

Y2 God-What do Christians believe God is like?

2017 Autumn 1

6 weeks

Note that the story of Jonah is a Jewish story, and also valued by Muslims. You might talk about stories that the three religions share and think about why.

The kinds of lessons Christians might learn from Jonah are that God is fair and just, but also forgiving; that God is everywhere and knows everything; that God listens to prayers; that God is Lord of all, not just the 'People of God' — Jonah only wanted the tree to live, but God wanted the people to live; and that if God loves everyone, Christians should too. As a result they will understand that this God is worth thinking about, and worth worshipping! Christians do this sometimes through singing — and many songs teach them a bit more about what God is like.

Digging Deeper

PUPILS WILL KNOW THAT:

- Christians believe in God, and that they find out about God in the Bible.
- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- Some stories show these Christian beliefs.
- Christians worship God and try to live in ways that please him.

Outcomes

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.
- Give clear, simple accounts of what the text means to Christians.
- Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh.
- Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art.
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Outcomes (digging Deeper)

<i>Can I say what I can remember that Christians believe God is like?</i>			
	PLANNING FOR LEARNING	ACTIVITY	PLENARY
<p>1. Remembering: <i>arrange, describe, choose, find, identify, know, list, label, order, pick, match, memorize, name, outline, recall, recognise, record, repeat, reproduce, state, tell</i></p>	<p>Show a picture of St. Michael's church. Ask what it is, who goes there? Why? (Christians, prayer, God)</p>	<p>Hand out 'Knowledge Harvest Sheet' explaining that you want to know what they can remember about God and Christians. Read the title and ask what they think that means. Record any ideas on IWB but no input. Ask them to put anything on the sheet that they can remember.</p>	<p>Teacher- check for misconceptions and understanding Children- share any work and ideas with class.</p>
<i>Can I</i>			
	PLANNING FOR LEARNING	ACTIVITY	PLENARY
<p>2. Understanding: <i>explain, illustrate, interpret, paraphrase, represent, summarise</i></p>	<p>Look at the picture of the stained glass window of Jonah and ask them what do they see; first, then second then last. What would they call this picture? What sort of animal is in the picture? Explain that they are going to hear the story but that it isn't a big fish but a whale and to call out 'whale' whenever 'big fish' is said. (Ch need to use correct term.)</p>	<ul style="list-style-type: none"> Using Twinkl ppt, tell the story of Jonah. (with whale correction) ell the atory again but this time, ask pupils to help you devise relevant sounds or actions for them to perform whenever a key word is read in the story (such as 'Jonah', 'Nineveh' (the wicked city), 'God', 'fish', 'storm' and so on). At appropriate points in the story ask pupils what they think Jonah must have been feeling. Suggest some alternatives: was he scared or sorry, angry or worried? Talk about pupils' responses to the story, and their ideas about it. Ask them about the best bits, or which part is most puzzling, 	<ul style="list-style-type: none"> In light of their thinking about the story so far, ask pupils: What happened when Jonah tried to run away from God? How did God find Jonah? Was it important for Jonah to go to Nineveh — why?

		and why. What were their feelings during the story? Ask what they think the story is about; this text is not a parable, but if there is a 'hidden meaning' in it, what might that be?(This should re-cap from Y1)	
Can I retell the story of Jonah and the Whale			
	PLANNING FOR LEARNING	ACTIVITY	PLENARY
3. Applying: <i>illustrate, demonstrate,</i>	<p>Split pupils into groups and give each group the story sequencing sheets Twinkl resource to order Teacher to check. (if time use Resource Sheet 5 – story board sheet you might ask pupils to do some quick sketches to show their part of the story, but make sure you move on to the next section about ideas of God!).</p> <p><i>The kinds of lessons Christians might learn from Jonah are that God is fair and just, but also forgiving; that God is everywhere and knows everything; that God listens to prayers; that God is Lord of all, not just the 'People of God' – Jonah only wanted the tree to live, but God wanted the people to live; and that if God loves everyone, Christians should too. As a result they will understand that this God is worth thinking about, and worth worshipping! Christians do this sometimes through singing – and many songs teach them a bit more about what God is like.</i></p>	<p>• Then using the emoticons on Resource Sheet 6, pupils work in their groups to decide</p> <p>a) which emotions Jonah is feeling at each stage; copying the emocons onto a post it to stick on story sheet</p> <p>b)(AA) what their part of the story might teach a Christian about God.</p> <p>Some groups may be able to work independently, whilst others may need support. For example, have a selection of cards with a range of ideas about God – pupils choose one that is shown by their part of the story and justify their choice. Groups feed back to the rest of the class.</p>	<p>• From the group feedback, work as a class to start to create a bank of ideas showing what a Christian might learn about God from stories and songs. Save this ideas bank to refer and add to in following lessons.</p>
Can I			
	PLANNING FOR LEARNING	ACTIVITY	PLENARY
4. Analysing: <i>analyse, compare, contrast</i>	<p><i>Christians sometimes worship God through through singing – and many songs teach them a bit more about what God is like.</i></p>	<p>Ch to draw a picture from the story on an A5 slip of paper to create a Jonah collage.</p>	

	Play the Jonah and the Whale song and video https://www.youtube.com/watch?v=RlvuWMqAPTQ		
	Look at the words together and learn the song.		
	Can I		
	PLANNING FOR LEARNING	ACTIVITY	PLENARY
5. Evaluating: <i>choose, compare, conclude, consider, decide</i>	Sing Jonah song. Ask children what we learn about how Christians see God from the song. <i>Visitor opportunity.</i> <i>Ask some Christians to suggest why they think it is important to sing about God. How do they see God?</i>	They are often sung by pupils in church: they help Christians to think about what God is like. Why do Christians think it is important to sing songs about what God is like? • Talk together about the rhythm, rhyme and repetition within each song. Using percussion instruments play along: which words stand out as being important? Record the words on IWB.	Christians see God as fair, forgiving, loving, powerful, caring-Compare to this term's Christian Value -Friendship. Discuss why it is important and what it has to do with God.
	Can I		
	PLANNING FOR LEARNING	ACTIVITY	PLENARY
6. Creating <i>create, tell, write</i>	Ask Ch to sing Jonah song and explain what they know from the story. Assessment-hand out Knowledge Harvest sheet for children to annotate-use green/handwriting pens if possible.		