

Week 1 - Jesus chooses the First Disciples

- To hear how Jesus chose some of his disciples.
- To reflect on how we choose our friends.

### Jesus Chooses Disciples



Jesus had a lot of work to do. He wanted all the people in the world to know about God. So he needed some helpers.



One day, when the fishermen were mending their nets, a large crowd arrived.



Jesus got into Simon Peter's boat and spoke to the crowd.



Then, Jesus told Simon Peter to take his boat out to sea to fish.



"We have been fishing all night and caught nothing", said Peter.

"Put down  
your  
nets into  
the  
water",  
said  
Jesus.



"If you say so, we will go out to  
sea again", said Peter.



They went out to sea in their  
boat.

Jesus was very  
happy that the men  
did what he had  
asked them to do.



What do you think happened?



They caught lots and lots of fish. They had caught so many fish that  
they had to ask their friends to come  
to help them.



All the fishermen believed that  
Jesus was someone very special.



Jesus told the men  
that he wanted them  
to stay with him to  
help him.



The fishermen were  
very happy.



From now on, said Jesus, I want you to bring people to me.



## Quiz

1. Why do you think Jesus wanted helpers?
2. What did he ask the fishermen to do?
3. Was this a good idea. Why or why not?

4. What did he want these men to do for him? **Jesus wants all of us to help him.**

5. Why do you think Jesus chose Simon Peter?

6. Do you think Simon Peter and Andrew knew that Jesus was God? Why?



He wants each one of us to tell others about the wonderful things he can do.

What do you think Jesus wants you to do to help him?



1. a) Draw a picture of your friend. Write his or her name by the picture.  
b) Why have you chosen this person to be your friend? Write a couple of sentences to explain this.

### Week 2 - Jesus teaches the disciples to pray

- To know that Jesus taught his disciples to pray.
- To reflect on how we pray.

One day, Jesus was praying to God his Father. Jesus prayed every day because he loved his Father and wanted to stay close to Him. Jesus' friends had noticed that he prayed. They watched him, and they wanted to pray to God the Father in the same way. But they did not know how.

One of Jesus' friends decided to ask Jesus what to do. He waited until Jesus had finished praying and he went up to him.

"Jesus," he said quietly, "Will you teach us how to pray?"

Jesus smiled at his friends and gathered them around him.

“You can pray like this,” he said, and he began to tell them how they could talk to God and call him their Father in heaven. He told them that they could ask God anything they needed and say ‘sorry’ for wrong things they had done.

Questions to ask on this story:

- Why do you think Jesus prayed to his Father?
- What do you think Jesus’ friends thought when they saw him praying?
- What do you think you need to be able to pray?
- What do you think the disciples thought when Jesus told them they could call God ‘Father’ too?

Tasks

- 1) Answer the questions above.
- 2) Say the Our Father prayer.
- 3) Say a prayer before bed. This could be about anything you wish.

## *The Lord's Prayer*

*Our father who art in Heaven,  
hallowed be thy name.*

*Thy kingdom come.*

*Thy will be done on earth as it is in Heaven.*

*Give us this day our daily bread,*

*and forgive us our trespasses,*

*as we forgive those who trespass against us,*

*and lead us not into temptation,*

*but deliver us from evil.*

*For thine is the kingdom, and the power,*

*and the glory, for ever and ever*

*Amen*

**Task 1****Hook – The Science Laboratory!**

To get the children engaged in this area of science, try to create a laboratory in the house. A 'Careful, scientists at work' sign could be placed on the door. On entering the 'laboratory' for the first time, you could place a 'Lab jackets' (used white blouses/shirts) if you already have any scientific equipment like a microscope. You could leave this out for your child to have a look at.

**Observe, identify, and classify – What are objects made from?**

Establish with your child that all things are made from materials. Play 'Kim's game'. Hold up one object at a time and ask your child to name the object and then what material/s it is made from. Now (without your child seeing) take away one of the objects and ask your child to work out which one is missing and what it is made from. You can repeat this, but this time take away two objects, etc.

Challenge your child to find many different materials. They could collect the objects and place them in their 'laboratory'. Provide your child with something like hoola hoops (or paper with circles on) in which to place objects made from the same material. Some children might be able to work out that some of the hoops might have to overlap if there is an object made from 2 different materials.

**Recording**

You could take a photo of their sorting circles or your child could draw what they have done.

Examples of some different materials found in the house below.



Fantastic resource on BBC Bitesize below. Please take a look.

