

Year: 2

Term: SPR 2

Intended learning outcomes:

Children will be able to:

- Step 1** describe in simple terms the concept of *welcoming*
- Step 2** simply describe how the concept of *welcoming* is important in the story of Palm Sunday, and how Christians re-create that *welcome* today
- Step 3** evaluate the concept by simply describing the importance of *welcoming* in the story of Palm Sunday
- Step 4** describe in simple terms their ideas about the concept of *welcoming* and identify examples of how they have felt *welcomed*
- Step 5** simply describe situations when *welcoming* is or is not important, or can change to hostility.

Informed by end of Year 2 age-related expectations
Unit to cover 6 hours

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 re-tell or act out the Palm Sunday story
- 2 describe in simple terms how Christians *welcome* Jesus
- 3 apply the concept of *welcoming* to their own experience
- 4 Contribute to a *welcome pack*. Children record this evidence in their books

Theme/Unit: *Palm Sunday – Christians welcome Jesus*

Key concept: *Welcoming*

Sequence of activities:

Step 1 – Enquire

Invite pupils to think about different ways people are welcomed. Teacher to scribe ideas. Look at dictionary meaning. Role play different ways of welcoming people. *Can you only welcome people in words? What else can you do? How do you feel when you go somewhere new or meet new people?* Collect examples of places, e.g.: Rainbows, school, church, clubs, swimming lessons. *How does it feel if you are not welcomed?* Share ideas.

Step 2 – Contextualise

2a Tell or read the story of Palm Sunday (Mark 11:1–10) – act out. *How do you think Jesus felt? What were the people doing to welcome Jesus? Why were they welcoming Jesus? Do you think everyone felt the same?*

Use visualisation technique. (see sheet in planning folder - Mary Stone) *Sit quietly, hands in lap – relax shoulders – close eyes – breathe gently. Listen to the noises around you – push them away – you are in a busy street, everyone is rushing about – pulling down palm leaves, shouting, excited. There is lots of noise – someone is coming – you are standing on your toes trying to see. There is a man on a donkey – look at his eyes, they are somehow sad – how does He make you feel? How do you think He feels? People are waving branches – shouting Hosanna, etc. When I count to five you will come back from that street and open your eyes – 1,2,3,4,5. Greet children in character as if they were at Palm Sunday – share ideas on how they felt and what did they do to welcome Jesus? How did they feel? Did everyone feel the same? Did they think that everyone was welcoming Jesus?* Share ideas with a partner.

Write a letter or diary entry for the day that Jesus was welcomed into Jerusalem – still in character. Differentiate as needed for lower ability – speech bubbles.

2b Show pictures of Christians recreating the welcoming of Jesus on Palm Sunday. Show Palm cross. Share thoughts and ideas. Show and read words of the hymn *Sing Hosanna* – discuss words and their meaning. *How do Christians recreate the welcome of Jesus?*

Step 3 – Evaluate

Is it important to welcome people? Why/why not? What if we didn't welcome people? Was it important for people to welcome Jesus on Palm Sunday? What if they hadn't welcomed Him? Did everyone welcome Jesus? Why/why not? How might He have felt if some people didn't welcome Him? Should we welcome people? Why/why not?

Step 4 – Communicate

When have you felt welcomed? Share and discuss ideas of pupils. How do you feel when you are welcomed? Or not welcomed? What made you feel welcome or not? How could you have been made to feel more welcome?

Step 5 – Apply

If we had a new person coming into our school or class how could we make them feel welcome? Brainstorm ideas. What could we do, make or tell them about? Does it make a difference if they are older or younger? What about teachers or other visitors? Make a welcome pack for new pupils into the class or school, or a visitors' pack, e.g.: welcome card, welcome badge, take digital photos to make an information sheet, pictorial map, or who's who.

Do we always want to welcome people? When would we not want to welcome people? Discuss and share.

Resources:

- Palm crosses.
- Pictures of Christians re-creating
- Palm Sunday.
- Set of outline pictures to show story or *Animated Bible tales*.
https://www.youtube.com/watch?v=S_hZ3Slm8xw
- Materials to make welcome pack.
- Worksheet – letter and speech bubbles.

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.

Vocabulary (in bold) and knowledge building blocks;

Children will know that;

- **Palm Sunday** is the beginning of the Easter story when most people waved palm leaves to welcome Jesus into **Jerusalem**.
- **Palm Sunday** is the Sunday before **Easter** (a week before) and for Christians marks the first day of **Holy Week**.
- **Palm** branches were considered **symbols of victory and triumph**.
- Jesus rode a **donkey** into Jerusalem that the **disciples** collected for him.
- Christians use palm leaves to make into crosses which they save to burn the following year on **Ash Wednesday**. (**Feb**)