

Spring Two 2020 – Collective Worship Overview – God’s Forgiveness and Caring for His World – Lent and Easter

	Monday	Tuesday	Wednesday	Thursday	Friday	Wed KS2/Thurs KS1
Week One	Singing	Whole School	KS1	Eucharist	Celebration	Classroom Worship
24 Feb Introduction to Lent and Forgiveness	<p>What is forgiveness? Introduction to Lent and Christian value of forgiveness. Learn – You Forgive Me <a href="https://www.youtube.com/watch?v=e3SOqKmX-ps">https://www.youtube.com/watch?v=e3SOqKmX-ps</a> What does it mean to forgive? How does God forgive?</p>	<p>Shrove Tuesday: Matthew 4 v1-4, Psalm 51 You could start with some pancake facts. Pancake day/'Mardi Gras' is a chance to use up food, to enable Christians to 'fast' and focus on prayer leading up to Easter. On Shrove Tuesday, Christians confess and ask forgiveness for the wrong they have done as they start preparing for the greatest celebration ever: remembering Jesus' resurrection and how it has brought new life, at Easter. Traditionally a 'shriving bell' called Christians to confess/pray. Fasting can enable us to focus our senses on worshipping God, rather than on 'bread alone'/treats. Read Matthew 4:1-4. Reflect: What are our lives too full of? Do we need to give something up in order to have time this Lent to focus on God? Do we need to give up chocolate, TV, gadgets or x-box time, or maybe give up pride, selfishness, envy? Will we spend our time missing treats, or use it to focus on relationships, gratitude, and think about our values? What does God want us to give up/sacrifice? What new way of life does He want? Jesus took time in the desert to talk to God. How can we hear and understand God's words so we can live by/be guided by them, not just focusing on food/treats 'bread alone'? You could use Psalm 51:1-4 &amp; 10-12 to reflect, or the confederate soldier's prayer: <a href="https://www.beliefnet.com/prayers/protestant/%20gratitude/the-blessing-of-unansweredprayers.aspx">https://www.beliefnet.com/prayers/protestant/%20gratitude/the-blessing-of-unansweredprayers.aspx</a></p>	<p>Lent – remembering Jesus' temptation Luke 4v1-12 This week we start Lent, a time when Christians remember Jesus spending 40 days in the desert, fasting &amp; praying, as they prepare for Easter. 'There is a time for everything' (Ecclesiastes 3v1). Are we surprised that, right after God the Father affirming Jesus as God's Son at his baptism, Jesus is sent into the desert to be tempted? Can this really be God's plan? Have you ever been 'tempted' to do something? How easy was it to do what you knew was right? Is it harder if you are lonely/hungry? Read Luke 4v1-12, an account of the events. Who was Jesus tempted by and what was he tempted to do? Jesus was the Son of God! So could he have done these things? What kind of leader was Jesus showing he was? Unlike the Israelites who spent 40 years in the Sinai desert (Deuteronomy 8v2&amp;3), Jesus resisted temptation, and proved that his heart wanted to follow God's commands. As the Son of God he chose God's way. How did Jesus find strength and the right answers when he was tempted? (Exodus 20v3, Deuteronomy 8v3) - I wonder how you could copy Jesus when you are next tempted? Discuss Ash and why we use it today.</p>	<p>Gospel  Prayers – Y3  Homily Led by Y2</p>	<p>Palm 16v8-11 How can we celebrate now, whilst reflecting as we use this time of Lent to think forward to the great celebration of Resurrection? You may wish to use this Lenten prayer: We are waiting. God on whom our lives depend, We are waiting for you and with you. We are waiting and preparing. Open us: For then we will know your possibility. Challenge us: For then we will know your grace. In this time, in all time. In the name of Jesus Christ who journeyed to the cross Amen. <a href="https://urc.org.uk/images/F_eastsAndFestivals/Monthlyresources/Lent.pdf">https://urc.org.uk/images/F_eastsAndFestivals/Monthlyresources/Lent.pdf</a> Who has shown forgiveness this week and shown out our Christian values</p>	<p>What does fasting look like? Isaiah 58v6-9 (Luke 9v23) Play some quiet music and have visual of desert or similar empty space. How does having this space perhaps free the children for constructive reflection? Jesus frequently took time out when he was busy, to pray and to consider his mission/next life choices. How does God want us to live? Do our lives sometimes seem hard and empty, as though we are in a desert? Do we spend our time 'in the desert' wishing for the things we don't have, or growing our values and vision? If we were in a desert would we miss being a part of a community? Why? What do we bring to our community? Pray the Lord's prayer to focus reflection. (Note that later in this same passage Jesus talks about fasting.) Jesus fasted, does this mean giving up food/treats, or something else? Read Isaiah 58v6-9 and reflect on how this could be applied in our lives/community, noting God's presence to help us. Finish with a time of personal reflection/prayer. How can our Lenten fasting show love to a broken world? You may wish to consider your school charity links, where as a community, this type of fasting is put into action. Ending: Luke 9:23 : following Jesus may mean that serving others costs us something. Song: When I needed a neighbour</p>
