

Unit title	Year	Background notes
<b>What makes us wonder?</b>	<b>2</b>	<p>In this unit, pupils will identify the questions that make them wonder. They will explore questions &amp; interpretations that arise from a number of stories, inviting a variety of responses. They will be encouraged to reflect upon &amp; respond to the questions &amp; concepts raised. This unit will build upon their past experiences of exploring stories.</p> <p><b>Please note</b> The activities below are meant only as a guide; teachers should feel free to adapt &amp; develop activities to meet the needs of their individual classes. The key questions &amp; associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key questions	Concept/s	Learning outcomes	Suggested activities	Resources
<p><b>What makes me wonder?</b></p> <p><b>What stories make us wonder?</b></p>	<p>wonder puzzling</p> <p>questions without answers</p>	<p>I can talk about what I find interesting or puzzling. (Level 1)</p> <p>I can talk about some things that make people wonder &amp; ask questions. (Level 2)</p>	<ul style="list-style-type: none"> <li>Encourage children to formulate questions which make them 'wonder' (things that puzzle them). Teachers may find it necessary to use a stimulus, such as pictures of the natural world, books which the class have previously read that might stimulate questions or science experiments that the children have undertaken</li> <li>Some of these questions should be recorded for a display - this display can be developed throughout the topic</li> <li>Using a story with which the children are familiar, thought shower the puzzling questions &amp; different interpretations of the story. For example sit children in a circle around a lit candle. Tell the faith story of Guru Nanak's disappearance (children should be familiar with this from Year 1), thought shower the puzzling elements, such as what really happened to Guru Nanak when he went missing for three days, what he meant when he told his friends that he had been to the court of God – had he really been or was he trying to put his actual experience into words?</li> <li>Role play the conversations of Guru Nanak's friends when he went missing. Then role play their conversations after he has told them where he had been. Discuss the differences between the role plays, the friends' reactions &amp; how confused they must have felt</li> <li>Children to complete a thought bubble of what the friend might have thought after Guru Nanak explained where he had been, using the sentence starter 'This is amazing because...'</li> <li>Reflect on how children felt when the candle was burning during the story telling</li> </ul>	<p>stimuli – such as pictures of clouds, stars, sunsets, the planets, babies, animals with their young</p> <p>A Birthday To Remember by Lynne Broadbent &amp; John Logan</p>

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<b>What really did happen when Jesus fed 5,000 people?</b>	sharing wonder miracle	<p>I can tell a Christian story &amp; say some things that people believe (Level 2)</p> <p>I can describe what a believer might learn from the story of the feeding of the 5000. (Level 3)</p>	<ul style="list-style-type: none"> <li>• Teacher gives one child in the class a small amount of food eg a few strawberries/sweets/orange segments – ensure there is not enough to share round. Discuss together what the child is going to do with the food. Is it fair for the child to eat it all? Could it be cut up, or would that make the pieces too small &amp; spoil the food?</li> <li>• Tell the story of the feeding of the five thousand. As you tell the story, children should act out the main elements including listening to Jesus' teaching, starting to grumble about being hungry, the boy giving his food, the disciples sharing out the food which appears to feed everyone &amp; even having extra to clear away at the end. Set up a tableau showing the end of the story. Ask children questions for them to answer in character, such as: What is happening? What are you thinking or feeling?</li> <li>• Ask children to identify what the puzzling elements of the story actually were eg how was there so much food? What do children think may have actually happened. Could this be a miracle in some way? (was it a miracle by Jesus multiplying the food, was it a miracle of people sharing)</li> <li>• Discuss why this is a special story for many Christians</li> <li>• Invite one or more Christian members of staff into the classroom to talk about what the story means to them</li> <li>• If appropriate, add to the display of questions started at the beginning of this unit</li> </ul>	<p>food/ other appropriate resource</p> <p>version of the story</p> <p>member/s of staff</p>
<b>What really happened in the story of the burning bush?</b>	God Moses	<p>I can remember a religious story &amp; talk about it (Level 1)</p> <p>I can talk about some things that make people wonder &amp; ask questions (Level 2)</p>	<ul style="list-style-type: none"> <li>• Read the story &amp;/or watch a video of Moses &amp; the burning bush</li> <li>• Ask children how they could tell that there was a really amazing experience for Moses through his words &amp; actions</li> <li>• In a circle, children to complete sentence: I think Moses felt ...</li> <li>• In small groups, children to create emotions line of how they think Moses would have felt</li> <li>• Together, look at the key question for this lesson 'what really happened in the story of the burning bush?' – be prepared for this discussion to explore a whole range of ideas</li> <li>• Through paired talk, children generate their own questions in response to the story &amp; discussion that they have had. These questions can be added to the ongoing display. Pupils can then target one of these questions for a P4C session</li> </ul>	<p>video of Moses &amp; the burning bush, eg part of 'The Prince of Egypt'</p>

