



# All Saints CE Primary School and Nursery Medium Term Planning



Class teacher: Faye Cooke Year group: 3 Term: Summer 1 Subject: RE

## Understanding Christianity - Kingdom of God - When Jesus left, what was the impact of Pentecost?

### British Values

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary & examples
1	<p>I understand the idea of the Kingdom of God.</p> <p><u>For All L.G. Refer to the Understanding Christianity Unit Kingdom of God for activities to support this.</u></p> <p>Respect</p>	<p>Consider: if Jesus was queen, or king, what would he want people to do (refer to prior learning)?</p> <p>Introduce the idea of the Kingdom of God: pose some key questions to elicit pupils' prior understanding: Is the Kingdom of God a place? Who is its leader? Who is part of the Kingdom of God? How can someone become part of it? (Use Essential Information to help.)</p> <p>Remind pupils of their learning about salvation in Unit 2a.5: 'Why do Christians call the day Jesus died 'Good Friday'? Christians might say it is because it was the day when love saved the human race. Jesus died and was raised to life to bring in a new 'Kingdom' where God rules in people's lives. If Jesus has gone back to heaven, however, what impact will that have on his followers?</p> <p>These lessons will explore what happened next. Do they have any guesses?</p>	<p>Kingdom of God</p> <p>Leader</p> <p>Salvation</p> <p>Good Friday</p>
2	<p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p>	<p>Use a Pentecost story bucket. It contains lots of things which connect to the story in Acts 2: a fan, a candle, matches, the Lord's Prayer in lots of languages, French and German phrase books, a crown, a dove, a wrapped present, a speech bubble, a map or blow-up globe, a cloud cut-out, a guidebook, a battery, a bottle of wine. Tell pupils they're all connected to the day when the followers of Jesus grew from 120 people to over 3,000 people. Can they imagine a story where all these things have a place (you could make a tag-story talking game of this). What might these things represent? Note any ideas.</p>	<p>Pentecost</p> <p>Represent</p> <p>Symbols</p> <p>Symbolise</p>

		Read or tell the story of Pentecost (Acts 2: 1-15, 22 and 37-41). Make it dramatic and exciting — there is fire, tornadoes, accusations of drunkenness, multilingual confusion and 3,000 people changing their lives! Ask (or have your TA ask) 'I wonder...' questions as you go: Why is the Spirit like a wind? Like a flame? Why do they look drunk? Why did the people who listened come from 15 different countries? Consider pupils' responses to the story — their questions, comments, surprises, puzzles.	
3	Give examples of what Pentecost means to some Christians now.  Respect	Go back to the story bucket. Ask pupils why each item is there. Why is the crown in the tub? Identify which items in the tub might represent the Holy Spirit, and explore why these symbols have been chosen. Using their learning, as a class, decide the two or three main reasons why Pentecost might be important to Christians today.	
4	Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.	Connect with their learning on God as Trinity (Unit 2a.3). Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now? Christians might say the Spirit of God is like a battery: Christians can't do God's work and live in God's way without the Holy Spirit's power. Watch the film below to see what Christians think; read the tweets from a vicar to a young Christian about the Holy Spirit (see Resource Sheet 2), then list the ways in which the Holy Spirit helps Christians: <a href="http://request.org.uk/life/beliefs/christianity-basically-the-holy-spirit/">http://request.org.uk/life/beliefs/christianity-basically-the-holy-spirit/</a>	Trinity Holy Spirit
5	Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.  Respect, Tolerance	For Christians, why did Pentecost need to happen? What if it hadn't? Look at the emotions graphs created earlier in the unit. Remember how the disciples felt before Pentecost and after Pentecost. Look back to the emotions that the disciples felt (for example: scared, anxious, nervous, uncertain, worried, bereaved, mystified). When have the pupils felt like this? When have they had a bag of worries, and what was in it? How and from whom do they get courage or comfort about their worries? What about Christians today? What might they be scared, anxious or nervous about? What might be in their 'worries bag'? Look at John 14:16-17. How might the Holy Spirit help them? Consider why quite a few people do not want to have God as 'king' in their life. See if pupils can give some reasons, from people being atheists to preferring to make up their own minds about how to live. Consider why Christians believe allowing God to rule in their life is a good thing, which guides and comforts them.	Disciples Pentecost Holy Spirit Worries, courage, comfort Atheists

