

# Year 2

## DOMESTIC CHURCH – FAMILY

### Teacher's page

#### EXPLORE

This is a sensitive theme. The experience of 'family' in society today is varied, with many joys and sorrows. Whatever the experience, family still remains the first place for growth and development, the basic social unit.

- Q What does the word 'family' mean to you?
- Q What people do you associate with 'family'?
- Q What joys and sorrows do you remember of family life?

#### REVEAL

For Christians the pattern and ideal of family life is found in the Scriptures. God is the loving parent of the human family and Jesus was born and lived in a human family. While offering ideals for family life, it is important to acknowledge and respect the real experience of some children which is not ideal.

#### Word of God

"As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you must also forgive. Above all clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body." (*Colossians 3: 12-15*)

- Q In your daily life, how can you be 'clothed with compassion' or 'with love'?
- Q In practical terms, how can these be expressed?

#### Catechism of the Catholic Church

"In our own time, in a world often alien and even hostile to faith, believing families are of primary importance as centres of living, radiant faith. For this reason the Second Vatican Council, using an ancient expression, calls the family the *Ecclesia Domestica*: the Domestic Church. It is in the bosom of the family that parents are by word and example... the first heralds of the faith with regard to their children." (*CCC1656*)

## RESPOND

- Q What positive message about the family of the school is put across in the classroom?
- Q How does the school ensure that when it welcomes a child, it welcomes that child's family?
- Q In what ways can the partnership between home and school be developed?

## Prayer and Reflection

*Father, creator of all,  
you 'ordered the earth' to bring forth life  
and crowned its goodness by  
creating family life.  
Teach us the beauty of human love,  
show us the value of family life  
and help us to live in peace  
with everyone.  
Amen.*

# DOMESTIC CHURCH– FAMILY: BEGINNINGS – TOPIC OVERVIEW

YEAR 2 FOUNDATION 2 - 4 WEEKS | God is present in every beginning

<b>TEACHERS' NOTES</b>		
<p>God is present in every beginning. Teaching about creation is important as it concerns the foundations of human and Christian life, making explicit the response of the Christian faith to the basic question (that people of all times have asked themselves): Where do I come from? Where are we going? What is our origin? Where does everything that exists come from and where is it going?</p> <p><b>Scripture:</b> Genesis 1:31 <i>God looked at everything he had made, and he was very pleased.</i></p> <p><b>Catechism of the Catholic Church 290:</b> ...the eternal God gave a beginning to all that exists outside of himself: he alone is Creator.</p>		
<b>ABOUT THE TOPIC</b>		
<p><b>Prior learning:</b> God's love and care for every family. Jesus was born and lived in a human family.</p> <p><b>This Topic: learning outcomes</b></p> <p>Know and understand:</p> <ul style="list-style-type: none"> <li>The many beginnings each day offers – <b>Explore</b></li> <li>God is present in every beginning – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>		
<b>SCRIPTURE</b>	<b>TRADITION</b>	
<p>Genesis 1: 3, 9, 20, 24-26 God's Story 2 pages 8-9</p> <p>Psalm 8: 3-11 – God's Story 2 pages 28-29</p> <p>Psalm 139: 14-18 – God's Story 2 page 37 (teachers' notes page 96)</p> <p>Psalm 19: 1-5 – God's Story 2 pages 28-29</p> <p>Ephesians 1: 3-5</p>	<p>God is present in every beginning</p>	
<b>SOME QUESTIONS OF MEANING &amp; PURPOSE</b>	<b>CORE VOCABULARY</b>	
<p>Where do I come from?</p> <p>Why are some beginnings easy and some difficult?</p> <p>Will there be many beginnings in my life?</p>	<p>beginning, new start, family, friend, creation, psalm, litany</p>	
<b>RESOURCES</b>	<b>CROSS CURRICULAR LINKS</b>	
<p><i>God's Story 2</i></p> <p>Stories about beginning, nature pictures</p> <p><i>What a Wonderful World</i> by George David Weiss and Bob Thiele A Letter for Me from St Paul the Apostle Pauline Books and Media CD &amp; Poster Pack</p> <p><i>Morning</i> from the Peer Gynt Suites – Edvard Grieg</p> <p><i>From Paul with Love</i> by Peter Rodgers</p> <p><i>Starting School</i> by Janet &amp; Allan Ahlberg</p> <p>Video clip <i>Finding Nemo</i></p> <p><i>What a Wonderful World</i> – Louis Armstrong</p>	<p>Science, Dance, ICT, PSHE, Citizenship, Literacy, Poetry, Art, Music, RSE</p>	
<b>COME &amp; SEE WEBSITE</b>	<b>STANDARD INDICATOR</b>	
<p>Creation story interactive Drag and Drop activity</p> <p>Some illustrations of decorated Scripture, e.g. Lindisfarne Gospels/ Book of Kells</p>	<p><b>learning about religion</b></p> <p>Beliefs, teaching &amp; sources</p> <p>Celebration and ritual</p> <p>Social &amp; moral practices &amp; way of life</p> <p><b>Learning from religion</b></p> <p>Engagement with own &amp; others' beliefs &amp; values</p> <p>Engagement with questions of meaning</p>	
<b>RE CURRICULUM DIRECTORY</b>	<b>LITURGICAL PRAYERS LINKS</b>	<b>SONGS/ HYMNS TO SING</b>
<p><b>Area of Study 1:</b> Knowing and loving God, the Scriptures, Creation, the Trinity, Jesus Christ, Son of God, the Holy Spirit</p> <p><b>Area of Study 2:</b> What is the Church? One and holy, Catholic</p> <p><b>Area of Study 3:</b> Prayer</p> <p><b>Area of Study 4:</b> The dignity of the human person, the human community, love of God, love of neighbour</p>	<p>Litany, Responses</p> <p>Place for prayer</p>	<p><i>See John Burland Grid</i></p>
<b>POINTS TO REMEMBER</b>		
<p>Attitudes vary to making new beginnings. We often need help to begin anything new.</p>		

