



Topic Medium Term Planning

Paddington Bear Class: Year 2 (EX2)

Spring B 2024/2025

School Theme: Being Resilient

Literacy Tree Texts: Jim and the Beanstalk/We are Water Protectors

Week/Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&amp;T/Music</u>	<u>RE/PSHE</u>	<u>PE</u>
<p><b>Week 1</b> 24<sup>th</sup> - 28<sup>th</sup> February <b>Literacy Tree - Text 1 - Week 1</b></p> <p>Wednesday 26<sup>th</sup> PPMs</p> <p>28<sup>th</sup> Passports given out</p> <p>Transition - 25<sup>th</sup> Paired reading @ our school 1:15-1:45.</p>	<p>Jim and the Beanstalk week 1 - see separate plan.</p>	<p>Fractions week 1 - See separate plan.</p>	<p>Transition - 25<sup>th</sup> Paired reading @ our school 1:15-1:45.</p> <p><b>Wow starter - Geography</b></p> <p>Exploring the continent of South America - with a focus on Mexico. Find Mexico on the map. Look at the differences from where we live... compare Mexico to UK. Would Bingo Bear like to visit these places? Why/why not? Consider that we know him as an explorer (decided at the start of the year).</p> <p><b>Wow starter - History linked to Art</b></p> <p>Discussion about fruit. A lot of our tropical fruit is imported from other countries with warmer tropical climates. Mexico on the continent of North America. Locate on map and learn more about Mexico. Significant person in history Mexican artist Frieda Kahlo - look at her work recreate fruit drawing in her style. Look at a range of fruits - which ones do you know? Which ones have you tried? Which ones</p>	<p><b>Music</b></p> <p>Kapow unit: Pitch (Musical me)</p> <p>Kapow session 1: Exploring pitch and pattern</p> <p><b>WALT: Understand and practice reading different symbols to show pitch.</b></p> <p>See separate planning.</p> <p><b>Wow starter - DT linked to Cultural Awareness</b></p> <p>Name and identify a variety of different fruits from around the world that children may not have experience with.</p> <p>S+L - Children to use a range of adjectives and</p>	<p><b>PHSE</b></p> <p><b>Jigsaw Puzzle 4 - Healthy Me</b></p> <p>Piece 1 - Being Healthy</p> <p><b>WALT: Know what we need to keep our bodies healthy.</b></p> <p><b>WALT: Become motivated to make healthy lifestyle choices.</b></p> <p>See separate Jigsaw planning.</p> <p><b>No RE</b></p> <p><b>Rainbow time</b></p> <p>Children play board games, draw, write or use construction resources.</p>	<p><b>PE</b></p> <p>Class teacher led PE</p> <p>Multi-skills session 1</p> <p><b>PE (Inspired Sports)</b></p> <p>See separate planning</p>

			<p>are your favourite? Brief introduction to healthy eating.</p> <p>In groups- Children to look at a selection of fruit and create an observational drawing.</p> <p style="text-align: center;"><b>Science - Plants</b></p> <p><b>WALT: Observe and describe how seeds and bulbs grow into mature plants.</b></p> <p><b>WALT: Observe and understand why plants need water, light and suitable temperature to grow and stay healthy.</b></p> <p>Discuss how humans survive. What do we need to remain healthy? Talk about healthy living and what food groups there are.</p> <p>Refer to the food pyramid - refer back to the pancake making from the previous session.</p> <p>Next, ask the children, what does a seed need to survive? What do you think might happen if they don't have one of these things?</p> <p>In groups - Conduct an experiment using soil and seeds. Use cress seeds and place them in different areas of the classroom. Explain that we will experiment by giving one of the plants everything that we think they may need such as food, water, sun, air and soil. We will then give three other plants no food/no water/no sun etc. and we will watch how they grow in the classroom over time.</p> <p style="text-align: center;"><b>E-Safety Lesson</b></p> <p style="text-align: center;">Spring Term B - I am safe and secure. Protecting Devices.</p>	<p>adverbs to describe the fruits. Children should be able to explain what each word means. They should have first-hand experience to help them to develop their language.</p> <p>In groups - Use tools to prepare and cut fruit to create and make a fruit salad. Children to look at a range of fruits. Talk about where the fruit may come from and locate on the world map. Then ask them to make their own fruit salad for Bingo Bear following STC instructions.</p>		
<p><b>Week 2</b> 3<sup>rd</sup> - 7<sup>th</sup> March</p>	<p>Jim and the Beanstalk week 2 - see separate</p>	<p>Fractions week 2 - See separate plan.</p>	<p>Transition - 4<sup>th</sup> Paired reading @ Hamp Academy 1:15-1:45.</p> <p style="text-align: center;"><b>Healthy Eating - Pancake Making</b></p>	<p style="text-align: center;"><b>Music</b></p> <p>Kapow unit: Pitch (Musical me)</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Jigsaw Puzzle 4 - Healthy Me</b></p>	<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;">Class teacher led PE No PE - Forest</p>