Week Two	Singing	Whole School	KS1	Eucharist	Celebration	Classroom Worship
2 March Light and Energy	<p>Explain that this week we are thinking about God's creation and how we can care for it. Use picture from <a href="https://steemit.com/christian-trail/@keaton/psalms-97-11-light-light-shines-on-the-godly-and-joy-on-those-whose-hearts-are-right">https://steemit.com/christian-trail/@keaton/psalms-97-11-light-light-shines-on-the-godly-and-joy-on-those-whose-hearts-are-right</a>  What does God's light mean to you? Sing You Forgive Me I am city on a hill</p>	<p>Recap on Lent – what are you giving up? Introduce #LiveLent – explain that one way that we can live a better Lent is by caring for God's creation and this week we are going to think about light and energy Ask about creation story – what did God create first? <a href="https://www.youtube.com/watch?v=IKxLGN0CAHY">https://www.youtube.com/watch?v=IKxLGN0CAHY</a>  Why is light important – what could we not do without it? What wouldn't survive without it? Where do we get our light from? Talk about energy and how we need to make sure that we don't use too much so that we keep resources for the rest of the world. What could we do to conserve energy at home and at school. Set the challenge – what can you do to help save energy? Pray for God's creation and for helping us to look after it.</p>	<p>Recap on #LiveLent and what we are trying to do this week. 'Peace' Jesus Calms the Storm: Luke 8:22- 25 You may wish to show a stained glass window or images of stormy/tranquil sea to explore emotive responses. Tell the story or use a clips: <a href="https://www.youtube.com/watch?v=yyzwCpofQ_SA">https://www.youtube.com/watch?v=yyzwCpofQ_SA</a>( Jesus Film) <a href="https://www.youtube.com/watch?v=ZzPwRXytr7U">https://www.youtube.com/watch?v=ZzPwRXytr7U</a> (KidsHub TV) You may also wish to use 'The Storm that Stopped' picture book by Alison Mitchell. Jesus' power over nature and care for his followers was sung about in the Old Testament: Psalm 107v29-31 29He stilled the storm to a whisper; the waves of the sea were hushed. 30 They were glad when it grew calm, and he guided them to their desired haven. 31 Let them give thanks to the LORD for his unfailing love and his wonderful deeds for mankind. Who can control nature, with just a word? 'who is this, even the winds and the water, obey him!' Did the disciples understand that Jesus is God? ?You could mention King Canute the Great (11th century AD), who commanded the tide to not stop, so that his failure was proof that even kings are worthless, compared to God who alone controls nature. Reflect on what storms may face us, do you ever feel like you're drowning? Even seasoned fishermen felt out of control sometimes. Jesus didn't promise no troubles in life (John 16v33) but that He has the power to bring peace even in the middle of life's storms. You may wish to finish with the image frequently used in stained glass, that the Holy Spirit is the 'wind in our sails', or use a song e.g. 'Jesus, Be the Centre', or to remind children that Jesus is 'Immanuel', God with us, and end with prayer.</p>	<p>John 1:1-5 Prayers – Y4</p>	<p>Think about the Christian value of forgiveness – who has shown forgiveness this week?</p>	<p>Recap on Genesis 1 – what can the children remember that God created first Discuss #LiveLent with them and how we are going to be thinking about how we can care for God's creation through Lent. Ask them to look around the classroom – what can they see that is switch on that doesn't need to be? Make some posters to put up around the classroom encouraging us to be careful with energy. Write a prayer to pray together through Lent reminding us to care for God's creation. Use resources from schools booklet</p>

Week Three	Singing	Whole School	KS1	Eucharist	Celebration	Classroom Worship
9 March Water	Ask the children about their #LiveLent challenge for last week – have they managed to save energy? This week thinking about water What does this psalm say about water Use picture from here <a href="https://www.quotemaster.org/Age+Of+Earth">https://www.quotemaster.org/Age+Of+Earth</a> Learn <a href="https://www.youtube.com/watch?v=5OLwCk4Jw-4">https://www.youtube.com/watch?v=5OLwCk4Jw-4</a>	Remind them of #LiveLent challenges Ethos group to lead the following skit <a href="https://corporate.thameswater.co.uk/-/media/Site-Content/Thames-Water/Corporate/AboutUs/Community/Tools-for-schools/Primary-schools/Key-stage-2-resources/water-wise-assembly.pdf">https://corporate.thameswater.co.uk/-/media/Site-Content/Thames-Water/Corporate/AboutUs/Community/Tools-for-schools/Primary-schools/Key-stage-2-resources/water-wise-assembly.pdf</a> What