# EXPLORE

The many beginnings each day offers

## STANDARD INDICATOR

Some children will be able to **talk** about their experience and feelings about new beginnings.

Some children will be able to say what they **wonder** about the excitement and surprise that a new start can bring.

Some children will be able to **ask and respond** to questions about their own and others' experiences about new beginnings.

Some children will be able to **ask questions** about what they and others **wonder about** the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer.

## TEACHING POINT

- Each day presents us with different opportunities for beginnings.
- We can approach beginnings with a wide range of feelings and attitudes.

## KEY WORDS

beginning, new start, family, friend

## RESOURCES

- Stories about new beginnings e.g. Starting School by Janet & Allan Ahlberg  
ISBN: 978-0140507379
- Video clip from Finding Nemo

**LEARNING INTENTION:** The many beginnings each day offers.

## CONTENT | WHOLE CLASS CORE INPUT

This topic could be introduced by a story on the theme of 'Beginnings' e.g. Starting School by Janet & Allan Ahlberg, ISBN 978-0140507379 or a clip from the film, Finding Nemo.

Talk about the new starts the children have had in their lives so far. Discuss how people feel when they are about to begin something new. Identify different feelings about beginnings. On IWB indicate the beginnings which are easy/enjoyable/difficult.

## **SOME KEY QUESTIONS**

- Q What were the beginnings in the story?
- Q Were they hard or easy and why did you think it was like that?
- Q How did it feel to begin a new school/new class?
- Q How do you feel when you begin (start) anything new? Why?
- Q Why do you think some beginnings are easy and some are difficult?

## **SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

- With a talk partner discuss how each of you feels about making a new start.
- Think about and list any new beginnings or new starts there may have been today or the last few days. Share findings and present the information in groups.
- Write about/illustrate one beginning which they enjoy or find hard and explain why.

## **CONTINUOUS PROVISION**

- Write about/illustrate one beginning which they enjoy or find hard and explain why e.g swimming lessons, starting school.
- Role-play what it would be like to be new to the class/school.

## **REFLECTION ON SIGNIFICANCE**

Gather round the display, have a quiet moment together to reflect on and appreciate: how every beginning is an opportunity for a new start. Think about the many beginnings each new day offers.

