

FOUNDATION STAGE 2/UNIT F3

SALVATION

WHY DO CHRISTIANS PUT A CROSS IN AN EASTER GARDEN?

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Note: in EYFS, the **Making connections** element of the approach is woven throughout all activities.



MAKING SENSE OF THE TEXT

KEY INFORMATION FOR THE TEACHER

This section looks at what the Bible says about the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection.

The Easter narratives in each of the four Gospels in the Bible are made up of a number of stories, which cover the period from Jesus' triumphal entry into Jerusalem to the encounters the disciples had with the risen Jesus. The different

accounts contain some elements that are the same, and some that differ.

Palm Sunday commemorates Jesus' entry into Jerusalem and is the start of Holy Week, when stories of what Jesus did in the last week of his earthly life are told and re-enacted in churches. Palm leaves or palm crosses are often distributed to worshippers.

KEY SUGGESTIONS FOR TEACHER-LED ACTIVITIES

Teacher's note: Jesus' followers believed he was the King (Messiah or Christ) sent by God to **save** or **rescue** the Israelites from Roman occupation and establish God's kingdom on earth. When Jesus rode into Jerusalem on 'Palm Sunday', it seemed the time had come, but the authorities arrested and executed him.

This unit introduces the ideas using Tom and Tessa, two imaginary Christian children – you might use persona dolls to bring these characters into the classroom as part of the children's learning.

Why is a palm cross a special symbol, or reminder, for Tom and Tessa?

Tom and Tessa are getting ready for a special time called 'Easter'. This week they acted the story of Palm Sunday at church with their friends. At the end of church they were given one of these palm crosses.

Show children a palm cross and look at it carefully.

Let's unpack Tom and Tessa's bag; it has all we need to tell the story ourselves.

Unpack: a Bible/story book of Palm Sunday, donkey mask, white cloth/robe, cut-out palm leaves, percussion, flags, ribbons, the word 'Hosanna'.

Try to think what the story might be about.

Show children the 'palms'. Lay them out as a road. If you have biblical costumes for children to dress up, now is the moment to get dressed up as the crowd and then line the children up along the 'road', holding ribbons, flags, percussion. They can sing along to a 'Hosanna' song while everyone finishes dressing! You also need a donkey, and Jesus.

Tell/read the story. As Jesus and the donkey walk along the road, the children shout 'Hosanna!'.

Use the flags and instruments to act out a joyous occasion.

Hosanna means: 'Save us!' The crowds wanted Jesus to save them from the Romans, who had invaded their country and now ruled it. They wanted to make Jesus king.

Try a hosanna song. For example, 'Hosanna' from *Songs for Every Easter* or 'Shout Hosanna/Jumping Up and Down' – www.youtube.com/watch?v=Kht2SR8POko

Look again at the palm cross from Tom and Tessa's bag. Compare it with a palm leaf. How has the leaf changed shape? What has it been made into? Can you show me with your body – a leaf shape, and then a cross shape?

The palm cross reminds Christians that, although the crowds welcomed Jesus, some people were jealous of him – and, a week later, Jesus was arrested and killed on a cross. Jesus' dying was sad and terrible. Tom and Tessa believe it is not the end of the story, but the palm crosses remind them of Palm Sunday and of Jesus dying.



MAKING SENSE OF THE TEXT

FOLLOW-UP ACTIVITIES

- Make biblical costumes – these can be created for all the children really simply using old pillow-cases – cut out neck- and arm-holes and let children add their own painted stripes and a rope for the waist if they want. Set up a painting station for children to paint their own.
- Look at the Palm Sunday story in several different books/videos. Play a video version silently and let children tell the story to a partner.
- Learn some Palm Sunday songs: for example, 'Jumping Up and Down', 'Shout Hosanna' – www.youtube.com/watch?v=Kht2SR8POko



KEY SUGGESTIONS FOR ENHANCED CLASSROOM PROVISION

- **Book area** Story books of Palm Sunday/ Children's Story Bible
- **Writing/mark-making** Writing 'Hosanna' on palm leaves
- **Construction** Build gateway into Jerusalem
- **Music/Role play** Creating music for Palm Sunday procession/painting stripes on biblical costumes and using for acting out story
- **Small world** Palm Sunday procession in builder's tray
- **Creative area** Make a peg-leg donkey/flags to wave/palm leaves
- **Listening corner** Palm Sunday songs.