could we do to save water in and around school What could we do to save water at home Why is it important to care for God's creation	Peter walks on the water: Matthew 14:22-33 This is a great story to read/act out and freeze-frame to explore how the children feel at every stage. Remind them of Jesus' power shown over the past two days. Is it easy to trust? Who do we trust, and why? Again, this story is to show Christians that Jesus is fully God (verse 33) What happened first? Even though the crowds wanted him, Jesus again took time out to pray – why is this important? Yesterday we were reminded that life isn't always easy. We don't always get to walk beside still waters (Psalm 23v2-3), sometimes we will face challenges that seem impossible, like walking on water. Why does Jesus walk on the water? Was Peter brave/foolish? How does Jesus respond to the disciples' fear, and then to Peter's fear? Jesus says to 'have courage' (to do something even when it frightens you). The disciples could have courage because Jesus was there alongside them, demonstrating that he was in control. Reflect: When may we feel afraid? Where will we find our strength when we are in 'deep waters' or feel like we are drowning? How might this experience have strengthened Peter's faith in Jesus? Pray together for courage, to have our eyes on Jesus so that we can seek to live like Him, even when it seems too challenging. 'Don't be afraid' End with Psalm 34:4, or a song: 'Be bold, be strong	John 4:4-17 Prayers – Y5	Who has been a ~LiveLent hero this week – have any staff noticed particular care for the environment	<a href="https://www.youtube.com/watch?v=-PP12-9IBfg">https://www.youtube.com/watch?v=-PP12-9IBfg</a> What amazes you most about God's creation? What do you think is wrong with the way that we care for God's creation? Reflect on water – what makes water so important Use resources from schools booklet
Week Four	Singing	Whole School	KS1	Eucharist	Celebration	Classroom Worship
16 March Land and Plants	<a href="https://nimfa1219.wordpress.com/tag/psalm-10414/">https://nimfa1219.wordpress.com/tag/psalm-10414/</a> What good things do we get from God? Recap Here is Bread, Here is Wine Songs from this term	Recap on our ~LiveLent challenge This week thinking about land and plants Start with 3 plant pots, one with stones and pebbles, one with soil and one with something to represent a bird ● Read Matthew 13:1-9 and place seeds in the appropriate pots at the appropriate times ● Invite students to talk about which pot will be best for the seed and explore through questions and discussion why the choice was made ● Talk about the implications of this parable in our spiritual life, which pot are we and which would it be better for us to be?	Zacchaeus – Listening to Jesus Luke 19:1-7 Today's story may be very familiar, but encourage the children to consider how Zacchaeus is feeling. Set the scene, of a 'traitor' Jew collecting taxes for the Roman occupiers, and very likely for himself too. How do the children feel about him? Would they want him as a friend? Challenge whether they think he is happy... but he is important and wealthy...? Act out the story... Did Zacchaeus' actions surprise anyone? Wasn't he too important/wealthy to risk looking foolish and climbing a tree? Were the people watching right in their reaction? Are you surprised by Jesus' reaction? What excuses do we have to not listen to Jesus? Too busy? Too young? Not important enough/too important? Worried we will be rejected by others? Do your parents/friends ever say 'Not now, I'm busy'? Even though Jesus was only 'passing through', he wanted to come into Z's house, get to know him as a friend. Luke 11v9&10, Jesus promises that anyone who prays to God will be answered. Reflect: Are we sometimes also too busy to value our friends, to look for someone who isn't valued/befriended...? No-one was 'beneath' Jesus? who can you 'invite in' today? Do you think Zacchaeus' life will be the same after this encounter with Jesus? Who else can you think of that we have met in the Bible's 'Big Story', who listened to God and it changed their lives?... Songs: Zacchaeus, Seek ye first, What a friend we have in Jesus	Matthew 13:1-9 Prayers – Y6	LiveLent Heroes	<a href="https://www.rsb.org.uk/images/pdf/Waste%20assembly.pdf">https://www.rsb.org.uk/images/pdf/Waste%20assembly.pdf</a> Think about food waste – how can we reduce what we throw away Why is it better to buy local fruit and veg Use the student resource booklet to support

Week Five	Singing	Whole School	KS1	Eucharist	Celebration	Classroom Worship
