

# In God's Name

A Resource for Religious Education in Catholic Primary Schools

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

## EYFS

**Branch 4 – Desert to Garden**

Spring 2

This resource is intended as the second resource for the Spring Term. It teaches all the content mandated for the EYFS in Branch 4 with its focus on the Gospel of Luke, and so this content could be taught every year.

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.

Email Margaret Carswell at [carswellm@yahoo.com](mailto:carswellm@yahoo.com)

This work is copyright. ©

---

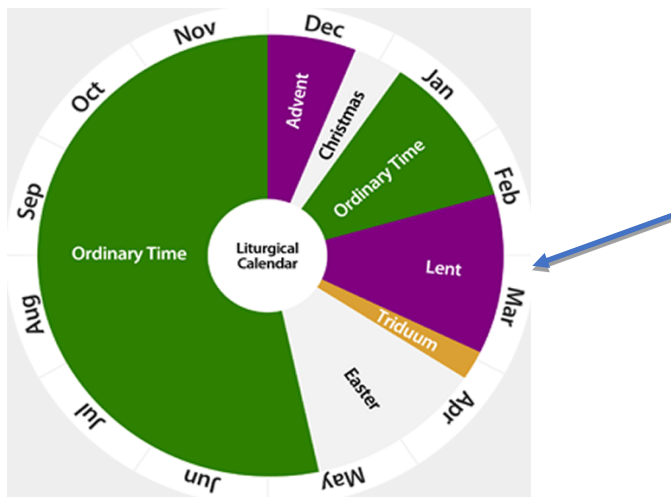
<sup>1</sup> I need to acknowledge and give credit to the wonderful EYFS colleagues who helped to finish this: Louise Ahmet, Lorna Fenwick, Sean Murphy, Jemma Ayton and Louise McAndrew. Thank you!!!

# Desert to Garden

## In a nutshell!

### The content areas:

- The Season of Lent (Celebrate Lens)
- Scripture passages about Easter (Hear Lens)
  - Easter:
    - Palm Sunday
    - Holy Thursday
    - Good Friday
    - Easter Sunday
  - Additional passage: Matthew 6 The practices of Lent.
- How we remember and celebrate the liturgies of (Celebrate Lens)
- Living the new life of Easter. (Live Lens)



Catholics believe (Believe Lens) that Jesus dies and rose from the dead. In his resurrection Christians hope for their own resurrection, for an eternal life with God.

Catholics also believe that the Eucharist is born of what Jesus did at the Passover, his Last Supper.

Lent allows Catholics to live in preparation for Easter.

## KEY INFORMATION for TEACHERS

### The Scripture Passages

This branch has several scripture passages for study; the RED asks for a simplified version of the Easter story – Palm Sunday to Easter Sunday.

An additional passage is also placed into the Lent table – Matthew 6:1-18 – which teaches the three practices for Lent. It could be useful for Reception.

### Matthew's practices for Lent: adapted from Mt 6: 1-18.

Explain that Mathew tells us that Jesus taught us how to act ...and the Church asks us to try especially hard to do these things during Lent.

Jesus and a huge crowd gathered on a mountain by Lake Galilee. Jesus taught the crowd many things.

Jesus taught the people that **when they give to the needy**, they should not announce it with big noises like trumpets. Instead, when they give to the needy, they should do it in secret. God will know...

Jesus also talked about praying. He taught the people that **when they pray**, they should not be like people who only do things for show! Instead, when they pray, they should go into their room, close the door and pray to God. God will know.

And Jesus taught the crowd that when they chose to **go without something they liked**, they were not to look sad or upset. Instead, they should look bright and happy; God will know what they are doing.

## The last week of Jesus life, adapted from Luke 19:26-24:12

The last week of Jesus is long, complicated and, at times, graphic. Teach it simply, focusing on characters, settings and a simple accounts of the events.

### Luke 19:26-44 Palm Sunday

Jesus rides into Jerusalem to the excitement and joy of the crowds. It is nearly time for the Passover festival when crowds of people will gather to remember and celebrate God's presence in their history -especially in their departure from slavery in Egypt.