UNDERSTANDING THE IMPACT

KEY INFORMATION FOR THE TEACHER

For Christians, Easter is the most important festival of the year and lasts considerably longer than just one day. The Easter period is not only full of traditional services and processions, but also big Christian conferences: for example, Spring Harvest, and holiday clubs/Easter Messy Church activities for children. It is a mixture of sorrow, reflection, joy and hope.

Easter is also a big secular celebration in Britain, dominated by chocolate eggs, with a focus on springtime. Although the idea of 'new life' underpins the flowers, lambs, eggs and chicks, they only become RE when the new life is connected to the Christian belief that Jesus rose victorious from death to new life, and that he gives his followers hope of forgiveness and eternal life with him. In RE we need to ensure that the Christian meaning of the festival is explored.

The material below is split into three sections to cover the last three days of Holy Week: Good Friday, Easter Saturday and Easter Sunday.

KEY SUGGESTIONS FOR TEACHER-LED ACTIVITIES

Teacher's note: We have chosen Easter symbols and customs connected to Jesus' death and resurrection that lie at the heart of the Christian Easter celebration. The focus is the women finding the tomb empty and Jesus alive, but the crucifixion story is present in the cross on hot cross buns and in the Easter garden.

How do Tom and Tessa use crosses to celebrate Easter at home and at church?

Good Friday

Tom and Tessa have brought hot cross buns for everyone to try.

Do you recognise the shape on top of the buns? Hot cross buns are traditionally eaten on Good Friday, the day Jesus died. This is a 'Jesus cross'. What can you

remember about Jesus and the cross? The Bible says that after Jesus died on a cross, he was buried in a cave with a big round stone in front of it.

Easter is always an exciting time for Tom and Tessa. They are on holiday from school. On Good Friday, they make hot cross buns with Mummy.

Whilst they eat their buns, they look at the crosses. They remember that Jesus died on a cross and then he was buried in a cave (tomb) in a garden. Tom says it's like the cave that Jesus was buried in. Tessa thinks the bun is like the stone door of the cave.

What do you think?

Look at a picture to see:

www.bibleistrue.com/qna/tomb1.jpg



UNDERSTANDING THE IMPACT

Easter Saturday

Tom and Tessa are not sure if we know the sad story of Jesus dying, and the big surprise of him coming back to life afterwards. It is the story they hear on Easter Sunday at their church. Christians say Easter is a happy celebration because Jesus did not stay dead. Tom and Tessa have brought some things to help us find out about the story.

Share the Easter story together using, for example:

- A Story Bible or Easter story book, or the Easter story cube
- Reflect-a-story – see Resources.
- Pictures of the women going to the tomb on Easter morning
- Songs from an Easter play about women going to the tomb – see Resources
- A film clip that retells the story – see Resources.

On Easter Saturday Tom and Tessa are at Granny and Grandad's; they go out into the garden with Grandad. They are making something for Easter Sunday. It is a little garden on a tray. It has a flowerpot on its side for a cave, stones for a path, some grass (moss) and flowers. Grandad said, 'Tom, you make a little cross of twigs, please. Tessa, you make a stone to cover the front of the cave. We want our garden to tell the Easter story.'

Why did Tom make a cross? What did Grandad want them to remember?

'Shall we put people in the Easter garden too, Grandad?' asked Tom. 'Good idea,' said Grandad. 'Who do we need?'

What do you think? Can you help Tom decide?

Easter Sunday

Tom and Tessa have brought you a present; what is it? A bag of little Easter eggs.

