

# Unpacking Christianity in EYFS

**Why do  
Christians put  
a cross in an  
Easter garden?**



**The *EMMANUEL* Project 2020:  
Teaching Christianity effectively in Reception**



THE CHURCH  
OF ENGLAND  
**Diocese of St Edmundsbury  
and Ipswich**

## Before you start:

**Religious Education is statutory for all pupils in state-funded schools, including children in Reception, and in addition to the Early Years Curriculum.** RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



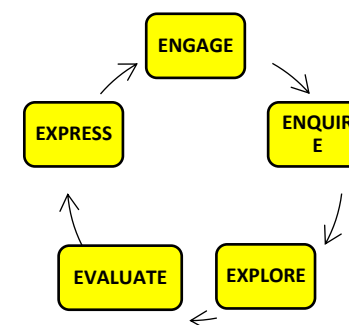
**This unit, one of six for Reception, focuses on the Christian concept of 'salvation'.** It is important to read the guide to the concept and ensure that teaching and learning reflect this focus. *Each unit contains an encounter with another faith.*

**It links with common themes in RE syllabuses and complements Early Years work,** especially in Communication and Language / Personal, Social and Emotional Development / Understanding the World

**It is designed as the RE work for a half-term.** Most syllabuses recommend about 30 mins RE a week in EYFS, but teachers should organize this as best suits their setting e.g. blocking the units.

**Learning is developed through an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



**A resource list is provided as are ideas for continuous and enhanced provision.**

**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use, especially in Reception.

**Further guidance, more units and support materials are found on the Emmanuel Project Flash Drive** (introduction to the Emmanuel Project, overview of the EYFS units, quick quizzes, pictures of Tom and Tessa, scrapbooking ideas).

## Background for this unit

**'Why do Christians put a cross in an Easter Garden?'** lays foundations for understanding that Christians believe Jesus died on a cross to rescue humanity from the sin which cuts them off from God. Christians believe Jesus was raised from death and offers them forgiveness of sin and new life with him in heaven. The cross symbolises these beliefs.



This unit is the first of two underpinned by this idea of **'salvation'** as expressed in Christian faith. The other unit is **'How can we help others when they need it?'** which focuses on the belief that all humans need help but can also help the needy in response to Jesus' command to 'love you neighbour as you love yourself.' Both units also offer pointers to religious beliefs held by others.

**Teacher-directed sessions and 'Follow-ups'** provide links for children with Christian beliefs in Jesus as 'saviour and rescuer' and about the cross as a symbol of forgiveness and rescue. These beliefs, for example, are a bit like:

- *you crossing a bridge to a safe or better place*
- *you being offered a fresh start, or a new start after a mistake*
- *someone having to clear up a mess, maybe not theirs*
- *you being rescued when you are in trouble or danger*
- *you and others being forgiven*
- *someone helping to put things right when they go wrong*
- *someone giving up everything for you, even their life*
- *dying not being the end but a new beginning*
- *something sad being transformed into amazing happiness*

**Continuous/ enhanced provision suggestions** encourage children to experiment with key vocabulary and choose activities which explore religious traditions and foundational beliefs or ideas.

## The unit draws on Christian material related to 3 areas:

### Biblical Narrative i.e. things the Christian Bible says e.g.

- stories from the Easter narrative: Palm Sunday, Jesus' arrest, death and burial e.g. Matthew 21 v.1-11; 26 v.47-56; 27 v.15-66; 28 v.1-15
- Easter morning in the garden e.g. John 20 v.1-18 (Jesus and Mary)

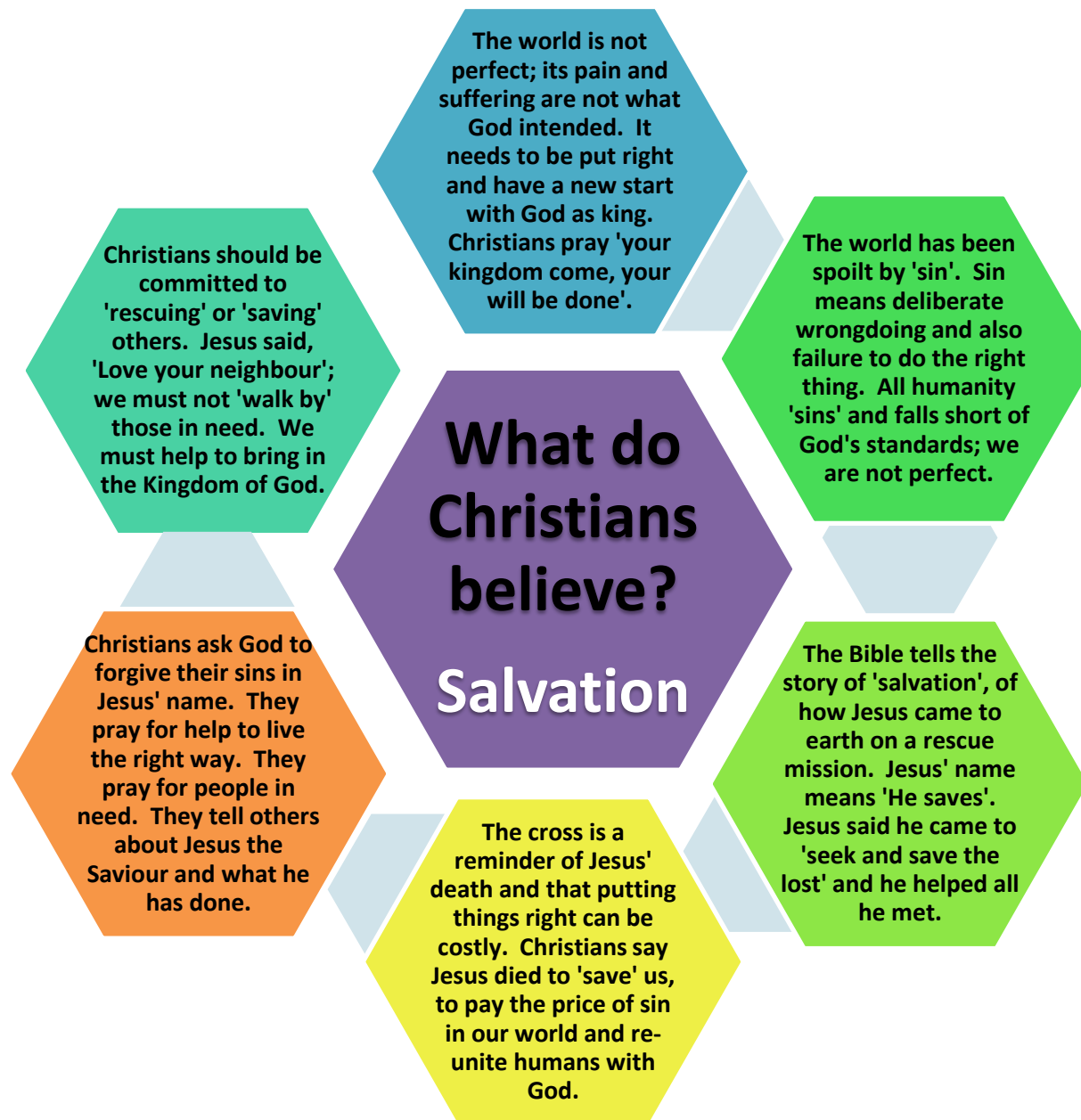
### Church Community i.e. what happens in churches e.g.

