jesus. You are now going to hear who Matthew tells us visited the baby.</b></p> <p><b>Tell Mt 1:18-2:15 to pupils, using concrete materials if you can.</b></p>	<p>Stars! The wise men follow a star. Make as many of all types as you can. In playdough, bread dough, stained glass (cellophane).</p> <p>Vocab of distance: a long way, close, steps, near, far,</p>	<p>Tradition says that the Wise men travelled across the middle east – possibly Iraq and stopping to buy their gifts in Petra where there were markets. Use maps (or the pupils own backgrounds) to contextualise the passage. See links/map in resources.</p>



## Focus Question 2: What do Catholics believe about the life of Jesus? (Believe Lens)

### Key Information for Teachers:

#### The Epiphany

Different though they may be, the birth narratives of Jesus both say that from the outset, Jesus was not an ordinary person. Using titles both Luke and Matthew call Jesus the Messiah (anointed one [Christos in Greek]) and, son of God (the same substance of God). Jesus is also given the title Lord – a title which alludes to a monarchical system of King and Kingdom.

At the visit of the wise men we see the clear pronouncement of Jesus as King: the gifts named are those given to royalty. Matthew will go on to emphasise that Jesus is indeed a king who will, one day, declare that his kingdom, visionary rather than physical, has come. The Church celebrates the Feast of the Epiphany on January 6<sup>th</sup> each year. The word Epiphany means ‘manifestation or sudden realisation’. We might use the words ourselves to describe those moments where we suddenly ‘get it’. The visit of the wise men is one of the epiphany moments for the church – in their gifts for the king, we suddenly ‘get it.’



Different cultures have different practices to celebrate the epiphany. In Spain children are given small gifts to represent gifts of the wise men; in France a cake called a King cake is eaten. Some churches mark the day with a procession in to Jesus.

**The welcome of the children** is another passage which reminds us to the need to include those least able to include themselves, in our work in God’s kingdom. It also reminds us that we need to kept at bay any sense of adult arrogance – that we know it all, or know better. From the mouths of babes.....

The Feeding passages (5000 and 4000) are loaded with beliefs. Within the context of his lifetime they showed Jesus to be everything from welcoming host to concerned leader, to compassionate mentor to modelling guide. Take your pick – Jesus was the Christ: God in human form.

### Belief Box!

As well as talking about the beliefs as you work with the content build a **Belief Box** for your prayer table.

The **beliefs expressed in each half term are provided on the EYFS page** so you can print them off and laminate them and put them into your **Belief Box** for later use.

Use them in prayer and collective worship; to connect to Bible passages, to connect ideas and to reinforce vocabulary. The image should hint at the belief and allow children to recall what they learned. Add to your beliefs each half term to keep what Catholics believe ‘fresh’ and alive in the children’s minds.