<p><b>Literacy</b> <b>Tree - Text</b> <b>1 - Week 2</b></p> <p>Tuesday 4<sup>th</sup> - Pancake day</p> <p>Thursday 6<sup>th</sup> - World Book Day</p> <p>Friday 7<sup>th</sup> - International women's day (afternoon activities)</p> <p>Transition - 4<sup>th</sup> Paired reading @ Hamp Academy 1:15-1:45.</p>	<p>plan.- see separate plan.</p>		<p>Look at Pancake Day. When was it? Why do some people celebrate it? Describe the importance for human of exercise, eating the right variety of foods and hygiene. Look at food pyramid.</p> <p>In groups - Children to make their own pancakes and try them. Children to also make a pancake for Bingo Bear - they should try to make it as healthy as possible for him.</p> <p style="text-align: center;"><b><u>Forest School</u></b></p> <p style="text-align: center;"><b>Can we grow beans?</b></p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain children are going to plant climbing beans. Discuss what care is needed to make the beans grow. What do plants need to survive &amp; grow healthily? Show children large flowerpots &amp; explain these need to be filled to the top with compost.</p> <p>Children use trowels/ child-sized spades to fill pots. They place the pots in a 'C' shape leaving a hole at front of circle for access inside. (next to class window), Children push 180cm bamboo cane into each pot, bringing tops together &amp; tying with string using double knot. Children plant 2 beans in each pot, pushing down about 10cm. Discuss how long before beans germinate &amp; how going to climb up canes. Explain children will be monitoring the growth of the beans &amp; creating a diary of how their growth. Children return to fire circle to drink hot chocolate. (Could compare with beans planted inside)</p> <p>Resources: Large flowerpots (in shelter) 8 x 180cm bamboo canes, compost (in bags by shelter) Runner bean seeds, (in FS cupboard in</p>	<p>Kapow session 2: Singing pitch patterns</p> <p><b>WALT: Sing and draw pitch patterns.</b></p> <p>See separate planning.</p> <p style="text-align: center;"><b><u>Art/DT</u></b></p> <p>Explore the different resources that could be used to create bowls. Experiment with different materials e.g. clay, plasticine, card etc.</p> <p>Test and decide as a group which material they would like to make their bowls from.</p>	<p style="text-align: center;"><b>Piece 2 - Being relaxed.</b></p> <p><b>WALT: Show or tell others what being relaxed means and know that some things make us relaxed, and some things make us stressed.</b></p> <p><b>WALT: Tell others when a feeling is weak or strong.</b></p> <p>See separate Jigsaw planning.</p> <p style="text-align: center;"><b><u>RE - Salvation</u></b></p> <p style="text-align: center;"><b>What do Christians believe about Salvation?</b></p> <p style="text-align: center;"><b>Lesson 5 - Palm Sunday</b></p> <p><b>WALT: Know understand the events of Palm Sunday and the symbols from it that Christians use today.</b></p> <p>What is Palm Sunday? What it would have been like to be a person in the crowd when Jesus rode into Jerusalem on a donkey? What does the crucifix symbolise? How would Jesus feel?</p> <p>Show the children video clips of crowds when celebrities arrive at an event. Talk about the crowds. Think about how the celebrity feels.</p> <p>Make a list of times when a crowd gathers together. Stress that crowds tend to gather for an important person.</p>	<p>School</p> <p><b>PE (Inspired Sports)</b></p> <p>See separate planning</p>