- Declaring faith in Jesus as risen from death in creeds and songs,
- Telling or re-enacting the Easter stories in church services or outdoors in public spaces.
- Celebrating with candles, hot cross buns, Easter (or resurrection) gardens, flower-filled crosses, and Easter egg hunts.

### Christian Living i.e. how Christians live their lives e.g.

- Seeing in the cross a symbol of Jesus creating a new way back to God, a bridge, and bringing God's love and forgiveness at great cost
- Understanding that Jesus is an ever-present friend. He is not a dead 'saviour'; he listens and understands. He gives new life and hope to those who are lost and alone or facing death.
- Celebrating Easter by going to church, telling the Easter story and remembering Jesus' death and resurrection, not just sending cards and eating Easter eggs.

The diagram below summarises some Christian beliefs about **'salvation'** and lists key vocabulary to use with children.



### Key Vocabulary

- God
- Jesus
- help
- rescue / save
- Easter
- bridge
- cross
- hosanna (save us)
- forgive
- symbol







# Why do Christians put a cross in an Easter garden?

**ENGAGE**  
with a story  
about a 'bridge'  
and why a  
bridge might  
save someone

**End of year  
expectations**

The 'I can's' below  
are for assessment.  
R and Y 1 examples  
are given to help  
mixed classes.

Please consult your  
RE leader about  
assessing RE and  
check advice at the  
end of the unit.

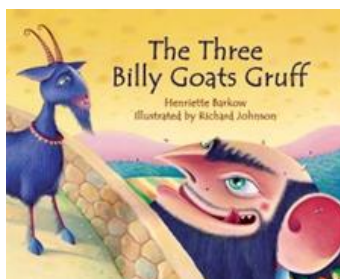
*Re I can talk about  
something interesting  
in a story e.g. that  
makes me ask a  
question*

**Teacher's note:** Christians celebrate Jesus 'saving' people through his death and resurrection at Easter. This unit deliberately develops imagery and vocabulary around 'saving' / 'rescuing' to help children begin to understand the beliefs Christians hold.

**What is a bridge? How does the bridge in this story help or save the goats?**

Sit children around two crates and a plank. We need a bridge for today's story. Can we build one? Use crates and planks. What is a bridge for?

The 'Three Billy Goats Gruff' need to cross a bridge to the grassy fields on the other side. The bridge is guarded by a giant troll who wants to eat them.



Find out how the goats escape the troll and reach the grass. Read the story e.g. using Henriette Barkow's book, or watch it online.

Re-enact the story using your own bridge. Why did the 'Billy Goats' need the bridge? How did the bridge save them from starving? Who tried to stop them crossing? How would they have crossed without the bridge?

Look at pictures of bridges and use them to establish different reasons / situations when a bridge might be needed / useful.

Think of bridges near the school and why they are needed. How could a bridge save someone?



Do you think a person could be a bridge? How?


**Follow-up:** Can we build bridges? Use the outside area or construction materials inside e.g. Lego, Duplo. Challenge children to 'bridge' certain gaps or create a scenario where children must build a bridge to rescue or save someone. Talk with them about the bridges and how they help.