### Luke 22:7-53 Holy Thursday

Jesus gathers with 12 of his disciples to celebrate the 'passover' meal. After the meal he and some of the disciple go to the garden of Gethsemane to sing and pray. Jesus is arrested and accused of being disrespectful of God – using God's name rudely.

### Luke 23:26-56 Good Friday

Jesus is found guilty of being a new king. He is crucified; put on a cross to die. Jesus' body is wrapped in cloths and put into a tomb. It is the night of the Sabbath – a day of special worship of God.




Saturday – Jesus lies in the tomb.

### Luke 24:1-12 Sunday

The Sabbath is over and so people can begin to do work. Some women go to the tomb to care for Jesus' body: an angel (messenger from God) asks them "Why are you looking for Jesus who is living, in a place where people who have died are? Later that day some of the disciples met Jesus on the road – he was risen indeed!

## 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?

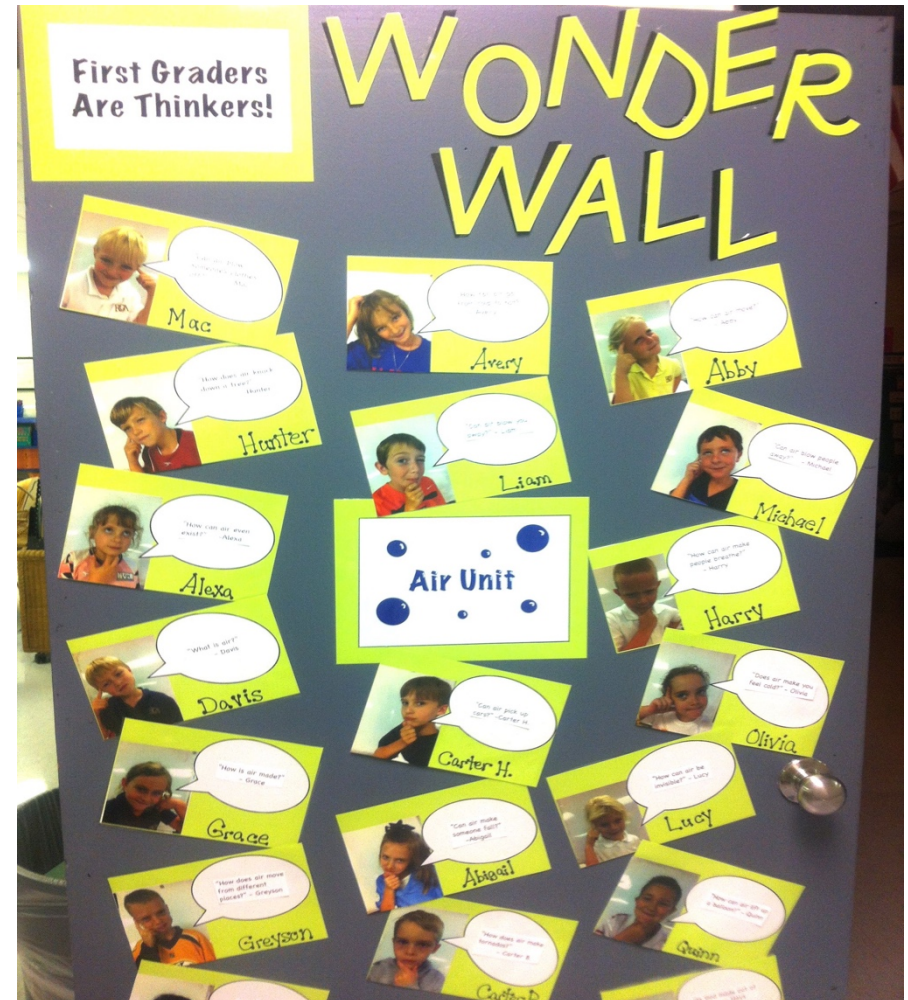
Respond: What can I do now?

## Wonder wall

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.



## Focus Question 1: What is Lent? (Celebrate Lent)

### Key Information for Teachers:

#### The Season of Lent:

The word 'lent' comes from the Old English word *lencten* (which means *lengthening of days*) used to describe the coming of the season of spring. The forty-day Season of Lent technically begins on the first Sunday of Lent but for many people Ash Wednesday marks the beginning of the season. Lent officially ends on Holy Thursday when the 'Triduum' (the words are Latin for three days), begins - Holy Thursday, Good Friday and Easter Sunday.