(The eggs are not in the treasure box. They are hidden outside. You will have to go looking for them! I'll play some Easter songs whilst you are hunting!) (See Resources)

Easter Sunday is an exciting day for Christians. They want to tell everyone Jesus is not dead: he is alive forever. At church they sing loud, joyful songs.

Tom and Tessa love it when they do the Easter shout. The vicar says in a very loud voice: 'Jesus is risen'.

Everyone has to shout back: 'He is risen indeed! Alleluia!' Sometimes the vicar makes them shout several times until it is loud enough!

Then everyone goes to help put flowers on a big cross to show that Jesus is not dead any more: flowers are a symbol of new life.

After church, the vicar looks at all the Easter gardens the children have made, and then there is an Easter egg hunt in the churchyard. Mummy says eggs are a symbol of Jesus' new life. The vicar says it is exciting, like the first Christians finding Jesus alive. The twins say it's fun.

FOLLOW-UP ACTIVITIES

- Make your own Easter garden in the Builder's tray/Tuff spot or smaller group ones. Find pictures and instructions on the internet, to help you, and decide on the figures you need. Make or find figures. Talk about why there is a cross.
- Easter story photo-shoot. Pick 'feelings' faces for different parts of the Easter story – sorrow/joy/surprise/excitement. Make 'feelings' faces/body shapes to go with the excitement of Easter Day – pose for the camera.
- Watch these programmes from CBeebies:
www.bbc.co.uk/cbeebies/lets-celebrate/watch/lets-celebrate-easter1
www.bbc.co.uk/cbeebies/lets-celebrate/watch/lets-celebrate-easter2
- Try making a giant flower cross (as on CBeebies Programme 2). How could you do this? Children could perhaps make their own collage versions. See the internet for lots of pictures of this popular custom. Ask a local church if they follow this custom.



KEY SUGGESTIONS FOR ENHANCED CLASSROOM PROVISION

- **Book area** Books about Good Friday and Easter
- **Writing/mark-making** Happy Easter cards
- **ICT/technology** Chunky cameras for Easter story photo-shoot
- **Role play** Perform songs from Easter play, dressed up in biblical costumes
- **Sand/water/malleable** Figures for an Easter garden/playdough with currants and spice for model hot cross buns
- **Creative area** Making an Easter garden/flower crosses
- **Cookery** Hot cross buns
- **Listening corner** Easter songs.



UNDERSTANDING THE IMPACT

KEY INFORMATION FOR THE TEACHER

Easter is directly connected with the central Christian belief that Jesus died for people's sins and that the cross therefore symbolises costly love, sacrifice and forgiveness. Christians believe sin cuts people off from God. For Christians, Jesus' resurrection confirms his victory over death and sin, and assures them that he has opened up a new way for believers to be reunited with God.

For Christians the cross is a symbol of many things: forgiveness, reconciliation, sacrifice, a new start,

resurrection and hope for the future, victory over death. There is also a sense in which the cross is like a 'bridge' in two directions: (i) a bridge which, through the death of Jesus, reconciles humans to God, and (ii) a bridge whereby humans are called by Jesus to be reconciled to each other.

A famous Christian, Catherine of Siena, described Jesus as a 'bridge flung between earth and heaven'.

KEY SUGGESTIONS FOR TEACHER-LED ACTIVITIES

Teacher's note: For Christians, living out their faith means learning to acknowledge wrong in the things they think and say and do, and to say sorry to God (repent) and to each other. They believe God forgives those who repent, but it is not always easy to forgive or accept forgiveness. The Lord's Prayer, the one that Jesus taught his followers, asks God for forgiveness in line with people's willingness to forgive others.

Children arrive to find a mess: soil, a baking tray, bits of flower, flowerpot, large stone, moss, two bits of twig, etc. (This could be on a table so it is easier to clear up, or in the outside area. Don't break the flowerpot!).

What has happened? What do you think this was before it was broken? (An Easter garden) How do you know? Hold the twigs – what were these? Can you make the shape with your body and show me: i.e. a cross-shape? What does a cross remind Christians of?

