

Always building friendships with one another, whilst being thankful for what we have.

while trying hard each and every day to trust other people around us through humility and service.



Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

The Magdalen Church of England / Methodist Primary School



Collective Worship Long Term Planner

Autumn Term 2 2020

Determined to show compassion for those around us and develop a community that embraces Justice and peace.

Week	Type	Collective Worship Focus
1 Monday	Whole School	<p>GOD "OUR FATHER" (whole school)</p> <p>Matthew 6 v 31-33</p> <p>Draw an outline of a 'dad' on a large flip chart. Ask the children to volunteer their ideas to the thinking question. As you take answers, have a colleague/or older pupil write down a selection on cards (one per strip of card). Ask the child who suggested it to come out and stick it next to the outline. Probably about 6 will be enough. Tell the children that the Bible describes God as a father, but he is a father who is better than any parent we know. Read the Bible verse. Explain that it shows that God the Father does not want his children to worry - God is a father who gives to his children everything which they need. He doesn't give everything they want though! Ask pupils how this is different. What sort of things might we ask for because we need rather than want them?</p>
1 Tuesday	Whole School	<p>GOD "OUR FATHER" (whole school)</p> <p>Matthew 7 v 9-11</p> <p>Today's Bible verse is about gifts. It asks who would give their son a stone if he asked for bread or a snake if he asked for fish. Jesus says, if you are not perfect and yet know how to give good gifts to your children, how much more does God as Father know what his children need.? These Bible verses give a good opportunity for drama/role play. Ask the children what gifts God gives us. Are they always gifts we can see? Ask if anyone has worked out some actions for 'Our Father in heaven'. Choose one and teach it to the children. This will be used over the next few weeks.</p>
1 Wednesday	Whole School	<p>GOD "OUR FATHER" (whole school) Matthew 6 v 31-33,</p> <p>Matthew, 7 v 9-11, Genesis 1 v 31</p> <p>The suggested poem "My Dad" by Steve Turner (See The Day I Fell Down the Toilet and Other Poems,) or a similar one with "bigger" ideas of the heavenly father. If you have used this poem in the past, use 'I've a father' by Rev. Dean Beaty (this can be found online). Read either poem, and then ask the children who the poem is about. Draw out the idea that it is about God. Where in the poem do you begin to realise it is about God? What clues are there? He's a special kind of father, who won't ever let us down, and loves us all as His children.</p>

1 Thursday	Key Stage	<p>GOD "OUR FATHER" CARES (key stage).</p> <p>Psalm 103 v 8-13</p> <p>There are modern versions or explanations which may be more appropriate to read to the children. How do these verses help the understanding of God as Father? What qualities are described here? Do earthly fathers have these qualities? How are they shown? How does God the Father display these qualities? Read or tell the story of the Prodigal Son. End by talking about how the father in the story loves both his sons: he forgave the one who let him down and ran away from him; and also the one who acted as though he was superior and found it hard to forgive his brother. The Bible teaches us that God is like that father: He's always there for us, always loves us, and always wants us back when we let Him down.</p>
2 Monday	Whole School	<p>GOD'S ORIGINAL KINGDOM (whole school)</p> <p>Genesis 1 & 2</p> <p>Creation Explain that we've just seen pictures/a picture of God's beautiful world. Ask the pupils if they have ever created anything really beautiful. Take answers. Ask them how they felt (proud, pleased, happy etc.) Remind the children that last week, we concentrated on the first line of the Lord's prayer. Today we are thinking about another line 'Thy Kingdom come'. God's kingdom is the world He created. Read the story of Creation from an appropriate version e.g. http://www.dltk-bible.com/genesis/chapter1-cv.htm</p>
2 Tuesday	Whole School	<p>PARABLES OF THE KINGDOM (whole school)</p> <p>Luke 13 v 18-20</p> <p>The Mustard seed. Jesus was trying to think how best to explain the Kingdom of God. He showed a tiny mustard seed. They are among the tiniest seeds of any plants, yet they grow into bushes big enough for birds to nest in the branches! From very tiny beginnings, huge things grow. This is like the Kingdom of God. Jesus was like the tiny seed, starting small with just a handful of disciples. They then went and told others. Every follower of Jesus is a part of the kingdom and that means we are all a part of God's kingdom. Each time we tell someone about Jesus, we are helping to grow the kingdom. Isn't it great to know that we can have a part in growing God's kingdom? What does the mustard seed need to grow? What needs to be done for the kingdom to grow? The important thing is that the Kingdom is open to all.</p>