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			PPA room), trowels, child-sized spades - in outdoor cupboard.		<p>Show the children the palm cross and the wooden crucifix. Ask them if they have seen these before, where they would find them, the symbolism attached to them and what they remind people of. After discussion explain that these are used to remind people of events of the Easter story.</p> <p>Tell the children that you have a story about a crowd that greeted an important person, and that it comes from the Bible. Read the first part of the Easter story - Palm Sunday where Jesus rode into Jerusalem.</p> <p>Help the children to imagine how people felt who were waving their palms. Ask the children to role-play this moment. Why had they gathered to see Jesus? What would they tell their friends? How would Jesus feel? Play this cartoon video of Palm Sunday <a href="https://request.org.uk/resource/start/2017/03/14/holy-week-and-easter/">https://request.org.uk/resource/start/2017/03/14/holy-week-and-easter/</a></p> <p>Demonstrate how to make a palm - place the sheets of paper on top of each other, roll up into a tube and stick, cut slits down the tube about half way down, pull up the sections of paper inside the tube, carefully twisting to make a palm.</p> <p>Children can use these palms or palm crosses to act</p>	
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					<p>out the events of Palm Sunday. Let different children experience being Jesus and ask them to discuss how they felt as they walked down past their class?</p> <p><b>In Topic Books:</b> Ask children to recount the events of Palm Sunday. Include emotions and feelings of Jesus and those who gathered to greet him. The children also need to colour the accompanying illustration.</p>	
<p><b>Week 3</b> 10<sup>th</sup> - 14<sup>th</sup> March</p> <p><b>Literacy</b> <b>Tree - Text 1 - Week 3</b></p> <p>Thursday 13<sup>th</sup> Comic Relief</p> <p>Friday 14<sup>th</sup> - Parents day</p> <p>Transition - 11<sup>th</sup> Paired reading @ Hamp Academy 1:15-1:45.</p> <p>Transition meeting - 1pm - CB/MF.</p>	<p>Jim and the Beanstalk week 3 - see separate plan.</p> <p><b>Assessment writing piece 1.</b></p>	<p>Fractions week 3 - See separate plan.</p> <p>Time week 1 - See separate plan.</p>	<p>Transition - 11<sup>th</sup> Paired reading @ Hamp Academy 1:15-1:45.</p> <p><b>Science - Plants</b></p> <p><b>WALT: Observe and describe how seeds and bulbs grow into mature plants.</b></p> <p><b>WALT: Observe and understand why plants need water, light and suitable temperature to grow and stay healthy</b></p> <p>Revisit last week's lesson - which plants grew? What changes have you noticed? What does this tell us that plants need to survive and thrive?</p> <p>Discuss that all living things on Earth are either plants or animals. Living things must breathe, eat, drink, and grow. Discuss germination process. Find out and describe how plants need water, light and suitable temperature to grow healthy.</p> <p>Bring in plants to share with the children. Look at the different parts of the plants. Discuss what each part of the plant does. Label on the board. What is the function of each part?</p>	<p><b>Music</b></p> <p>Kapow unit: Pitch (Musical me)</p> <p>Kapow session 3: Introducing notation</p> <p><b>WALT: Read and understand the notation for the song 'Once a Man Fell in a Well.'</b></p> <p>See separate planning.</p>	<p><b>PHSE</b></p> <p><b>Jigsaw Puzzle 4 - Healthy Me</b></p> <p>Piece 3 - Medicine Safety.</p> <p><b>WALT: Understand how medicines work in our bodies and how important it is to use them safely.</b></p> <p><b>WALT: Feel positive about caring for our bodies and keeping them healthy.</b></p> <p>See separate Jigsaw planning.</p> <p><b>No RE</b></p> <p><b>Rainbow Time</b></p>	<p><b>PE</b></p> <p>Class teacher led PE Multi-skills session 2</p> <p><b>PE (Inspired Sports)</b> See separate planning</p>