Tom and Tessa usually play together well. They are usually good friends, but today things have gone badly wrong.

Tessa was carrying the Easter garden; she said it was hers. Tom said it was his, and pushed her. Tessa dropped the garden. It broke. Tom was furious. Tessa was crying and picking up the bits. She was upset about the garden, and angry because Tom had pushed her. Tom was upset and angry too: Tessa should have been careful.

Mum came running. She looked at Tom and Tessa, but they did not look at her or at each other.

Show me how Tom and Tessa felt. Make body shapes. How were they going to put things right? What do you think?

Mum asked what had happened. She picked up the two twigs and started to remake them into a cross. 'Bad things happen,' said Mum. 'Sometimes they are our fault, sometimes not. Remember Jesus dying. God sent Jesus to put things right in the world and with us – if we let him.'

Mum took hold of one of Tom's hands and one of Tessa's hands. She stood between them and waited. Mum looks a bit like a bridge between us, thought Tom. He liked building bridges and playing rescues. Mum looks a bit like a 'Jesus cross', thought Tessa, and she remembered how Jesus helped people and forgave them.

The teacher could hold two children's hands and demonstrate.

Tom looked at Tessa and said, 'I'm sorry.' Tessa looked at Tom and said, 'I'm sorry.' 'Forgiven,' said Mum, 'and now for the new start!'

With Mum's help, they cleared up the mess. They made the Easter garden all over again. Tom handed Tessa the twig cross. Tessa placed the cross back in the little hill above the cave. 'That cross is very important,' said Mum. 'Do you know why?'

'It's about being forgiven,' said Tessa. 'And a new start,' said Tom.

Mum smiled. 'Whenever I see a cross, I think about Jesus and forgiving. It's a very special symbol. I'm glad we have Jesus to help us make a new start when we do things wrong.' 'We're glad you help us too,' said Tessa and Tom.



→ UNDERSTANDING THE IMPACT

FOLLOW-UP ACTIVITIES

- Read and talk about *The Three Billy Goats Gruff* (Henriette Barkow). Re-enact the story. How would they have crossed without the bridge?
- Build bridges in the outside area, in 'forest school' activities, or with construction toys. Why are bridges important? Can a bridge help to rescue or save someone? Christians think Jesus on the cross is a bit like a bridge to get to God.
- Find out about making the sign of the cross, which is common in Catholic and Orthodox communities, and among some Anglicans.
- Look at lots of different crosses. Display them. Photograph them. Ask questions about them. Measure them. Trace round them and cut them out. Do observational drawings. Make your own.
- Read *Puddles and the Happy Easter Day*. Follow the idea of a new start with the kittens, connect the story to Jesus' new life after his crucifixion, and to new starts in our own lives.
- Look at the Lord's Prayer and find the lines about 'forgiving'. Who taught this prayer?



→ KEY SUGGESTIONS FOR ENHANCED CLASSROOM PROVISION

- **Book area** Easter story books / *Puddles and the Happy Easter Day*
- **Writing/mark-making** Writing 'sorry' and 'I forgive you' notes
- **Outdoor area/construction** Bridge-building/bridges to rescue people (and goats!)
- **Sand/water/malleable** Hunt for crosses in sand or gloop or water (tile spacers?)/ cross hunt in local church/making crosses in playdough
- **Creative area** Making crosses: twigs, building blocks, lolly sticks, elastic bands on nail boards, art straws, pipe cleaners, etc.
- **Cookery** Easter-egg or cross-shaped Easter biscuits to ice.



MAKING SENSE OF THE TEXT

KEY INFORMATION FOR THE TEACHER

This section looks at what Jesus said and taught about how to love other people. His teaching is found in the Bible.

Jesus gave two great commandments: 'Love God' and 'Love your neighbour as you love yourself.' The two are inextricably linked.

The story of the Good Samaritan (Luke 10:25-37) applies the great commandments to a real-life situation. It is one of the most famous of Jesus' parables, and encourages Christians to act as a 'neighbour' when someone is in need: we must not walk by.