2 Wednesday	Whole School	<p>THE PARABLE OF THE GREAT FEAST (whole school)</p> <p>Luke 14 v 15-24</p> <p>This parable demonstrates that the kingdom of God is open to all – (especially the poor and needy, those who know their need of God rather than the self-sufficient who reject the invitation. Ask the pupils who likes going to parties. Most pupils will say yes, but there may be a few who don't. Ask them what kinds of excuses people might have for not going to a party. Write them up on a flip chart. You could draw some over-large invitation reply slips to write on. Ask the children to listen out for the excuses made in this story. Read the story from Luke. Ask the children to tell you the excuses. Do they match any that were written up in the first part of the worship? Explain that this story shows that God wanted to include everyone, especially those who normally feel left out.</p>
2 Thursday	Key Stage	<p>A PART IN THE KINGDOM (class or key stage)</p> <p>I John 3 v 18 'Dear children, let us not love with words or speech but with actions and in truth'.</p> <p>In thinking of the kingdom as a present reality as well as a future hope, the children can be encouraged to show love and appreciation for those around them, so helping to “bring in the kingdom”. We have looked this week at ‘The Kingdom of God’ and what it means. Today, we are thinking about God’s kingdom now, in the present day. The verse shown says that it is no good just saying the words, we need to show our love for God’s Kingdom and the people in it, through our actions. Tell the story of ‘A poorly Pig’ pg 82 in Cracking Assemblies 2 Margaret Cooling Or The Good Samaritan Luke 10:25-37 After either story, ask the children who needed help and why. Who came to their aid? How did they show love for God’s Kingdom? Ask the children for examples of how we can show love for God’s kingdom and the people in it? How can we put ‘words into actions’?</p>
3 Monday	Whole School	<p>REMEMBERING IS IMPORTANT (whole school)</p> <p>Luke 29 v 19</p> <p>Ask the children how they remember things. Take some answers. Share with them some ideas about how you remember things e.g. hold up your diary (you could mock up an A4 sheet to represent that day and put on it ‘worship’), post-it notes, lists etc. Ask the children what kinds of things we remember – birthdays, anniversaries, holidays. How do we remember these? – cards, presents, souvenirs. You could hold up some post cards or souvenirs and talk briefly about what they remind you of. Why is it important to remember things? How do you feel if you forget something? How do memories make you feel? Why do we remember some things and not others?</p>

<p>3 Tuesday</p>	<p>Whole School</p>	<p>REMEMBERING JESUS' COMMANDMENT (whole school)</p> <p>Luke 29 v 19 "Do this in remembrance of me"</p> <p>Ask some children in advance to prepare the following, Have slips of paper ready printed with: My very first memory is..... My Mum/Dad/Gran/Granddad remembers..... Memory is important because..... Memories can be precious because..... Begin by asking volunteers to play 'I went to market and I bought...' where each person adds an item but has to remember those that have gone before. Explain that remembering can be difficult, the more we have to remember! Ask pupils who have prepared sentences to read them out. Pick up on one or two comments. Jesus asked His disciples to remember Him at the Last Supper. In the Bible it tells us that Jesus took the bread and the wine and asked his Father to bless it. He broke the bread into pieces, giving it to his disciples and said, "This is my body, given for you. Do this in remembrance of me." After supper, He took a cup of wine and blessed it and told the disciples it was His blood and that they should drink it in remembrance of Him. Today, Christians still do this when they take Holy Communion.</p>
<p>3 Wednesday</p>	<p>Whole School</p>	<p>REMEMBRANCE DAY (whole school)</p> <p>John 15 v 13</p> <p>There are some excellent resources on The British Legion website or obtain materials from the Legion for this assembly. They often include a CD. Explain that each year on the Sunday nearest to 11 November, at 11 o'clock in the morning, a Remembrance service is held at the Cenotaph. The service is to commemorate British and Commonwealth Service men and women who died in the two World Wars and later conflicts. HM The Queen, religious leaders, politicians, representatives of state and the Armed and Auxiliary Forces, gather to pay respect to those who gave their lives defending others. Some of the pupils may belong to Uniformed Organisations and may be going on Parade. Why is it important that we don't forget these events? The poppy was the only thing which grew in the fields where the fighting had taken place and this has become the symbol of Remembrance. On the first anniversary of the end of the war, a service was held in memory of all those who had fought. At 11 o'clock, the same time that the Armistice (peace agreement) was signed there was a Two Minute Silence.</p>