**In Topic Books:** Children to draw and label the parts of a plant.

Extension - Children to record the functions of each part of the plant.

### Science - Healthy Eating

**WALT:** Find out and describe the basic needs of animals including humans for survival.

**WALT:** Describe the importance of human exercise, eating the right amounts of different types of food and hygiene.

Discuss what we have been doing during our PSHE sessions. Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene. Look at the food pyramid. Ask the children, does Bingo Bear have a balanced diet? Does he have a healthy lifestyle? Consider the foods that we eat at school and then discuss what the children eat when at home.

**In Topic Books:** Children to plan and record what Bingo Bear could eat on one day of the weekend to ensure that he has a balanced diet and remains healthy.

### Computing - Technology in our lives - Session 1

**WALT:** Explain why we use technology in our homes and community.

**WALT:** Identify the benefits of using technology including communicating with others.

Children will have had the chance to complete a

			<p>survey of the technology they use.</p> <p>Set the class up to share their technology surveys in pairs. What is the same? What is different?</p> <p>As a class make a 'Technology Timeline' of a day for children in year 2. Present the outcome as a class display or ask the children to use the tools they have experienced in Multimedia 1 to make their own 'Technology Timeline'. Ask children how technology helps us. What are the good things about technology?</p>			
<p><b>Week 4</b> 17<sup>th</sup> - 21<sup>st</sup> March</p> <p><b>Literacy</b> Tree - Text 2 - Week 4</p>	<p>We are Water Protectors - week 1. See separate plan.</p>	<p>Time week 2 - See separate plan.</p>	<p><u>Forest School</u></p> <p><b>How do potatoes grow?</b></p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain children are going to plant potatoes. Show previously chitted (in class) potatoes and discuss children's ideas of how to plant them. Explain they are called tubers.</p> <p>Children to learn about potatoes and how they grow. They should be taught to show active listening and interest. Children to engage in conversations with others about how they think potatoes grow and learn why working together is sometimes better. Discuss why.</p> <p>Discuss what care is needed to make the potatoes grow healthily. Show potato bags &amp; explain potatoes need to be planted in soil that only comes halfway up the bag, as more soil needs to be added as leaves grow to make more room for growing tubers. Place bags next to beans. In groups, children half fill potato bags with soil /compost mixture. They push chitted</p>	<p><b>Music</b></p> <p>Kapow unit: Pitch (Musical me)</p> <p>Kapow session 4: Instrumental pitch practice</p> <p><b>WALT: Use a tuned percussion instrument to play a song.</b></p> <p>See separate planning.</p> <p><u>Art/DT</u></p> <p>Children to discuss the materials they tested last week. Which ones were the best? Test again after trying to use them to hold a piece of fruit.</p> <p>Look back at the illustrations in the story book. Share pictures of different bowls on the IWB too with the children.</p>	<p><b>PHSE</b></p> <p>Jigsaw Puzzle 4 - Healthy Me</p> <p>Piece 4 - Healthy Eating.</p> <p><b>WALT: Sort foods into the correct food groups and know which foods our bodies need every day to keep healthy.</b></p> <p><b>WALT: Have a healthy relationship with food and know which foods we enjoy the most.</b></p> <p>See separate Jigsaw planning.</p> <p><b>RE</b></p> <p>What do Christians believe about Salvation?</p> <p>The Last Supper.</p> <p><b>WALT: Understand the events of the Last Supper and know how the symbolism is continued today.</b></p>	<p><b>PE</b></p> <p>Class teacher led PE</p> <p>No PE - Forest School</p> <p><b>PE (Inspired Sports)</b></p> <p>See separate planning</p>