The number 40 has always been associated with periods of waiting and preparation: Moses stayed [on Mount Sinai] 'for 40 days and 40 nights, without eating any food or drinking any water' (Ex 34:28) as he prepared to receive the ten commandments; the prophet Elijah walked '40 days and 40 nights' to Mount Horeb (another name for Sinai) (1 Kgs 19:8), and, of course, Jesus fasted and prayed for '40 days and 40 nights' in the desert before beginning his public ministry.



The tradition of marking the forehead with ash on Ash Wednesday can be traced back to the ancient Jewish action of dusting oneself with ash as a sign of repentance and mourning for wrongful actions. It was a public declaration of the acknowledgement of the wrong and the commitment to turn your life around and try not to make the same mistake again.

The Church has identified three Lenten practises, described in the Gospel of Matthew, which help us get ready for Easter: prayer; fasting (often from food but also from practices which 'destroy' rather than 'create') and almsgiving (giving generously to the poor).

Lent is a time of preparation and conversion. It is a time to remember and anticipate the events of Easter, particularly that Jesus will be crucified and die. The colour of Lent, deep purple, is the colour of penance. It is associated with Royalty and so reminds us of Jesus, who will be recognised as Christ our King at the resurrection. Lent invites us to reflect on and change our lives so that they reflect more completely on that of Christ.

RED Content CELEBRATE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding The World
<p><b>We CELEBRATE</b></p> <p><b>Simple signs of Lent – colour purple</b></p> <p><b>The Church uses ashes as symbol of being sorry</b></p> <p><b>Linking Lent with the old way we used to name spring (see KIT above)</b></p>	<p>Vocab of the season: make a choice, change your mind, try hard, say sorry, apologise, kind, generous, give, pray.</p> <p>Begin each day with a 'what are we going to <b>give</b> to others (a smile, wave, kind word, help, share)</p> <p>What are we going to <b>do without...</b> (grumbling, fighting, unkind words etc)</p> <p>Who are we going to <b>pray for</b> today?</p>	<p><b>Dark or deep purple. Paint, draw, mix, playdough, cut and paste, sand play, water play</b></p> <p><b>Lent begins the Sunday after Ash Wednesday, when we gather to receive ash on our foreheads as a sign of beginning again or trying hard.</b></p> <p><b>Get creative with charcoal</b></p> <p><b>Ash is good for gardens as it provides potassium, necessary for plant growth. Liken the ash on our foreheads to ash in a garden. Play at feeding plants ash!</b></p>	<p>Tell Matthew's account of the three practices of Lent: pray, give alms (things to others) and fast (go without).</p> <p>Role play the two choices for each activity ...'don't do'.... 'instead.'</p> <p><b>Wondering Wall</b> <b>I wonder what I could do this Lent to show I am getting ready for Easter?</b></p>	<p>Anything to 40! Jumping, skipping, hopping, throwing. Can pupils skip, hop, clap, jump, throw to 40?</p>	<p>Explain that the word 'lent' comes from the old word for 'spring.' Read stories and poems about spring...lambs, caterpillars, rabbits.</p> <p>Make a big calendar of days of the week, counting down to the end of Lent.</p>	<p><b>START 2:</b> <b>Explain that the Church has seasons too: place a liturgical calendar on the IWB and name the seasons of the Church. Explain that each season has a colour - the colour of 'waiting' is purple. Waiting for a sad thing (like Lent) is deep dark purple; waiting for a happy thing (Jesus' birth) is a pinky purple.</b></p>	<p>Lent is 40 days. How can you make 40? 4 groups of 10 8 groups of 5 10 groups of 4 5 groups of 8</p> <p>Matching, copying activities with the numerals '40'</p> <p>Make a springtime caterpillar with 40 purple segments</p>	<p><b>START 1.</b> Talk to pupils about the months of the year and the seasons of the year. Do some activities about the months of the year and the four seasons. Name all seasons and associate them with an activity – eg summer, swimming.</p>



## Focus Question 2: What happened to Jesus? (Hear Lens)

### Key Information for Teachers:

#### The events of Holy Week

Each of the Gospels record that in his last week Jesus was arrested and tried. He was sentenced to death by the Roman, Pontius Pilate, crucified and died. These events are the basis of the religious commemoration of Easter: On Palm Sunday we remember Jesus' entry into Jerusalem; on Holy Thursday we remember his final meal, celebrated with some of his disciples, and his arrest in the Garden of Gethsemane. On Good Friday we remember Jesus' crucifixion and death.