*Please read the  
introductory section  
on 'salvation' as a  
Christian belief to  
help teach the unit  
accurately.*

*You may want to  
watch Shrek and  
Princess Fiona only  
just make it across  
the collapsing  
bridge in Shrek the  
movie  
(<http://vimeo.com/32335899>).*

*If you are a Forest  
school, make  
bridges across  
muddy bits!*

	<p><b>Encounter with Buddhism:</b> How are the monkeys saved in this Buddhist story?</p>  <p><b>Teacher's note:</b> This is a lesson to extend children's knowledge of different faiths and cultures. It is not meant to be part of <b>this particular lesson</b> but fits nicely <u>after</u> this point in the unit where comparison with the Billy Goats Gruff works well.</p> <p>You will find the story of <b>The Monkey King</b> on p.18.</p> <p>Use a toy monkey. What animal is this? What do you know about monkeys? Lots of children like monkeys. Why?</p> <p>Place the monkey/s alongside a picture of Buddhist children. These children are Buddhists. Monkeys remind them of a famous story their Mum tells at bedtime. It is a story told by Buddhists, followers of a famous teacher, the Buddha, who lived longer ago even than Jesus.</p> <p>Tell the story. <i>Is this a sad story or a happy one, a good story or a bad story? How was the king a bridge? What happened to him?</i></p> <p>Make a 'throne' at the front of the class for volunteers to come and tell the story back to you, with each child telling a little part. They can hold a monkey when they tell the story.</p> <p>Follow-up: A longer version of this tale of self-sacrifice can be found on DVD and at: <a href="http://www.clear-vision.org/Schools/Students/Ages-4-7/story-of-monkey-king.aspx">www.clear-vision.org/Schools/Students/Ages-4-7/story-of-monkey-king.aspx</a> (see <b>Resources</b>).</p>	<p><i>This is a story used by Clear Vision Trust in a collection for children in EYFS and KS1: <a href="http://www.clear-vision.org">www.clear-vision.org</a>.</i></p> <p><i>You will need a toy monkey or 'Barrel of Monkeys' game.</i></p> <p><i>You may also want a picture of Buddha or a small Buddha rupa or statue.</i></p> <p><i>For pictures of Buddhist children, try the website of the Dharma School, a Buddhist primary in Brighton, or the school library.</i></p>
<p><b>ENQUIRE</b> into the cross as a special symbol for Christians</p>	<p><b>Teacher's note:</b> Some Christians make the 'sign of the cross' to bless themselves or get ready for their prayers or as they enter a church. A child in your class may know how to do this.</p> <p><i>NB Orthodox Christians make the sign differently.</i></p> <p><b>What shapes are these? (5 mins max)</b></p> <p>Can you make a shape with your whole body? Demonstrate a shape to copy. Use a drum or similar and challenge children to make a different shape on each beat.</p> <p>Can you make this shape? Show them an 'x'. What is this shape? Is it a letter? Is it a kiss? Is it a 'wrong' mark? Maybe it is from 'noughts and crosses'. See what the children think.</p>	<p><b><u>Tom and Tessa's treasure box</u></b> appears in several units. Any reasonably-sized decorated box will do.</p> <p><b>The cross is important to Christians as:</b></p> <p><b>A SIGN that</b></p>

**Rb** I can recognise something a Christian is doing because of their religion e.g. making the sign of the cross

**Rc** I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses

### What shape is a special symbol for Christians?

Introduce Tom and Tessa or your own 'Christian' characters (see **Resources**).

Tom and Tessa like shapes. They have brought some special shapes in their Treasure Box. I wonder what is in it ..... Take out a Christian cross (a plain wooden one) or a simple drawn one.



Can you make this shape with your body? What is it called? Have you seen this shape anywhere? See what the class knows.

Pull out and unwrap 4 or 5 different crosses (or pictures of crosses) from the Treasure Box. Pass crosses round. Look at differences. Encourage / record questions about the crosses. Ask questions about why crosses might be important to Christians.

I wonder which cross you like best..... I wonder if you could make a cross. ....

Then, holding one of the crosses, read a note from Tom and Tessa.

**Hello everyone. Tom and Tessa here! At our church we have lots of crosses. We have crosses at home too. It is a very special shape for us and for other Christians. It reminds us of when Jesus died on a cross. RUN your finger across the cross-bar of one of the crosses. The vicar says that a cross is a bit like a bridge because Jesus is our saviour, a friend who helps us get to a better place, the place where God is.**

**Some Christians make the sign of a cross when they go to church or say their prayers. We have seen some people do this at church. Have you seen anyone do this?**

Watch a video (try You-tube for a video for children) or show children yourself how the sign of the cross is made. A child or member of staff may be able to help. Do not insist all children try this but they could help a persona doll make the sign for example.

**Follow-up:** Make crosses of all sorts to put in a display around Tom and Tessa's Treasure Box. You could look for cross shapes in the class room or round the school. You could also visit a church and go on a 'cross' hunt there. Maybe if you make your own crosses they could go on display at a local church later.



*something is 'Christian'.*

**A SYMBOL summing up Christian beliefs about Jesus' death, his sacrifice, the cost of forgiveness, a way or bridge to heaven.**

**A famous Christian, Catherine of Siena, described Jesus as a 'bridge flung between earth and heaven', a way to reach God.**

*For best pictures of crosses on internet, add a word like wooden, metal, painted.*

*Wikipedia is helpful if you want more background to the Sign of the Cross.*

*Some children will have seen people making the sign of the cross e.g. at church, or sportspeople.*

# EXPLORE (1)

## how the cross is related to Easter in the Bible Narrative

**Ra** I can remember something that happens in the Christian story of Easter

**1a** I can remember parts of the Easter story, and know it is important to Christians

**1d** I can talk about some things happening which surprised or amazed my family, my class or my religion

**Teacher's note:** 2000 years ago, Jesus' followers believed he was the King (messiah or Christ) sent by God to save or rescue the Israelites from Roman occupation and establish God's Kingdom on earth. When Jesus rode into Jerusalem on 'Palm Sunday', it seemed the time had come but the authorities arrested and executed Jesus. The Palm Sunday story is read / acted on the Sunday before Easter and marks the start of Holy Week.

### What Bible stories do Tom and Tessa hear at Easter?



Tom and Tessa are getting ready for a special time called 'Easter'. This week they told the story of Palm Sunday at church with their friends. At the end of church they were given one of these. Show children a palm cross and look at it carefully.