			<p>potatoes into the soil, chits up, sprinkle more soil on top, then water bags using watering can. Can you explain what plants need to survive &amp; grow healthily? Children return to fire circle to drink hot chocolate. What can you tell me about planting potatoes?</p> <p>Resources: Chitted potatoes, potato grow bags (in FS cupboard in PPA room), soil/compost (may need more), child-sized spades,</p> <p><u><a href="#">Computing - Technology in our lives - Session 2</a></u></p> <p><b>WALT: Explain why technology is used in our community.</b></p> <p><b>WALT: Identify the benefits of using technology.</b></p> <p>Look at slide 2 of Technology around us. In pairs talk about the buildings they can see. What technology will be used in the buildings? Children work in pairs with a Technology Town Map. Move through slides 3 - 12. Where would you find this technology? What does it do? How does it help us? Ask the children to think about any other technology they could find in any of the buildings in the town. Which technology is used the most? Which technology would you find in most of the buildings?</p> <p><u><a href="#">History linked to Art</a></u></p> <p>Revisit earlier work on Frida Kahlo. Who was she? Give another brief introduction to who she was and look at her life and work. Children remember key facts about Frida Kahlo. What was her age? Where did she come from? What did she specialise in?</p>	<p>What do they like about them?</p> <p>Children to design and label their own fruit bowl in the style of our artist - observational drawing focus.</p>	<p>What do they believe? What happened during the Last Supper? How do Christians continue to honour this today?</p> <p>Read the story of the "Last Supper" to the children and then watch it:  <a href="https://request.org.uk/resource/start/2017/03/14/holy-week-and-easter/">https://request.org.uk/resource/start/2017/03/14/holy-week-and-easter/</a></p> <p>Talk about the different feelings Jesus and the disciples must have had. Recap on what Jesus said and explain to children that Christians today still copy the last supper to help them remember this important event. Show a video clip of the Eucharist.  <a href="http://request.org.uk/life/spirituality/communion/">http://request.org.uk/life/spirituality/communion/</a></p> <p>Ask children to notice things happening that happened in the story of the Last Supper. Discuss the similarities and differences.</p> <p><b>In Topic Books:</b> Children can now continue the Easter Story in their books by writing about the Last Supper.</p>	
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			<p>Show pictures of her artwork. What do you think of this? Does it remind them of any other pieces of art?</p> <p>Children to record key facts about Frida Kahlo and label some of her pieces of artwork. What can they see, hear, smell? What does it remind them of?</p>			
<p><b>Week 5</b> 24<sup>th</sup> - 28<sup>th</sup> March</p> <p><b>Literacy Tree - Text 1 - Week 5</b></p> <p>Wednesday 26<sup>th</sup> - Road Safety Talk</p> <p>Friday 28<sup>th</sup> - Make Mothers Day Cards</p>	<p>We are Water Protectors - week 2 See separate plan.</p>	<p>Addition and subtraction recap. See separate plan.</p>	<p><b>History</b> <u>linked to Art</u></p> <p>Revisit work from last week. Who was Frida Kahlo? What pieces of art did she create?</p> <p>Show children pieces of artwork by Frida Kahlo that include fruit. Model creating observational drawings and using different mediums to replicate her art.</p> <p>Children create an observational drawing inspired by the work of Frida Kahlo.</p> <p><b>Computing - Do I trust my internet use? - Session 1/2</b></p> <p><b>WALT: Understand that other people have created the information we use and that just because something is on the internet, it doesn't mean it is true.</b></p> <p>Begin by asking: What is the internet? Where is information on the internet? Talk about World Wide Web as being one part of the internet. Show the children the Apple Ant Website</p> <p>Allow them some time to investigate this website. Ask them to find out as much information as they can in pairs so that they can report back to the class all that they can</p>	<p><b>Music</b></p> <p>Kapow unit: Pitch (Musical me)</p> <p>Kapow session 5: Writing musical notation.</p> <p><b>WALT: Complete the notation for a short song using a three-line stave.</b></p> <p>See separate planning.</p> <p><b>Art/DT</b></p> <p>What is the main fruit in our story? Discuss the papaya. Explain that we are going to make our own fruit bowls using the plans we created last week. What is the purpose of a fruit bowl? Discuss criteria. Show the children how to use clay or a balloon and Modroc to make a bowl.</p> <p><b>Cultural Awareness</b></p> <p>Look at South American traditional dishes. Look at the food that they eat and how they cook and collect</p>	<p><b>PSHE</b> <b>Jigsaw Puzzle 4 - Healthy Me</b></p> <p><i>Piece 5 - Healthy Eating.</i></p> <p><b>WALT: Make some healthy snacks and explain why they are good for us.</b></p> <p><b>WALT: Express how it makes us feels to share healthy foods with others.</b></p> <p>See separate Jigsaw planning</p> <p><b>No RE</b></p> <p><b>Rainbow time</b></p>	<p><b>PE</b> Class teacher led PE Multi-skills session 3</p> <p><b>PE (Inspired Sports)</b> See separate planning</p>

