

**Year 3 Unit 5: THE CHURCH'S YEAR Week 1**  
**Title: Why the Church of England has its own calendar**

**Learning Intentions:**

**AT1:** To know that the Church of England has its own calendar to mark important events in the life of Jesus and the history of the Church.

**AT2:** To explore the symbolism of colours.

**Assessment:**

AT1 L2: I can suggest reasons for the colours in the Church's calendar.

AT1 L3: I can see the link between the Church's calendar and events in the New Testament.

AT2 L2: I can relate colours to my own and other people's feelings and experiences.

**Key Words:**

Advent  
Church of England  
Christmas  
Easter  
Epiphany  
Lent  
Pentecost  
symbol

**Resources:**

A calendar and diary for this year.

A school calendar or planner, a teacher's diary, or school contact book that begins in September.

Find out about 'new year' in any other religions represented in your class. See [www.shapworkingparty.org.uk](http://www.shapworkingparty.org.uk) who produce a pictorial calendar of religious festivals

[www.request.org.uk/main/festivals/churchyear/churchyear01.htm](http://www.request.org.uk/main/festivals/churchyear/churchyear01.htm)  
*Church's Year with liturgical colours and activity sheet on the Church's Calendar for pupils.*

**NB:** Don't spend too long going through the Church's Year, as next lesson will focus on the major festivals. The purpose in this lesson is to see that the seasons and festivals of the Church's Year commemorate biblical events.

**Activities:**

- Using an ordinary calendar and diary, establish with pupils that New Year's Day is 1<sup>st</sup> January and the year ends on 31<sup>st</sup> December. Then show them some of the school resources to establish the fact that 'new year' for schools in England and Wales is the beginning of September, and the year ends in July, with August as a holiday. So there are different new years. (AT2) Explain that there are also

different new years in religions and the church's year starts in December. If you have pupils from other religions, you might explain when their new year is (eg. Divali for Hindus, 1<sup>st</sup> Muharram for Muslims).

- Show a diagram of the Church of England's calendar on RE:Quest. Ask pupils if they recognise anything on it (eg. Christmas and Easter). Look at the place in the calendar where you are now (ie just after Easter – still in Eastertide).
- Explain that the Church's calendar marks important events in the life of Jesus. So it begins with Advent because this is the period leading up to the birth of Jesus. After Christmas comes Epiphany, when the Church remembers the story of the Wise Men visiting Jesus. Then the calendar goes round to Lent, which leads up to Easter, when Christians remember Jesus' death and resurrection. Point out Ascension and explain that Christians remember when Jesus went up to heaven. Ask pupils whose life story is being remembered in this calendar? (Jesus) And where do we read about Jesus' life? (In the Bible/ New Testament). (AT1)
- Finally, point out Pentecost. This isn't about Jesus, but about the first Christians. Pupils will learn about Pentecost at the end of Unit 5. This tells the story of how Jesus' disciples began the Church, so it's really the birthday of the Church. This story is also in the New Testament. ... Then there's half the year when nothing much happens! (AT1)
- Show the colours of the Church's year: red, white/gold, purple and green. Explain that these are symbols to represent what is remembered at those times and seasons in the Church's year. Before you look at their meanings, explore with pupils the colours they associate with the four seasons: Autumn, Winter, Spring and Summer. Think about the feelings associated with these colours. They could do this through artwork, possibly in four groups for each of the four seasons. (AT2)
- Now return to the Church's calendar and the liturgical colours that are used in the church at different times of its year. Encourage pupils to suggest meanings for these religious colours. Help them to understand the following:  
PURPLE: for the preparation and quiet thinking times of Advent and Lent before big festivals.  
WHITE/GOLD: for big celebrations like Christmas and Easter.  
RED: for blood – to remember those Christians who died for their faith.  
GREEN: for growth – the big period of the Church's year when Christians continue to grow in their faith. Ask pupils to colour in the half of the year that is green. (AT1)

**Year 3 Unit 5: THE CHURCH'S YEAR**  
**Title: Festivals**

**Week 2**

**Learning Intentions:**

**AT1:** To know that there are three main Christian festivals: Christmas, Easter and Pentecost

**AT2:** To think about the importance of these festivals for ourselves.

**Assessment:**

AT1 L2: I can name at least two major Christian festivals and identify some ways that Christians celebrate them.

AT1 L3: I can link them with stories in the New Testament.

AT2 L2: I can discuss with other pupils our experiences of major Christian festivals.

AT2 L3: I can say what is most important about these festivals for me.

**Key Words:**

Advent  
Christmas  
Easter  
Lent  
Pentecost  
Resurrection

**Resources:**

*RE:Quest* resource of the Church's Calendar for pupils (see Week 1).