# REVEAL

God is present in every beginning

**CONTENT:** scripture – tradition – prayers

## STANDARD INDICATOR

Some children will be able to **recognise** the story of Creation as a religious story.

Some children will be able to **recognise** and use some religious words and phrases about types of prayer.

Some children will be able to **recognise** that people are kind and loving because God made them.

Some children will be able to say what they **wonder** about the beauty around them and God creating the world.

Some children will be able to **retell** the story of Creation as a religious story or some phrases from the psalms.

Some children will be able to **describe** and use some religious words and phrases about types of prayer.

Some children will be able to **describe** that people are kind and loving because God made them.

Some children will be able to **ask questions** about what they wonder about the beauty around them and God creating the world.

## KEY WORDS

creation, psalm, litany

## COME AND SEE WEBSITE

- Some pictures for the IWB of aspects of creation

## RESOURCES

- *God's Story 2*: pages 8-9
- *God's Story 2*: Psalm 139: page 37
- Drapes, candles, ritual objects /symbols, etc
- *Morning from the Peer Gynt Suites* – Edvard Grieg
- *What a Wonderful World* by George David Weiss and Bob Thiele  
ISBN: 978-0689800870
- The song *What A Wonderful World* – Louis Armstrong
- *A Letter for Me from St Paul the Apostle, CD & Poster Pack*, Pauline Books and Media  
ISBN: 978-1904785361
- *From Paul with love* by Peter Rodgers, ISBN: 978-1856082556
- Some illustrations of decorated Scripture, e.g. Lindisfarne Gospels/ Book of Kells

**LEARNING FOCUS 1:** God was there at the beginning of the world.

## CONTENT | WHOLE CLASS CORE INPUT

The Creation story from the book of Genesis is a way of explaining that God created the earth and everything in it; that is what Christians believe. The particulars of the story are not literal fact.

Listen to the story of the creation of the world, from the book of Genesis. Ask the children to repeat the phrase with actions, **And God saw that it was good**, as a response to the story.

From the Come and See website use the Creation interactive drag and drop activity to insert pictures of land, sea, clouds, sun, animals, flowers, trees, man and woman and the words **And God saw it was very good**. Click on and move pictures to make a scene.

In the beginning God created the sky and the earth, the sea and land, the mountains and valleys.

**And God saw that it was good.**

Next God made plants; trees and flowers, vegetables and fruit.

**And God saw that it was good.**

God made the sun to shine in the day and the moon and the stars to shine at night.

**And God saw that it was good.**

God filled the seas and rivers with all kinds of fish and water creatures. God made the birds to fly in the sky.

**And God saw that it was good.**

God made all kinds of animals, large and small to live on the earth

**And God saw that it was good.**

Lastly God created a man and woman who were like himself. He asked them to look after the world and all its creatures.

**And God looked at all creation and saw it was very good.**

When God finished all this work of creating, God rested.

## SOME KEY QUESTIONS

- Q When you think about the story of creation, what do you wonder about?
- Q Which part of this story do you like best and why?
- Q What do you think was *good* about creation?

## SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Create a collage of the story for the display which retells the story of creation. Invite pupils to ask questions about they wonder about the story of creation.
- Listen to John Burland's song Year 2 CD2 Track 1 *God Created You and Me, or He's Got The Whole World In His Hands*. Use either of these to create a dance.
- Sequence the order of events from the above creation story.

## CONTINUOUS PROVISION

- On pre-printed card with '**And God saw that it was very good**', add own ideas of the beauty around them. Collect together on display board.

**LEARNING FOCUS 2:** God was there at my beginning and god is there at every beginning.

## CONTENT | WHOLE CLASS CORE INPUT

Remind the children of the story they heard in the last session about God creating everything and being there at the beginning. Explain that a psalm is a prayer song. In this part of Psalm 139 we hear how God created us and was there at our very beginning in life. *God's Story 2* pages 36-37

Great and wonderful Creator God.

I thank you and I praise you

For creating wonderful me.