3 Thursday	Key Stage	<p>REMEMBERING GOD'S FAITHFULNESS (key stage)</p> <p>Joshua 4:7 "These stones are to be a memorial to the people of Israel forever."</p> <p>Ask the children how we remember those who died in the two World wars and later conflicts (buying/wearing poppies, 2 minute silence and so on). Tell the children that in the Old Testament in the Bible, a man named Joshua was asked to do something by God, to remember something important. Use an appropriate version and read Joshua 4 v 1-7 This is a good opportunity for drama/ mime. Ask pupils to do the actions as you tell the story. You will need Joshua and 12 others. It is the story of God asking Joshua to get 12 men to take stones from the middle of the Jordan where the priests' feet stood. Joshua called the twelve men whom he had appointed from the children of Israel, one from each tribe. The stones are piled up and Joshua tells the men that when their children ask about the stones, they should say that "these stones shall be for a memorial to the children of Israel forever." It was a way of showing that God had been faithful to His people and rescued them. They didn't want to forget it. In Hebrew, the word 'memorial' means 'to remember'.</p>
4 Monday	Whole School	<p>"GIVE US THIS DAY OUR DAILY BREAD" (whole school)</p> <p>Matthew 6 v 11</p> <p>Re-visit the idea of "wants and needs" - that this is a prayer asking God to provide that which we need (a staple food) in order to live the life in which to serve him and others. Ask the children what their favourite breakfast cereals are. Take a few answers. Explain that we need food to live but this line means give us today all that we need, including the sort of food that nourishes our bodies. Focus on the basic needs for our bodies - food, water and shelter. How are these different from the things that we 'want'? Sometimes we may pray for things we want. We may not get them! We ask God, but we believe that God knows what we need and will give us what we need and what others in the world around us will need.</p>
4 Tuesday	Whole School	<p>"GIVE US THIS DAY OUR DAILY BREAD" (whole school)</p> <p>Matthew 6 v 11</p> <p>Explore the image with regard to other countries of the world where the staple food may be rice or other grain crops in the case of Africa. Begin today by making a sandwich, preferably with Peanut butter if you like it. Talk to the children as you do so, about their favourite fillings. Explain that not everyone is lucky enough to be able to make a sandwich, just when they want to, or in some cases, at all! Find a story from e.g. Christian Aid about this issue and share with the children.</p>

4 Wednesday	Whole School	<p>“I AM THE BREAD OF LIFE” (whole school)</p> <p>John 6 v 35</p> <p>Possibly look at different kinds of bread and discuss the importance of bread to reinforce days 1 and 2. On one occasion, Jesus was trying to get away from the crowds to no avail. He had crossed the Sea of Galilee, and the crowd followed Him. After some time, Jesus inquires of Philip how they’re going to feed the crowd. Philip’s answer displays his “little faith” when he says they don’t have enough money to give each of them the smallest morsel of food. Finally, Andrew brings to Jesus a boy who had five small loaves of bread and two fish. With that amount, Jesus miraculously fed the throng with lots of food to spare. Following this episode, Jesus described himself as ‘The Bread of Life’. Explain that Jesus was talking symbolically to explain that people need him even more than they need bread. He said that if people “fed on him” they would never be hungry again. I wonder what Jesus meant.....</p>
4 Thursday	Key Stage	<p>“DO THIS IN REMEMBRANCE OF ME” (class or key stage)</p> <p>Luke 22 v 19</p> <p>Re-visit the ways in which the children remember things. Do they say them lots of times or write a reminder or ask someone else to help them to remember? Jesus asked his disciples to remember Him, by doing something special. Show BBC class clips www.bbc.co.uk/learningzone/clips/the-last-supper/676.html -from 2.00 mins. This shows Jesus’ last supper, then the significance of the Last Supper is further explained through the example of a girl, who is moving away, who shares a final meal with friends and leaves them a gift by which they can remember her. If you prefer, tell the children or read to them, the part of the Last supper ‘Do this in remembrance of me’ and then ask some children to act out a scene where one of them is leaving and doesn’t want to be forgotten. They leave some kind of gift behind. One way in which Christians remember Jesus is by sharing bread together at a special service on Sunday. At this point, you could share some bread with some pupils/staff as an example. Relate this to the belief that Jesus is the Bread of Life for Christians.</p>

