

# Topic Title: Christianity – Kingdom of God

## Early Years Foundation Stage Summer 2



### Enquiry Question:

What might Christians learn from Bible stories?

### Disciplinary Focus:

Theology

### Background for Teachers:

Core beliefs behind this unit, taken from *Understanding Christianity*:

- Christians read the Bible as telling a story of the relationship between God the Creator and creation. Specifically, it is about God's relationship with human beings. The Bible starts with everything going well, with humans as good friends with God, but humans mess up their friendships by preferring to go their own way. The rest of the Bible explores ways in which God draws humans back into a close friendship with him. This includes choosing a special people (the Hebrews or people of Israel, also called the people of God) to demonstrate what it is like to be friends with God, so that everyone would want to be friends with God. It is important to know this because it helps to explain why some people are not obeying God, or why some want to run away, and why God is so pleased to welcome people back.
- This shows how the Bible can be used in human attempts to understand the nature of God. Christians believe that the Bible reveals what God is like, and that he is worth being friends with – more, he is worth worshipping!
- Christians use the stories of Jesus in various ways. Jesus' parables have been a source of comfort, inspiration and challenge for centuries. Christians might explore the story and its meanings in a Bible study group, act it out in drama, listen to a vicar preach about it in church, and try to find out what Jesus is teaching them about how to behave.

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

Give the children part of a piece of art of *The Lost Son* to work out what they think might be happening. Use a photo frame to isolate parts of the picture and scaffold exploration as detailed in Lesson 1.