23 March	Use image from <a href="https://biblia.com/bible/niv/psalm/19/1-6">https://biblia.com/bible/niv/psalm/19/1-6</a> What do you love about the stars Recap on songs from this term but also There's a time for everything	What's your favourite thing about each season? What changes do you notice in each season? Listen to <a href="https://www.youtube.com/watch?v=pKP4cfU28vM">https://www.youtube.com/watch?v=pKP4cfU28vM</a> Explain that this is based on a passage from the bible. What different things happen to us in the different seasons of our lives? What changes are we facing currently?	'Care & Love' Parable of the Lost Sheep: Matthew 18:12-14 If you lost a football card/sticker, how hard would you look for it? Would different stickers have different value? How hard will the children look around the hall for a stone... for a sweet? To God EACH of us is infinitely valuable... Do you sometimes just feel invisible, like yet another person wearing the same school jumper? Read Matthew 18:12-14. This picture story/parable comes just after Jesus calls a child to him in response to his disciples asking who is the most important (Matthew 18v1-5). How would you describe this shepherd? (love, grace) Why do you think the shepherd is even happier about this sheep when he finds it? What does this tell us about God's love for us? Jesus is responsible for keeping us safe, and each of us is personally valued by him, it isn't about what we do/are worth, but because we are uniquely 'us'. Did you know that the picture of a Shepherd carrying sheep on shoulders was the original figure used to identify Christians before crosses, found in Roman catacombs as the most common picture of Christ? <a href="https://seeinggodinart.wordpress.com/2015/02/06/the-good-shepherd/">https://seeinggodinart.wordpress.com/2015/02/06/the-good-shepherd/</a> You could end with a reflective sung version of 'The Lord's my shepherd' by Stuart Townend. Eg <a href="https://www.youtube.com/watch?v=pN4tPkXOMGO">https://www.youtube.com/watch?v=pN4tPkXOMGO</a> (Trinity Fellowship)	Mark 13:28-33 Prayers Y3	LiveLent Heroes	Where do we see God in each season You could listen again to the song from Tuesday worship Encourage the pupils to fill in reflection sheet from student resource booklet
Week Six	Singing	Whole School	KS1	School Easter Service	Celebration	Classroom Worship
30 March	Practise songs for Easter service	Explain that this week thinking in particular about recycling then follow <a href="https://www.assemblies.org.uk/pri/561/caring-for-our-world-recycling">https://www.assemblies.org.uk/pri/561/caring-for-our-world-recycling</a>	Palm Sunday – symbol of the leaf Matthew 21v1-11, Mark 11v1-10, Luke 19v28-38, John 12v12-15 Gather: Psalm 24:7-10 (call & response) What kind of a leader do you think the Jews were expecting? What leader would you follow? Display crown of thorns and a golden crown – I wonder who would wear this crown? Why? Who wears a crown? Who do they wear it for? For themselves/for others? Do leaders have power for themselves/others? Is being a leader glorious or costly? What 'good' leaders do you know about? Read one of the gospel accounts: Jesus was recognised as the prophesied Messiah (deliverer), This procession with palm leaves (symbolising goodness and victory) celebrated Jesus coming as a king, with everyone crying 'Hosanna' ('save now'). For Jews, waving palms was a symbol of rejoicing (Leviticus 23v40) and part of the Sukkot festival, a bit like we would wave flags to rejoice at a Royal Wedding/National event. Yet the donkey Jesus chose to ride on showed that he would be a very different king, a humble Saviour king, not the political rescuer that some were expecting, but God's plan for an eternal kingdom. The type of King Jesus would be was prophesied over 500 years before (Zechariah 9v9) Reflect on Jesus' servant leadership. How can you show gentleness in your life? You could use the first of these slides to quietly empathise with the events of Palm Sunday from a child's eyes: <a href="https://www.max7.org/en/resource/743f6ab7-b0dd-435f-b23b-5cb7fb1bdf6f">https://www.max7.org/en/resource/743f6ab7-b0dd-435f-b23b-5cb7fb1bdf6f</a> You may wish to finish with a call and response reading of Psalm 118v1 & 22- end or make a Palm cross: <a href="http://www.kingofpeace.org/palmcrosses/">http://www.kingofpeace.org/palmcrosses/</a>	Planned by Ethos group Genesis 2:19-25 Matthew 6:25-30 Psalm 104:24-30	LiveLent Heroes	This is best done in a classroom, using a whiteboard and markers ● Start with a blank outline of a flower on a board or on a screen (if on a screen that is only a projection, some prior preparation of slides may be required) ● Ask students to add a small piece of decoration to the blank flower, whilst this is happening, read through the Matthew passage. ● Once everyone has added something and the passage is over, survey the work on the flower (hopefully it will be very creative!) discuss how the flower decoration is similar to the birds and flowers in the passage. ● Take time to explore the ways we are 'clothed' in grace, happiness, love etc... ● Use the following sheet to spend time reflecting on God's gifts, the way we are 'clothed' by him.