RED Content BELIEVE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding of the World
<p><b>We BELIEVE</b></p> <p><b>Jesus' birth is celebrated at Christmas.</b></p> <p><b>The visit of the wise men announces that God will be a kind of king in the world. (additional)</b></p> <p><b>Jesus is God's son who came to show God's love to all people.</b></p> <p><b>Jesus cared for lots of different people during his lifetime. (additional)</b></p>	<p>What sort of seeds are we? What sort of seeds to de spread.</p> <p>What things are like weeds to us? Things that stop is growing...</p> <p>Plant seeds – literally and figuratively ...make tissue paper or cupcake paper flowers.</p>	<p>Use photos from Nazareth Village to show the clothing and houses of Jesus day. See resources.</p> <p>Build houses (blocks, boxes)</p> <p>Dress up in clothes like Jesus. (natural colours: a tunic and cloak; headwear)</p> <p>Felt dolls to retell stories (see Resources)</p>	<p>Learn how to say hello the way Jesus would have! Shalom – (Sha Lom)</p> <p>Learn to say thank you in Hebrew! Toda (Toe Dah)</p> <p><b>Wondering Wall I wonder...If you would like to be a disciple of Jesus?</b></p> <p><b>I wonder...how you like to be treated?</b></p>	<p>Move and play as Jesus would have.</p> <p>Move: Walk, skip, hop and jump.</p> <p>Play: Hoops Hopscotch Spinning tops (all found by archaeologists!) Throwing games, skittle games</p>	<p><b>THEN:</b> <b>Let pupils hear other passages about Jesus' life to show what he said and did.</b></p> <p><b>The call of the disciples (Mk1:16-20); Mt 7:12 (the Golden rule) Lk 8:4-8 (Parable of the sower) See resources for ideas.</b></p> <p><b>Each one shows us that Jesus cared for people throughout his life, teaching them and encouraging them. He was God's son.</b></p>	<p><b>START:</b> <b>All three passages you have taught talk about the life of Jesus – first as a child, then as an adult.</b></p> <p><b>Christians believe that Jesus was the incarnation of God – God in 'human flesh'.</b></p> <p><b>Learn about Jesus' lifetime!</b></p>	<p>Make a timeline of Jesus' life: his birth, lifetime (including the visit of the wise men, welcoming children, feeding 5000 (and other passages you might let them hear) ...leave the timeline open for Lent and Easter.</p>	<p>Put up a map of where Jesus lived (see Resources) and mark the places you know: Lake Galilee, Nazareth (where he lived), Jerusalem (where the Temple was), Bethlehem, (where he was born).</p> <p>Set up the sand tray with signs of places, a dish of water for the lake and people and donkeys walking!</p>

### Focus Question 3: How do we celebrate the life of Jesus? (Celebrate Lens)

#### Key Information for Teachers:

##### **The Feast of the Epiphany**

The Feast of the Epiphany celebrates the visit of the wise men to the child Jesus. It celebrated on January 6. The word *epiphany* means 'manifestation' or 'sudden realisation'. The Feast of the Epiphany therefore celebrates the display of God's love and power in the person of Jesus. It is an ancient festival, recorded by some of the Church Fathers as early as the 3<sup>rd</sup> century.

The early Church it celebrated four 'manifestations' of God; the birth of Jesus, the visit of the wise men, the Baptism of Jesus and the miracle at Cana! Eventually each of these festivals came to be remembered on a different day.

The Feast of the Epiphany today only remembers the visit of the wise men, however, it proclaims and reminds us that God came among us and this should change the way we see things and act. 'The Feast of the Epiphany is not an ancient version of Halley's comet. It is about how God's glory changes human hearts.' Fr Richard Leonard



##### **Welcoming the children**

The first Sacrament of welcome is most often given to children. In Baptising infants and children the Church declares that age is not a barrier or a prerequisite for membership – and that in Baptism we are all invited to grow to fullness.

##### **Feeding of the 5000**

The similarity between the actions of Jesus and the actions of our Priests have previously been made (Hear Lens). This text, which models the Eucharist (gathering; talking and listening; blessing, breaking and giving of bread; departure) brings the seeds of the Mass back to the centre of Jesus life.

##### **The Glory Be**

"Glory be to the Father and to the Son and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end, Amen"

The prayer is a short prayer of praise to God – sometimes called a doxology. The response (As it was in the beginning...) speak of God's presence always!