			<p>about Somerset Apple Ants.</p> <p>Check children find navigation buttons at the bottom or the webpages and the drop-down menu top right of the website. While the children are exploring ask questions. Talk about who selects the photos to go online. Talk about who adds information. If possible, log in to show the children how you can add something or invite the person who looks after your school website to come into the classroom to show them how it works.</p> <p>What did we find out when we visited the Apple Ant website? Reinforce the learning outcomes from the start of the session.</p>	<p>the food that is needed to create food.</p> <p>Compare it to the UK and how we create food. Discuss similarities and differences.</p> <p>Children to create their own Sout American inspired meal. Link this to healthy eating.</p> <p><u>Art/DT</u> Make Mother's Day cards - link to Frida Kahlo and create cards that are fruit themed.</p>		
<p><b>Week 6</b> 31<sup>st</sup> - 5<sup>th</sup> April</p> <p><b>Assessment Week</b></p> <p>Thursday 3<sup>rd</sup> - Friday 4<sup>th</sup> Easter Theme Days</p>	<p>We are Water Protectors - week 1. See separate plan.</p> <p><b>Assessment writing piece 2.</b></p>	<p>Assessment week.</p>	<p><u>Forest School</u></p> <p><b>How can we make a bug house?</b> Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain children are going to make 'bug' houses for flying insects e.g., bees &amp; wasps. Discuss the Health and Safety rules for using tools, peelers &amp; tent pegs. Explain the tools must be used by holding them downwards &amp; safety gloves must be worn when working with tools. Demonstrate using tent pegs to push out pith from centre of stick pushing downwards or into the ground, then demonstrate whittling Elder, using blade at an angle &amp; not using edge. Children push out pith then whittle the elder sticks. Using large, thick, rubber bands make three equal bundles of the whittled sticks. Children place the bundles in the pallet 'Insect Hotel.' Children return to fire circle to drink hot chocolate.</p>	<p><u>Music</u> No music this week.</p> <p><u>Art/DT</u> Children to paint and decorate their fruit bowls using their plans. Model how to make a base colour and make a pattern of fruit on the sides before asking them to do the same.</p> <p><u>Fantastic Finishers</u> Children to complete their fantastic finisher assessments.</p>	<p><u>PSHE</u> <b>Jigsaw Puzzle 4 - Healthy Me</b></p> <p>Piece 6 - Happy, Healthy Me!</p> <p><b>WALT: Decide which foods to eat to give our bodies energy.</b></p> <p><b>WALT: Know which foods are most nutritious for our bodies.</b></p> <p>See separate Jigsaw planning.</p> <p><u>RE - Salvation</u> <b>What do Christians believe about Salvation?</b></p> <p>The Resurrection of Jesus</p> <p><b>WALT: Understand the events of Crucifixion and Resurrection.</b></p>	<p><u>PE</u> Class teacher led PE No PE - Forest School</p> <p><u>PE (Inspired Sports)</u> See separate planning</p>

			<p><b>Resources:</b> Elder sticks, 3x thick rubber bands, 30x peelers, 30x tent pegs, safety gloves for all children &amp; adults.</p> <p><b>Science - Healthy Eating</b></p> <p><b>WALT:</b> Describe the importance of human exercise, eating the right amounts of different types of food and hygiene.</p> <p>Discuss what we have been doing during our PSHE sessions. Ask the children to think about how Bingo Bear can stay healthy. What will he need to eat? How much will he need to sleep? How much should he exercise? Share key facts on staying healthy with the children. Children to be encouraged to use subject specific vocabulary. Discuss the meaning of these words. What can we do if we are unsure? How can we find out? Explore this together.</p> <p><b>In Topic Books:</b> Children to create a poster for Bingo Bear, explaining with words and pictures, how he can stay healthy.</p> <p><b>Easter Theme Days - 3<sup>rd</sup>-4<sup>th</sup> April.</b></p> <p>See separate planning for details.</p>		<p>Can you identify and reflect upon the happy and sad parts of the Salvation story?</p> <p>How would Mary have felt? What are the similarities between how you celebrate Easter and how Christians celebrate Easter?</p> <p>Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.</p> <p>Read the story of the Resurrection from a Children's Bible - <a href="https://request.org.uk/resource/start/2017/03/14/holy-week-and-easter/">https://request.org.uk/resource/start/2017/03/14/holy-week-and-easter/</a></p> <p>Choose children to act out the events at the front of the class.</p> <p><b>In Topic Books:</b> Hand out copies of 'The Resurrection'. Ask the children to cut up the parts of the story and order them to be in the correct sequence.</p>	
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