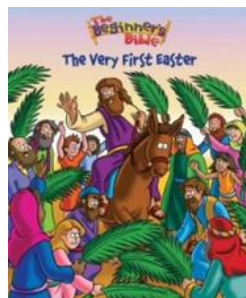


Tom and Tessa have brought a bag with all we need to tell the story. *Unpack a Bible / story book of Palm*

*Sunday, donkey mask, white cloth /robe, cut-out palm leaves, percussion, flags, ribbons, the word 'Hosanna'.* Try to think what the story might be about.

Show children the 'palms'. Lay them out as a road. If you have Biblical costumes for children to dress up, now is the moment to get dressed up as the crowd. Line children up along the 'road', holding ribbons, flags, percussion. They can sing along to a 'Hosanna' song while everyone finishes getting dressed up! Ask for volunteers to play the donkey and Jesus too.

Tell / read the story. As Jesus and the donkey walk along the road, children shout 'Hosanna'. Use the flags and instruments to act out a joyous occasion.



Ask about the crowds shouting 'Hosanna'. Show them the word; it means: 'Save us!' The crowds wanted Jesus to save them from the Romans, who'd invaded their country, and to be their king!

Try a hosanna song e.g. 'Hosanna' from 'Songs for Every Easter' or 'Shout Hosanna / jumping up and down' – search for it online

### Why is a palm cross a special symbol, or reminder, for Tom and Tessa, at Easter?

Look again at the palm cross out of Tom and Tessa's bag.

**'Palm Sunday' is found in all four Gospels e.g. Matthew 21 v.1-11. Read the original in an adult Bible, on [www.biblegateway.com](http://www.biblegateway.com), or download a free Bible app. to read it.**

**Making palm leaves – examples on internet.**




**Hosanna means 'save us now'.**

**There are lots of Christian songs with 'hosanna' in e.g. Hosanna, Praise is rising.**

### Meanings of crosses:

- 1. Palm cross – symbol of Palm Sunday / Jesus' kingship**
- 2. Crucifix- symbol of Jesus' death / the cost of salvation and**



	<p>Read the note from Tom and Tessa.</p> <p><b>Hi everyone! Tom and Tessa here. We hope you enjoyed acting the story of Palm Sunday. It was great that the crowds welcomed Jesus. But the palm cross reminds us that some people were jealous of Jesus and, a week later, Jesus was arrested and killed on a cross.</b></p> <p><b>Jesus dying was terrible but, don't worry, it is not the end of the story. We hope you will remember about the palm cross.</b></p> <p>Compare the cross with your cut-out palm leaves. How has the leaf changed shape? What has it been made into? Can you show me with your body – a leaf shape and then a cross shape! What did Tom and Tessa say the cross reminded them about?</p> <p> <b>Follow-up:</b> You could read '<b>Puddles and the Happy Easter Day</b>'. And if you have Puddles the soft toy cat or Rev Freddie Fisher, encourage the class to ask questions about Easter. You can also reciprocate by allowing them to ask you questions about what you have learnt about the Easter story / the symbol of the cross.</p>	<p><i>forgiveness</i></p> <p><b>3. Empty cross – symbol of hope / resurrection / Jesus' victory over death</b></p> <p><b>'Puddles' is excellent for EYFS (see Resources).</b></p> <p></p>
<p><b>EXPLORE (2)</b></p> <p><b>how the cross is used and why at Easter in a Church community</b></p> <p><i>Rd I can talk about things that happen to</i></p>	<p><b>Teacher's note:</b> We have chosen Easter symbols and customs which link to Jesus' death and resurrection at the heart of the Christian Easter celebration. The focus is the women finding the tomb empty and Jesus alive but the crucifixion story is present in the cross on Hot Cross buns and in the Easter Garden.</p> <p>There are several sections in EXPLORE (2) and you may want to allocate extra time. <b>There is a selection of little notes from Tom and Tessa to be used as appropriate.</b></p> <p><b>How do Tom and Tessa celebrate at Church at Easter-time?</b></p> <p><b>Good Friday</b> - Tom and Tessa have brought some hot cross buns for everyone to try and left you a note.</p> <p><i>Do you recognise the shape on the top of the buns? Hot Cross Buns are traditionally eaten on Good Friday, the day Jesus died. This is a 'Jesus' cross. What can you remember about Jesus and the cross? After Jesus died on a cross, he was buried in a cave with a big round stone in front of it.</i></p> <p></p>	<p><b>You could cover this section with 2 Cbeebies programmes on Easter. Find them at:</b></p> <p><a href="https://www.bbc.co.uk/cbeebies/shows/lets-celebrate?page=2">https://www.bbc.co.uk/cbeebies/shows/lets-celebrate?page=2</a></p> <p><b>You could make a giant flower cross as on prog 2. Children can make their own collage versions or help</b></p>

me e.g. going somewhere special, doing things with me family

**Rf** I can talk about what is important to me e.g. a favourite story, food or souvenir

**1b** I can use the right words to talk about how a Christian celebrates Easter at church e.g. Bible, Alleluia, songs

**1e** I can ask why a story is told, and what I learn from it, including the stories of Easter

**Easter is always an exciting time for us. We are on holiday from school. On Good Friday, we make Hot Cross Buns with Mummy. When we eat our buns, we can see the crosses. Mummy reminds us that Jesus died on a cross and then he was buried in a garden. Tom says it's like the cave that Jesus was buried in. Tessa thinks the bun is like the stone door of the cave. We wonder what you think.**

Look at a picture to help you decide e.g.  
<http://www.bibleistrue.com/qna/tomb1.jpg>.