<p>5 Monday</p>	<p>Whole School</p>	<p>FORGIVE US OUR SINS AS WE FORGIVE THOSE WHO SIN AGAINST US (whole school)</p> <p>Matthew 6 v 12</p> <p>Discuss the “bargains” agreed between friends, “If you then I will”, with the focus being on the fairness of such agreements. Ask the children to suggest some ‘bargains’. Some children (prepared in advance) could be in pairs and strike up such bargains, but some need to be unfair, so that the children in assembly notice and comment. Compare this with this part of the Lord’s prayer – people can only expect to be forgiven if they forgive. This is like God making a kind of bargain with us. It is only fair that we should forgive others, if we are asking to be forgiven! Act out a short scene with an adult who has done something to upset you. They say sorry but you are so upset, you can hardly speak to them. Ask the children what you should do (hopefully, they will say forgive her/him!) Ask the children why you should forgive. Think aloud, ‘If I don’t forgive them, We won’t be able to be friends any more’. Play out the scene until you forgive them and ask how that looks or feels.</p>
<p>5 Tuesday</p>	<p>Whole School</p>	<p>HOW OFTEN SHOULD I FORGIVE? (whole school)</p> <p>Matthew 18 v 21-35</p> <p>Peter asks Jesus, ‘How many times should I forgive my brother or sister who sins against me? Up to seven times?’ Jesus answers, “I tell you, not seven times, but seventy seven times”. Ask the children what they think about this answer. How many times have they forgiven someone? Tell them the story of the Unforgiving servant, which tells of a man who was forgiven by his master, but then threw his own debtor in jail! This lends itself well to drama. What do the children think about the story?</p>

5 Wednesday	Whole School	<p>THOSE WHO ARE FORGIVEN MUCH ARE THOSE WHO LOVE MUCH (whole school)</p> <p>Luke 7 v 36-47</p> <p>Ask for ideas about what the Daisy flower represents. Don't give away the answer at this point. Ask the pupils if they have ever made any mistakes. Tell them that this is normal! Talk about the kinds of mistakes we make. You may have a story of your own to share. In the Bible, we have the story of Mary (not Jesus' mother) who had done a lot of wrong things in her life. She knew that she needed to ask Jesus to forgive her for many things. Jesus said that she would love Him more, because He had forgiven her for so many things. It was like a great weight lifted from her. Do pupils feel more relieved at being forgiven for some things than others? Do they feel better for being forgiven for greater wrongs than 'smaller' ones? Ask the pupils to give some examples - not necessarily from personal experience! Ask again what they think the daisy is a symbol of forgiveness</p>
5 Thursday	Key Stage	<p>FORGIVE US OUR SINS AS WE FORGIVE THOSE WHO SIN AGAINST US (key stage)</p> <p>Matthew 6 v 12</p> <p>For Key Stage 1 The story of the doll and the snake (From Yoga stories wordpress.com). http://yogastories.wordpress.com/2008/03/06/the-doll-and-the-snake-a-short-story-aboutforgiveness-for-children/ tells of sibling rivalry which involves a doll and a toy snake. There are some good examples of the kinds of questions you might ask, at the end of the story online. For Key Stage 2 The frog and the frying pan by Pedro Pablo Sacristan (http://freestoriesforkids.com/children/stories-and-tales/frog-and-frying-pan) How would you have reacted if you had been one of the characters in the story? What does the story teach us? Reflect on how these stories give us a better understanding of the words about forgiveness from the Lord's Prayer.</p>
Christmas	Whole School	<p>CHRISTMAS OR JESUS? (whole school)</p> <p>Luke 2 v 1-20</p> <p>Prepare groups or individuals to produce the sounds - ask the question - what will you be thinking about most on Christmas day? Christmas is coming . Jingle Bells, Jingle Bells... Ho ho ho' Jesus is coming Clip-clop, clip-clop, clip-clop, and donkey noises Christmas is coming the shuffling of tired feet... carrying heavy bags... a bell sounds... 'No more room on the bus' Jesus is coming the shuffling of slow-moving feet... knocking at a door... 'No room in the Inn' Christmas is here wrapping paper sounds... delighted cries and thank yous... and then, 'Just what I always wanted' Jesus is here rustling of straw... animal noises... 'It's a boy!... the humming of 'Away in a manger' Christmas is here sounds of eating and drinking... clinking of cutlery... and then snoring! Jesus is here sheep noises... people running... cries of 'Good news, Good news!' Christmas is going a shout of 'January sales start tomorrow... everything must go! But Jesus is still here! an enthusiastic rendering of 'Glory to God in</p>