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<p><b>Do we have to see things for them to be 'real'?</b></p>	<p>angels messengers of God</p>	<p>I can talk about some things that make people wonder &amp; ask questions (Level 2)</p> <p>I can ask &amp; respond to important questions about life &amp; compare my ideas with those of other people (Level 3)</p>	<ul style="list-style-type: none"> <li>• Talk about &amp; demonstrate things that we know are there, but can't see, eg wind, warm &amp; cold water, electricity, sound, music. Look at how we cannot normally see our breath, but can do so on a cold day</li> <li>• Recap story of Moses &amp; how the Bible said that the angel of the Lord appeared to him, how Moses saw the burning bush &amp; knew it was a special experience</li> <li>• Ask the children if they have heard any stories about angels &amp; if they know what angels are</li> <li>• Show the children a range of images of angels. Ask whether THE children believe in something that they have never seen (such as angels)</li> <li>• Briefly tell/recap stories of Angel Gabriel appearing to Mary &amp; Angel Jibril (Gabriel) appearing to Muhammad</li> <li>• Ask what we might find amazing when we hear the stories of Mary, Moses &amp; Muhammad. What do we think amazed Mary, Moses &amp; Muhammad?</li> <li>• Discuss with the children what the angels actually did in each of the three stories. Look at how angels are often seen as messengers. Discuss how sometimes people feel as if they may have a guardian angel, or that others can act as angels for them</li> <li>• Remind the children of the discussion we have had about knowing that certain things exist even though they can't see them. Ask 'Can we believe in angels?' – hold open forum discussion</li> </ul>	<p>range of images of angels</p> <p>versions of the stories</p>

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<b>Can we find answers to some or all of our puzzling questions?</b>	wonder	<p>I can talk about what I find interesting or puzzling (Level 1)</p> <p>I can talk about some things that make people wonder &amp; ask questions (Level 2)</p> <p>I can ask important questions about life &amp; compare my ideas with those of other people (Level 3)</p>	<p><i>If used as an assessment task, see separate sheet.</i></p> <ul style="list-style-type: none"> <li>• Children to take time to reflect on any further questions they would like to ask about things that really puzzle them. Add as many as possible to the class display</li> <li>• Look at questions generated by the children throughout this unit. Children to try to identify those for which we could easily find answers (eg the internet and science books) and those for which it is more difficult to find answers</li> <li>• Teacher to choose some questions that the children have identified as easy to answer and give the children the opportunity to find the answers in relevant books, internet sites</li> <li>• Children to choose four or five 'most important' questions for which it will be hard to find answers. Each ability group takes one of the questions and tries to see if and how it can be answered using the internet, books and asking others in the class or at home. Middle ability groups could be given a question linked to a specific text, such as Why do stars come out at night? Why does a leopard have spots? or Dandelion Seed. Lower ability groups to work with an adult to look at a range of questions and discuss which interest them and why, ready to present this to the whole class</li> <li>• Groups to give short role play/presentation showing what they found out, whether it was easy to answer the question, whether different people thought different things and what these were. At end of each presentation, discuss whether the question can be answered, or whether it is a question we need to keep wondering about</li> </ul>	internet, relevant texts

A glossary of religious & cultural terms used in the planning grid	
Angels	Thought of generally as messengers from God. The Angel Gabriel appears in the Judeo-Christian tradition, and in the Muslim tradition as the Angel Jibril.
Burning Bush	The story of Moses and the burning bush is a complex story, which appears in Exodus (the second book of the Bible). The bush burns but does not burn away and from the burning bush, Moses hears the voice of God telling him to return to Egypt to set the Hebrew slaves free from the Pharaoh's control.
Guru Nanak (1469-1539)	The first of the ten human Gurus of the Sikhs. Each morning, he would go to the river to bathe before prayer and on one of these occasions, disappeared for three days.
Mary	The mother of Jesus, who was visited by the Angel Gabriel and told she would have a child – God's son.
Moses	The Bible tells how God, through Moses, freed the Hebrews from slavery in Egypt and led them to freedom in the promised land. Moses is known as the law giver as it was through him that the people received the ten commandments.
Muhammad (570-632 CE)	God, Muslims believe, sent different prophets (messengers) to different peoples at different times. The last of these prophets – the 'Seal of the Prophets' – was Muhammad, a native of Makkah in Arabia. The Angel Jibril appeared to Muhammad and commanded him to recite the words which were later collected and became the Qur'an.