**Follow-up:** Make and eat Hot Cross buns. Share them with others and explain what they mean.

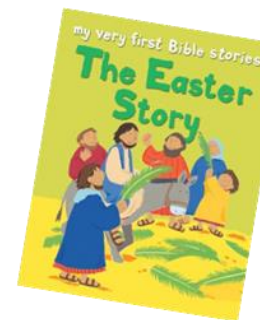
**Easter Saturday** - Tom and Tessa have brought some books, pictures, etc to help us with the Easter story. The part of the story where Jesus dies and is buried is very sad but at church they learn the story has a surprise ending. Learn more about the story and then read the note they have written about Easter Saturday. Here are some ideas for resources to use:

- a Story Bible or Easter storybook or the Easter story cube
- Reflect-a-story – see [Resources](#).
- pictures of the women going to the tomb on Easter morning
- songs from an Easter play about the women going to the tomb – see [Resources](#)
- a film clip which retells the story– see [Resources](#).



**On Easter Saturday we visited Granny and Grandad; we went out in the garden with Grandad. He wanted us to make something for Easter Sunday. It was a little garden on a tray. It had a flowerpot on its side for a cave, stones for a path, some grass (moss) and flowers. Grandad said, 'Tom, you make a little cross of twigs, please. Tessa, you make a stone to cover the front of the cave. We want our garden to tell the story of Easter, not just the sad bit but the surprise part. Tom asked Grandad if we should put people in the Easter garden. 'Good idea,' Grandad said, 'Who do we need?'**

*Why did Tom have to make a cross for the garden? What did*





*with a real one. See internet for lots of pictures for this popular custom.*

*A sand artist draws the resurrection on the C-Beebies site as above. Children may enjoy this.*

*Easter, or Resurrection gardens, are popular. Some churches make a large one; others have competitions for plate-size gardens.*

*Tradition sometimes places 3 crosses in an Easter garden as two thieves were crucified at the same time as Jesus, one on each side of him.*

	<p><i>Grandad want them to remember?</i></p> <p><i>What do you think about the people? Can you help Tom decide who to put in the garden?</i></p> <p><b>Follow-up:</b> Make your own Easter garden in a Builder's Tray / Tuff Spot. Find pictures and even instructions to help you on the internet and decide on the figures you need. Make or find figures. Talk about why there is a cross.</p> <p><b>Easter Sunday</b> - Tom and Tessa have brought a present for the children a bag of little Easter eggs. The eggs are not in Tom and Tessa's Treasure Box. They are hidden outside. You will have to go looking for them! Maybe we will play you some Easter songs while you are hunting! (See <b>Resources</b>). Tom and Tessa say:</p> <div data-bbox="510 587 728 813">  </div> <p><b>Easter Sunday is an exciting day for Christians. We want to tell everyone that Jesus is not dead; he is alive forever. At church we sing loud joyful songs. We love it when we do the Easter Shout. The vicar says in a very loud voice: Jesus is risen. And everyone has to shout back: He is risen indeed! Alleluia! Sometimes the vicar makes us shout several times till it is loud enough!</b></p> <p><b>Then everyone goes to help put flowers on a big cross at the front of the church. The cross looks changed from sad to happy.</b></p> <p><b>After church the vicar looks at all the Easter gardens we have made and then there is an Easter egg hunt in the churchyard. Mummy says eggs are a symbol of Jesus' new life but we think it is exciting like the first Christians finding Jesus alive.</b></p> <div data-bbox="495 1038 584 1190">  </div> <p><b>Follow-up:</b> Easter story photo-shoot! Pick feelings faces for different parts of the Easter story - sorrow / joy / surprise / excitement. Make feelings faces/ body shapes to go with the excitement of Easter Day – pose for the camera.</p>	<p><b><i>You will have to buy these!</i></b></p> <p><b><i>Pictures of Easter crosses covered with flowers can be found on the internet. They may be made of wood or wire and flowers slotted into them.</i></b></p>
<p><b>EXPLORE (3)</b></p>	<p><b>Teacher's note:</b> For Christians the cross is a symbol of many things: forgiveness, reconciliation, sacrifice, a new start, resurrection and hope for the future, victory over death. There is also a sense in which it is like a 'bridge' in two directions: (i) a bridge which, through the death of Jesus, reconciles humans to God, and (ii) a bridge whereby humans are called by Jesus to be reconciled to each other.</p>	<p><b><i>The idea of a bridge to heaven comes across in the last verse of the famous Victorian children's hymn:</i></b></p>

**How a cross is used and what it means in a Christian's life**

*1c I can suggest why a cross in an Easter garden is an important reminder for a Christian*

*1f I can talk about whether being forgiven and having a new start is important to me and why*

**What special things does the cross remind Tom and Tessa about?**

The children should arrive in class to find a mess. Soil, a baking tray, bits of flower, flowerpot, large stone, and moss, twig cross, etc. *(This could be on a table so it is easier to clear up, or in the outside area. Don't break the flower pot.)*

What has happened? What do you think this was before it was broken? (An Easter Garden) How do you know? Listen to a story about Tom and Tessa:

**Tom and Tessa usually play together well. They are friends. But today things went wrong. Tessa was carrying the Easter Garden; she said it was hers. Tom said it was his and pushed her. Tessa dropped the Garden. It broke. Tom was furious. Tessa was crying and picking up the bits. She was upset and angry: Tom had pushed her. Tom was upset and angry: Tessa should have been careful.**



**Mum came running. She looked at Tom and Tessa, but they did not look at her or each other.**

*Show me how they felt. Make body shapes. How were they going to put things right? What do you think?*

**Mum asked what had happened. She picked up the little twig cross. 'Bad things happen,' said Mum, 'Sometimes they are our fault, sometimes not. God sent Jesus to put things right in the world and with us – if we let him.'**