RED Content CELEBRATE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding of the World
<p><b>We CELEBRATE</b></p> <p><b>The Glory Be is a special prayer.</b></p> <p><b>The Church prays 'the Glory Be' as a response to the coming of Jesus</b></p> <p><b>We have a special day to celebrate the visit of the wise men (additional)</b></p> <p><b>We welcome people as Jesus did in Baptism (additional)</b></p>	<p><b>START:</b> There are LOTS of places or moments where we see something amazing and say 'wow, this is wonderful, thank you God!'</p> <p>List, draw, label some of those WOW places/moments.</p> <p><b>Wondering Wall I wonder...if you have had a WOW moment?</b></p>	<p>Images/video of Baptism: at Baptism time we welcome children – like Jesus did! (see link below)</p> <p>Set up water tray and doll and baptise – 'We welcome you little child.' Use words of Baptism if appropriate.</p> <p>Use paint, paper, crayons, collage to make signs: 'Glory Be' to put all over the classroom – in WOW spaces. Write in chalk outside</p>	<p>Teach that the word 'Amen' means 'Yes!'</p> <p>Can you say 'yes' in other languages?</p>	<p>Make up actions to the prayer: what actions would be good for 'as it was in the beginning', 'is now', and 'ever shall be', 'world without end'</p> <p>Use hands or bodies – eg from crouching to reaching up and waving</p>	<p>Have the prayer on a writing table and have pupils add the words, rearrange the words, cut and paste them into shapes... use your favourite literacy activities!</p>	<p><b>THEN:</b> Teach the Glory Be: it is like the sign of the Cross, but it adds another sentence. Watch the video and say the prayer. (links below)</p>	<p>3 is a WOW number! We have 3 kings, 3 ways to know God (Father, Son and Spirit), 3 times the Priest pours water on the Babies head! In the Bible 3 is the day that wonderful things happen (anticipate the Resurrection)</p> <p>Make the numeral 3...maybe in bread dough – and paint them.</p>	<p>The Feast of the Epiphany is celebrated in Churches all around the world. Sometimes it is called 'Three Kings Day.'</p> <p>Roman Catholic tradition says the names of the three wise men were Melchior, Caspar and Balthazar. Make crowns for the three kings.</p>

Glory Be short video: <https://www.youtube.com/watch?v=SF-Qh3ddDww>

Glory Be prayer: <https://www.youtube.com/watch?v=8Pywcp-hBcw>

Jesus Welcomes children: <https://truewaykids.com/jesus-and-the-little-children/>

Baptism: [https://www.youtube.com/watch?v=uWPZ5Cit\\_0E](https://www.youtube.com/watch?v=uWPZ5Cit_0E)

## Focus Question 4: How can we be friends of Jesus in our lives? (Live Lens)

### Key Information for Teachers:

**Epiphany moments**, those moments when we ‘suddenly get it’ can be found both in moments of understanding in small children but also in moment of great awe and wonder when the sudden realisation is the awesomeness of the world – God’s creation. Connect the learning of Autumn 1 (creation) to this work with the Glory Be prayer and praise God with this prayer when snow, snails and jumping in puddles are a source of delight.

**Jesus’ welcome of the children** reminds us that, during his lifetime, Jesus was particularly concerned with anyone on the margins of society. Catholic Social Teaching calls us to care for all people, especially those how have ‘the least’ – whether that be rights, food, education or housing. This belief will come back again and again – keep it fresh with localised projects, seasonal celebrations (Lent, Advent etc) and classroom need, eg the welcome of a new child to the class.

Belief statements in your Belief Box can be used in prayer and in ‘actions for the week’.

**The Feeding of the 5000** invites us to join with others in the Church and go to Mass!

The Primary resource, A6 teaches that the Church is the Body of Christ. Like a human body, full of different organs, each of us bring something special to the Church. Speak to teacher of KS1 for ideas on this concept if you wish to explore it.



RED Content LIVE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding of the World
<p><b>We LIVE</b></p> <p><b>We welcome and show love to everyone in our words and actions – just as Jesus does.</b></p> <p><b>We are [especially] called to help the poor and hungry.</b></p>	<p>Can we be God's ears, eyes, lips, hands and feet?</p> <p>Use images of these body parts for children to colour and write how they can treat others as they like to be treated and bring God's love and care to everybody.</p>	<p>Can the children lie down in the shape of the word welcome for a photo?</p> <p>Decorate bought biscuits with hearts – shake hundreds and thousands or sprinkles over still wet-iced biscuits using a heart shaped stencil. Send them home with a card or message.</p>	<p>Can the children stand with a letter each and spell out the word 'welcome'.. or love...or help...or king... - any vocab from this half term</p> <p>Or use scrabble letters to make words.</p>	<p>Can the children race around the letters in order and pick them up – in a game?</p>	<p>Read Picture story books about welcoming people (see links)</p> <p>OR Make a big scrap book about Jesus welcoming the children – and how the Church welcomes at Baptism.</p>	<p><b>START:</b></p> <p>Link Jesus' welcome of the children and baptism; Jesus feeding the people bread with Mass. Explain that in our Church the Priest does what Jesus did!</p> <p>Get pictures of your local Priest baptising or celebrating mass.</p> <p>Colouring pictures</p>	<p>Make a 1/3 spinner (with three sections.) Have pupils draw 3 of the things we read about Jesus' life.</p>	<p>Some people in the world need our help – near or far away. Jesus' 'rule' to treat others as we like to be treated ' reminds us to look after each other.</p> <p>Song (see link below)</p> <p>As a point of interest: all religions have this 'rule' so its called the Golden Rule.</p>