### Big Questions:

In the story of *The Lost Son*, how did the father feel when ... How did the son feel when ...  
What do Christians believe happens when we say sorry?  
What might the story of *The Lost Son* teach Christians?  
How is God like a father?  
What do your parents do to show that they love you?  
What do you do and say to show you love your parents?  
How might Christians show that they love God?  
How does it feel if you do or don't forgive?  
What types of prayer might the characters say during *The Lost Son*?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<b>LO:</b> to tell the story of The Lost Son.	<p><b>Starter:</b> ‘Previously On’: Give the children part of a piece of art of the Lost Son (see Resources section) to work out what they think might be happening. Use a photo frame to isolate parts of the picture and allow the children to focus upon them. What do they think they can see in each part of the picture? What colours have been used? What mood does it convey? What do they imagine the rest of the story might be? Complete the picture to show the rest of the story.</p> <p><b>Input:</b> Tell the story of <i>The Lost Son</i> (Luke 15: 1-2, 11-32) – this could be using a film clip, Godly play or a story sack, for example. Use ‘I wonder ...’ questions to help explore the differing perspectives and feelings of the father and both sons. How did the father/son feel when the son left? When he said sorry? When his father threw a party?</p>	<p><b>Task:</b> Choice of challenges:</p> <ul style="list-style-type: none"> <li>• Children to ask their own ‘I wonder’ questions and either write their own or ask an adult to record them.</li> <li>• Act out the story in a small world area.</li> <li>• Write things that they are sorry for in a tray of sand and watch them disappear – Christians believe that when we say sorry, God forgives us.</li> </ul>	<p><b>Plenary:</b> Draw out the forgiveness and love shown by the father. What might this story teach Christians about God? Is God like a father? How?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	<b>LO:</b> to understand the concept of God as a forgiving father.	<p><b>Starter:</b> Work collaboratively to create a ‘hidden meaning’ box for the parable of <i>The Lost Son</i>. Children to show the literal story of <i>The Lost Son</i> on the outside of the box – how could we decorate the box to retell this story? What would we need to include? Discuss the ‘hidden meaning’ of the story – what is the story really teaching us about God? What could we put inside the box to represent this?</p> <p><b>Input:</b> Recap how, for Christians, the parable of <i>The Lost Son</i> teaches that God is loving and forgiving, like a parent. Draw an outline of a parent and share a picturebook that includes a parent that the children are familiar with. What does the parent/do the parents in the story do to show that they love their children? What do they say to show that they love their children? Model writing or drawing ideas inside the outline.</p>	<p><b>Task:</b> Children to either draw a big outline of their Mum, their Dad or both parents or use a template. What do their parents do or say to show that they love them? These things could be drawn, written, recorded by adults on speech bubble sticky notes or a combination.</p> <p>The children could alternatively use role play or small world play to act out how love is shown in this way.</p>	<p><b>Plenary:</b> Ask the children what they do or say to show that they love their parents. Draw out the meaning that love goes both ways and link this to the concept of God as a loving Father for Christians.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	<b>LO:</b> to understand how Christians put their beliefs into practice.	<p><b>Starter:</b> How might Christians show that they love God?</p> <p><b>Input:</b> Introduce the nine ideas of how Christians might show that they love God on Resource Sheet 2. For example:</p> <ul style="list-style-type: none"> <li>• Singing praising songs</li> <li>• Praying saying why they love God</li> <li>• Reading about God in the Bible</li> <li>• Loving people</li> <li>• Forgiving people</li> <li>• Caring for people</li> <li>• Going to church</li> <li>• Praying and talking to God</li> <li>• Praying and asking God to help</li> <li>• Being generous</li> </ul> <p>Which do the children think is the most important? Why?</p> <p>Children to choose the six that they think are the most important and draw each of these on a large square of paper. Each child should end up with six drawings to represent how Christians might show that they love God.</p>	<p><b>Task:</b> Choose six of the children's drawings to stick to the outside of a large dice. Children to sit in a circle – take it in turns to throw the dice and act out what that might mean for a Christian. For example, praying – giving an example of a line of prayer that a Christian might say – or caring – what might a Christian do in a certain scenario? If someone is crying? Hungry? Lonely?</p>	<p><b>Plenary:</b> Invite one of the children to throw the dice. What might that mean for <i>them</i>?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	<b>LO:</b> to explore the importance of forgiveness.	<p><b>Starter:</b> What happens in school if you do something wrong? Discuss how children are forgiven – and how important is this?</p> <p><b>Input:</b> Tell the children that the puppet is upset. When he/she was playing with bricks in the construction area (or another real-life example), one of his/her best friends hit him/her. He/she doesn't know what to do ... he/she knows he mustn't hit him/her back because it would make things worse and might start a fight. What do the children think the puppet should do?</p>	<p><b>Task:</b> Choice of challenges:</p> <ul style="list-style-type: none"> <li>• Circle time – enacting drama scenarios e.g. someone spoils a piece of their work, someone hits them because they won't share. How can the drama reach the stage when forgiveness is given? What happens when forgiveness is not given?</li> <li>• Create a 'Saying Sorry' basket – children to make a card for someone saying 'I'm very sorry for ...'. You could share these with the children they're for, asking for them to reply by saying 'That's okay – I forgive you.'</li> </ul>	<p><b>Plenary:</b> Invite children that have had a 'Saying Sorry' card written for them to respond by saying 'That's okay – I forgive you.' Emphasise that they are forgiving as Jesus taught.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	<p><b>LO:</b> to understand how Christians show their belief in God as loving and forgiving.</p>	<p><b>Starter:</b> Read back through the Lord's Prayer together – if possible, invite members of Collective Worship Committee to help the children learn this.</p> <p><b>Input:</b> Introduce the children to four jelly baby characters: Peter Praise, Suzy Sorry, Andrew Ask and Thea Thanks – each character should be a different colour. See Resource Sheet 3 but jelly babies could also be used for this. Explain that Christian prayers have four main types and each jelly baby character represents one of these – praise, saying sorry, saying thank you and asking for something. Some prayers show all four, some just one or two.</p> <p>Retell the story of <i>The Lost Son</i>. Which parts of the story suggest that Suzy Sorry, Peter Praise, Andrew Ask or Thea Thanks prayers are something that the characters might say?</p>	<p><b>Task:</b> Children to focus on two types of prayer – Suzy Sorry and Peter Praise – and on how Christians believe God is loving and forgiving. Choice of challenges:</p> <ul style="list-style-type: none"> <li>• Static Electricity Prayers – children to choose a piece of coloured tissue paper to match Suzy Sorry or Peter Praise's colour and write or draw a 'saying sorry' or 'praising' prayer on their piece of tissue paper.</li> <li>• Prayer Pail – children to write the name of somebody that they would like to say sorry to or praise through prayer on a lollipop stick and add to the Prayer Pail bucket.</li> <li>• Paper Prayer Chains – children to choose a coloured strip of paper to match Suzy Sorry or Peter Praise's colour and write or draw a 'saying sorry' or 'praising' prayer on their strip. Join these together to make a paper chain – strips for Andrew Ask and Thea Thanks prayers could be added at a later date.</li> </ul>	<p><b>Plenary:</b> Rub a balloon to build up some static and invite children to hold their tissue prayer close. Watch as it is pulled onto the balloon and sticks there – talk about giving our prayers to God and asking him to show his power in each situation. As the paper sticks to the balloon, pray that God will hold all of our prayers and that we will see his power at work.</p>