**Mum took hold of one of Tom's hands and one of Tessa's hands. She stood between them and waited. She looks a bit like a bridge between us, thought Tom, who liked building bridges and playing rescues. She looks a bit like a 'Jesus' cross, thought Tessa, and thought how Jesus helped people and forgave them.**

*Teacher could hold two children's hands and demonstrate. Do you think Tom and Tessa are right?*

**Tom looked at Tessa and said, 'I'm sorry.' Tessa looked at Tom and said, 'I'm sorry.'**

**'Forgiven,' said Mum, 'and now for the new start!'**

**With Mum's help, they cleared up the mess. They**




**He died that we might be forgiven, he died to make us good that we might go at last to heaven, saved by his precious blood.**

*In the Bible, St Paul writes:*

***Bear with one another and, if one has a complaint against another, forgive each other; as the Lord has forgiven you, so you also must forgive. Colossians 3 v.13***

***Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you. Ephesians 4 v.32***



	<p>made the Easter garden all over again. Tom handed Tessa the twig cross. Tessa placed the cross back in the little hill above the cave.</p> <p>'Jesus' cross is about being forgiven,' said Tessa. 'And a new start,' said Tom.</p> <p>Mum smiled, 'I think about Jesus and forgiving whenever I see a cross. It is a very special symbol. I'm glad we have Jesus to help us make a new start when we do things wrong.'</p> <p>'We're glad you help us too,' said the twins.</p> <div data-bbox="488 464 568 603">  </div> <p><b>Follow-up:</b> Remake the Easter Garden together. Talk about Tom and Tessa's argument and how it feels when things are made better. What did Tom and Tessa say about the cross?</p>	
<p><b>EVALUATE</b> children's learning in teacher-led sessions and in relevant aspects of continuous / enhanced provision</p>	<p><b>Teacher's note:</b> Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Consider how to answer any remaining questions.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Use discussion to construct an answer together.</li> <li>• Encourage children to self-assess and justify their decisions.</li> <li>• Check out the KS1 SOLO taxonomy hexagons and use the key vocabulary on page 4 to create big floor hexagons for this unit to use as a class.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 <b>OR</b> an Assessment framework from your RE subject leader.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</li> </ul>	<p><b>See 'Assessing RE in your school' p. 17-18 for decisions about how /what to assess.</b></p> <p><b>Different schools have different requirements. Check with your RE Subject Leader.</b></p> <p><b>Use <u>examples of KS1 Solo Taxonomy hexagons on the Emmanuel Project Flash drive</u> to help create some to use in this unit.</b></p>



**EXPRESS**  
your RE learning  
so it can be  
shared with  
others

**Teacher's note:** You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.

Here are some more ways you might share your learning with others:

- **Share in assembly** – photos/slide show built up over the weeks so the children could explain what they have learnt. They could also sing an appropriate Easter song.
- **Create a display of crosses** and/ or Easter Gardens in the main entrance of the school or in a local church.
- **Display pictures of bridges** the children have made and their comments about saving people by crossing a bridge. Put the pictures around a cross and a label saying Christians talk about Jesus as a saviour or rescuer. *In a church school, the children's work on bridges was photographed and used as the centrepiece of their school Easter service.*
- **Re-tell the Easter story** in their own words using drama, art etc. Invite the head teacher or the Governor with responsibility for RE.
- **Display the results of the photo-shoot.** Display with 'feelings' words and words about the story so others know what you have been learning.
- **Arrange an Easter Garden competition** for the school and write labels for the display that shows your learning.



**These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.**

## Resources and ideas for continuous / enhanced provision:

<b>Construction</b>	<ul style="list-style-type: none"> <li>• Creating bridges to cross over – provide materials e.g. planks of different lengths, crates, blocks</li> <li>• Giant noughts and crosses</li> </ul>
<b>Book area</b>	<ul style="list-style-type: none"> <li>• The Three Billy Goats Gruff / lots of story books about Palm Sunday and Easter</li> </ul>
<b>Listening corner</b>	<ul style="list-style-type: none"> <li>• Easter story CDs to listen to and Easter songs</li> </ul>
<b>Writing / mark-making</b>	<ul style="list-style-type: none"> <li>• Happy Easter cards</li> <li>• Writing Hosanna on palm leaves</li> </ul>
<b>ICT / technology</b>	<ul style="list-style-type: none"> <li>• Chunky cameras for Easter story photo-shoot</li> </ul>
<b>Sand/ water / malleable</b>	<ul style="list-style-type: none"> <li>• Making bridges and creating rescues with small world figures</li> <li>• Saving games e.g. rescuing things with magnets, finding things in sand or gloop or rice</li> <li>• Barrel of monkeys game</li> <li>• Hunt crosses e.g. tile spacers, in foam or water or sand</li> </ul>
<b>Music / role play</b>	<ul style="list-style-type: none"> <li>• Role play superheroes and rescuers</li> <li>• Creating music for Palm Sunday procession</li> <li>• Perform songs from Easter plays – dress up in Bible costumes</li> <li>• Making letter shapes with our bodies – cards with letter shapes to try out – cameras to take pictures of letters</li> </ul>
<b>Creative area</b>	<ul style="list-style-type: none"> <li>• making crosses: Lego, Duplo, play-doh, stickle bricks, construction paper, wooden blocks, lolly sticks, elastic bands on a nail-board, tap-a-shape, collage, junk modelling, pipe-cleaners, art straws, 'Tape resist' / wax resist</li> <li>• Make donkeys - <a href="http://flamecreativekids.blogspot.co.uk/2012/04/peg-leg-donkeys-palm-sunday-craft.html">http://flamecreativekids.blogspot.co.uk/2012/04/peg-leg-donkeys-palm-sunday-craft.html</a></li> </ul>
<b>Investigative area</b>	<ul style="list-style-type: none"> <li>• How to create a bridge of a particular kind or to hold something, pictures of different bridges</li> <li>• Turn a local church into an investigative area and go on a 'cross' hunt</li> <li>• <a href="http://flamecreativekids.blogspot.co.uk/search/label/Easter%20Story">http://flamecreativekids.blogspot.co.uk/search/label/Easter%20Story</a> – Easter story bag to unpack and talk about</li> </ul>
<b>Small world</b>	<ul style="list-style-type: none"> <li>• Palm Sunday parade in builder's tray / Tuf Spot – creating a road, blocks for Jerusalem and lots of bits of greenery for waving, people for crowds and a donkey (see above)</li> </ul>
<b>Reflective / Prayer Area</b>	<ul style="list-style-type: none"> <li>• With a local church, prepare a suitable reflective area for Easter e.g. on the theme of forgiveness, hope, new starts. Lots of ideas on: <a href="http://flamecreativekids.blogspot.co.uk/search/label/Easter">http://flamecreativekids.blogspot.co.uk/search/label/Easter</a></li> </ul>
<b>Cookery</b>	<ul style="list-style-type: none"> <li>• Hot cross buns; Easter egg-shape or cross shape biscuits to ice</li> </ul>