Picture book: All are Welcome <https://www.youtube.com/watch?v=O5gia39y5uo>

Picture story: Welcome <https://www.youtube.com/watch?v=bXtm-iBtsPo>

Spinner: <https://nustem.uk/activity/spinners/>

Baptism colouring pages: <https://coloringonly.com/holidays/baptism/>

Eucharist colouring pages: <https://www.edupics.com/coloring-page-first-communion-i21685.html>

Song: <https://www.youtube.com/watch?v=SbJhjYUWTHk>

## Resources:

### **Telling passages from the Bible is always preferable to reading them to early years learners.**

The best practice you can develop is to introduce the passage with concrete materials and then leave pupils to play with it and tell the story themselves. This practice draws on the work of Sophia Cavalletti (Catechesis of the Good Shepherd) and Jerome Berryman (Godly Play), and allows children to learn the story of their faith through play. THEN In a formal educational setting however, as you near the end of your work with the passage (days or weeks later) read the passage from the Bible – just to remind them where it came from in the first place.

**None of these passages is hard to tell.** They are all narratives in structure (with a problem or complication in the middle,) and all have a clear setting, characters that are named or described, and movement and dialogue. Stick to these basics. Gather and use concrete things – pictures, items, coloured cloths – as we are in ordinary time put down a green cloth FIRST then your ‘setting’ cloth on top!

### **The visit of the Wise Men. Mt 2:1-12**

A telling of the story from Godly Play – lovely and simple: uses very accessible concrete materials and some lovely wondering questions.

<https://www.youtube.com/watch?v=e1gCzh0kpJU>

You probably have most of what you would need in your crib (nativity) set. You could easily imitate this recording – even after you have shown it.

### **The journey of the wise men**

Petra: <https://etc.worldhistory.org/travel/jordan-the-wonders-of-petra/>

Journey: <https://stpetersformby.co.uk/wp-content/uploads/2021/01/Sunday-Club-at-Home-The-Wise-Men-1.pdf>



### Jesus welcomes the children. Mk 10: 13-16

The passage is really easy to role play with children as you tell it. Use the text below – I have made changes to it in yellow to simplify it while keeping as possible of the original. Introduce it by saying that it reminds us of something that happened one day when Jesus was with his disciples (remind pupils that the word disciple means learners – Jesus is the teacher (Rabbi), the disciples are his pupils.) Contextualise the passage by saying that Jesus and the disciples are on a long walk from Jesus' home town – Nazareth – to Jerusalem – the big city where the Temple is. Jesus has been meeting with lots of people (adults) and he has often reached out to touch them as a greeting to show friendliness and his care...(like a handshake or a hug). Now this happens....emphasise that these people are now little children!

People were bringing little children to Jesus so that he might touch them.

But the disciples spoke firmly to them, and told them not to. <sup>14</sup>

When Jesus saw this, he was cross and said to the disciples, 'Let the little children come to me; do not stop them; for the kingdom of God belongs to little ones just like these. <sup>15</sup> Truly I tell you, whoever does not welcome God's kingdom like a little child will never enter it.' <sup>16</sup>

And he took the little children up in his arms, placed his hands gently on them, and blessed them.

Role play it two or three times! It's short! Then follow with wondering questions:

#### Wondering questions about the text:

I wonder when we found out that Jesus was a king? (Can you remember?)

I wonder if the disciples didn't understand that Jesus invited **everyone** (not just grown-ups) into his kingdom?

I wonder what you would have said to Jesus if you have been one of those little ones?

I wonder if sometimes people tell you to 'go away', and how that feels?