A Children's Bible for the story of Pentecost (especially Acts 2: 1-4)

**NB:** Shops produce Advent calendars to run from 1<sup>st</sup> – 25<sup>th</sup> December, but Advent actually starts on the Sunday nearest to St. Andrew's Day (30<sup>th</sup> November). So it differs in length, depending on the year, because sometimes Advent Sunday comes before 30<sup>th</sup> November and sometimes afterwards.

**NB:** Pupils will learn more about Pentecost at the end of Unit 5, but they should get used to hearing its name and begin to appreciate its importance for the Church.

**Activities:**

- Ask pupils what they think is the most important Christian festival and why. (They may well say Christmas, as this gets the most attention in our society and is very much a time for children. However, the school and church has just celebrated Easter, so you can remind them of that. Explain that there is another

- big festival to come at the end of May, called Pentecost. Do they remember anything about this from last lesson?) (AT1)
- **CHRISTMAS.** Pair and share: Encourage pupils to discuss how they celebrate Christmas – and share together as a class. Remind pupils of some of the ways the school focuses on the religious meaning of Christmas. Ask pupils to record what is most important about Christmas for them. (For a higher level, ask them to explain why.) (AT2)
  - Explore with pupils the importance of Christmas for Christians because it celebrates the birth of Jesus Christ, the Son of God. As this is a big, happy celebration, the Church is decorated in white or gold at this time (eg the altar cover and the robes worn by the priests). Ask pupils to colour this on their diagram. Discuss the purpose of Advent, as a time (about 4 weeks) to prepare for Christmas. This is a quiet time before the big celebration, for Christians to think about the importance of the birth of Jesus. Therefore the Church uses purple for this season. Ask pupils to colour in Advent on their diagrams. (AT1)
  - **EASTER.** Pair and share: Encourage pupils to discuss how they celebrate Easter - share together as a class. Remind pupils of some of the ways the school focuses on the religious meaning of Easter. Ask pupils to record what is most important about Easter for them. (For a higher level, ask them to explain why.) (AT2)
  - Explore with pupils the importance of Easter for Christians because it remembers the death of Jesus and celebrates his resurrection. As Easter Day is a big, happy celebration, the Church is decorated in white or gold at this time (eg the altar cover and the robes worn by the priests). Ask pupils to colour this on their diagram. Discuss the purpose of Lent, as a time (40 days) to prepare for Easter. This is a quiet time for Christians to think about Jesus' death. Therefore the Church uses purple for this season. Ask pupils to colour in Lent on their diagrams. (AT1)
  - **PENTECOST:** Read pupils the story of Pentecost from a Children's Bible. Explain how the coming of the Holy Spirit of God gave Jesus' disciples the courage to go out and spread Christianity around the world. So this was like the birthday of the Church - without this event, there would be no Christianity today. As this is a big, happy celebration, we would expect it to be celebrated with white or gold, but the Church uses red for this festival. Can pupils suggest anything from the Bible story that could be shown in red? (The fire of the Holy Spirit.) Ask pupils to colour this in on their Church calendars. (AT1)
  - Finish by reminding pupils that there are 3 major festivals of the Church of England. Can they remember what they are? (AT1)

<b>Year 3 Unit 5: THE CHURCH'S YEAR Weeks 3-5</b> <b>Title: Saints</b>	
<b>Learning Intentions:</b> <b>AT1:</b> To know what is meant by a saint and to find out about particular saints. <b>AT2:</b> To consider which saintly qualities pupils would like to have.	
<b>Assessment:</b> AT1 L2: I can retell the story of a saint. AT1 L3: I can identify the impact that their Christian faith has had on a particular saint.  AT2 L2: I can recognise goodness in people. AT2 L3: I can say in what ways I would like to be saintly.	
<b>Key Words:</b> All Saints Day Holy saint St. Peter	<b>Resources:</b> Some artwork of saints  Dictionary of saints e.g. <i>Oxford</i> or <i>Penguin</i>  Stories of the lives of saints  <a href="http://www.request.org.uk/main/dowhat/saints/saints01.htm">http://www.request.org.uk/main/dowhat/saints/saints01.htm</a> <i>helpful resources</i>

### Activities:

#### Week 3:

- Ask what pupils remember about saints. Who are they? (ie special people that the Church has recognised to be specially good Christians). Show some pictures of saints with halos – and explain that the halo of light round their heads is the way artists show that these people are specially holy. (AT1)
- See how many saints the pupils can name. Your school may be named after a saint and/or your parish church (pupils should have done some work on this in Year 2 Unit 6.1). Local places/streets may be named after saints. Can pupils remember any saints from the Bible? (eg Jesus' disciples). Pupils may have saints' names (use a dictionary of saints to check). Write up all these saints' names in a display. (AT1)