## Alternative Approaches for this unit:

### Puddles and the Happy Easter Day

In the week before Easter, Puddles searches for Arthur to tell him something important but he is nowhere to be seen. On Sunday, as everyone enjoys the Easter celebrations, Puddles has her own reason to celebrate.

This book is one of a series featuring Puddles the cat; lesson plans and soft toy extras are available.



### Firm Foundations Bk 2

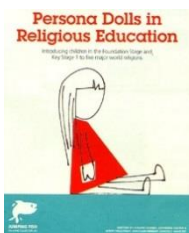


This series introduces 2 children, Joshua and Anna, to cover Christianity topics for Early Years RE. Activities are earthed in young children's experience and suitable for those of any religion or none.

Bk. 2 includes stories of love and forgiveness to introduce aspects of Lent and Easter

### Using Persona Dolls in RE

Detailed plans for using persona dolls to teach EYFS about Christianity, Hinduism, Judaism, Islam and Sikhism. Each section has 4 units: Being Special, Special People, Special Places and Special Times. A CDrom shows the dolls visiting their place of worship. The Christian persona doll, Elizabeth, could be the 'Tom and Tessa' of this unit.



### Easter Pause Day

Materials on Easter offering space for children to reflect and encouraging high-level thinking.

[www.cofeguildford.org.uk/school-life/easter-pause-day/](http://www.cofeguildford.org.uk/school-life/easter-pause-day/)

## Other faiths: A Buddhist story

There was once a beautiful mango tree growing by a river high up in the mountains. It had sweet-smelling blossom in spring and, in summer, delicious fruit. A tribe of monkeys lived in the branches of the tree with their king. They loved the tree; they slept in its shade and ate its fruit.



One summer day, a large mango fell from the tree and landed in the moving water of the river. The river carried the fruit down the mountain to a big city where some fishermen caught it in their nets. They had never seen such a fruit and took it straight to the king of the city. He tasted the fruit and it tasted so good he wanted more. So, with his ministers, he followed the river up into the mountains until they came to the mango tree. The king and his ministers were surprised to see all the monkeys in the tree. The king decided to kill all the monkeys so he could take all the mangoes.

The monkey king overheard the plan and he thought of a way to save his tribe. He made a great jump to the other river bank and tied a creeper around a tree. He planned to tie the other end to the mango tree making a bridge for the monkeys to escape but the creeper was too short. So the monkey king held the end of the creeper in his back legs and clung on to the mango tree with his front paws. The monkeys ran across his back and escaped, but there were so many of them and they were so heavy that his back was broken.

The king from the city watched and, when he saw what the monkey king had done, ordered his men to bring the monkey king to him. The king from the city cared for the monkey king, until he died.

The king of the city never forgot what the monkey king had done and for the rest of his life he ruled with care and kindness.

# Assessing RE in your school – end of year expectations

As RE is statutory for Reception, **your subject leader should advise you how to assess in line with school policy and any legal requirement e.g. from the locally agreed (or diocesan) syllabus.**

The grid below is based on generic end of year expectations (see Emmanuel Project flash drive), loosely tied to the Suffolk Agreed Syllabus, and adapted to the specifics of this unit. *If you need to use the assessment structure of a different syllabus, you may find similar statements there.*

**How to use the grid:** **SELECT** a year group. **CHOOSE 2 strands** to assess – so that you cover each strand twice in a year, making for good evidence. **FIND** the best time to do the assessment by checking the left column of the lessons. **SET an activity** to help pupils show the 'I can' and **RECORD** how they do. You may want to use the simple system of: **Beginning / Working towards / Expected / Greater depth.**

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	<b>Ra</b> I can remember something that happens in the Christian story of Easter	<b>Rb</b> I can recognize something a Christian is doing because of their religion e.g. making the sign of the cross	<b>Rc</b> I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	<b>Rd</b> I can talk about things that happen to me e.g. going somewhere special, doing things with my family	<b>Re</b> I can talk about something interesting in a story e.g. that makes me ask a question	<b>Rf</b> I can talk about what is important or special to me e.g. a favourite story, food or a souvenir
Y1	<b>1a</b> I can remember parts of the Easter story, and know it is special to Christians	<b>1b</b> I can use the right words to talk about how a Christian celebrates Easter at church e.g. Bible, Alleluia, songs	<b>1c</b> I can suggest why a cross in an Easter garden is an important reminder to a Christian	<b>1d</b> I can talk about some things happening which surprised or amazed my family, my class or people in my religion	<b>1e</b> I can ask why a story is told, and what I learn from it, including the stories of Easter	<b>1f</b> I can talk about whether being forgiven and having a new start is important for me and why

# Resources for this enquiry:

**Tom and Tessa** are imaginary Christian characters who enable you to talk about things Christian children learn or do. They are also used in the KS1 units of the Emmanuel Project and provide a context for pupils' learning which is easier to handle than talking abstractly about religious people.