I wonder where we can spend time with Jesus now that he is not alive with us now?



## Feeding of 5000. Mk 6:31-42

This is also a good story to tell - but its longer....try this video. [https://www.youtube.com/watch?v=52hF\\_AybJLQ](https://www.youtube.com/watch?v=52hF_AybJLQ)  
...and see what you would need if you wanted to tell it!

## Art Possibilities.

- <https://www.daniellesplace.com/html/bible-crafts-jesus-feeds.html>
- <https://www.youtube.com/watch?v=6-X8QdgxQ9g>
- <https://www.youtube.com/watch?v=I3oM3X7jLUE>

## Jesus' lifetime. BELIEVE Lens

- Map of land - <https://www.bible.ca/maps/maps-palestine-33AD.htm> Use the outline - paint the land green and have pupils stick brown mountains onto it. Then name the places.
- Google 'Nazareth Village' images – and download photos of houses and people. Make sure you can see what the people wear, the kinds of houses they live in and what they eat. Look at the animals they have: sheep, goats, donkeys.
- Felt dolls to retell stories [https://www.etsy.com/uk/listing/127797336/100-felt-printed-or-laminated-characters?ga\\_order=most\\_relevant&ga\\_search\\_type=all&ga\\_view\\_type=gallery&ga\\_search\\_query=felt+jesus&ref=sr\\_gallery-1-7&sts=1&organic\\_search\\_click=1](https://www.etsy.com/uk/listing/127797336/100-felt-printed-or-laminated-characters?ga_order=most_relevant&ga_search_type=all&ga_view_type=gallery&ga_search_query=felt+jesus&ref=sr_gallery-1-7&sts=1&organic_search_click=1)

## Jesus calls the disciples: Mk 1:16-20

Passing alongside the Sea of Galilee, he saw Simon and Andrew the brother of Simon casting a net into the sea, for they were fishermen. <sup>17</sup> And Jesus said to them, "Follow me, and I will make you become fishers of men." <sup>18</sup> And immediately they left their nets and followed him. <sup>19</sup> And going on a little farther, he saw James the son of Zebedee and John his brother, who were in their boat mending the nets. <sup>20</sup> And immediately he called them, and they left their father Zebedee in the boat with the hired servants and followed him.

Jesus was a great teacher. He taught using words (like a lesson) and he taught using his actions (people looked at what he was doing and copied him – he was a model).

Jesus needed other to work with him – disciples!

This passage tells really simply....again you could tell it and have children act it out as you speak. Name the 'characters' first and tell them what to be doing. They are sitting by Lake Galilee casting a net into the lake to fish (Simon and Andrew) and mending nets (James and John).

### **The Golden Rule: (Treat others as you like to be treated) Mt 7:12**

This is a single teaching from the Sermon on the Mount. Jesus sits beside Lake Galilee and gives a really long day of lessons...one of them is this one. It's a saying - so you don't need to act it out...just tell them! It's a rule!

<sup>12</sup> "So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets.

**Adapt: Treat others as you like to be treated!**

### **Parable of the sower: Lk 8:4-8**

This is a story that Jesus TOLD (a parable) – Jesus wanted to teach people something, so the pupils need to listen for the message. Use your sand tray to tell the story – do as you speak! Vocab: Sower – a man who sowed (planted seed) – model/role play it – throwing the seeds onto the field. No tractors!

4 And when a great crowd was gathering and people from town after town came to him, he said in a parable, **Imagine**, one day "A sower went out to sow his seed. And as he sowed, some **seed** fell along the path and was trampled underfoot, and the birds of the air **ate** it.

And some **seeds** fell on the rock, and as it grew up, it died away, because it had no water.

And some **seeds** fell among **weeds**, and the **weeds** grew up with it and choked **them**.

But some **seeds** fell into good soil and grew (**and grew and grew**) **until it was fully grown!"**

As he said these things, he said, "did you listen to hear the lesson?"

#### Wonder:

If I was the sower, what 'seeds' of kindness would I sow? Being patient, being thoughtful, sharing, listening, helping, taking care of myself....

I wonder if I could be like the seed? Can I grow to be strong? What do I need?