		a highest (hands raised high) and peace to His people on earth (the group points to everyone in the congregation)'
Christmas	Whole School	<p>WHO IS CHRISTMAS FOR? (whole school)</p> <p>Luke 2, Matthew 2</p> <p>God knew and God knows - an action reading Before reading the following, play some sleeping games (for example, dead lions), waiting games (can you guess how long 15, 30 or 60 seconds is?) and so on, then practise mimes you (of the pupil worship leaders) have designed for the various actions in the reading. Dear God Back then, at the first Christmas: You knew about the shepherds, working late at night You knew about the travellers, following the light You knew about the crowds with their hopes and fears You knew about the stable and poor Mary's tears So right now, because of Christmas: You know about outsiders, who feel they don't belong You know about the stranger who speaks another tongue You know about the exile who's forced to leave her home You know about the foreigner who feels so much alone You know about the poor whom nobody will know You know about the puzzled who feel they've far to go You bring them close in Jesus, each specially loved by him You turn things inside out and bring outsiders in. Think about those less fortunate than ourselves this Christmas - in our village, town, country, world etc</p>
Christmas	Whole School	<p>WHY DID JESUS COME AT CHRISTMAS? (whole school)</p> <p>Luke 2, Matthew 2</p> <p>Christmas is one of the busiest times in the year when it comes to holiday travel. Ask: Who will be travelling somewhere this Christmas? Who will you be visiting? How will you travel? By car? By plane? By train? Some of you may even be going by boat... to escape Christmas on a cruise! So much travelling! No wonder people say that Christmas can be one of the most exhausting holidays ever - buying presents and wrapping them up is tiring enough, but buying tickets and packing bags as well is a recipe for a Christmas meltdown. If only we could get back to the simplicity of the first Christmas.... A way to tell the story together There was plenty of travelling then too! As you bring together the elements of the story below in terms of who was travelling where, invite actions from everyone to accompany each person/group who was travelling then: The angel Gabriel travelled from the courts of heaven to the village of Nazareth - soaring through the air like a superhero The virgin Mary walked from Nazareth down to see her cousin in Judea - walking on the spot up and down the hills with appropriate actions for exhaustion and effort The wise men began their long desert journey from far in the east towards the country of Judah - bobbing up and down on the backs of camels Joseph and Mary with the crowds travelled down from Galilee to Bethlehem because of the census - shuffling along in crowds jostling into each other The angel choir travelled from heaven to a Judean hillside to sing to the shepherds - soaring through the air again like a superhero The startled shepherds ran from the hills down to the stable in Bethlehem - running on the spot enthusiastically The young couple with a baby travelled as refugees</p>

		<p>west to the land of Egypt - walking nervously, glancing over their shoulders and looking frightened Yes, there's a lot of travelling in the Christmas story.</p> <p>It was as exhausting then as it is now, it seems. Nothing has changed! But all this travelling is nothing compared to the biggest distance travelled at Christmas by someone. This person travelled: ... further than the shepherds (everyone repeat the running action) ... further than the wise men (everyone repeat the bobbing up and down on camels) ... further than Mary and Joseph (everyone repeat the tired walking up and down the hills and jostling with the crowds) ... further even than the angels (everyone repeat the superhero zoom) This person travelled further than anyone - the journey was from the heart of the universe itself and the throne of God, right down to an animal feeding box in a stable. And who travelled this massive journey? - Jesus travelled the furthest at Christmas. And he not only travelled the furthest, he gave up the most: He packed himself up into the size of a small baby. He wrapped himself up in human flesh and blood. He made himself a special present for the world to receive. Christians believe that this is the miracle and mystery of Christmas. God cares about this planet and about you and me so much that Jesus travelled the greatest distance ever to come close to each one of us.</p>
<p>Christmas</p>	<p>Key Stage</p>	<p>HOW DO WE REMEMBER? (key stage)</p> <p>Luke 2, Matthew 2</p> <p>There are a number of paper craft ideas for making special decorations associated with Christmas in different countries, including: Sunburst designs from Sweden, Weihnacht angels from Germany, Kalanda stars from Greece, interlocking bells and woven hearts as tree decorations from Germany and Denmark, Santa Lucia hats from Sweden (for December 13th), Pinata for posada parties in Mexico and a Farol star from Spain. Use one of these ideas with a focus on a tradition which links with the Christmas story and the Christmas message.</p>