The traveller in the story would be seen as foolish to travel on this road alone; it was notorious for robbers. The 'Samaritans' were mixed-race immigrants who Jewish people avoided. For Jesus' audience, he was an unlikely hero to do the right thing by the injured man.

The phrase 'good Samaritan' has passed into our language and culture as a term for someone who does a good deed. There is even a 'good Samaritan' driving law on the continent whereby you are obliged to stop to help at an accident.

SUGGESTION FOR TEACHER-LED ACTIVITIES

Teacher's note: Ensure children are not scared by the opening activity, and know the staff member is really okay! Biblical costumes can be created for all the children really simply using old pillow-cases – cut out neck- and arm-holes and let children add their own painted stripes and a rope for the waist if they wish.

Before children come in, one member of staff lies on the floor for children to find. Explore what children **think** might have happened.

Tell children you are going to show them what happened. **Silently** act out the story. Wear different pieces of material to differentiate between the characters travelling along the road.

Discuss why the man got into trouble, why people didn't help, what they should have done. Think how the traveller felt when people walked by on the other side. Use emotion pictures to help identify feelings.

Tom and Tessa know this story well. Tessa knows it is a story that Jesus told his friends and it is in the

Bible (show a Bible). Tom likes to play the Samaritan when they act it at church (show a costume). Tessa likes making 'clip-clop' sounds for the donkey (show percussion). What part would you like to play?

Find the story in Tom and Tessa's Bible or use *The Big Bible Storybook* (see Resources). Act the story again, making sound effects, and dressing up if possible. Or watch a short video and make your own commentary, telling the story as it is shown silently.

Focus on: Who is the hero in this Christian story? What does the story teach about helping? Jesus told the story to someone who needed to understand that anyone 'in need' was someone we should try to help.

What questions do you have? For example: Who should we help? How do we know if someone needs help? Who needs help in our class? Do we always have to ask for help to get it? Perhaps a hero might notice when someone is in need, even if they didn't ask?

FOLLOW-UP ACTIVITIES

- Children could storyboard the main events of the story and add speech/thought bubbles, with help. They could take photos for a storyboard as they act the story. Create a big book of the story, to share.
- Dress up as superheroes and talk about what a superhero must be like. Use small-world superhero toys and re-enact rescues in a builder's tray.
- Read other stories about helping: for example, *The Snail and Whale* (Julia Donaldson). Who is the hero in the story?
- Who do you talk to when you are worried or need help? Christians ask for God's help. Look in a book of children's prayers for examples of 'help' prayers.



KEY SUGGESTIONS FOR ENHANCED CLASSROOM PROVISION

- **Book area** Bible story books of the Good Samaritan
- **Writing/mark-making** Sequencing 'Good Samaritan' pictures and creating a book
- **Outside area** Chalk for writing 'help' in big letters
- **Role play** Bible costumes for dressing-up and acting the story
- **Sand/water/malleable** Retelling 'Good Samaritan' story in the sand including palm trees for Jericho, and rocks and stones for the dangerous road
- **Creative area** Glue on black paper for writing 'help' like a snail trail/making snails
- **ICT/technology** Dress up and pose for a photo as a superhero/explain what you do on a recording peg to go with the photo



UNDERSTANDING THE IMPACT

KEY INFORMATION FOR TEACHERS

Votive candles are commonly found in Roman Catholic and Orthodox churches, where they may be lit and placed on stands, or in a sand tray in front of an icon or image of Jesus or the Virgin Mary; they are lit as a symbol of a prayer for a particular person or situation. Although less common in Anglican churches, candles are often found in cathedrals, and are often also used in reflective acts of worship and at prayer stations.

It may be possible to light candles in a local church, or light one virtually at: www.gratefulness.org/candles/candles.cfm?l=eng

SUGGESTIONS FOR TEACHER-LED ACTIVITIES

Teacher's note: Tom and Tessa do not normally see people lighting candles to symbolise prayers in their local church, but this is normal at a cathedral. A cathedral is generally the biggest church in a 'diocese' – a diocese is a larger administrative grouping of churches working under the care and leadership of a bishop. It would be good to show pictures of your local cathedral, and maybe set a challenge for children to visit it with their parents.