You can create your own Tom and Tessa by enlarging and using our cartoon characters. However, you could create your own similar characters using persona dolls or suitable photos of children. The names 'Tom' and 'Tessa' are immaterial; feel free to change them.

Sometimes Tom and Tessa help by sharing scenarios from their own lives or by bringing in a bag of Christian artefacts or books! Here are suggestions for this unit:

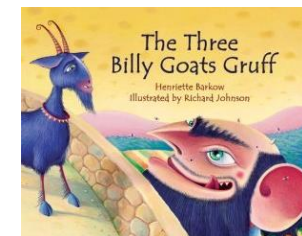
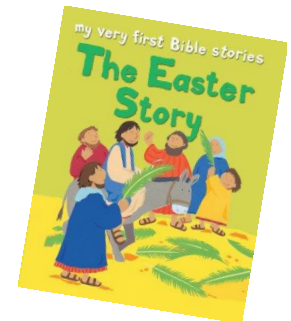
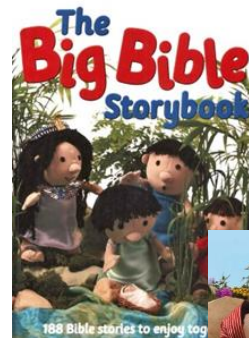
- Children's story Bible
- CD / downloads of Christian children's Easter songs
- Some Easter cards with crosses / flowers on them
- Easter Story cube ([www.familylife.com](http://www.familylife.com))

## Some recommended Easter story resources:

- The Big Bible Storybook (Scripture Union)
- The Lion First Bible (Lion Hudson)
- The Beginner's Bible (Zondervan)
- The Easter Bible Storybook (Scripture Union)
- The Very First Easter (Zondervan)
- The Easter Story (My Very First Bible series – Lion Hudson)
- Stop look listen animated Bible Stories - The First Easter (10 mins) *originally Channel 4 TV*
- Jesus Storybook Bible - The sun stops shining (Crucifixion - 5 mins) *Zondervan*
- Jesus Storybook Bible – God's wonderful surprise (Easter - 5 mins) *Zondervan*
- The Beginner's Bible – Story of Easter (about 30 mins – be selective) *Zondervan*

## Additional story resources

- **The Three Billy Goats Gruff**- Henriette Barkow Gruff (Mantra Records)





- **The Monkey King** - told beautifully on the Clear Vision Trust DVD. Watch a clip of half the story on <http://www.clear-vision.org/Schools/Teachers/KS1.aspx>. Guess what happens next!

**Easter Plays, Songs and Music** - Christian songs about Easter are good examples of how and what Christian children might be taught about the resurrection and embody the feelings of sorrow and joy of Easter. Some you may have in school, some could be bought as CDs for 'Tom and Tessa's bag' or downloaded as individual songs.

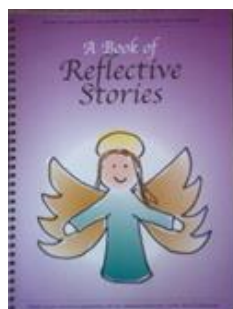
- **Songs for Every Easter** - *Sing a song, sing a joyful song / Hosanna* ([www.outoftheark.co.uk/](http://www.outoftheark.co.uk/))
- **Sing Easter!** - *Jesus Is Alive!* ([www.outoftheark.co.uk/](http://www.outoftheark.co.uk/))
- **Our Easter Play** – Brian Ogden - easy-to-perform nursery rhyme play
- **Our First Easter Play** – Easter story with familiar tunes, sung by young child, and simplified EYFS script <https://www.learn2soar.co.uk/easter-songs> Listen to samples on website. Downloadable.



### Other useful resources:

- Child's Eye: Festivals 2 – Amazon
- Easter Story Basket - [www.tts-group.co.uk](http://www.tts-group.co.uk)

**Palm crosses** – Buy from Tanzania to support needy families (<http://africanpalms.co.uk/>)



### Two resources from The Discovery Centre, Bury St Edmunds / [admin.dc@stedscathedral.org](mailto:admin.dc@stedscathedral.org)

- 'A Book of Reflective Stories' complete with CD of scripts, actions, patterns, etc
- Music for Stories CD by Ruth Shepherd – including 'A Sad Day'

The Discovery Centre also has a Guild of Storytellers who visit schools for a small cost to tell stories. They could tell your class 'A Sad Day' and act as Christian visitors to answer questions about what Christians believe about Jesus / Easter.

## Buddhist Story: The Monkey King

- The Monkey King from Clear Vision Trust:  
<https://www.youtube.com/watch?v=8CI3eUeq94I> - This clip shows the start of the story which the teacher can then finish.
- The Monkey King's sacrifice: <https://www.bbc.co.uk/programmes/p061v1xb>
- Story cards etc for The Monkey King:  
<http://www.twinkl.co.uk/resource/t-re-061-the-monkey-king-buddhist-story-word-cards>



**All the initial ideas for this unit were worked on by Lia Perry (St James' CE Infants, Tunbridge Wells) and Kim Smith (Charsfield CE Academy) at the Emmanuel Project days and revised in 2019 by Helen Matter (Diocesan Schools' Adviser) with some help from Kate Hayward-Brackenbury (St Mary's CE Primary, Woodbridge). Thank you all for your hard work!**