

Year: 1

Term: Autumn 1

Intended learning outcomes:

Children will be able to:

- Step 1** identify and talk about different types of *change* in their experience
- Step 2** identify how their responses to *change* affect their lives
- Step 3** identify and talk about the meaning of *change* and different types of *change*
- Step 4** recognise that Christians believe that Jesus *changes* some people's lives
- Step 5** talk about why the idea of Jesus being able to *change* people is important to Christians and identify an issue raised.

Informed by end of Year 1 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- 1** draw a picture and annotate *change* in their own lives
- 2** draw two pictures – one before and one after either a good or bad *change*
- 3** contribute to the brainstorm
- 4** act out the story, sequence of pictures, etc
- 5** complete a speech bubble.

Theme/Unit: *People Jesus met*

Key concept: *Change*

Sequence of activities:

Step 1 – Communicate: *What is our experience of and response to change?*

- In pairs, children talk about anything they have noticed changes. Teacher scribes children's ideas on board. *Has anything about them changed?* Eg: could not ride a bike before, but can now, could not write their name before but can now, used to be scared of dogs before but not now. Sometimes people can change their ideas. Read story to illustrate change – discuss. *How do you feel about change?* Discuss. Draw a picture and annotate change in their own lives. See assessment task in planning folder.

Step 2 – Apply: *How does change affect us?*

- *Is there anything you would like to change?* It could be about yourself, change something in the school, change something in the world. Discuss ideas. Record simply the change you would like to make. *Are changes always good? Can some changes make you feel sad or scared?* Draw two pictures – one before and one after, either a bad or a good change.

Step 3 – Enquire: *What does change mean?*

- Pupils brainstorm as a class the meaning of change and the different types of change, eg: in nature, in people, in weather, in attitudes in ideas, in computers. Create a display and pupils add pictures and annotate (teacher scribes, if necessary).

Step 4 – Contextualise: *What stories do Christians have about Jesus changing people?*

- Use a persona doll as a Christian to explore some Christian stories. Tell some stories about Jesus changing people's lives:
 - *Zacchaeus* (Luke 19:1–10). Role play story – *What happened that changed for Zacchaeus? How did Zacchaeus feel before and after? What made Zacchaeus change?* Scribe children's ideas on paper. Respond by: paper divided in two – use colours to represent Zacchaeus before/after, or write own story or diary entry, or sequence pictures as appropriate.
 - *Jairus' daughter* (Matthew 9:18, 19:23–26, Mark 5:22–24, 35–43, Luke 8:41, 42, 49–56). *What part of the story do you think is the most important? Why? How do you think Jesus did this? How did the father feel before and after? What do you think the people watching thought? How did they change?* Open discussion. Role play story. Respond using musical instruments to represent before and after. Draw picture from the story/sequence four pictures/write story in own words/write story as a group/paint story in group/make a *thank you* card or letter from the little girl/write letter.
 - *The blind man* (John 9:1–34). Reflect and respond to story. *What change happened? What did the blind man feel and think before? What did he think after?* Discuss. Pupils act out the story, sequence pictures, etc.

Step 5 – Evaluate: *Why are these stories important for Christians?*

- Discuss why pupils think these stories are important to the persona doll and other Christians. Briefly retell or act out each story but without any change occurring. *What difference would that make? How would people feel about Jesus if He could not change people? What do you think Christians think about the way Jesus changed people's lives?*
- Pupils complete a speech bubble on a picture of the persona doll (or a Christian) which says *"The idea of Jesus changing people is important because ..."*.

Resources:

- Various Bible story books.
- Sequencing sheet.
- DVD – C4 animated stories.
- *Change and transformation* teaching pack (RE Centre)
- Pictures or objects that have changed, eg: egg, seasons.
- Story book about someone who changed.

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Art

Using art opportunities to develop the concept and to explore the concept of *change* through drawing and painting.

Science

To explore the concept of *change* in materials and talk about why this happens.

Drama

Opportunities for role playing a story and considering the meaning of the story. Circle time and discussion opportunities for speaking and listening.

Literacy

Opportunities to listen and respond to the stories about Jesus. Talking about why the concept is important and learning to listen to and hear other people's opinions.