Tom and Tessa have brought you something.

Bring out a small container of sand, four or five tea-lights and a safety lighter. Light all the tea-lights but one, as you are talking.

Tom and Tessa sometimes need help. They know how to ask for help at school, and they know mummy and daddy and Grandad will all help them if they are sad or can't do something right. But in their family, there is someone else they like to talk to, someone special, when they have a problem. Can the children think who it might be? It's God.

The children were in town with Grandad. They went swimming. Before they went home,

Grandad took them into the cathedral. It was sooooooo big! At the back they saw lots of flickering candles. 'What are they for?' asked Tom. Grandad said, 'Sometimes people want to ask God to help them, or to help a friend.'

They light a candle to show they've prayed, to ask God to help. God is the real helper, not the candle!

Next to the candles was a poster with some Bible words. Grandad read them: 'Don't worry about anything, but in all your prayers ask God for what you need, always asking him with a thankful heart.' They were the words mummy read when Tom and Tessa were worried.

Tom and Tess wanted to light candles to ask God to help one of their friends, so Grandad bought a candle and helped them to put the candle in the big bowl of sand.

Light the final tea-light. Quietly ask the children to think who they would light a candle for. You might say the light shines in the darkness and brings comfort, a bit like a nightlight. Ask if the children have nightlights. Do they help?

FOLLOW-UP ACTIVITIES

- Create a **reflective area** with battery-powered tea lights. Provide paper for children to write/draw/say prayers or reflections. They can write/draw on paper outlines of hands, or even on praying hands that can be stood up. Or buy wooden stick people (see Resources) for children to colour someone they might want to say a prayer or reflection for; they can put the stick in a tub of sand labelled 'Please help...' and light a tea-light for them.
- You could also put the books of prayers and photos of the cathedral here, and play quiet music from the Taizé community: 'O Lord, hear my prayer' for example.
- Try a song to the tune of 'Frere Jacques' –
Light a candle (x 2); Say a prayer (x 2)
Please God will you help us (x 2)
Thanks, Amen (x 2)



KEY SUGGESTIONS FOR ENHANCED CLASSROOM PROVISION

- **Book area** Children's prayer books
- **Creative area** Drawing round hands to create prayer cards
- **Writing/mark-making** Writing/drawing prayers on prayer cards
- **Construction** Making a stand for tea-lights, using pictures of stands in a cathedral
- **Outside area** Building a cathedral or church
- **Listening/Reflective corner** Quiet, reflective music/prayer and reflection activities with candles or tea-lights.



UNDERSTANDING THE IMPACT

KEY INFORMATION FOR TEACHERS

Shrove Tuesday (Pancake Day) has its origins in Christian church life. It was the day for being 'shriven' (receiving God's forgiveness after confessing your sins to a priest). The next day was Ash Wednesday, the start of 40 days of Lent, a time of spiritual discipline, preparing for Good Friday and Easter.

For Christians, Jesus is the Saviour who came to earth, loving and helping people, and giving his life to save them – a costly deed.

'Love Life, Live Lent' is a Lent project launched originally by the Archbishop of York, Dr John Sentamu, in the House of Lords. He said: 'When we all pull together, and do our bit, anything is possible. The *Love Life, Live Lent* books are an encouragement for us to be the change we want to see in our communities. We may feel our own contribution is small, but even a small drop of water can turn a waterwheel.' A children's booklet with 40 Lent activities is available online.

SUGGESTIONS FOR TEACHER-LED ACTIVITIES

Teacher's note: Although it takes some organisation, cooking the pancakes should be on the agenda if possible. Other pancake traditions may be introduced, such as tossing the pancakes, and pancake races, but to qualify for RE this section needs to be used to introduce Lent and Lenten discipline.