Luke's description of these events is more gentle than that found in other Gospels. Jesus faces his trial and crucifixion more calmly; Luke tells us of Jesus' forgiveness of those who killed him, from the cross. In spite of this, these events are sobering and challenging. They invite us to consider our own experiences of being accused of wrong doings falsely, and of those experiences of death, literal and figurative that form part of human existence. For people of faith though, they recall the sacrifice Jesus made, giving his life in fidelity to who he was, the Messiah, the Christ.

#### Palm Sunday – the Entry into Jerusalem.

Background: The Jews were waiting for their messiah – but they imagined (and needed) a messianic King with a military and political agenda who would overthrow the Romans occupying their land. The symbolism of Jesus riding a donkey or 'colt' is, therefore, very significant. Armies rode horses: someone riding on a donkey came in peace.

Luke's account of Palm Sunday does not actually mention palm branches being waved at Jesus, although other accounts do. However, it was customary for the subjects of a ruler or king to pay homage to him by spreading clothing on the road and waving branches from nearby trees. Any branches that were waved in honour of Jesus were most likely to have been olive branches. Olive branches were plentiful in the region and were a sign of peace. They also alluded to the narrative of Noah and the Flood.

#### The Last Supper:

Background: Three Gospels tells us that the 'last supper' of Jesus was a Jewish ritual Passover (sedar) meal. This meal was celebrated by Jews every year to remember God's redemption (saving) of the Israelites from slavery in Egypt. The meal followed a strict ritual which retold the Passover story and included the eating of symbolic foods, such as bitter herbs, unleavened bread and a sacrificial lamb.

Luke account does not contain the key action of Holy Thursday – the washing of the feet. It is found in the Gospel of John.

For Jews, the exodus is a living continuation of the covenant promised to Abraham; for Christians, Jesus' Last Supper initiates a new understanding and a new covenant. Instead of the lamb sacrificed in the Temple as part of the Jewish sedar, Jesus becomes the 'Lamb of God', sacrificing himself. During the Last Supper Jesus told his disciples that the bread was his body, and the wine his blood. Catholics believe Jesus is truly present in the consecrated (made holy) bread and wine, each time the Eucharist is celebrated.



### **The Garden of Gethsemane:**

Background: After the Passover, Jews would go out into the streets and parks and sing Psalms. Jesus does this in the garden of Gethsemane, a garden on the Mount of Olives – filled with olive trees! The word Gethsemane means ‘olive press’. Luke tells us that Jesus prayed that the coming event might not happen – but that in the end he would accept what would happen. Like the olives crushed to reveal their precious oil, and the bread broken at the meal, Jesus, too, would be broken.

### **The Crucifixion:**

Background: The death of Jesus brings together two cultural practices.

**The Romans** viewed crucifixion as the most shameful and degrading of penalties. Victims were crucified by having their arms nailed or tied to the crossbeam. If a criminal survived for an extended period of time, death could be hastened by breaking the victim's legs (to prevent them pushing upwards to breathe) or by piercing their heart with a spear. In the Roman tradition, the body was left in the cross after death as an additional sign of disgrace and as a warning to the general community not to offend. It was customary for a placard to be placed at the top of the cross with the name of the victim and the nature of the crime.

For the Jews, religious law required that the body of a criminal should not remain on the cross but should be buried before the end of the day. The dead were wrapped in a shroud, the face veiled and the feet tied up with linen strips and placed in a tomb, probably a cave with the large flat round stone ‘door’ over the entrance way. Perfumes, such as nard or myrrh (the gifts of the wise men) and aloes were used to anoint and ‘fragrance’ the body. After about 12 months when the body had decayed, the bones would be collected and placed in an ossuary, a rectangular stone box, and left in the tomb.

