

Topic Title: Christianity - Gospel

Year 4 Summer 2



Enquiry Question:
What kind of world did Jesus want?
Disciplinary Focus:
Theology

Reflection of our Vision:

Children will learn from Jesus' example the importance of loving each other and putting others first.

Background for Teachers:

Taken from *Understanding Christianity*:

- In the 'big story' of the Bible, God is seen to be forging a relationship with humanity, taking into account human sinfulness demonstrated in the 'Fall'. He does this in a number of ways. For example, he shows in his relationship with the People of God what it is like to have a relationship with him. Also, God comes to earth as a human, Jesus, is crucified and resurrected – significant as God's rescue mission for humanity, and written about in the Gospels.
- Although Jesus' crucifixion and resurrection can be seen as a climax of the Gospels, it is important to remember that before he died, Jesus spent three years preaching. During this time, he taught God's salvation message to those around him. Many of his teachings, stories and actions from this time are recorded in the New Testament. They give Christians guidance on how God wants them to live in the world. Much of this guidance was new and even contradictory to conventional thinking at the time, so Jesus was showing a new way of living. Many Christians will try to follow Jesus' teachings and emulate his actions in order to come into a deeper relationship with God and know how to live well in a world where sin has an impact.
- Christians are inspired by the example and the stories of Jesus. They find them challenging, just as Jesus' listeners did. It is not easy to love the unlovable! It is not easy to keep loving God all the time, either – people can be easily distracted by things that don't matter as much.
- They might meditate on these stories, or discuss them in church or in Bible study groups; they will listen to church leaders giving sermons on them, advising Christians how to follow Jesus better.

Previously On ... (Links to Prior Learning):

For whom was Jesus 'good news'? What did Jesus offer and how were those offers 'good news' for people? Introduce the offers of friendship, forgiveness and peace and the concept 'Gospel' to scaffold if necessary.

Big Questions:

What might Peter and Andrew have thought on hearing Jesus' words?

What might Jesus have meant by 'fishers of people'?

Why do you think Matthew included this in his Gospel?

Why did Jesus touch and heal the leper?

What might Jesus' actions towards the leper mean for a Christian?

What is the teaching of Jesus in the Pharisee and the Tax Collector?

How do Christians make the world that Jesus wanted?