Tom and Tessa have brought some things for you to see.

Unpack the ingredients for pancakes and see if the children can guess what they are for. You may need a frying pan too! You also need some smiley-face stickers.

Tom and Tessa had a pancake party with their church friends. The vicar said: 'Pancakes were probably invented by Christians! Traditionally, they used up all the rich and fatty foods in the house, and then people ate modestly for 40 days before the festival of Easter.'

Tom and Tessa aren't too sure about all this, but they love pancakes. Maybe that's what the smiley stickers are for!

Cook and eat pancakes! Afterwards, get out the smiley stickers.

At the pancake party, the vicar said, 'In 40 days, it will be Easter and there will be Easter eggs!' Everyone cheered. 'These 40 days are called "Lent". Lent is a time to think about putting wrong things right, and doing good things instead. Helping others can be costly, but it is what Jesus teaches us to do.'

He gave them some examples:

· You could help mum wash up, but it may mean you have to miss a TV programme.

· You can play with a friend who is upset, but it may mean you have to share your special toy.

The vicar said: 'I want you all to do a special Lent project with me. I want you to do one thing to help someone in need each day in Lent. (The project was called "Love Life, Live Lent".) The smiley faces are for you to make a chart, to show how you are getting on.'

Look at the stickers: I wonder what good deeds they will do. Talk about how it is not always easy to help others, as the vicar said: it may be 'costly'.

FOLLOW UP ACTIVITIES

- Practise tossing plastic or playdough pancakes.
- Create a challenge for the children, awarding smiley faces for things done to help others. If you can get a *Love Life, Live Lent* booklet, you can share it with the children, and even design something similar.
- Read *Puddles Lends a Paw* and see how Puddles the cat helps all the people at church, and the Reverend Freddie Fisher as well.
- Find out about the 'helping' services such as the fire brigade, nurses and doctors, the police.
- Create a helping-hands tree. Write on cut-out handprints ways in which we can all help in school and at home. Use the hands to create the leaves of the tree.
- Make playdough models of yourself helping someone, and create labels to explain the models.
- Ask your 'Open the Book' team to tell you more stories about Jesus helping others, or look for them in a children's Bible.



KEY SUGGESTIONS FOR ENHANCED CLASSROOM PROVISION

- **Book area** Books about helping, and helping services
- **Writing/mark-making** Chart for 40 days of Lent
- **ICT/technology** Making helper badges
- **Role play** Acting being helpful to others/doctor's surgery/999 call centre
- **Sand/water/malleable** Finding numbers in sand or gloop, to work towards counting up to 40
- **Creative area** Making pretend pancakes
- **Maths/Cookery area** Weighing and measuring ingredients/making pancakes.

BACKGROUND FOR TEACHERS

These units for EYFS explore what Christians believe about Jesus and the idea that Jesus is their Saviour. This section describes the core ideas behind this unit.

Christians believe that:

- The world is not perfect; its pain and suffering is not what God intended. The world needs to be put right and people can make a new start with God as King. Christians pray 'your kingdom come, your will be done'.
- The world has been spoilt by sin. 'Sin' means deliberate wrongdoing, and also failure to do the right thing. All humanity sins and falls short of God's standards; no one is perfect.
- The Bible tells the story of salvation, of how Jesus came to earth on a rescue mission. Jesus' name means 'he saves'. Jesus said he came to 'seek and save the lost', and he helped all he met.
- The cross is a reminder of Jesus' death, and that putting things right can be costly. Christians say Jesus died to save everyone, to pay the price of sin in our world and reunite humans with God.
- Christians ask God to forgive their sins in Jesus' name. They pray for help to live the right way. They pray for people in need. They tell others about Jesus the Saviour and what he has done.
- Christians should be committed to 'rescuing' or 'saving' others. Jesus said, 'Love your neighbour'; they must not 'walk by' those in need. Christians say we should help to bring in the Kingdom of God.

