



YEAR GROUP: Two

TOPIC: Beginnings

TERM: Autumn 2015

<http://ainglkiss.com/bibst/beg1.htm>

<http://kids4truth.com/Dyna/Creation/English.aspx>

<http://www.bbc.co.uk/programmes/p00w01yn>

Learning intentions	Key words	Main teaching	Pupil activities and group differentiation	Assessment Focus	Resources
<p>Lesson 1 Each day presents us with different opportunities for beginnings. We can approach beginnings with a wide range of feelings and attitudes.</p>	<p>Beginning new start family friend</p>	<p>Introduction: Read the story 'Starting School' How did it feel to begin a new school / new class? How do you feel when you begin (start) anything new - and why? With a talk partner discuss how each feels about making "a new start"?</p> <p>Final Reflection: Gather round the display or prayer focus, have a quiet moment together to reflect on and appreciate: How every beginning is the opportunity for a new start. Think about a beginning which you like and one you dislike having to make. Think about a beginning you would like to make and why.</p>	<p>Think about and list activities on a particular day when there are several beginnings / "new starts". Write about / illustrate one beginning which they enjoy or find hard and explain why. Share findings and present the information in groups.</p> <p>Support: Use writing frame to construct sentences adding their own experiences.</p> <p>Extension: Write about a new beginning at school that they have enjoyed and a new beginning that they found difficult and explain why.</p>	<p>AT2 i L1 AT2 i L1 AT2 i L2 AT2 i L1 to L2</p> <ul style="list-style-type: none"> • Beginning at school • Enjoyed • Difficult 	<p>Stories and film clips about new beginnings Video clip from Finding Nemo 'Starting School' Alan Ahllberg</p>