**You loved me and you know me.**

Whilst I was in my mother's womb

**You loved me and you knew me.**

You watched me growing and moving.

**You loved me and you knew me.**

You were there at my very beginning.

**You loved me and you knew me.**

You are there at the beginning of each new day. You are there at every new beginning I make. Your thoughts and dreams for me are as many as the stars in heaven and grains of sand on the seashore. I think you are just WONDERFUL!

Great and wonderful creator God

I thank you and I praise you.

**You loved me and you know me.**

## SOME KEY QUESTIONS

- Q Which part of Psalm 139 did you like or wonder about and why?
- Q What is similar in Psalm 139 and the Creation story that we read in the last session? e.g new beginning, creating the world and me.

## SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Retell and illustrate your favourite part of Psalm 139 with a caption and add to the display.
- Write a new version of the psalm using the response 'You love me and you know me', using ideas from the previous session and Psalm 139.

## CONTINUOUS PROVISION

- Create a simple tune for the response, using percussion and add accompanying words.
- Write the thoughts and dreams you think God has for you on a star template.

**LEARNING FOCUS 3:** It is good to begin the day with prayer.

## **CONTENT | WHOLE CLASS CORE INPUT**

Talk about how the day might start at home and in school. Who do you greet, how do you greet them and who greets you? At the beginning of each new day we greet God in our prayer. Remind children about the times of Collective Worship in school or in class and what happens. Reflect on the class prayer focus. Help the children to see their new classroom as special to them.

Choose a special part of the room where you can gather together to celebrate God's love each new day. Encourage the children to choose items to enhance the 'prayer corner'. Make this their gathering place at the beginning of each day.

Use the morning prayer/song used in your school. Encourage the children to write a morning prayer at home, to be read out in class and add these to the prayer wall/class prayer book.

## **SOME KEY QUESTIONS**

- Q Why do you think it is good to begin the day with prayer?
- Q Why do people like a special place to pray?
- Q What do you think helps to make a place special for prayer?

## **SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

- Write a class/individual prayer thanking God for the new day.
- Imagine a new child joins your class. Tell them about the prayer focus, why it is there and how it is used. Describe what happens at the prayer times at the beginning of each day.
- Develop ideas on how they can gather together for the start of Collective Worship.

## **CONTINUOUS PROVISION**

- From a bank of appropriate resources create a prayer focus on the theme of 'New Beginnings.'

**LEARNING FOCUS 4:** Psalm 19 is a song of praise to God.

## **CONTENT | WHOLE CLASS CORE INPUT**

Read Psalm 19: 1-5, Look at God's World, using the picture on *God's Story 2* page 28 or other relevant photographs to illustrate the text. Psalm 19 praises God for all the wonders of creation.

### **Psalm 19: 1-5**

*We praise you God.*

*Each day the sun rises high in the sky to give us light and warmth.*

*Words are not needed to tell us how wonderful you are:*

*the silent message reaches everyone, everywhere.*

*We are full of joy as each new day begins.*

Take the children outside to experience the wonder of creation.

## **SOME KEY QUESTIONS**

- Q What line or phrase could we use to make a response to Psalm 19? e.g. We are full of joy
- Q How does Psalm 19 remind us of the wonderful world God made?
- Q Why aren't words needed to tell us how wonderful God is?

## **SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

- Listen to 'Morning' from the Peer Gynt Suite – Edvard Grieg, or something similar. Illustrate the music with pictures/paintings of sunrise or create a prayerful dance to accompany this. Another group could record the dance and add captions from Psalm 19.
- Write your own psalm in praise of God, which describes at the beginning or end of the day as the sun rises or sets and share with group.

## **CONTINUOUS PROVISION**

- Create a painting to illustrate Psalm 19. Talk about and describe what you have painted.

**LEARNING FOCUS 5:** God is always close.

## **CONTENT | WHOLE CLASS CORE INPUT**

*God's Story 2* page 28 Psalm 8: 3-11 Look at *God's World*.

Every day and night we can look around and see all that God made and remember that God made us too. God was there at our beginning and is with us always.

Display Psalm 8 on the IWB and read it together.