CORE LEARNING: KEY TEXTS

Stories from the Easter narrative:

- Palm Sunday: for example, Matthew 21:1-11
- Jesus' arrest, death and burial: for example Matthew 26:47-56; 27:15-66
- Jesus' resurrection: for example Matthew 28:1-15
- Easter morning in the garden: John 20:1-18 (Jesus and Mary)

DIGGING DEEPER: KEY TEXTS

- The two great commandments: Love God and love your neighbour as you love yourself; Luke 10:27, offering a reason for helping
- The Good Samaritan (Jesus' parable), Luke 10:25-37, offering a selfless example of helping others
- 'Do not worry about anything. But pray and ask God for everything you need. And when you pray, always give thanks'. (Philippians 4:6 ICB)

RESOURCES

CORE LEARNING:

- *Easter Story Cube* (www.familylife.com)
- *The Big Bible Storybook* – www.scriptureunion.org.uk
- *The Lion First Bible* – www.lionhudson.com
- *The Beginner's Bible* – www.zondervan.com
- *The Easter Bible Storybook* – www.scriptureunion.org.uk
- *The Very First Easter* – www.zondervan.com
- *The Easter Story* (My Very First Bible series) – www.lionhudson.com
- *The Colt and the King* (Marni McGee)
- *Humphrey's First Palm Sunday* (Carol Heyer)
- *Songs for Every Easter* (www.outoftheark.co.uk) – 'Hosanna'.
- Palm Crosses – buy from several sources including from Tanzania to support needy families (<http://africanpalms.co.uk>)
- The First Easter (10 mins) www.channel4.com/programmes/stop-look-listen-animated-bible-stories/on-demand/22654-005
- The Sun Stops Shining (Crucifixion – 5 mins) www.youtube.com/watch?v=u5UbbHaAFcl
- God's Wonderful Surprise (Easter – 5 mins) www.youtube.com/watch?v=Nfnhv5hOk4M
- The Resurrection (*Beginner's Bible* – 4 mins) www.youtube.com/watch?v=wq-nhruiejo
- Child's Eye: Festivals 2 – useful child-focused look at Easter – www.tts-group.co.uk
- Reflect-a-Story: Easter (includes book, story-mat, pictures, wooden figures) – www.tts-group.co.uk
- Easter plays, songs and music – Christian songs about Easter are good examples of how and what Christian children might be taught about the resurrection, and embody the feelings of sorrow and joy of Easter. Some you may have in school, some could be bought as CDs for 'Tom and Tessa's bag' or downloaded as individual songs.
- *Songs for Every Easter* – 'Sing a Song, Sing a Joyful Song' (www.outoftheark.co.uk)
- Sing Easter! – 'Jesus Is Alive!' (www.outoftheark.co.uk)
- Our Easter Play – Brian Ogden: easy-to-perform nursery rhyme play (www.barnabasforchildren.org.uk)
- Our First Easter Play – Easter story with familiar tunes, sung by young child, and simplified EYFS script (www.learn2soar.co.uk). Listen to samples on website. Downloadable.
- *Puddles and the Happy Easter Day* – Gill Vaisey (www.books@press.co.uk)
- The Lord's Prayer for children – www.youtube.com/watch?v=O78UfDkGhRs

DIGGING DEEPER:

- Video versions of the story of the Good Samaritan – short cartoon version: www.bbc.co.uk/learningzone/clips/the-good-samaritan/4445.html Or a play brick version: www.youtube.com/watch?v=GHIDZObe_qY
- *My Very First Bible Stories: The Good Samaritan* (www.lionhudson.com)
- *The Lion Book of Prayers for Me* (www.lionhudson.com)
- *Good Samaritan Reflect-a-Story* (www.tts-group.co.uk) – story book, story-mat and figures in a drawstring bag
- Wooden stick people – www.artmediums.co.uk/store
- 'Lord Hear my Prayer' chant from Taizé to play quietly – on internet
- *Love Life, Live Lent* – www.chpublishing.co.uk/features/love-life-live-lent
- *Puddles Lends a Paw* – Gill Vaisey (books@press).



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