*Contd.*

- There are saints' days in the Church of England calendar, to remember special saints and what they stood for. Many saints were killed for their Christian beliefs and their saint's day is usually the day that they died. The Church uses the colour red for these days, the colour of blood, to remember their death. For example, St. Peter is remembered on 29<sup>th</sup> June. He became a great Church leader after Pentecost. He travelled to Rome, the capital city of the Roman Empire, where he was the first bishop (Pope) of the Church there. But he was eventually killed for his Christian beliefs. Add any new saints' names to your display.(AT1)
- All Saints Day is celebrated on 1<sup>st</sup> November. This is a day when the Church gives thanks for all the Christians who live their lives in a saintly way, however ordinary their lives and their deaths. (AT1) Ask pupils to think about people that they know. Who would they like to make a saint? Who do they think is a very good person who sets a good example to others by their life? They could draw this person (or attach a photograph) and write around the picture all the things that they think makes this person saintly. (AT2)

### **Weeks 4 & 5:**

- Pupils should work in small groups to find out about particular saints eg. New Testament Saints, Patron Saints, the saint your school or parish church is named after. They should present their findings to the rest of the class, using ICT. (AT1)
- Discuss with pupils the qualities that these saints had eg. bravery, kindness, faith, commitment to Christianity ... Ask pupils to consider if they would like to have any of these qualities. Pupils should record something about a particular saint and in what ways they want to be like them. (AT2)

<p><b>Year 3      Unit 5:      PENTECOST      Week 6</b></p> <p><b>Title:</b> The story of Pentecost in Acts 2</p>	
<p><b>Learning Intentions:</b>  <b>AT1:</b> To know the Biblical story of Pentecost.  <b>AT2:</b> To think about when I need or have needed ‘inner strength’.</p>	
<p><b>Assessment:</b>  AT1 L2: I can retell the story of Pentecost and talk about what the disciples were doing.  AT1 L3: I can describe the impact this would have had on the disciples and how it changed them.   AT2 L2: I can talk about a time when I have been strong inside.  AT2 L3: I can describe how having inner strength made a difference to me and my actions.</p>	
<p><b>Key Words:</b>  <b>Holy Spirit</b> = the third person of the Trinity. <i>Please ensure the Holy Spirit is referred to as ‘he’ not ‘it’.</i>  <b>Pentecost</b> = fifty (see below for more details)  <b>Shavuot</b> = the Jewish festival of Weeks  <b>Trinity</b> = the three persons of the One God: the Father, the Son and the Holy Spirit.</p>	<p><b>Resources:</b>  <b>Key passage:</b> Acts chapter 2:1-15 and 36-41  Good News Bibles/ Storyteller Bibles   <a href="http://www.request.org.uk/infants/festivals/pentecost/pentecost00.htm">http://www.request.org.uk/infants/festivals/pentecost/pentecost00.htm</a>  <i>Although the story is from the Infant section, it is quite useable, but the suggested activities are not appropriate.</i>   A birthday cake, with candles - <i>check food allergies</i></p>

**NB:** Pentecost means ‘fifty’ and was a Jewish festival that occurred 50 days after the second day of Passover. It is also called Shavuot or the Feast of ‘Weeks’, because it is 7 weeks after Passover. At Pentecost, Jews remember God’s goodness to the Israelites in the wilderness and give thanks for the harvest and the gift of the grain. Jews also remember at this festival when they were given the 10 Commandments. So, in Acts chapter 2, the disciples were together to give thanks to God at this Jewish festival when the Holy Spirit came upon them. The disciples were in Jerusalem because Jesus had told them to wait there (Acts 1:4-5) after he went back up to his Father in heaven.

## Activities:

- Light the candles on the cake and enjoy the flames. Ask a child to blow out the candles and sing 'Happy Birthday.' While you are eating the cake, explain that you are going to hear the story that signifies the birthday of the Christian church – the story of Pentecost. The flames and the 'wind' used to blow out the candles, and the sound of happy singing voices are also part of the Pentecost story from Acts chapter 2.
- Read the story of Pentecost from the Bible (Acts 2:1-15 and 36-41) and look through the online version on RE:Quest. Ask pupils questions about the story, to check understanding of events. (AT1)
  - What were the disciples doing when the Holy Spirit came? Where were they and why were they all together?
  - How did the Holy Spirit come? What signs were there of his presence with the disciples?
  - How did the Holy Spirit change Peter and the other disciples? What difference did having God's Spirit with them make?
  - Why is this festival called the birthday of the church?
- Read about how churches celebrate Pentecost on the RE:Quest pages. Include here any details about how your school and parish church celebrate Pentecost. (AT1)
- At Pentecost, the disciples were given strength to go out and preach and do everything in Jesus' name. The Holy Spirit gave them confidence, strength and power. Pair and share: pupils can talk about when they, or someone they know, has had inner strength, perhaps facing a difficult or tricky time or when faced with a difficult challenge. Where do you think this inner strength comes from? (AT2)
- What does it mean to have strength of mind or strength of character? How might it influence a person's life or your life? Pupils can write and illustrate their responses. (AT2)