### **The Resurrection:**

Luke’s account of the resurrection is a little different from the others in that he has the women who go to the tomb and are the first to learn about the resurrection but were not believed ‘because their words seemed to them like nonsense. 12 Peter, however, got up and ran to the tomb. Bending over, he saw the strips of linen lying by themselves, and he went away, wondering to himself what had happened. The resurrection is then affirmed by what happens next! Extend the women’s visit to the tomb with the account of Jesus appearance to some of the disciples on the road to Emmaus (Lk 24:13-35). <https://www.youtube.com/watch?v=RI5mTW45MGA>

YOU MIGHT BE WISE TO .....

**INTEGRATE the lenses as you learn about each event! Take a week for each event. Hear the event, talk about what we believe about this event, do art and creative activities around its celebration and how it is lived now.**

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>A simplified version of key events of Holy Week:</b></p> <p><b>Palm Sunday,</b></p> <p><b>Holy Thursday,</b></p> <p><b>Good Friday</b></p> <p><b>Easter Sunday</b></p>	<p><b>Wondering Wall</b></p> <p><b>I wonder if I would have liked to be at the .....(event) I wonder what I would have said and done.</b></p>	<p><b>Make a Holy Week wreath – add to it as you learn about each event. (see link below)</b></p> <p>Make big branches on old fabric rolls. Dress up and role play Palm Sunday...leave the costumes at the play corner.</p> <p>Make a crown of thorns for Jesus using green playdough and toothpicks.</p>	<p>Role play each day and include dialogue, conversations. Eg Calling out to Jesus as he comes in on his donkey Eg. Getting the Passover room ready Eg. Sitting having a special meal together Eg. Find Jesus' body gone Eg. Walking along the road to Emmaus</p>	<p>Jerusalem was where the Temple was – where all the festivals of Judaism were held. Show images of <b>Herod's Temple.</b> Build Temples out of boxes, blocks – Put big blocks near Jerusalem' to build the Temple.</p>	<p>Develop knowledge of the events using my video, telling each one with small figures, matching and sequencing pictures of what happens etc...</p> <p>Focus on the events over the week: Sunday: enters Jerusalem Mon-Wed: around Jerusalem and the Temple Thursday: Passover meal Friday: Dies Saturday: in Tomb Sunday Rises!</p>	<p><b>START 2:</b></p> <p><b>Explain that after Lent we begin Holy Week...Jesus left Nazareth went came to Jerusalem.</b></p> <p><b>Tell (if you possibly can) the events of the week. Use simple prompts if you need to – reception children could illustrate these into a wall book.</b></p>	<p>Trace around pupils' hands and make palm branches out of them – attach to icy block sticks or similar.</p> <p>Trace around pupils' feet and make footprints. Place them outside...add another place – near Jerusalem – Emmaus.</p>	<p><b>START 1.</b></p> <p>Use maps to show how the story shifts to another place. Show a simple map of where Jesus grew up and lived as an adult (Nazareth) and where the events you are going to hear about occur.</p> <p>Label your outside play are with signs "to Jerusalem"</p>


There are some simple backdrop pictures in the B3 Phase 1 resource you could use. Negotiate with your Phase 1 teachers!

Holy Week wreath: <https://twitchetts.com/2019/04/religious-easter-crafts.html/>

Road to Emmaus: <https://www.youtube.com/watch?v=RI5mTW45MGA>

[https://www.etsy.com/uk/listing/1172028250/easter-story-stones-christian-story?ga\\_order=most\\_relevant&ga\\_search\\_type=all&ga\\_view\\_type=gallery&ga\\_search\\_query=bible+stories&ref=sr\\_gallery-2-33&organic\\_search\\_click=1](https://www.etsy.com/uk/listing/1172028250/easter-story-stones-christian-story?ga_order=most_relevant&ga_search_type=all&ga_view_type=gallery&ga_search_query=bible+stories&ref=sr_gallery-2-33&organic_search_click=1)

### Focus Question 3: What do Catholics believe about the death of Jesus? (Believe Lens)

	<b>Key Information for Teachers:</b>
	The primary belief of all Christians is that Jesus rose from the dead.
	Why Jesus died, and what his death achieved is much more complicated than the simple proclamation of this belief. At this age, pupil's perception of the death of Jesus will be very literal – he died because Pilate had him killed and he came back to life, again, because God made him. Allow the simplicity of their belief....
	The Emmaus text also reminds us of the belief that God is present with us 'as we walk along the road..'
	Central to Catholic belief is that Jesus' Last Supper provided the seeds for development of the Eucharist or Mass. Matching art activities in 'Believe' focus on this belief.

