

Year: 2

Term: Autumn 1

Intended learning outcomes:

Children will be able to:

Step 1 Communicate: talk about a *celebration* that is important to them

Step 2 Apply: Identify simple examples of how *celebration* relates to their own and others' lives

Step 3 Enquire: Talk about what a *celebration* is and list some features of celebrations

Step 4 Contextualise: Recognise ways in which Christians *celebrate* Harvest

Step 5 Evaluate: Talk about the importance for Christians of *celebrating* Harvest.

Informed by end of Year 2 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

- **Contextualise** – children can write a simple prayer or poem which shows how a Christian might respond to Harvest
- **Evaluate** – children talk about the importance for Christians of *celebrating* Harvest.

Theme/Unit: Harvest

Key concept: Celebration

Sequence of activities:

Step 1 – Communicate: *What is our experience of celebrations?*

Ask children to talk to a partner about a time when their family had a *celebration*. Make a class *Celebrations* book – each child contributes a picture, a piece of descriptive writing or a poem about a time when they were celebrating. With children working in groups, set a time limit of 5 minutes for them to think of as many things to celebrate as possible. Show a selection of celebratory greetings cards for various occasions.

Step 2 – Apply: *How do celebrations affect us and others?*

Class discussion. *How do you feel when you celebrate something? Do we celebrate everything? Why/why not? What sort of things do we celebrate? What sort of things wouldn't we want to celebrate? Why not? Are celebration always good? Why/why not?*

Step 3 – Enquire: *What are the features of celebrations?*

Children offer ideas eg special food, inviting guests, sending cards, giving presents, singing songs, decorating with banners and balloons, taking photos. Write each one on a piece of paper, place in a bag and ask volunteers to draw them out one by one; the volunteer mimes the feature while the others guess. (Keep the features for next step.) Children make their own invitation to a celebration for ... (*they* choose). This could be linked to a real-life situation or even to a story you are reading. Decorate the invitation with symbols of celebration.

Step 4 – Contextualise: *How and why do Christians celebrate Harvest?*

Have the children ever been to a Harvest festival celebration? *What did you see? What did the Church look like?* (Use books and the internet to show pictures.) Recap on features of celebration talked about in step 3 Enquire and decide how many are used at Harvest festival. *Why do pupils think Christians celebrate Harvest?* Pupils talk in pairs then share ideas.

Visit a local Church at Harvest and talk to the priest about how Christians celebrate Harvest - eg harvest supper or sharing food in some way, making special food (eg harvest loaf), singing special songs, giving food away, decorating the Church. On return to school, make a Harvest display; pupils produce labels.

Step 5 – Evaluate: *What is the value of celebrating Harvest for Christians?*

Discuss in circle time. *Do pupils think it is important for Christians to celebrate Harvest? Why/why not?* Using either the PowerPoint on the CD-ROM (Celebration Evaluate) or the cards provided entitled *Why is it important to Christians to celebrate Harvest Festival?* Discuss each statement in turn, deciding on the best and worst reason from those supplied.

Resources: *Harvest* RE teaching pack and *Harvest* topic box (from RE Centre)

Pictures, books, posters about celebration and Harvest in particular (eg *A wet and windy Harvest for Puddles* by Gill Vaisey – big book). See also www.request.org.uk for IWB harvest resource. Celebratory greetings cards. PowerPoint for step 5 on CD-ROM

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. Using imagination and creativity in their learning.

Moral: interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others.

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 and craft opportunities to develop the concept of celebrating and to explore the concept through looking at Christian traditions.

Drama

Opportunities for role playing a *celebration* and considering all the aspects involved. Circle time/P4C enquiry opportunities for speaking and listening.

Literacy

Writing their own invitations to a *celebration*. Producing writing for a Harvest display. Speaking and listening opportunities for discussing the concept throughout the unit.