## **SOME KEY QUESTIONS**

- Q How do you feel when you look at the sky?
- Q How do you think the writer of the psalm felt? Why?
- Q Who is there to guide us at every beginning?

## **SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

- Retell Psalm 8 and add a response that everyone could join in with. e.g. Blessed be God, or something similar or a different response for each verse.
- Using the picture in *God's Story 2* page 28, compose a poem describing how God is always close.

## **CONTINUOUS PROVISION**

- Using ideas from Psalm 8 create a collage to show how God is close to us.

**LEARNING FOCUS 6:** God, who is present in our beginning, knows and loves each one.

## CONTENT | WHOLE CLASS CORE INPUT

St Paul was a great apostle who travelled to many different places to tell people about Jesus Christ and God the Father's plan for them. He started a church in Ephesus and when he went on to another city he wrote to the people of Ephesus to encourage them. This is what he said:

*God loved us and chose us before the world was made to be holy.  
Because he loved us, God decided to make us his own children.*

*(Based on Ephesians 1: 4-5)*

## SOME KEY QUESTIONS

- Q How do you think the people of Ephesus felt when they heard those words?
- Q Which is your favourite phrase or word and why?
- Q What could you do to show you are holy and a child of God?

## SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY

- Sometimes a new beginning might be worrying. Compose a prayer asking for God's help.
- Compose a verse for a hymn praising God for knowing and loving us.
- Write a letter in the style of St Paul to a friend telling them why God created them and loves them.

## CONTINUOUS PROVISION

- Use your favourite phrase from this reading and put it on a bookmark. Talk about why you choose this phrase and what it means to you.

# RESPOND

Remembering, celebrating and responding to the many beginnings each day offers and that God is present at every beginning

## Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience 'Beginnings.' Using the display, children may be able to contribute to the following through discussion, role-play, drama, art, cue cards etc.

## Ask the children if there is anything they wonder about

- How their day begins.
- Why some beginnings are easy and some more difficult.
- How each day is a new beginning.
- How much God cares for everyone.

## Provide the opportunity, possibly by one of the means above, for the children to remember

- The story of Creation.
- Some of the psalms about beginnings.
- About God being present in all new beginnings.
- Some phrases from the psalms.
- What psalms are and how they can be used.
- What shows that God cares for everyone.

## Rejoice

Remember to plan an end of topic celebration. (*Download the Rejoice and Gather Form from the Come and See website.*)

## Renew

The teacher helps each child to make an individual response, to what they have understood and celebrated from their own experience and the experience of the Church community.

## Apply their learning

It's really important to begin well. What do I need to begin well...?

## Some suggested ideas

After a time of quiet reflection and prayer

- Where/how can I help create a new beginning at home or school? This could be written on paper shaped as a butterfly, fish, tree etc. to take home for their prayer space.
- Think of one thing needed for a good new beginning that could happen today.
- Make a prayer card to share at home as a reminder to say prayers in the morning.

## Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

## STANDARD SUMMARY

Some children will be able to **talk** about their experience and feelings about new beginnings.

Some children will be able to say what they **wonder** about the excitement and surprise that a new start can bring.

Some children will be able to **recognise** the story of Creation as a religious story.

Some children will be able to **recognise** and use some religious words and phrases about types of prayer.

Some children will be able to **recognise** that people are kind and loving because God made them.

Some children will be able to say what they **wonder** about the beauty around them and God creating the world.

Some children will be able to **ask and respond** to questions about their own and others' experiences about new beginnings.

Some children will be able to **ask questions** about what they and others wonder about the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer.

Some children will be able to **retell** the story of Creation as a religious story or some phrases from the psalms.

Some children will be able to **describe** and use some religious words and phrases about types of prayer.

Some children will be able to **describe** that people are kind and loving because God made them.

Some children will be able to **ask questions** about what they wonder about the beauty around them and God creating the world.

## CHURCH TEACHING

This is an outline of the teaching of the Church covered in **BEGINNINGS**:

- God is present in every beginning.
- The story of Creation, God made the world.
- God made us and loves us.
- The importance of prayer; morning prayer and a litany.
- A psalm is a prayer song to God.