#### 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 died on a cross and rose from the dead.</b></p> <p><b>Jesus' resurrection brings new life.</b></p>	<p>Would you talk about people who have died that pupils might know? Be sensitive...</p> <p>Would you write their names inside a wreath of flowers or put their names in a bowl on your prayer table to remember them when you pray?</p>	<p><b>Draw or paint a large tomb (see Nazareth village photos online) and colour, write in bring colours "Jesus is risen!"</b></p>	<p><b>Wondering Wall</b>  <b>I wonder... about the people who were there when Jesus died. How did they feel? What did they say to each other?</b></p> <p><b>I wonder...about the people who heard about the resurrection. How did they feel? What did they say to each other?</b></p>	<p>Role play the life-cycle of a caterpillar into a butterfly.  Christians believe that when a person dies the way they live changes.</p>	<p>Teach pupils one of the professions of faith: Christ has died, Christ is risen, Christ will come again.  Use literacy activities to work with this statement (close activities, ordering, copying etc)</p>	<p><b>START:</b>  <b>Use the Belief slides to talk about each belief and to undertake activities connected with each one. The two central beliefs are related to resurrection and the 'seeding' of the Eucharist.</b></p>		<p>Match the actions of the Last Supper and Mass:  Jesus sat at a table/the Priest stands at the table (altar).</p> <p>Jesus broke bread/the Priest broke bread</p> <p>Jesus called the bread his body/the Priest calls the host 'the Body of Christ'</p> <p>Can you set up these scenarios in 'play pairs' and take photos of them?</p>

## Focus Question 4: How do we celebrate the death and resurrection of Jesus? (Celebrate Lens)

### Key Information for Teachers:

**Each Liturgy remembers the events of the day in symbol and action.**

Here is what the missal says about organizing the **Palm Sunday procession**.

1. The congregation meet at a place away from the church. They are given branches to carry into the church.
2. The Priest wears red vestments.
3. An antiphon is sung as the people process into Church. This one is based on Matthew 21: 9  
Hosanna to the Son of David; blessed is he who comes in the name of the Lord,  
the King of Israel. Hosanna in the highest.

Here is what the missal says about the **Holy Thursday washing of the feet**.

1. 12 people are chosen to have their feet washed. The washing takes place after the homily.
2. The Priest takes off his chasuble if necessary and pours water over each person's feet. He then dries them.
3. An antiphon is sung. This one is based on John 13:12,13 and 15

The Lord Jesus, after eating supper with his disciples, washed their feet and said to them:

Do you know what I, your Lord and Master, have done for you? I have given you an example, that you should do likewise.

Here is what the missal says about the **Good Friday veneration of the Cross**

1. We have our liturgy at three o'clock to remember the time that Jesus died. Our liturgy has three parts: Liturgy of the Word, the Adoration of the Cross, and Holy Communion.
2. The Priest wears red vestments. When he enters the church he does so in silence, he walks to the altar and lies in front of it to pray.
3. After the Prayers of Intercessions Adoration of the Cross takes place. In some parishes the cross comes into the Church covered in a violet veil and is uncovered as part of the liturgy. In others it comes into the Church uncovered. Candles are placed at each side of the cross and the congregation are invited to come forward and genuflect in front of it or to touch or kiss it.