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<p>Lesson 2 know and understand that God was there at the beginning of the world</p>	<p>Creation Psalm Litany</p>	<p>Introduction: Listen to the story of the creation of the world that we hear in the book of Genesis 1-2: 3. What questions do you want to ask about the story? Which part of this story did you like best and why? What do you think was good about creation? What do you think that story tells you about your beginning?</p> <p>Final Reflection: Sing a hymn or song about creation; e.g He has got the world in his hands, If I were a butterfly</p>	<p>Make a collage of the story for the display, retelling the story of creation. Record sentences to explain what happened on each day of the story of creation.</p> <p>Support: Use the prompt sheet to record the order of the story of creation using pictures.</p> <p>Extension: Write a creation poem. Use the phrase "...and he saw that it was good."</p>	<p>AT1 i L1 AT1 i L2</p> <ul style="list-style-type: none">• Ordered Pictures• Labels• Written sentences	<p>Some pictures for the IWB of aspects of creation God's Story 2 : Psalm 139: page 37 Drapes, candles, ritual objects /symbols, etc Laminated pictures</p> <p>http://kids4truth.com/dyna/creation/english.aspx</p>
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<p>Lesson 3 know and understand God was there at my beginning and that God is there at every beginning</p>	<p>beginning, family, friend, creation, psalm, litany</p>	<p>Introduction: Remind the children of the story they heard in the last session about God creating everything and being there at the beginning. Explain that a psalm is a prayer song which praises God. In this part of Psalm 139 we hear how God created us and was there at our very beginning in life. Which part of Psalm 139 did you wonder about and why? What links are there with this psalm and the story heard in the last session?</p> <p>Final Reflection: Read the psalm again using “You love me and know me” as the children’s response. Consider reading as a choral speaking presentation Create a simple tune for the response.</p>	<p>Retell and illustrate your favourite part of the psalm and add to the display or collect illustrations into a class book.</p> <p>Support: ICT: Children could choose and match text and pictures from a file of appropriate illustrations, with a variety of texts according to ability.</p> <p>Extension: By outcome depending on how much of the Psalm the child recalls in their re-writing.</p>	<p>AT2 ii L1 AT1 i L2 AT1 i L3</p> <ul style="list-style-type: none">• About a beginning• Response• Add extra lines• Decorate	<p>Psalm 139 pictures from page 37 of God’s Story 2 could be put on the IWB</p>
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<p>Lesson 4 know and understand that it is good to begin the day with prayer.</p>	<p>beginning, family, friend, creation, psalm, litany</p>	<p>Introduction: Listen to “Morning” from the “Peer Gynt Suit” – Greig. Talk about how the day might start and who you greet and how you greet them and who greets them. Remind children about the times of collective worship in school or in class and what happens. Look at the class prayer focus Help the children to see their new classroom as special to them. Choose a special part of the room where you can gather together to celebrate God's love each new day. Encourage the children to choose and furnish the ‘prayer corner’. Make this their gathering place at the beginning of each day. Why do we begin the day with prayer? Why do people like a special place to pray? What do you think helps to make a place special?</p> <p>Final Reflection: Share prayers. Sing ‘Morning has Broken. http://www.youtube.com/watch?v=MNsG75it76Q’</p>	<p>Write a class / individual prayer to start the school day. Decorate it with appropriate motifs. Include something they would like help with and a gift that they could give to God.</p> <p>Support: Use a prayerful start and include a short phrase asking for God’s help with something at school. Also include the word that ends a prayer.</p> <p>Extension: Use reverential and prayerful language that they have witnessed in Mass and other liturgies.</p>	<ul style="list-style-type: none">• Opening phrase• Help• Gift to God• End phrase	
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<p>Lesson 5 know and understand that a psalm is a song of praise to God</p>	<p>beginning, family, friend, creation, psalm, litany</p>	<p>Introduction: Read Psalm 19 : 1-5, using the pictures on God's Story 2 page 28 or other relevant photographs to illustrate the text. This is another psalm which praises God for all the wonders of creation What line or phrase could we use to make a response to this psalm? How does this psalm remind us that God made the world? How could we tell God how wonderful he is, without using words?</p> <p>Final Reflection:</p>	<p>Go outside and if possible experience sun and warmth. Find photographs / pictures on the internet to illustrate the words of the psalm. Create a painting to illustrate the psalm Listen to "Morning" from the "Peer Gynt Suit" – Greig and discuss its appropriateness as an accompaniment to the psalm. Create a prayerful dance from this or other appropriate reflective music. ICT: IWB: Illustrate the music by choosing and linking a sequence of pictures / paintings of sunrise. Link the music and pictures to the dance. Write your own psalm which praises God at the end of the day as the sun sets.</p> <p>Support:</p> <p>Extension:</p>	<p>AT1 iii L 2</p>	
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<p>Lesson 6 know and understand that God is with them at all times, keeping them close and safe and is ready to be their guide.</p>	<p>beginning, family, friend, creation, psalm, litany</p>	<p>Introduction: God's Story 2 page 28 Psalm 8: 3-11. Every day and night we can look around see all that God made and remember too that God made us and was there at our beginning and always. Read the psalm together on the IWB. How do you think the writer of the psalm feels? Why? Who is there to guide us at every beginning? What is a Litany and how can we change the psalm to become a litany? Explain that a litany is a traditional form of prayer. It is composed of short phrases and a short response. For example a litany of praise: 'For the beauty of the world'...'Blessed be God'; or requests 'When we are afraid'... 'Lord be with us'. Recite the litany in different ways, e.g. using solo voices /pairs/ groups, etc. Create a whole class litany.</p> <p>Final Reflection: Say the class litany together adding new lines that individuals have added to their work.</p>	<p>Decorate the text or a short phrase from the psalm. IWB: Show illustrations of decorated Scripture, e.g. Lindisfarne Gospels/ Book of Kells. Explain that the artists were glorifying God through their art.</p> <p>Support: Copy the response and a couple of the lines. Decorate a few letters.</p> <p>Extension: Add their own personal lines to the Psalm using the same response or adding their own response.</p>	<p>AT2 i L2 AT1 ii L2</p> <ul style="list-style-type: none"> • Copy litany • Decorate • Add own lines 	
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<p>Lesson 7 Know and understand that God who is at our beginning knows and loves each one.</p> <p>Know and understand that God has chosen us and we should live our life as he wants us to.</p>	<p>beginning, family, friend, creation, psalm, litany</p>	<p>Introduction: Introduce St Paul. He was a great apostle who travelled to many different places to tell people about Jesus Christ and God the Father's plan for them. He started a church in Ephesus and when he went to another city he wrote to the people of Ephesus to encourage them. Listen to what he said. (Reading ~ Ephesians 1)</p> <p>How do you think the people of Ephesus felt when they heard those words? Which is your favourite phrase and why? What could you do to show that you are a child of God?</p> <p>Final Reflection: Children share the work they have completed. Recall the important parts of the reading and the key message. Hymn 'All that I am'</p>	<p>Using your favourite phrase from this reading, put it onto a bookmark.</p> <p>Support: Write key words that they remember and illustrate with pictures. (provide some words)</p> <p>Extension: Once finished, create a personal prayer asking God's special help in order to live the life the way he wants us to.</p> <p><u>Continuous provision</u> ~ Class treasure hunt ~ hunt for the words that show that we are living like God wants us. You might find some that are not quite right. Stick the good ones on our display / not so good ones on my table (to look at later on).</p>	<p>AT1 i L2 AT1 i L2</p> <ul style="list-style-type: none"> • Thanks for God's gifts to us • Remember he will take care of us. 	<p>Reading / IWB RE books Bookmarks</p> <p>Words for support group.</p>
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<p>Lesson 8</p> <p>Assessment</p>	<p>beginning, family, friend, creation, psalm, litany</p>	<p>Introduction: Start the session with a moment of quiet reflection. Using the display children may be able to contribute to the following questions by use of discussion, role play, drama, art, cue cards etc.</p> <p>The teacher helps each child to make an individual response to hold on to and make their own, what they have understood of their own experience and of the experience of the Church community.</p> <p>Apply their learning. It's really important to begin well. What do I need to begin well...?’</p> <p>Final Reflection:</p>	<p>Be able to recognise how their day begins. Understand how each day is a new beginning and be able to retell some of the psalms about beginnings AT1 i L2 Wonder why some beginnings are easy and some more difficult AT2 ii L2 Be able to talk about God being present in all new beginnings AT1 i L2 Recognise some phrases from the psalms AT1 ii L1 Explain what psalms are and how they can be used. AT1 ii L1 Some Sample Ideas: Where / how can I help create a new beginning at home or school? This could be written on paper shaped as a butterfly, fish, tree etc. to take home for their prayer space. Think of one thing needed for a good new beginning that could happen today</p> <p>Support:</p> <p>Extension:</p>		
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REJOICE	Celebrate: The children's new knowledge and understanding of 'Each day is full of beginnings'.
Plan	Decide from all the children have remembered what will be included, share some refreshment at the end. Send invitations to the children's families or other classes.
GATHER	
WORD ~ LISTEN	
RESPONSE	
GOING FORTH	

Genesis 1-2:3

Psalm 8: 3-11
Psalm 139: 14-18 God's Story 2
Psalm 19:1-5 God's Story 2
Luke 12: 27-30



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Come and See - Beginnings