What sort of world did Jesus want? How far would acting like Jesus bring about a better world?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p>LO: to understand how a Gospel tells the story of the life and teaching of Jesus.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p>	<p>Starter: Children to sketch their three favourite possessions and underneath, list in order the things they tend to do on a regular weekday.</p> <p>Input: Share the start of the story of the calling of the first disciples (Matthew 4:18-19). Ask the children to pick out what Jesus asks Peter and Andrew to do and explain that by following Jesus, they would be giving up a lot. Remind the children of their sketches and lists – how would they feel if they were asked to give up so much?</p> <p>Children to take on the role of Peter or Andrew and decide what they might have thought on hearing Jesus' words – write thoughts on fish shapes or thought bubbles. The word 'gospel' means good news. They must have thought Jesus was good news. In the work that follows, ask the children to look out for anything that might have seemed like good news to the disciples then and to Christians now about what Jesus said and did.</p> <p>Finish the story (Matthew 4:20-22). What did James and John leave behind? Although they have given some things up, what special new job have the disciples gained once they follow Jesus? What might Jesus have meant by 'fishers of people'?</p>	<p>Task: Children to work collaboratively to create images of what a 'fisher of people' might do. These could be combined to create a whole-class collage.</p> <p>Explain that following Jesus and being 'fishers of people' are actions that Jesus wanted people to do, which is why many Christians today still try to do them.</p>	<p>Plenary: Explain that the writers of the gospels don't tell everything that Jesus ever said and did. Why do they think Matthew included this story in his Gospel? Why not just give a list of qualities Jesus was looking for in a disciple? Children could respond to this as a GPC.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	<p>LO: to understand what Jesus' actions towards the leper might mean for Christians.</p> <p>Making Sense of the Text</p> <p>Understanding the Impact</p> <p>Making Connections</p>	<p>Starter: Show the following contemporary translation of 'fishers of men': <i>'Come with me. I'll make a new kind of fishermen out of you. I'll show you how to catch men and women instead of perch and bass.'</i> What might this mean for Christians today?</p> <p>Input: Begin by discussing why we don't come to school when we're ill – we need to get better, we don't want to infect others. How willing would the children be to be near or touch someone infectious?</p> <p>Look at the Leprosy Mission (www.leprosymission.org.uk) and explain what leprosy is – and how lepers were viewed in biblical times. Read the story of Jesus healing a leper (Mark 1:40-44) and ask the children to show amazement on their faces every time Jesus says or does something that they consider to be shocking.</p> <p>Hold a 'community of enquiry' discussion – why did Jesus touch and heal the leper? Ensure that the discussion touches on the importance of showing love to all.</p>	<p>Task: Children to record their ideas about why Jesus touched and healed the leper – and extend this to reflect on what Jesus' actions towards the leper might mean for Christians.</p>	<p>Plenary: In light of what we have read and learned so far, what kind of world do the children think Jesus wanted?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	<p>LO: to understand how Jesus shows love and forgiveness to unlikely people.</p> <p>Making Sense of the Text</p> <p>Understanding the Impact</p> <p>Making Connections</p>	<p>Starter: Brainstorm stories that will ‘make people stop and think’ due to their meaning – this could be anything from <i>The Boy Who Cried Wolf</i> to the story of the Leper, in which Jesus’ actions made people stop and think. Recap how stories Jesus told are called ‘parables’ and did the same – stories with meanings that might be hard to work out.</p> <p>Input: Show image of someone being a ‘Good Samaritan’ in a modern situation; for example, helping a homeless person. What can the children see happening? Follow this with a range of images such as a policeman, a burglar, a nurse, someone in handcuffs. Who do the children expect to be the ‘goodies’? The ‘baddies’?</p> <p>Tell the story of the Pharisee and the Tax Collector (Luke 18: 9-14). Recap the reputation that tax collectors have. While the children are listening to the story, ask the children to spot people who are acting in ways we don’t expect.</p>	<p>Task: Using the picture from Resources, children to annotate with speech bubbles and thought bubbles, showing what each character is saying and thinking.</p> <p>Further Challenge: What do the children think the teaching of Jesus is in this story? You could give them some ideas to choose from:</p> <ul style="list-style-type: none"> • Actions speak louder than words. • God loves humility. • It’s not how you look, it’s what you are like in your heart that matters. 	<p>Plenary: What was Jesus’ message in this story? It’s not just about people who looked religious and good on the outside but weren’t on the inside, it’s also the other way around. Someone who doesn’t ‘look’ good actually shows an attitude that gets God’s approval.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	<p>LO: to explore how Christians are making the world that Jesus wanted.</p> <p>Making Sense of the Text</p> <p>Understanding the Impact</p> <p>Making Connections</p>	<p>Starter: Look at some signs from a church noticeboard or website showing what is happening in the community. This could be specific to St. Andrew's/Feering or a range of examples found online. List a range of these activities and ask the children which they think are the most important and why.</p> <p>Which are most important: worship services or caring for the elderly? Celebrating a wedding, a baptism or a funeral? Reading the Bible or giving to charity?</p> <p>Input: Return to the list and discuss which ones a church leader might be involved in. For example:</p> <ul style="list-style-type: none"> • Leading worship services • Visiting ill people • Meeting parents of a baby being christened • Arranging a special harvest service • Preaching • Talking to people about Jesus • Helping with the community's fundraising <p>Ask the children to imagine a day (or a week) in the life of a church minster – they could use blank daily timetables. Work together to fill in the activities that a church leader might be doing today and on a Sunday.</p> <p>What attributes might a member of the clergy need to do these activities? How are they following Jesus, fishing for people or trying to be like Jesus?</p>	<p>Task: Children to create a 'Wanted!' poster where the best church leader ever is identified. Children should include the attributes needed, activities that they will be required to do and how they must live as Jesus wanted.</p> <p>Further Challenge: Some church leaders feel the need to go beyond these daily routines in order to show love towards, and look after, people that others do not seem to be taking care of. See Resources – what happened in the situation and why did the vicar act in the way that she or he did?</p>	<p>Plenary: Invite children to share their posters – how would these church leaders be making the world that Jesus wanted? What links can they make with stories of Jesus?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	<p>LO: to explore how Christians are making the world that Jesus wanted.</p> <p>Making Sense of the Text</p> <p>Understanding the Impact</p> <p>Making Connections</p>	<p>Starter: What kind of world would the children like to see?</p> <p>Input: Children to work, either individually or in pairs, with a picture of a globe. In one half, write the way the world is and in the other half, the way they would like it to be. Why do they want the world like this? What actions would people need to take to make the world like this?</p> <p>Recap how Jesus' message is one of love (love <i>from</i> God inspiring love <i>for</i> God and for others). How important is love in the children's ideas about a better world and the steps to get there?</p> <p>What kind of world do the children think Jesus wanted? Ideas might include:</p> <ul style="list-style-type: none"> • A world where all members of society are loved. • A world where people follow Jesus and his example. • A world where followers spread the word so that others who want to follow Jesus are all included. 	<p>Task: Children to create a T-diagram – one column to be headed 'The kind of world I would like to see' and one column to be headed 'The kind of world Jesus would want to see'.</p> <p>Further Challenge: What similarities and differences do they notice in their ideas in each column?</p>	<p>Plenary: How far do the children think acting like Jesus would bring about a better world? Children could respond to this as a GPC.</p>