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>At Mass we celebrate the new life of the resurrection</b></p> <p><b>At Mass we use gold and white on the altar and in the Priests vestments</b></p> <p><b>Symbols of Holy Week and Easter:</b></p>	<p><b>Make an Easter Garden, grow seeds</b> – link to old word for Lent...spring and the new life that Jesus had; the resurrection is.</p>	<p>Look at a variety of images, modern, old, painting, tapestries, etc each event.</p> <p>Build and retell the story: My Little Story (link below)</p> <p><b>Decorate with Good and White – resurrection colours!</b></p>	<p><b>Palm Sunday: procession with palms</b></p> <p><b>Holy Thursday: Mass washing of the feet</b></p> <p><b>Good Friday: Pray in front of the cross and touch it gently, remembering that Jesus died this day.</b></p> <p><b>Easter Sunday: A fire in the early morning – make one with cellophane and sing around it!</b></p>	<p>'Be' symbols of new life: rabbits, lambs, growing plants.</p>	<p>Place the key verbs out (riding, waving, shouting; preparing, blessing, eating, drinking, singing, carrying, lying, crying, wondering, rising, talking) and have pupils draw Jesus doing these things.</p> <p>Take photos of children doing them to match with the words.</p>	<p><b>START:</b> Each day has its own liturgy (Mass) with its own action. (see communication and language)</p>	<p>Recall that 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 – especially at the Resurrection</p> <p>Can you afford a helium balloon of the number 3?</p>	<p><b>The Priest will wear different colours for Lent and Easter.</b> See link below. Can you dress the Priest for Lent and Easter?</p>

Vestment colour and meaning: <https://nobelie.com/colours-of-vestments-worn-by-catholic-priests-on-different-occasions-and-what-they-symbolize/>

Paper doll outline to dress in vestments. <https://www.google.com/search?q=cute+paper+doll+dress+up&tbm=isch&hl=en&sa=X&ved=2ahUKEwjw2-SctvaCAxU7AfsDHSjzBAkQrNwCKAB6BQgBEIQB&biw=1319&bih=704>

Crosses: <https://www.alamy.com/stock-photo/different-crosses.html?sortBy=relevant>

My Little House: <https://www.mylittlehouse.org/the-easter-story.html>

## Focus Question 5: How can we remember the resurrection in our lives? (Live Lens)



### Key Information for Teachers:

**The resurrection is so ingrained in Christian practice it is hard to separate it from everything we do.**

Living as if God was present in everyday life, able to be known through reading the Bible, listening to Scripture, taking care of ourselves and each other and walking in nature.... all can remind us of the resurrection.

Praying; the Glory Be, the Our Father, making the Sign of the Cross, are all actions of people who believe in the resurrection.

Some cultures express beliefs differently: some of these are in the Table.



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>Cultures celebrate Lent and Easter in different ways</b></p> <p><b>We try to help others by what we do in Lent.</b></p>	<p>Make Bells and talk about their use to announce Easter Sunday in France!</p> <p>Sing: This little light of mine. Can you make up actions with your 'lights'?</p>	<p>Boil and talk about the painting of eggs (Germany) at Easter!</p> <p>A symbol of the resurrection is light – link to the Vigil Mass which begins with a fire outside the Church if you can. Make artistic lights of all sorts...can we be lights for others.</p>	<p>Make and talk about 'Fastelavn' from Denmark...make crowns for crown the King and Queen cat!</p>	<p>Make and talk about the Kerala (India) Carnival at Easter!</p>	<p>Read and talk about Peppa Pig Easter Surprise and make Easter bonnets!</p>	<p>Make and talk about playdough hot cross buns at Easter!</p>	<p>Make and talk about Kites (Bermuda) at Easter! Measure the wing spans.</p>	<p><b>START:</b> Use the links below to find out and learn about how other cultures get ready for and celebrate Easter. Suggestions in table – links to information below.</p>

Cultural expressions of Lent: <https://www.oursundayvisitor.com/lent-around-the-world/>

Cultural expressions of Easter: <https://www.scholastic.com/parents/kids-activities-and-printables/activities-for-kids/holiday-and-seasonal-ideas/easter-traditions-around-world.html>

Cultural expressions of Easter: <https://toppandigital.com/translation-blog/easter-different-cultures/>

Hot Cross buns: <https://goodfoodireland.ie/blog/a-little-history-of-hot-cross-buns/#:~:text=They%20are%20symbolic%20of%20this,embalm%20Christ%20after%20his%20death.>

This little light of mine: <https://www.youtube.com/watch?v=NsbRIg-ebWg>

## Resources:

Talk to Phase 1 teachers for additional suggestions!