<https://www.bbc.co.uk/bitesize/topics/zrsgsk7>

**Key vocabulary**

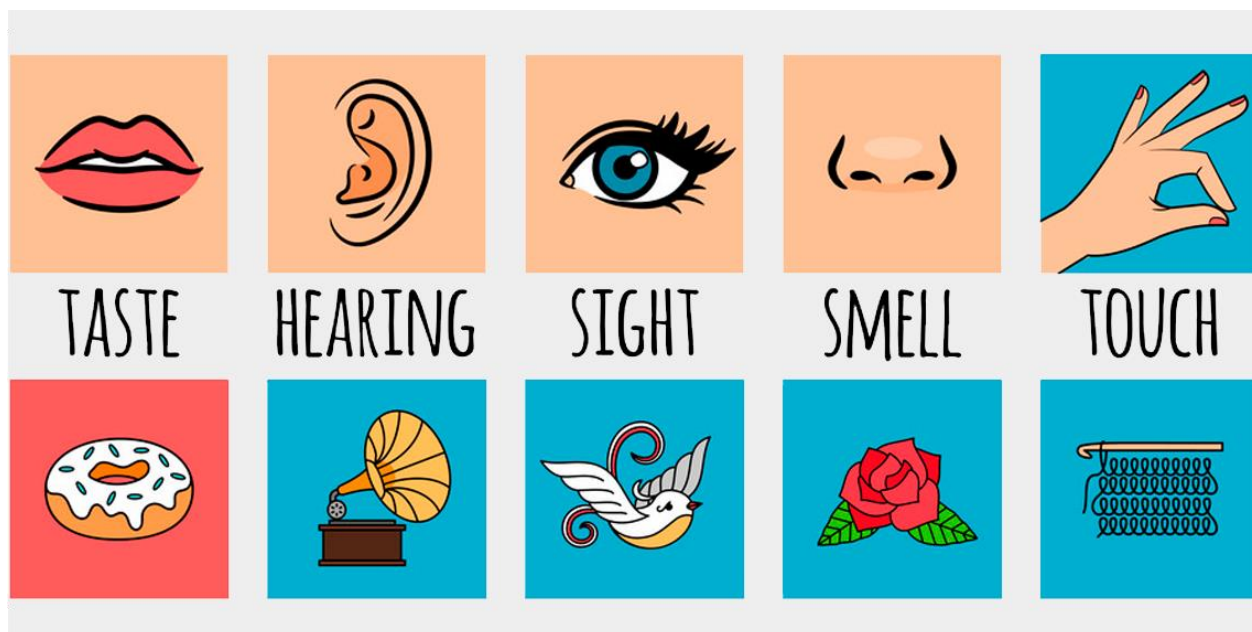
**Types of materials:** wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil



## Task 2

### Observation – What are the properties of the different materials?

Talk with your child about how they sense the world around them (touch, see, hear, smell and taste). Inform them that they are going to be a great sense detective; able to identify materials by using their senses to work out the properties of the materials.



**Touch challenge.** Begin by asking your child to hold an object and describe what it feels like: rough/smooth, flat/bumpy, sharp/blunt. Find an opaque bag in which you can place an object from a collection. Your child can then feel what is in the bag, and then describe it. You can repeat this with a range of different materials.

### Recording

Your child could decide on a property (for example, soft), record this as a title and then either write down or draw objects that have that property.

**Sight challenge.** Again, begin by asking your child to describe what a particular object looks like. Display key words and read them through with your child. Working again with adult/sibling, one person will sit behind some kind of partition (e.g. A large book standing up). On their side of the 'screen' there will be a set of objects. He/she must describe the properties of each of these to his/her partners sitting on the other side of the screen.

**I spy.** You could play a version of 'I spy' around the house. Your child, for example, could call out 'I spy with my little eye something that is smooth and transparent'.

**What is the property?** An adult could demonstrate this activity to begin with. Place objects that have the same property in a sorting circle. Your child must work out what the property is. You can take in turns being the person who puts the objects in the hoop.


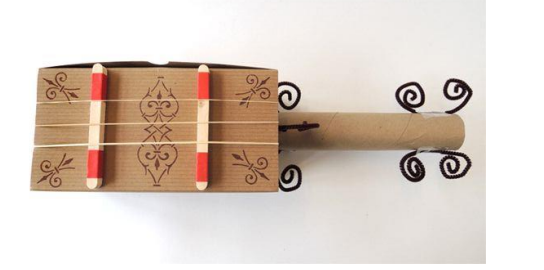
### Key vocabulary

**Types of materials:** wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil

**Properties of materials:** hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/not transparent, sticky/not sticky

**Verbs associated with materials:** crumble, squash, bend, stretch, twist

**Senses:** touch, see, hear, smell and taste

History	<p>Over the next 3 weeks I would like you do some research about different castles in the UK and beyond. See where your research takes you. What can you find out?</p> <p><b>Task 1</b></p> <p>Look at some pictures of real-life castles such as Warwick Castle and ask questions.</p> <p><b>Task 2</b></p> <p>What happened in a medieval castle? Who lived there? Can you use videos and information online to find out some facts?</p> <p><b>Task 3</b></p> <p>Can you begin some research about William the Conqueror? Who was he? You could draw a picture of him and write down some facts.</p>	
Art / D&T	<p>Research medieval instruments. Can you design and make a medieval instrument of your own? Develop, model, and communicate your ideas by talking and drawing. You can make your instrument using a range of junk model materials and use it to play along to the medieval music.</p>	
PSHE	<p><b>Task 1</b></p> <p>What is <u>democracy</u>?</p> <p>Two Greek words meaning 'rule of the people'. Democracy is when people have the say in how the government is run, through voting. Take part in a vote at home – this could be something like 'what you have for lunch' discuss how the result is not always what we all want but that's the majority vote, so it is fair. How can we deal with this feeling? Discuss how we already do this in class and what we vote for. (We vote for our head boy and girl)</p> <p><b>Task 1</b></p> <p>How can you be resilient? Can you research this. Read the cards below when you need to be resilient. Maybe an adult can award you with the certificate below when you have been resilient. Perhaps you go a maths question wrong and you kept trying, or you couldn't ride your bike without stabilisers but kept trying.</p> <div data-bbox="252 1541 1011 2069"> <div>Think about the last time you laughed.</div> <div>Be brave – try something totally new that you have never done before.</div> <div>Write or draw all of the people that care about you.</div> <div>Think about what makes you happy every day.</div> <div>Give yourself a cuddle or a pat on the arm or chest.</div> <div>Eat a snack and drink plenty of water.</div> </div>	

# I Am Resilient

I have shown resilience by \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Signed \_\_\_\_\_

